

**TEACHERS' ATTITUDES TOWARDS IMPLEMENTATION
(TEACHING) OF INTEGRATED PRODUCTION SKILLS
(ART AND CRAFTS) IN PRIMARY SCHOOLS
IN BUHIMBA SUB-COUNTY IN HOIMA**

BY

**KATUSABE HOPE ROSE
DPE/ 20806/ 71/ DU**

**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF
OPEN AND DISTANCE LEARNING OF KAMPALA
INTERNATIONAL UNIVERSITY IN PARTIAL
FULFILLMENT OF THE AWARD OF A
DIPLOMA IN PRIMARY
EDUCATION**

MAY, 2010

DECLARATION

I, declare that the material in this book has been done entirely by my effort and has not been presented else where for any academic awards.

SIGNED


.....

KATUSABE HOPE ROSE

DATE

14th / 05 / 2010
.....

APPROVAL

This research report is submitted for examination with my approval as a
University Supervisor.

Signed

A handwritten signature in blue ink, appearing to read 'Ochan Joseph', written over a dotted line.

MR. OCHAN JOSEPH

SUPERVISOR

DATE:

A handwritten date '14/05/2010' in blue ink, written over a dotted line.

DEDICATION

This report has been dedicated to my beloved daddy, Byabasaija K. James and my Mum, Barungi Lucy who has inspired my academic endeavors at Kampala International University.

ACKNOWLEDGEMENT

I would like to thank the good Lord for giving e strength and courage to complete this research report.

Without God, this research would not have seen the light of the day.

Special thanks go to my supervisor Mr. Ochan Joseph who was a good mentor and advisor during the completion of this research.

Lastly and most important, to my family members Grand Nyakahuma, my son Elvin, my husband Mr. Bigirwa Shedrack and friends who have been close to me and supportive in this noble work all for their enormous support while I studies far from my home. Special regards to Agnes, Aminah, Florence and Roselyne Murungi

May the Good Lord reward them abundantly

TABLE OF CONTENTS

DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
DEFINITION OF TERM	vii
ABSTRACT	viii
 CHAPTER ONE	 1
INTRODUCTION	1
1.0 Background.....	1
1.1 Statement Of The Problem	2
1.2 The Purpose Of The Study	3
1.3 Objectives Of The Study	3
1.4 Research Questions.....	3
1.5 Significance Of The Study	4
1.6 Scope Of The Study.....	5
 CHAPTER TWO	 6
LITERATURE REVIEW	6
2.0 Intoduction:.....	6
 CHAPTER THREE.....	 10
METHODOLOGY	10
3.0 Introduction	10
3.1 Study Design.....	10
3.2 Population And Sample Of The Study	10
3.3 Instruments	11
3.4 Reliability And Validity Of Instruments	11

3.5 Data Collection Procedures	11
3.6 Data Analysis.....	12
CHAPTER FOUR	13
DATA PRESENTATION, ANALYSIS AND INTEPRETATION.....	13
4.0 Introduction	13
4.1 Background information.....	13
CHAPTER FIVE	20
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS	20
5.0 Introduction	20
5.1 Summary of findings	20
5.2 Conclusion	21
5.3 Recommendations	21
PROPOSED BUDGET.....	22
REFERENCE.....	23
APPENDENCES.....	24
APPENDIX A.....	24
QUESTIONNAIRE FOR THE HEADTEACHERS.....	24
APPENDIX B.....	26
QUESTIONNAIRE FOR TEACHERS.....	26
APPENDIX C.....	28
INTRODUCTION LETTER.....	28

DEFINITION OF TERM

For the purpose of this study, the followings terms were defined to reflect the exact meaning embedded in what was being examined.

Primary school: Presently in Uganda, this term refers to the academic level between the kindergarten and secondary school. It normally last seven years.

Effectiveness: This term was used to mean teachers determination to bring about desirable educational changes in art as reflected through the quality of pupils work.

Interest: is an indication of a positive response towards situation.

Maturation: is the gradual development of ones ability to perform a task.

Readiness: means preparedness

Performance: this is the degree of quality of an art work produced by a pupil as measured by the ranking method.

Pupils: This refers to the children or learners at the level of primary.

The primary section consists p.1 and p.7. This means that pupils spend seven years in primary.

ABSTRACT

The study was conducted in primary schools in Buhimba sub-county in Hoima.

The purpose of the study was to assess the teacher's attitudes the implementation (teaching) of integrated production skills (IPS) Art and craft in primary schools. The study focused on the followings:

1. To assess teachers lever of participation in integrated production skills.
2. To examine teachers opinion whether integrated production skills should be taught in primary schools (Art and craft)
3. To identify factors influencing the teachers attitudes towards implementation of integrate production skills (Art craft).

The study revealed that teachers' level of participation in integrated production skills is low, head teachers do not supervise their teachers while teaching Art and craft, majority of teachers agreed that it is beneficial to study Art and Craft while high percentage of 75% revealed that teachers do not go for refresher courses, pupils perform well in Art and craft, there is enough space for them to conduct and display art and craft work, there is also 50 to 50 disagreements between who supported that it should not be taught and those who said should be taught, lack of instructional materials, and that most of the materials are got from home.

The study recommended the followings:-

Teachers should be motivated in order to participate actively in IPS, Heateachers should supervise their teachers while teaching art and craft in their classes, The ministry of Education and Sports should organize refreshers courses for teachers through the DEOS, The ministry of Education should also provide schools with instructional materials; this can be done through the DEO.

CHAPTER ONE

INTRODUCTION

1.0 BACKGROUND

For along time there has been need to transform the education system from producing job seekers to producing job creators. The majority of the youth do not cross the threshold of the primary school level and find themselves without skills of survivals. The few who go through the school system cannot be absorbed by the job market. Besides even those who get employed find their salaries inadequate. The government whitepaper gives a solution to the above problem. The introduction of integrated production skills (LPs) informs of Art and craft into the primary school curriculum is one of the solutions (Kiyingi, 1970)

Integrated production skills are a practical subject taught in primary schools in the form of Art and craft according to the current curriculum of Uganda. By definition, integrated production skills refer to the creative use of materials, tools and processes in the environment to produce terms and services that promote welfare of the individuals, the family and the community. Indeed integrated production skills (art and craft) being a practical study serves the young people's needs for self reliance by preparing them for job creators (white paper, 1992)

One of the "broad aims of education" endorsed by the government white paper (1992) is: "To eradicate illiteracy and equip the individual with basic skills and knowledge to exploit the environment for seft-development as well as National

development for better health, nutrition and family life and the capacity for continued learning”

The white paper on “Aims and objectives of primary education” further endorsed the objective “To develop varieties of basic practical skills for enabling individuals make a living in multi-skilled manner. More so, integrated production skills help individuals/ learners to understand other subjects especially those which involve diagrams like science, social studies to mention but a few.

However this subject is a problem in the Uganda’s education system takes a quick view at Buhimba sub-country Hoima district where the study was conducted. We find that production skills is a compulsory subject inform of art and craft, but experience has shown that most primary schools within the sub-county have put on the teaching/ learning of integrated production skills in t5he primary schools in Buhimba sub-county Hoima district,

1.1 STATEMENT OF THE PROBLEM

The government has tried to vocational the subject in education system through integration of subjects but still there is neglect and less emphasis of integrated production skills (Art and craft) and yet the pupils like the subject.

Therefore this study comes into bridge the information gap and provides facts about the teacher's attitudes towards teaching of integrated production skills (Art and craft) in primary schools.

1.2 THE PURPOSE OF THE STUDY

The purpose of the study was to assess the teacher's attitudes the implementation (teaching) of integrated production skills (IPS) Art and craft in primary schools.

1.3 OBJECTIVES OF THE STUDY

The study focused on the following:

1. To assess teachers level of participation in integrated production skills.
2. To examine teachers opinion whether integrated production skills should be taught in primary schools (Art and craft)
3. To identify factors influencing the teachers attitudes towards implementation of integrate production skills (Art craft).

1.4 RESEARCH QUESTIONS

The study sought to provide answer the following questions.

1. What are teachers' levels of participation in integrated production skills (Art and craft)?

2. What are the teacher's opinions whether integrated production skills (Art and craft) should be taught?
3. State the factors influencing the teacher's attitudes toward implementation of integrated production skills (Art and craft) in primary schools?

1.5 SIGNIFICANCE OF THE STUDY

The study was expected to be of great value to a number of people and organizations.

It was hoped that it may help (UNEB) Uganda national examination board department to begin setting strategies on how to examine integrated production skills (Art and craft) at primary leaving examination. It was also expected to guide Uganda national examination Board (UNEB) settlers of examinations; to see how they can skills (Art and craft) since it is both practical and theory.

The national curriculum development centre (NCDC) would benefit by adjusting on the method used in the teaching of integrated production skills (Art and craft), the content being taught and even suggesting the affordable materials to be used in the teaching of integrated production skills (Art and craft)

The ministry of education and sports (M.O.E. &S) would benefit by coming up with strategies of training specialists in integrated production skills (Art and craft) and carrying out refresher courses to those handling it now in primary schools. According to this study, the government may see it wise to increase its funding in

primary schools especially to cater for the teaching materials in integrated production skills (Art and craft) subject.

Teachers might benefit after being sensitized on the improvisation of integrated production skills (Art and craft) materials by making them utilize the local environment through getting local materials and even being creative enough.

Pupils may identify their weaknesses and say poor attitude toward integrated production skills (art and craft) subject and be able to gain interest basing on the study benefits. It is also hope that, pupils will see it clearly that they can survive in this world with the help of integrated production skills (Art and craft) subject.

The school administrators like the Head teachers, teacher, inspector of schools and the ministry of education wiould understands and identify their teacher's professional qualification that is trained and untrained staff. Then substitutes, the untrained with the well trained staff in order to help them cope up with the environment. Finally, it would stimulate further research factors(investigation) that may be affecting the teaching and learning of integrated production skills (Art and craft) in primary schools in buhimba sub-country.

1.6 SCOPE OF THE STUDY

This study was intended to investigate the teacher's attitudes towards the implementation or teaching of integrated production skills (Art and craft) in primary schools. It will take place from 30th may to 25th April 2010. It will involve ten selected schools in Buhimba sub-county.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION:

In this chapter, the researcher discusses the literature related to causes of teachers poor attitudes towards the implementation or teaching of integrated production skills (Art and craft) in primary schools in Buhimba sub-country. They include the following:

The costs involved in the teaching/ learning of integrated production skills (Art and craft). Art and craft being un-examinable subject at primary leaving examination (PLE).Teacher's professional qualification on integrated production skills (Art and craft).These have disturbed the mind of many people and many researchers have been carried out on this subject.

However little has been got by the researcher about his topic on the study of teachers poor attitudes towards implementation (teaching) of integrated production skills (Art and craft) in primary schools in Buhimba sub-county. They can be discussed about below. Costs involved in teaching/ learning integrated production skills (Art and craft)

The costs of Art and craft materials and tools forexample paint, dyes, crayons and other things being too expensive is a big obstacle to all pupils, teachers and

head teacher as this hinders the establishment and development of the subject in primary schools.

According to Kent (1963) say that

“The amount of money available for the purchase of Art and craft materials and equipments (tools) is extremely limited in schools”. As it was said before that Art and craft is a practical subject, so it requires the availability of necessary materials and tools for its work production. So there is need for enough funds in schools to purchase these materials.”

According to Mazinga (1933) Lowenfield (1982) and Nanyonjo 1990 “supported the use of visual displays as the most effective methods of teaching and learning of Art and craft” but still there is funds to purchase things like paint, cryons, papers, clay and other visual displays.

Under the costs of materials for integrated production skills (Art and craft).

The Uganda primary school curriculum volume two (2000) says “The syllabus has been designed so that the teachers and learners may find most of the teaching materials in the environment”. They are therefore encouraged to collect local materials from resources in the environment both human and physical. However there are instances where a few materials and equipments should be bought for example nails, hammer, dyes and still they are expensive.

Integrated production skills (Art and craft) as un-examinable subject

Integrated production skills (Art and craft) is one of the vocational subjects offered in primary schools but not examinable. However "according to Byayoo John K.W Geria, Oguard V.S Bakaira Rodfrey (ps/3 supplementary module 2001) all says that "all teaching in our education system is examination oriented and most of the vocational subjects are not examined" in the final analysis less attention is paid to the teaching of Art and craft.

Teacher's qualifications on integrated production skills (Art and craft)

There are few categories of teachers in the education system that is untrained (licenced). The recruitments of licenced teacher teachers in some school is due to shortage of manpower teachers in the system of teaching.

According to Masembe (1991) on the problem of manpower says

"The teaching of manpower says turned into a refuge for all frustrated".

The teachers enrollment is still low due to lack of funds from the government where there of days the staff ceings are being reduce and when pupils are still many due to no funds to cater for teachers and also some people take it as the last decision or resort so this affects the teaching and learning of integrated production skills in primary schools."

On the same point of teacher's qualifications, Mc Edormick (1998) said "some teachers particularly doubt the skills and experience of advisors".

This actually justifies the situation for instance where the school employ untrained teachers but in other professions where their documents are doubted as per the profession demands

Still on teachers qualifications

According to Kent (1963) also agrees that materials available are expensive in that they require a well-qualified teacher for integrated production skills (Art and craft) who can substitute them with the local materials in form of improvisation".

Finally, on the teachers qualifications issue, the Uganda primary school curriculum volume two says "teachers should request firms, factories, private enterprises and other sectors to assist them in providing some teaching materials and learn more skills or have more knowledge where the teachers cannot provide them.

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

This chapter focused on the study design methods and the procedure to be employed in the investigation.

3.1 STUDY DESIGN

A survey researcher was used to explore various factors involved in the teaching /learning of integrated production was analyzed.

This method was adapted because the researcher would look at a wide variety of issues and respondents to indicate a picture of what is happening in the implementation of integrated production skills (Art and craft) in primary schools of Buhimba sub-country.

3.2 POPULATION AND SAMPLE OF THE STUDY

The sampling was selected using simple random technique so that each member can have equal chances of being selected. The study covered Hoima district particularly in Buhimba sub-country only. The researcher used two categories of people as the population from the sample was obtained. The people included teachers and Head teachers. The reason for taking such sample was that they were easy to access and have the ability to avail the study.

The population to be used or respondents are summarized below.

Population	Number
Head teacher	10
Teachers	30
Total	40

3.3 INSTRUMENTS

The researcher used interview guides and questionnaires. These questionnaires contained both open and closed ended items. They would cater to all categories of the population in the study. Oral structure interviews were used to target pupils so that different views shall be generated to certain extent to which a teacher teach integrated production skills (Art and craft) in primary schools particularly in Buhimba sub-county. Questionnaire analysis used to review official documents including timetables schemes of work, children attendance and class progress.

3.4 RELIABILITY AND VALIDITY OF INSTRUMENTS

The validity of the questionnaires and interviews guides were eliminated, then they were asked to give the correct data. The reliability of the questionnaires was also measured.

3.5 DATA COLLECTION PROCEDURES

The research intended to take 10 days while collecting data from the respondents. The questionnaires were administered to head teachers after interviews were held with those pupils selected from different schools. Head

teachers and teachers filled the questionnaires distributed and collection of questionnaires from the teachers after filling was done by these head teachers. Finally, the researcher with the help of the above people analyzes the poor attitudes of teachers towards implementation of integrated production skills (Art and craft) in primary schools particularly in Buhimba sub-country.

3.6 DATA ANALYSIS

Data analysis obtained from close-ended item in questionnaires, summarized in frequencies and percentages then results tabulated. The open-ended items in questionnaires and data generated from interviews were coded and then critically analyzed and conclusions were made.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter shows how the data collected from the field was analyzed and interpreted.

The data filed in the questionnaires were copied and analyzed by tallying it and tabling it in frequency tables identifying how often certain responses occurred and later evaluation was done.

The recorded data was later edited and interpreted which ensures uniformity, legibility and consistency. Also, interview results were coded on frequency tables which was calculated in terms of percentage as illustrated below.

4.1 Background information

Respondents were asked to state their sex and the results are shown in table 1

Table 1: Classification of respondents by sex

Sex	Frequency	Percentage
Female	27	67.5
Male	13	32.5
Total	40	100

Source: primary data 2010

Table 1 reveals that majority of respondents were females as it was represented by 67.5% and 32.5% of the respondents were male, this means that there are more female teachers at primary level than male.

Table 2: Classification of respondents by age

Age	Frequency	Percentage
25-30	20	50
31-35	10	25
36 +	10	25
Total	40	100

Source: primary data 2010

Table 2: shows that the largest percentage of the respondents was in the age bracket of 25-30 years, while 25% represents age bracket between 31-35 and 36+. This means that the majority of the respondents lie between the age bracket of 25-30 years.

Table: Respondents marital status

Marital status	Frequency	Percentage
Single	08	20
Married	25	62.5
Divorced	0	0
Separated	07	17.5
Total	40	100

Source: primary data 2010

Table 3 indicates that 62.5% of the respondents are married, 20% are single, 17.5% are separated while none of them divorced. This means that the majority of the respondents are married.

Table 4: Teachers level of participation in integrated production skills.

responses	Frequency	Percentage
Once	15	37.5
Twice	10	25
Daily	09	22.5
Not at all	06	15
Total	40	100

Source: primary data 2010

Table 4 indicates that 37.5% agreed that they participate only once, 25% twice, 22.5% daily while 15% said not at all. This implied that the level of teachers participation in integrated production skills is low.

Table 5: Whether headteacher supervise teachers when teaching Art

Response	Frequency	Percentage
Sometimes	10	25
Always	14	35
Not at all	16	40
Total	40	100

Source: primary data 2010

Table 5: reveals that 40% of headteachers do not supervise their teacher while teaching art and craft, 35% always, while 25% said some times. This means that headteachers do not time to supervise their teachers while teaching art and Craft.

Table 6: How beneficial is the teaching and learning of Art and Craft to the pupils

Response	Frequency	Percentage
Beneficial	30	75
Not beneficial	10	25
Total	40	100

Source: primary data 2010

Table 6: shows that majority of the respondents 75% agreed that art and craft is beneficial, while 25% said not beneficial. This means that the teaching of art and craft is beneficial

Table 7: Whether teachers attend refreshment courses concerning the teaching of Art and craft

Response	Frequency	Percentage
Always	00	00
Sometimes	10	25
Not at all	30	75
Total	40	100

Source: primary data 2010

Table 7: illustrate that majority of the respondents do not go for refresher course with 75%, 25% that some times, while no response on whether they go always. This means that the school do not send their teaches for refresher course.

Table 8: The performance of pupils in integrated production skills

Response	Frequency	Percentage
Good	25	62.5
Fairly good	10	25
Fair	05	12.5
Total	40	100

Source: primary data 2010

Table 8: shows that majority of respondents 62.5% said pupils perform well, 25% that fairly good, while 12.5% said they perform fairly. This means that students performance is good.

Table 9: Whether class have enough space where to display Art and craft work

Response	Frequency	Percentage
Enough	16	40
Fairly enough	10	25
Not enough	14	35
Total	40	100

Source: primary data 2010

Table 9: reveals that majority of the respondents 40% agreed that there is enough space, 35% not enough while 25% said fairly enough. This means that there is enough space.

Table 10: Teachers' opinion whether TPS should be taught

Response	Frequency	Percentage
Should be taught	10	25
Should not be taught	15	37.5
Not sure	15	37.5
Total	40	100

Source: primary data 2010

Table 10: indicates that 37.5% said should not be taught, 37.5% not sure while 25% support the idea that it should be taught. This means that majority of the respondents do not know what to do with IPS.

Table 11: Challenges met in teaching IPS (Art and Craft) in your class

Response	Frequency	Percentage
Small space	08	20
Little time	8	20
Lack of instrumental materials	10	25
Lack of interest	5	12.5
Less beneficial	9	22.4
Total	40	100

Source: primary data 2010

Table 11: shows that majority of the respondents 25% that teaching of arts and craft is less beneficial, 22.5% that there is lack of instrumental materials, 20% little time 20% small space while 12.5% said they lack interest in art and craft. This means that the major challenges faced by teachers that lack of instrumental materials.

Table 12: Source of instructional materials for teaching Art and craft

Response	Frequency	Percentage
Home	15	37.5
Markets	09	22.5
School environment	10	25
Shops	06	15
Total	40	100

Source: primary data 2010

Table 12: shows that major of respondents with 37.5 said they get from home, 22.5% markets, 25% school environment, while 15% mentioned shops. This means that most of the instructional materials got from home.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

In this part of the study, the researcher discussed key findings, conclusions and recommendations on IPS in Buhimba sub-country Hoima.

5.1 Summary of findings

As manifested from the foregoing analysis, the study revealed that teachers' level of participation in integrated production skills is low. Teachers also revealed that head teachers do not supervise their teachers while teaching Art and craft.

The study also revealed that majority of teachers agreed that it is beneficial to study Art and Craft while high percentage of 75% revealed that teachers do not go for refresher courses.

The study also revealed that pupils perform well in Art and craft.

That there is enough space for them to conduct and display art and craft work, there is also 50 to 50 disagreements between who supported that it should not be taught and those who said should be taught.

Among the numerous challenges teachers encountered include lack of instructional materials, and that most of the materials are got from home.

5.2 Conclusion

The teaching of integrated production should be strengthen. It has been proved beyond reasonable doubt that teachers face a lot of challenges while handling these children.

5.3 Recommendations

The study recommended the followings:-

Teachers should be motivated in order to participate actively in IPS

Heateachers should supervise their teachers while teaching art and craft in their classes.

The ministry of Education and Sports should organize refreshers courses for teachers through the DEOS.

The ministry of Education should also provide schools with instructional materials; this can be done through the DEO.

PROPOSED BUDGET

The researcher is expected to meet the following expenses as shown in the table.

ITEMS	QUANTITY	AMOUNT
Duplicating papers	1 ream	90,000/=
Stencils	2 packets	20,000/=
Photocopying		21,000/=
Typing changes		60,000/=
Traveling expenses	30 days	100,000/=
Binding	3 books	4,5000/=
Pens		1,8000/=
Ruler		1,000/=
GRAND TOTAL		48300/=

REFERENCE

Bwayo John (1964) K.W Ogwano. Supplementary module P.5/3

Julius seasar Enon (1939) Education Research.

T.K Mazinga (1981) methods of Art and craft teaching.

Talabi G (1979) Art teaching in Africa schools.

Tomlinson (1986) the growth of child Art Kanyankole.

Uganda national development centre (200) Uganda primary schools curriculum volume two.

APPENDENCES

APPENDIX A

QUESTIONNAIRE FOR THE HEADTEACHERS

Grade of your school.....

Total enrollment in your school.....

Boys..... Girls.....

(a) Teachers level of qualification in IPS

1. How often do your teachers teach Art and Craft in a week?

a) Once b) Twice c) Daily d) Not at all

2. How many teachers in your school handle IPS (Art and Craft)

.....

3. How often do you supervise teachers when teaching Art and craft.

a) Sometimes b) Always c) Not at all

(b) Teachers opinion whether IPS should be taught

4. In your opinion how beneficial is the teaching and learning of Art and Craft to the pupils

.....

.....

5. How often do your teachers attend refresher courses concerning the teaching of Art and Craft

a) Always b) Sometimes c) Not at all

(c) Factors influencing the teachers attitudes towards implementation of IPS

6. What is the performance of pupils in IPS?

a) Good b) Fairly good c) Fair

THANKS YOU

APPENDIX B

QUESTIONNAIRE FOR TEACHERS

(a) Teachers level of participation in IPS

1 Does your class have enough space where to display Art and craft work?

Enough ☐

Fairly ☐

Not enough ☐

2. For how long have you been in the teaching profession?

.....

(b) Teachers opinion whether IPS should be taught

3. What is your view on the teaching on integrated production skills (Art and craft?)

.....

4. Do you think that the skills children learn in the subject can be beneficial to them in case they drop out after P7? Explain

.....

(c) Factors influencing the teacher's attitudes towards teaching integrated production skills

5. How big is your class?

.....

6. Do you teach Art and craft in your class?

.....

What challenges do you meet teaching IPS (Art and craft) in your class?

.....

7. Where do you get the instructional materials for teaching Art and craft from?

(i) Home

☐

(ii) School environment

☐

(iii) Markets

☐

(iv) Shops

☐

THANK YOU

APPENDIX C

INTRODUCTION LETTER



KAMPALA
INTERNATIONAL
UNIVERSITY

Kampala International University
Institute of Open and Distance Learning
P O Box 20000 Kansanga, Kampala, Uganda
e-mail: drisowoeve@yahoo.com Tel: 256775434483
+25641437388/ +25641437388/ +256703568689

Office of the Director

Date: 13 May, 2010

TO WHOM IT MAY CONCERN:

KATWSABE HOPE ROSE REG NO. DPE/20806/71/BU

Dear Sir/Madam,

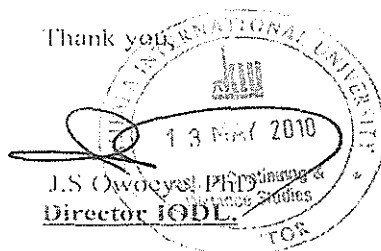
Re: Research/ project Writing

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a Diploma in primary Education.

He/she wishes to carry out Research/ Project writing in your school.

Research is a requirement for the award of a Diploma in primary in Education. Any assistance accorded to him/her will be highly appreciated.

Thank you,


J.S Owoeye, PhD
Director IODL