

**LOCAL LANGUAGE POLICY IMPLEMENTATION AND  
ASSESSMENT OF PUPILS IN SELECTED PRIMARY  
SCHOOLS IN KYAKA COUNTY  
KYELEGWA DISTRICT  
UGANDA**

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Master of Educational Management and Administration

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### 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.

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

BEYANGA JACK

A handwritten date '25/10/2012' in blue ink, written over a dotted line.

Date

## **DECLARATION B**

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

.....

Dr. Kayindu Vincent

Supervisor

.....

Date

## **ACKNOWLEDGEMENT**

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

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

## **ABSTRACT**

This study investigated local language policy implementation and assessment of pupils in lower primary classes in Kyaka county, Kyegegwa district Uganda. The study was based on the following objectives: to establish the demographic characteristics of the respondents in terms of gender, age, educational qualification, position held and number of years teaching experience; to find out the level of local language policy implementation in lower primary classes; to establish the level of assessment of pupils in lower primary classes in the primary schools under study and to determine if there is a significant relationship between the level of local language policy implementation and the level of assessment of pupils in selected primary schools. The study employed descriptive correlational design; Respondents of the study were Headteachers of the selected primary schools and all teachers in lower primary classes. 154 respondents participated in the study. Data was collected using non standardized questionnaires and analyzed using frequency counts for the demographic characteristics of the respondents. Using frequency counts, demographic characteristic of the respondents were established whereby the female respondents dominated with 56% whereas men comprised of 44%; 33% of the respondents were within the age group of 25-29. The majority of them were youngsters with 78% and of all respondents a GIII Teachers' Certificate was their highest level of qualification with teaching experience of 1-3 years at 40 %. The average mean for the level of local language policy implementation in all primary classes in the schools under study was moderate which implied that it was satisfactorily done hence good enough. It was also found out that the level of assessment of pupils was moderate which implied that it was good enough. There was also a moderate significant relationship between the level of local language policy implementation and level of assessment of pupils in lower primary classes. The hypothesis that there is no significant relationship between the level of local language policy implementation and the level of assessment of pupils was rejected and an alternative hypothesis was upheld. Skinner's Behaviorist theory was proved relevant for the study. It concluded that local language policy implementation and assessment of pupils are still at a questionable level. It recommended that the programme needs more than mere stipulation in the National Policy on Education and should foster a meaningful, purposeful and functional primary education as enunciated in the National Policy on Education.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

GWP	Government White Paper
EPRC	Education Policy Review Commission
NCDC	National Curriculum Development Center
MoES	Ministry of Education and Sports
LEP	Language Education Policy
UPE	Universal Primary Education
LAD	Language Acquisition Device
NPE	National Policy on Education

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## **CHAPTER ONE**

### **THE PROBLEM AND ITS SCOPE**

#### **Background of the Study**

In many African countries, the language of instruction includes a colonial language which is often a Language of Wider Communication (LWC). Africa has been therefore disadvantaged whereby the language of instruction is largely foreign to learners. As a result, all former British colonies have English, whereas all former French and Belgian 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.

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 Whitepaper on education (Government Whitepaper, 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%) 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 resulted into a growing number of urban centers 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 P.1 to P.4. English then becomes a medium of instruction in P.5, Primary four is the transition year in which teachers use both the local language and English. In urban areas, English would be the medium of instruction from P.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 would be taught as a compulsory subject in both the rural and urban schools from primary four to primary seven, (Government White Paper, 1992).

Although the Education Review Commission, on whose report the 192 GWP on education was based, had recommended that the medium of instruction in the first four years of primary school should be mother tongue, the government changed this to "relevant local language". In response to the proposals in 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 Uganda's population (National Curriculum Development Centre, 1999).

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 stressing the need to promote mother tongue literacy to address this perennial concern (Ministry of Education and Sports, 2004). After laying this foundation, the NCDC with the intention of enhancing learning achievement in literacy numerous revised the lower primary curriculum to make it thematic. In 2007, the Ministry of Education and Sports introduced mother tongue as a media of instruction in lower primary school grades (P.1, P.2 and P.3). The policy stipulated that schools, save for some in urban areas, should teach all subjects, except English, through mother tongue. Every school was to adopt the dominant local language of the community in which it is situated as a language of instruction or retains English only if the dominant community local language is unclear.

Assessment of pupils under thematic curriculum is a process of finding out how much a child has achieved during and after the teaching and learning process. It is part and partial of the teaching and learning process. It is important to assess children so as to know whether they are making progress or not. It focuses more on what a child can do than merely what the child knows or can remember. They should develop competencies, skills, values, understanding and ability to explore and discover more from the world around them, rather than learning information. Teachers are expected to observe, assess and take note of the child's activities in and outside the class room.

This assessment of pupils requires the teacher to keenly observe learners and assess their competencies, values, skills and understanding, then keep records on individual learners which means more work to the teachers hence more demand and responsibility to them. Therefore, there

is a likelihood that teachers may fail to effect the form of pupil assessment as required, leaving it "to whom it may concern" despite other challenges related to daily teaching in primary schools hence a problem. Recording individual pupil's assessment by teachers in lower primary classes on daily basis seems to be a tedious work that cannot be effectively done without irregularities.

Teachers conduct lessons in the local language as a language of instruction. Translations of the concepts specified in the curriculum to experiences relevant to the learner are provided. Class drills are done using the local language as the verbal medium of communication. The teacher is expected to take advantage of the learner's use of the local language to encourage learners' full participation in all the learning activities. The activities include riddles, songs, drama, games, proverbs, rhymes and stories. They help the teacher to consolidate the vocabulary and structures learnt under themes. The objectives of teaching local languages are stipulated in the primary school curriculum as:

- To promote and preserve Uganda's different languages.
- To revitalize the use of songs, rhymes, chants, games, tongue-twisters, stories, situational games, proverbs, poems and riddles.
- To help the teacher enrich teaching methods so as to make the teaching and learning process more interesting and meaningful.

As the new policy commenced, it met considerable hostility from many critics. Private schools to prove a point remained adamant to it as they still taught the lower classes using English as a medium of instruction. This has in a way created a question in the mind of the researcher as to the relevance of the local language policy implemented by the

government. It is against this background that the researcher intended to investigate the level of local language policy implementation and assessment of pupils in lower primary classes in selected primary schools in Kyaka County, Kyegegwa District.

### **Statement of the problem**

Assessment of pupils in lower primary classes under Thematic Curriculum was the problem investigated. Thematic Curriculum is a policy being implemented in all rural- based government aided primary schools in Uganda. It is a reform programme in the Ministry of Education and Sports, which kicked off in 2007 which emphasizes the use of the Area Local Language as a medium of instruction from P.1 – P.3. Today, all government aided primary schools in Uganda are implementing local language policy in lower primary classes except those located in urban areas where the existence of many different mixed tribes with different languages makes it difficult to identify one common local language to be used as a medium of instruction in lower primary classes.

Assessment of pupils in lower primary classes under Thematic Curriculum is part and partial of the teaching and learning process focusing on what a child can do than merely what the child knows or can remember. Teachers are expected to observe, assess and take note of the child's activities in and outside the classroom. They should develop competences, values, skills, understanding, ability to explore and discover from the world around them rather than learning information. Teachers are expected to keep records on individual learners daily which means more work to the teachers hence more demand and responsibility to them. Teachers conduct lessons in the local language as a language of

instruction. Translations of the concepts specified in the curriculum to experiences relevant to the learner are provided. Class drills are done using the local language as the verbal medium of communication. The teacher is expected to take advantage of the learner's use of the local language to encourage learners' full participation in all the learning activities. The activities include riddles, songs, drama, games, proverbs, rhymes and stories. They help the teacher to consolidate the vocabulary and structures learnt under themes.

This policy to a greater extent has been welcomed mostly by the rural schools, leaving the urban schools insistent to the old way of teaching, specifically the private sector. The policy also faces a number of challenges which include among others limited staffing, lack of local language district boards, lack of instructional materials, big numbers of pupils make pupils' assessments difficult and lack of enough infrastructural materials. If these challenges are left unaddressed, local language policy implementation will be one of the national stories to tell.

### **Purpose of the study**

1. To test the hypothesis of no significant relationship between the level of local language policy implementation and level of pupils' assessment in selected primary schools
2. To validate the theory of Skinner (1957) where the study is based.
3. To generate new information from the findings of the study.
4. To bridge the gaps from the existing literature

## **Research objectives**

**General objective:** the study correlated between the level of local language policy implementation and the level of assessment of pupils in the primary schools under study.

**Specific objectives:** to be sought further in this study were as follow:

1. To establish the demographic characteristics of the respondents in terms of gender, age, educational qualification, position held and number of years teaching experience,
2. To find out the level of local language policy implementation in lower primary classes,
3. To establish the level of assessment of pupils in lower primary classes in the primary schools under study,
4. To determine if there is a significant relationship between the level of local language policy implementation and the level of pupils' assessment in the primary schools under study

## **Research Questions**

This study sought to answer the following research questions:

1. What are the demographic characteristics of the respondents in terms of gender, age, educational qualification, position held and number of years teaching experience?
2. What is the level of local language policy implementation in lower primary classes?
3. What is the level of assessment of pupils in lower primary classes in the primary schools under study?

4. Is there any significant relationship between the level of local language policy implementation and the level of assessment of pupils in the primary schools under study?

### **Null Hypothesis**

Ho: There is no significant relationship between the level of local language policy implementation and level of assessment of pupils in selected primary schools.

### **Scope of the Study**

#### **Geographical scope:**

The study was conducted in randomly selected primary schools in Kyaka county, Kyegegwa district. Kyegegwa district is the former Kyaka county of Kyenjojo district which was upgraded to district status. It is bordered by Kamwenge and Kiruhura districts to the North, Mubende district to the East, Kibaale district to the West and Kyenjojo district to the South. Kyegegwa, where the district headquarters are located is approximately 185km West of Kampala, on all weather tarmac highway.

#### **Content scope**

The study intended to examine the correlation between the level of local language policy implementation and level of pupils' assessment in lower primary in improving learning outcomes, reducing repetition and dropout rates and providing socio-cultural benefits to pupils.

#### **Theoretical scope**

The study was guided by the behaviorist theory of B.F Skinner (1957).

#### **Time scope**

The study was conducted within the period of six months, from April to September, 2012.

## Significance of the study

The following will benefit from the findings of the study:

The **Teachers** of the selected primary schools will recognize the roles they have to play in implementing local language policy and assessment of pupils in lower primary classes. The teachers will find it easier to teach pupils in the local language since they themselves would have understood the concept of local language policy implementation

**Parents and Pupils** will also benefit as teachers make attempts to improve or check themselves in terms of record keeping, regular pupil assessment and actual teaching in general.

**Education Policy Makers and Planners** will benefit as the findings of this study will shade more light to them in developing educational standards for the provision and use of local languages as a medium of instruction in lower primary classes.

The **Ministry of Education and Sports** will also use the findings of this study as empirical information to monitor quality standards and effectiveness of local languages in assessing pupils in lower primary levels.

Future **researchers** will also utilize the research findings of this study to embark on related studies.

## Operational definitions of key terms

For purposes 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, educational level, and position held and number of years teaching experience.

**Local language policy implementation:** this is an attempt by the government of Uganda to teach local languages at lower primary levels (P.1, P.2 and P.3) in every district.

**Assessment of pupils** refers to collecting information about pupils to support decision making about their progress and development in terms of learning.

*Thematic curriculum* is a set of topics whose content is organized around themes that are familiar to child's environment.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **Concepts, opinions, ideas from Authors/Experts**

##### **Local Language Implementation Policy**

Local language policy implementation refers to giving practical effect by ensuring actual fulfillment of the use of the local language or mother tongue as a medium of instruction in lower primary classes as specified by the Ministry of Education and Sports in Uganda. The Education Language Policy stipulates that mother tongue should be used as a medium of instruction in lower primary school grades P.1, P.2 and P.3; and that schools, save for some in urban areas should teach all subjects except English through mother tongue. "Every school should adopt the Language of Wider Communication (LWC) of the community in which it is situated as a language of instruction or retains English only if the dominant community local language is unclear. Therefore, local language policy implementation in Uganda's primary schools started with lower primary classes following recommendations from a number of researchers. The research findings raised concerns that the ministry of education had to address by introducing thematic curriculum in primary schools. Thematic curriculum is a set of topics whose content is organized around themes that are familiar to child's environment; the area local is used as a medium of instruction through out all learning areas. The area languages (languages of wider communication) taught as a subject in

primary schools in Uganda include Luganda, Lou, Runyakitara (Runyoro-Rutoro and Runyakole -Rukiga), Ateso/Akarimojong and Lugbara.

The Ministry of Education effected the Thematic Curriculum reform programme after realizing that the failure by a high proportion of the children to attain acceptable levels of proficiency in reading and writing at primary three level considered to be a barrier to children's full enjoyment of their right to education. However, the relevant local languages are used as a medium of instruction in lower primary classes in the respective regions but are not examinable at the end of primary education.

Many children speak a home language that actually 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 (eg success in the local economy or global trade).

In addition, research increasingly shows that children's ability to learn a second language or additional language (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 more quickly. If they continue to have opportunities to develop their first language skills in secondary school, they emerge as fully bilingual or multi-lingual learners. If however, children are forced to switch abruptly or transition too soon from learning in their first 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.

With reference to West Africa, (Fyle, 1976) says that during the colonial period, community attitude were developed when everything pertaining to Europeans was regarded as excellent and worthy of imitation, whereas all that which belong to the local African community was considered to be inferior. People of 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.

In Zimbabwe, research carried out by (Moyo, 1991) and (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 local 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.

### **Assessment of Pupils/Students**

Assessment of pupils refers to collecting information about students to support the decision making about progress and development of student learning. It also refers to determining the value of or evaluating something. Under Thematic Curriculum, assessment of pupils is a process of finding out how much a child has achieved during and after the teaching and learning process. It is part and partial of teaching and learning process. It is importance to assess children so as to know whether they are making progress or not.

It focuses more on what a child can do than merely what the child knows or can remember. They should develop competencies, skills, values, understanding and ability to explore and discover more from the world around them, rather than learning information. Teachers are expected to observe, assess and take note of the child's activities in and outside the class room.

This assessment of pupils requires the teacher to keenly observe learners and assess their competencies, values, skills and understanding, then keep records on individual learners which means more work to the teachers hence more demand and responsibility to them. Therefore, there is a likelihood that teachers may fail to affect the form of pupil assessment as required, leaving it "to whom it may concern" despite other challenges related to daily teaching in primary schools hence a problem. Recording individual pupil's assessment by teachers in lower primary classes on daily basis seems to be a tedious work that cannot be effectively done without irregularities.

Teachers conduct lessons in the local language as a language of instruction. Translations of the concepts specified in the curriculum to experiences relevant to the learner are provided. Class drills are done using the local language as the verbal medium of communication. The teacher is expected to take advantage of the learner's use of the local language to encourage learners' full participation in all the learning activities. The activities include riddles, songs, drama, games, proverbs, rhymes and stories. They help the teacher to consolidate the vocabulary and structures learnt under themes.

Ssekamwa (2008) reports that pupils perform very well in tests and examinations when their mother-tongue language is used than a second language. He also 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 classroom and so to understand the language of instruction first and what is being taught are two different phenomena. Quane (2000) believed that improved performance is characterized by good knowledge of the first language. He adds that a pupil performed best when the model of learning is environmentally friendly (use of the first language).

However, Nsibambi (1999) asserts that when pupils at their primary levels get mixed up by the second language, they tend to fear to participate in any academic endeavor. Such a fear can cause a child not to understand in class, Kwikiriza (1999). This for some reason will pose a negative attitude towards learning. Research showed that over 50% of the school dropout is associated to language problem (Government White Paper, 1992).

### **Theoretical perspective**

This study was based on the behaviorist theory propounded by Skinner. The theory states that human and animal behaviors are determined by learning and reinforcement. Whether by classical conditioning or operant conditioning, species acquire new skills, deepening on the effects these skills have on the specie's environment. If an action proves to have a positive outcome (e.g., if by pressing a button, a rat receives food), the organism is more likely to continue to repeat this behavior. However, if the outcome is negative (e.g., if by pressing a button, a rat receives a shock), the organism is less likely to repeat the behavior.

Skinner, and Stimulus-Response (S-R) adherents, believed that behaviorist theory could be used to infer a learning history. They held that one could take an animal or person, observe its/his/her behavior, and figure out what had been reinforced previously. Behaviorist reduced all responses to associations, to a pattern of positive and negative reinforcement that establishes links between stimuli and their environmental antecedents and consequences. Responses that were reinforced would be repeated, and those that were punished would not. Therefore what teachers and pupils do in classrooms have effects on pupils learning, the language, methods used by teachers, evaluation procedures, feedback given to pupils in form of rewards and punishments play a big role in leaning and assessment of pupils.

These associations between stimuli, actions, and responses could explain virtually every aspect of human and animal behavior and interaction, but one seemed particularly problematic for the behaviorist theory: language. In 1957, Skinner published his book, *Verbal Behavior*, in which he attempted to apply his form of operant conditioning to language learning. A basic assumption of his was that all language, including private, internal discourse, was a behavior that developed in the same manner as other skills. He believed that a sentence is merely part of "a behavior chain, each element of which provides a conditional stimulus for the production of the succeeding element" (Fodor, Bever, & Garrett, p25). The probability of a verbal response was contingent on four things: reinforcement, stimulus control, deprivation, and aversive stimulation. The interaction of these things in a child's environment would lead to particular associations, the basis of all language.

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 utterance which is appropriate to the situation, the mother will reward him or 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 or she will not be rewarded consequently, the child will not repeat the same situation.

In this case, the child understands best in the first language acquired. Instructing a child in a language he or she knows best will facilitate positive reinforcement but if the child does not know the language of instruction, a negative reinforcement will be observed.

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 grasps the concept in question. 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 behaviorists maintain that language acquisition is an outcome of experiences. This is true because a child will imitate the parents or Caregivers and accumulate that experience that will enable him or 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 the 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 perception of the value of the first language.

### **Related studies**

Many studies show that mother tongue-based instruction can improve a child's self-esteem (Appel, 1988; Cummins, 1989, 1990; Harnandez-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-esteem and self confidence and interferes with their learning (Baker & Prys Jones, 1998; Corington, 1999). 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 et al, 2008).

Bukenya (2008) conducted a study about teaching in local languages as a good policy with National Curriculum Development Centre. His findings showed that local languages are a bridge between the home and school learning. That it enhances the philosophy of teaching from the known to the unknown helping the child to relate what is at home to what is learnt at school. Ahabwe (2009) also carried out a research study on mother tongue teaching policy in Uganda based in Jinja municipality. His findings showed that from the academic perspective, it makes children proficient in their mother tongues which enables them learn other

language with greater ease in future and that a full return to English as a uniform medium of instruction at stages of the school cycle; this would make learners relevant in the “globalized world”.

Kato (2009) carried out a study about the impact of enrolment on regular pupil assessment under thematic curriculum in primary schools of Masindi District. His findings showed that local language policy implementation in lower primary classes made it a challenge to teachers in effectively assessing pupils’ performance as expected. Teachers lacked a common dominant language to use in setting tests for lower primary classes because of the variety of mixed tribes in the district.

Kisembo (2008) conducted a study about thematic curriculum and local language policy based in Kibaale district. His findings showed that the policy was hastily introduced since there was no systematic preparation in terms of consultations, instructional material development and orientation of teachers. He attributed effective assessment of pupils in lower primary classes to the challenge associated with implementation like local language in most schools located in Bakiga community where teachers taught Runyoro as the area local language approved by the District Language Board though seemed negligible.

It is often said that mother tongue symbolizes a deep, abiding and even cord-like connection between speakers and their cultural identity (McCarty, 2008). As one parent in a mother tongue-based education programme in the North Solomon’s Province of Papua New Guinea said, “it is important to teach our children to read and write, but it is more

important to teach them to be proud of themselves and of us” (Delpit & Kemelfied, 1985).

Modiano (1973) s’ 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. Hence mother tongue education in the primary years of schooling offers the best introduction to literacy that eventually becomes useful in the acquisition of English as a second language (Westley, 1992 & Bamwenda, 1996; Hawes, 1997; Hakuta, 1986; Travers et al, 1993).

The UNESCO Committee of 1953 states that the best medium of teaching a child is the mother tongue through which children understand better and express themselves freely. The basic position of 1953 Report, which shows that children learn quickly through the first language than an unfamiliar linguistic medium, is supported by research evidence from African nations (Bamwenda, 1996).

### **Summary of Gaps Identified from the Related Studies**

- i. The relationship between local language policy implementation and pupil assessment has not yet been investigated both in the African and Local context.

- ii. While some studies on local language policy implementation have been carried out in the primary schools, none has yet addressed the primary schools in Kyegegwa district
- iii. Generally, literature about local language implementation policy and pupil assessment in Uganda has neither been exhaustively researched nor disseminated.

## CHAPTER THREE

### METHODOLOGY

#### Research Design

This study employed the *descriptive survey* design specifically the *descriptive correlational* strategy. 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 65 head teachers and 585 teachers. Teachers were involved in this study because they are directly responsible for assessment of pupils and well conversant with local language policy implementation under thematic curriculum. Head teachers were also involved in the study because they are responsible for supervising and monitoring the implementation of government policy in primary schools.

#### Sample size

In view of the nature of the target population where the number for both head teachers and teachers were many, a sample was taken from each category. Table 1 shows the respondents of the study with the

following categories: Number of schools, target population and sample size. The Sloven's formula was used to determine the minimum sample size.

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

Where n= sample size

N= target population

a= 0.05 coefficient of validity

**Table 1**

**Respondents of the Study**

No of Primary Schools	Target population		Sample Size	
	Head Teachers	Teachers	Head Teachers	Teachers
35	35	175	32	122
<b>Total</b>	<b>210</b>		<b>154</b>	

### **Sample selection procedure**

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. Head teachers of the selected primary schools
3. Teachers teaching lower primary classes only.

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 researcher-based tools that were utilized in this study included the following: face sheet to gather data on the respondents' demographic characteristics (gender, age, educational level, number of years teaching experience and position held); and researcher devised questionnaires were used to establish the level of local language policy implementation and the level of assessment of pupils in lower primary levels. The response modes of the questionnaires on the levels of local language policy implementation and assessment of pupils 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 the level of local language policy implementation and assessment of pupils in lower primary classes 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 from private primary schools from Kyegegwa 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.

## **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 selected 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 was applied for the levels of local language policy implementation and assessment of pupils in lower primary classes. 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:

*For the Levels of Local Language Policy Implementation and Assessment of Pupils in Lower Primary Classes*

Mean 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 completely answered. Out of the 160 questionnaires distributed, 124 were returned completely answered yielding a retrieval rate of 78%.

## 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 gender, age, educational level, number of years teaching experience and position held.

**Table 2 A**

#### Demographic Characteristics of the Respondents

Category	Frequency	Percentage (%)
<b>Gender</b>		
Male	55	44
Female	69	56
<b>Age</b>		
20 years-24 years	15	12
25 years-29 years	40	32
30 years-34 years	26	21
35 years-39 years	15	12
Above 40 years	28	23
<b>Educational Level</b>		
Masters Degree	0	0
Degree	3	2
Postgraduate Diploma	2	2
Diploma	34	27
Grade III	78	63
O' Level	7	6

**Source: primary data**

**Table 2 B**

**Demographic Characteristics of the Respondents**

Category	Frequency	Percentage
<b>Number of years teaching Experience</b>		
Less than 1 year	4	3
1 year-3years	50	40
3 years-5years	13	11
5 years-10 years	21	17
Above 10 years	36	29
<b>Position Held</b>		
Head Teacher	18	14
Deputy Head Teacher	11	9
Teachers	95	77

**Source: primary data**

Table 2(A) and Table 2(B) shows that the female respondents are dominant with 56% whereas the male were composed of only 44%. This could be because the female are more caring and motherly compared to their male counterparts hence they are the best option when handling lower primary classes.

Within the age group category, the respondents within the age of 25-29 years dominated with 32% whereas those within the age group of 20-24 years and 35-39 years tied with 15% each. Respondents within 30-34 years and above 40 years had 26% and 28% respectively. This shows that the majority of the respondents were youngsters. This could be because for one to be able to teach at primary level, they don't need

much education hence most end up getting teaching jobs when they are still very young.

Under Educational level, the respondents with Grade III had the highest composition with 78%. Those with Diploma followed with 27% whereas Degree and Postgraduate Diploma holders tied with 2% each. Respondents with educational level as low as ordinary level constituted 6% while none of the respondents had Masters as their highest educational level. This implies that the level of education among the teaching staff in the selected primary schools is still very low. This could be because most highly educated teachers do not want to teach lower primary classes so they opt for secondary schools.

From Table 2(B), majority of the respondents had teaching experience within 1-3years. They constituted the highest number of respondents with 40%. The respondents with less than 1 year of teaching experience constituted the least number of respondents with 4%. 11% and 17% were represented by respondents with teaching experience within 3-5 years and 5-10 years respectively. This shows that majority of the respondents are still inexperienced. This could be because the experienced teachers are given upper primary levels (p.6 and p.7) to teach for purposes of preparing them for Primary Leaving Examination (PLE).

Last but not least, the findings also indicate that the teachers were composed of 77% contributing the highest number of respondents. The head teachers and the deputy head teachers constituted 18% and 11%

respectively. This is because the teachers are always numerous in every school and each school has only 1 head teacher.

### **The Level of Local Language Policy Implementation**

The second objective of this study was to find out the level of local language policy implementation in lower primary classes.

**Table 3 A**  
**Level of Local Language Policy Implementation**  
**n=124**

<b>Items</b>	<b>Mean</b>	<b>Interpretation</b>	<b>Rank</b>
1. English as a subject is not taught in local language in P.1, P.2 and P.3	3.12	Satisfactory	1
2. Children are able to develop literacy and numeracy skills while in lower primary classes	3.09	Satisfactory	2
3. Teaching aids e.g. charts or flash cards are prepared or set in local language	2.62	Satisfactory	3
4. Pupils' competencies, values and skills are assessed in local language	2.61	Satisfactory	4
5. Local language does not affect assessment of pupils in lower primary classes	2.61	Satisfactory	5

**Source: primary data**

**Table 3 B**  
**Level of Local Language Policy Implementation**  
**n=124**

Items	Mean	Interpretation	Rank
6. The teachers in lower primary classes teach all subjects in local language	2.60	Satisfactory	6
7. All comments on pupils' report cards are written in local language	2.60	Satisfactory	7
8. Exercises in lower primary classes are set in local language	2.58	Satisfactory	9
9. Terminal report cards are prepared in local language	2.56	Satisfactory	9
10. Teachers in lower primary classes are well versed with the area local language	2.51	Satisfactory	10
11. End of term examinations in lower primary classes are set in local language	2.49	Fair	11
12. Pupils in lower classes read materials in local language	2.47	Fair	12
13. Reference books for lower primary classes are in local language	2.42	Fair	13
14. Songs, stories, riddles, proverbs and tongue-twisters are taught in local language	2.40	Fair	14
15. Teachers prepare schemes of work and lesson plans in local language	1.96	Fair	15
<b>Average</b>	<b>2.58</b>	<b>Satisfactory</b>	

**Legend:** mean range =2.51-3.25

**Source:** primary data

From Table 3(A) and Table 3(B), the average mean for the level of local language policy implementation in the lower primary classes in the schools under study is 2.58. This was interpreted as satisfactory. This shows that the level of local language policy implementation in those schools is good enough. This could be because of the number of challenges faced by the policy implementers (the teachers). This study agrees with the findings of Kisembo (2008) carried out in Kibaale where he reported that local language policy was hastily introduced without prior systematic preparation in terms of consultations, instructional material development and orientation of teachers. This he added that it contributed heavily to the ineffectiveness of the policy.

However Bukenya (2008) disagrees with Kisembo when he conducted a similar study about teaching in local languages as a good policy with National Curriculum Development Centre. His findings showed that local languages were a bridge between the home and school learning. That it enhanced the philosophy of teaching from the known to the unknown helping the child to relate what is at home to what is learnt at school. Ahabwe (2009) also consents with Bukenya in his study carried out on mother tongue teaching policy in Uganda based in Jinja municipality. His findings showed that from the academic perspective, it makes children proficient in their mother tongues which enables them learn other language with greater ease in future.

Table 3A indicates that items such as English not being taught as a subject in local language, children being able to develop literacy and numeracy skills when taught in local language, the use of teaching aids

like charts for the pupils to easily understand in class, and assessment of pupils' values and skills in the local language were all interpreted as satisfactory. This shows that a majority of the respondents agree that these instruments are effectively implemented. This could be because the teachers find it easier to instruct in the local language and the pupils also understand the concepts being taught in class with ease.

Table 3B shows that the respondents agreed satisfactorily that teachers teach all subjects in local language since they are well versed with it and that terminal report card comments and exercises are all written and set in the local language.

The respondents however disagreed that end of term exam are set in the local language and that pupils in lower primary read materials in local language. They also disagreed that reference books for lower primary classes are in the local language and that teachers prepare schemes of work and lesson plans in the local language. This shows that a majority of the respondents could not consent that these instruments are being effectively practiced. This could be because the teachers do not see any sense in preparing their lessons schemes in the local language when the rule of the game has always been the use of English. It could also

attribute to the fact that very few materials have been interpreted in the local language for reference purposes making it challenging to use the local language in every aspect of education.

Kisembo (2008) adds that the lack of instructional materials such as reference books and teaching/ learning aids for thematic curriculum and local language has led to the misinterpretation of many concepts depending on the understanding and nationality of the teachers. He cites that a muganda teacher by tribe working in Bunyoro would interpret the word English as "Olungereza" instead of "Orujungu" in Runyoro. This he says makes learning less children- centered.

When asked to respond to the challenges facing teaching in local language in lower primary class, these are what the respondents had to say:

"Language barrier"

"Shortage of reference books in the local language"

"Reading inability among many pupils"

"Tiresomeness"

"Lack of enough teaching/learning materials"

This shows that among other many challenges, the above are the key and that they are hindering the smooth implementation of the local language policy in lower primary classes.

The respondents recommended the following solutions:

Teachers should be deployed in respect to the area they hail from.

The government should send reference books in local language

More teachers should be trained on how to teach in the local language

Seminars should be introduced for teachers to understand better how to teach in the local language.

### **The Level of Assessment of Pupils in Lower Primary Classes**

The third objective of this study was to establish the level of assessment of pupils in lower primary classes. Table below gives the summary of the findings:

**Table 4 A**

**Level of Assessment of Pupils in Lower Primary Classes**

**n=124**

<b>Items</b>	<b>Mean</b>	<b>Interpretation</b>	<b>Rank</b>
1. Reading and writing are regularly assessed in P.1, P.2, and P.3	3.10	Satisfactory	1
2. Assessment in lower primary is part and partial of the teaching and learning process	2.98	Satisfactory	2
3. Assessment of pupils in lower primary covers all subjects or learning areas	2.61	Satisfactory	3
4. Teachers in lower primary classes regularly observe, asses and take note of the child's activities outside the class room	2.59	Satisfactory	4
5. Individual pupil's assessment in lower primary classes is done regularly	2.50	Fair	5
6. Teachers in lower primary classes keep records of individual pupil's assessment regularly	2.49	Fair	6

**Source: primary data**

**Table 4 B**

**Level of Assessment of Pupils in Lower Primary Classes**

**n=124**

Items	Mean	Interpretation	Rank
7. Lower primary class teachers use checklists to assess pupils after every theme.	2.47	Fair	7
8. Oral work is regularly assessed in lower primary classes	2.46	Fair	8
9. Class progress records are displayed in lower primary classes	2.40	Fair	9
10. Teachers in lower primary classes assess what pupils can do and not what they remember	2.38	Fair	10
11. Practical work in lower primary is regularly assessed by teachers	2.23	Fair	11
12. Children with special needs are assessed differently in lower primary classes	1.88	Fair	12
<b>Average</b>	<b>2.51</b>	<b>Satisfactory</b>	

**Legend:** mean range = 2.51-3.25

Primary data

Table 4(A) and 4(B) show that the average mean for the level of assessment of pupils in the schools under study is 2.51. This was interpreted as satisfactory. This implies that assessment of pupils in these schools is good enough. This could be because the teachers still find it

challenging to assess pupils in the local language. This finding agrees with that of Kato (2009) who carried out a study about the impact of enrolment on regular pupil assessment under thematic curriculum in primary schools of Masindi District. His findings showed that local language policy implementation in lower primary classes made it a challenge to teachers in effectively assessing pupils' performance as expected. He found that teachers lacked a common dominant language to use in setting tests for lower primary classes because of the variety of mixed tribes in the district.

Nsibambi (1999) in his support of Kato's view points out that when pupils at their primary levels get mixed up by the second language, they tend to fear to participate in any academic endeavors. Kwikiriza adds that such fear can cause a child not to understand in class. This for some reason will pose a negative attitude towards learning.

The respondents agreed that reading and writing are regularly assessed in P.1, P.2 and P.3 and that assessment in lower primary is part and partial of the teaching and learning process. They also agreed that assessment of pupils in lower primary covers all subjects or learning areas and that teachers in lower primary classes regularly observe, assess and take note of the child's activities outside the class room. This shows that the above instruments are being practiced effectively to ensure that pupils achieve their learning goals.

The respondents however disagreed that Individual assessment of pupils in lower primary classes is done regularly and that teachers in lower primary classes keep records of individual pupils' assessment regularly.

They also disagreed that lower primary class teachers use checklists to assess pupils after every theme and that Oral work is regularly assessed in lower primary classes. This shows that these items are not practiced effectively. This could be attributed to the fact that there are so many pupils in one class that it is close to impossible to assess pupils on individual basis. It could also attribute to the fact that there are very few teachers to handle the over whelming number of pupils.

Kisembo (2008) in his report cited that the big numbers realized in lower classes have emerged as a challenge towards the implementation of the policy. He points out the fact that the many number of pupils has made it difficult to carry out the regular individual assessment as is recommended in the approach to assessment in the primary school curriculum. He also noted that the current staff ceiling is a limitation to the policy. He says thematic curriculum is a policy that requires committed and full time teacher for every average class in order to carry out the approach to assessment effectively. This he says is opposed to the traditional staff ceilings which are determined basing on the whole school enrolment leading to the deployment of few teachers than would be required. He gave an example of Muhorro Muslim in Kibaale district which has 230 pupils in P.1 and is handled by only one teacher.

The respondents disagreed that class progress records are displayed in lower primary classes and that teachers in lower primary classes assess what pupils can do and not what they remember. They also disagreed that practical work in lower primary is regularly assessed by

teachers and that children with special needs are assessed differently in lower primary classes. This finding demonstrates that these items as well are not implemented in these primary schools. This could be because of negligence on the side of the teachers or because of the demoralizing number of pupils.

When asked to comment on the challenges faced when assessing pupils in lower primary levels, these are what some of the respondents notably had to say:

"Teacher pupil ratio is high"

"Individual assessment due to high numbers is difficult"

"Some pupils can't write and read. Others can't even talk"

"The rate of absenteeism is high among the pupils making continuous assessment difficult"

"Lack of enough learning materials to the number of children"

"Time not enough for individual assessment"

"Lack of motivation"

"Lack of assessment books"

On the issue of the solution to the above challenges, the respondents advised that:

Teacher pupil ratio should be revised

Special assessment books should be provided

More teachers should be recruited

Streams should be created

Parents should be sensitized on the absenteeism of their children

### **The Relationship Between the Level of Local Language Policy Implementation and the Level of Assessment of Pupils in Lower Primary classes.**

The fourth and last objective of this study was to determine if there is a significant relationship between the level of local language policy implementation and the level of assessment of pupils in lower primary classes. Table 5 shows the summary of the findings.

**Table 5**

#### **Relationship Between the Level of Local Language Policy Implementation and Assessment of Pupils in Lower Primary Classes.**

**Level of Significance=0.05**

Variable	Computed r_ value	P_ value	Interpretation of correlation	Decision on H <sub>0</sub>
Local Language Policy Implementation Vs Assessment of Pupils in Lower Primary Classes	.578**	.000	A significant Relationship	Rejected

The result in Table 5 indicates a significant correlation between the level of local language policy implementation and the level of assessment of pupils in lower primary classes. This is indicated by the P-value of significance. 0.000, showing that the two variables are moderately correlated; this implies that when the local language policy is fully implemented in the lower primary classes when other factors are kept constant, assessment of pupils also improves.

**Table 6**

**Regression Analysis Between the Dependent and Independent Variables**

<b>Variables Regressed</b>	<b>Computed F-Value</b>	<b>R<sup>2</sup></b>	<b>Interpretation</b>	<b>Decision on Ho</b>
Local Language Policy Implementation Vs Assessment of Pupils in Lower Primary Classes	42.40	0.334	Significant Relationship	Rejected

The above result show that the F value rejects the null hypothesis and thus alternative hypothesis is accepted, there is a significant impact on the level of local language policy implementation and the level of assessment of pupils in lower primary classes.

## **CHAPTER FIVE**

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

#### **Summary of Findings**

This study was guided by four objectives: To establish the demographic characteristics of the respondents in terms of gender, age educational level, number of years teaching experience and position held; To find out the level of local language policy implementation in lower primary classes; To establish the level of assessment of pupils in lower primary classes; To determine if there is a significant relationship between the level of local language policy implementation and the level of assessment of pupils in lower primary classes.

The first objective of this study was to establish the demographic characteristics of the respondents in terms of gender, age, educational level, number of years teaching experience and position held. The findings revealed that the female respondents were dominant with 56%. Those within the age group between 25 years-29 years also constituted the highest percentage with 32%. A majority of the respondents had Grade III as their highest Educational Level with 63%. The respondents who had the number of years of teaching experience between 1-3 years had 40% whereas the teachers constituted the highest percentage in their category with 77%.

The objective was to find out the level of local language policy implementation in lower primary classes. The finding showed that there

was moderate level of local language policy implementation which was indicated by an average mean of 2.58 as indicated in Table 5.

The third objective of the study indicated that the level of assessment of pupils was also moderate. This was as well illustrated in Table 7 with an average mean of 2.51.

The last and final objective of this research study was to determine if there is a significant relationship between the level of local language policy implementation and the level of assessment of pupils. The finding indicated a significant relationship with a correlation coefficient of 0.578.

## **Conclusion**

### *Testing hypothesis*

The hypothesis of this study assumed that there is no significant relationship between the level of local language policy implementation and level of pupils' assessment in selected primary schools. Results revealed that local language policy implementation does significantly affect the level of pupils' assessment ( $F=42.40$ ,  $Sig=0.578$ ).

### *Validating skinner's behavioural theory*

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.

### *Contributing to new knowledge*

1. Teaching lower classes in local language directly affects their assessment in reading and writing.
2. The competent knowledge of the teacher in the local language directly influences the pupil's ability to grasp the topic being taught in class.

### **Recommendations**

There is need for gender balance in primary schools as to provide a complete learning environment.

Teachers should be encouraged to go for further studies so as to improve on their teaching skills and knowledge.

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 Kyegegwa. 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:

- The effect of teaching methods on learning styles in primary schools.
- Thematic curriculum and performance of pupils in primary leaving examinations.

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

Date: 29<sup>th</sup> June, 2012

**RE: REQUEST FOR BEYANGA JACK MED/32937/102/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.

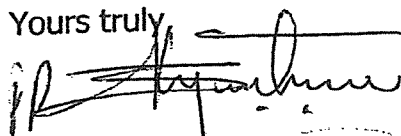
He is currently conducting a research entitled **"Local Language Policy Implementation and Assessment of Pupils in Selected Primary Schools in Kyaka County, Kyegegwa District, Uganda "**.

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.

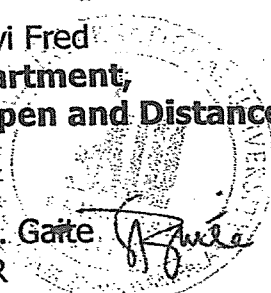
Yours truly,



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

**NOTED BY:**

**Dr. Sofia Sol T. Gaite  
Principal-CHDR**



## APPENDIX I B

### Transmittal Letter For The Respondents

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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 "**Local Language Policy Implementation and Assessment of Pupils in Selected Primary Schools in Kyaka County, Kyegegwa 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. Beyanga Jack

## APPENDIX II

### Clearance From Ethics Committee

Date \_\_\_\_\_

#### Candidate's Data

Name \_\_\_\_\_

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

Course \_\_\_\_\_

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

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#### 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. Beyanga Jack that will focus on Local Language Policy Implementation and Assessment of Pupils in Selected Primary Schools in Kyaka County, Kyegegwa District, Uganda

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

Dear respondent,

This questionnaire is purely for academic purposes. Please tick, fill or express your opinion appropriate where necessary in the space provided.

This information shall be used for academic purpose and your answers will be treated with utmost confidentiality.

1. Gender

\_\_\_\_\_ Male

\_\_\_\_\_ Female

2. Age

\_\_\_\_\_ 20-24

\_\_\_\_\_ 35-39

\_\_\_\_\_ 25-29

\_\_\_\_\_ 40 and above

\_\_\_\_\_ 30-34

3. Educational level

\_\_\_\_\_ Masters

\_\_\_\_\_ Diploma

\_\_\_\_\_ Degree

\_\_\_\_\_ G.III Certificate

\_\_\_\_\_ Postgraduate Diploma

\_\_\_\_\_ O level

4. Teaching experience

\_\_\_\_\_ less than one year

\_\_\_\_\_ 5-10 years

\_\_\_\_\_ 1-3 years

\_\_\_\_\_ over 10 years

\_\_\_\_\_ 3-5 years

5. Position in the school

\_\_\_\_\_ Headteacher

\_\_\_\_\_ Teacher

\_\_\_\_\_ Deputy Headteacher

## **APPENDIX IVB**

### **Questionnaire To Determine The Level Of Local Language Policy Implementation**

Dear respondent,

This questionnaire is purely for academic purposes. Please tick, fill or express your opinion appropriate where necessary in the space provided.

This information shall be used for academic purpose and your answers will be treated with utmost confidentiality

Use the response below

<b>Score</b>	<b>Response mode</b>	<b>Interpretation</b>
4	Strongly agree	Subject agrees with absolute certainty
3	Agree	Subject agrees with doubt
2	Disagree	Subjects disagrees with doubt
1	Strongly disagree	Subject disagrees with absolute certainty

	Variable measured	score			
	Local language policy implementation	4	3	2	1
1	The teachers in lower primary classes teach all subjects in local language				
2	Exercises in lower primary classes are set in local language				
3	Teaching aids e.g. charts or flash cards are prepared or set in local language				
4	Pupils' competencies, values and skills are assessed in local language				
5	End of term examinations in lower primary classes are set in local language				
6	Pupils in lower classes read materials in local language				
7	Reference books for lower primary classes are in local language				
8	Teachers in lower primary classes are well versed with the area local language				
9	Terminal report cards are prepared in local language				
10	Songs, stories, riddles, proverbs and tongue-twisters are taught in local language				
11	Teachers prepare schemes of work and lesson plans in local language				
12	English as a subject is not taught in local language in P.1, P.2 and P.3				
13	All comments on pupils' report cards are written in local language				
14	Children are able to develop literacy and numeracy skills while in lower primary classes				
15	Local language does not affect assessment of pupils in lower primary classes				

## **APPENDIX IVC**

### **Questionnaire To Determine The Level Of Pupil's Assessment**

Dear respondent,

This questionnaire is purely for academic purposes. Please tick, fill or express your opinion appropriate where necessary in the space provided.

This information shall be used for academic purpose and your answers will be treated with utmost confidentiality

Use the response below

<b>Score</b>	<b>Response mode</b>	<b>Interpretation</b>
4	Strongly agree	Subject agrees with absolute certainty
3	Agree	Subject agrees with doubt
2	Disagree	Subjects disagrees with doubt
1	Strongly disagree	Subject disagrees with absolute certainty

	Variable measured	score			
	Assessment of pupils (Regularly refers to as per the curriculum)	4	3	2	1
1	Individual pupil's assessment in lower primary classes is done regularly				
2	Reading and writing are regularly assessed in P.1, P.2, and P.3				
3	Oral work is regularly assessed in lower primary classes				
4	Practical work in lower primary is regularly assessed by teachers				
5	Teachers in lower primary classes keep records of individual pupil's assessment regularly				
6	Class progress records are displayed in lower primary classes				
7	Teachers in lower primary classes assess what pupils can do and not what they remember				
8	Lower primary class teachers use checklists to assess pupils after every theme.				
9	Teachers in lower primary classes regularly observe, assess and take note of the child's activities outside the class room				
10	Assessment of pupils in lower primary covers all subjects or learning areas				
11	Assessment in lower primary is part and parcel of the teaching and learning process				
12	Children with special needs are assessed differently in lower primary classes				

## APPENDIX IV D

### Interview Guide For Local Language Policy Implementation

Name of School\_\_\_\_\_

District\_\_\_\_\_

County \_\_\_\_\_Sub-County\_\_\_\_\_

Class \_\_\_\_\_

1. What challenges do you meet in teaching using local language as a medium of instruction in lower primary?

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2. Suggest possible solutions to the challenges given in (1) above

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3. What are the successes achieved as a result of teaching using local language in lower primary?

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4. What are your recommendations about teaching using local languages as a medium of instruction in lower primary?

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**APPENDIX IV E**  
**Interview Guide About Pupils' Assessment**

Name of School\_\_\_\_\_

District\_\_\_\_\_

County \_\_\_\_\_Sub-County\_\_\_\_\_

Class \_\_\_\_\_

1. What challenges do you meet in assessing pupils in lower primary?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Suggest possible solutions to the challenges given in (1) above

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What are your recommendations about regular assessment of pupils in lower primary?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Thank you for your cooperation**

**APPENDIX V**  
**Computation Of Sample Size**  
**(for teachers)**

$$\begin{aligned}
 n &= \frac{N}{1 + Na^2} \\
 &= \frac{175}{1 + 175 (0.05)^2} \\
 &= \frac{175}{1.4375} \\
 &= 122
 \end{aligned}$$

## Education background

Period	Institution	Award
2010-2012	Kampala International University	Candidate of Masters of Educational Management and Administration
2006-2010	Mountains of the moon University	Bachelors of Education (Primary)
1998-2000	Institute of Teacher Education Kyambogo (NTC, Masindi)	Diploma in Primary Education
1992-1994	St. Augustine's Teachers College, Butiiti.	Grade III
1988-1991	Naigana Secondary School	UCE
1981-1987	Rubaya Primary School	PLE

## Working Experience

Year	Institution	Position
2011-todate	Kakindo Primary School, Kyegewa District	Head Teacher Grade II
2002-2010	Rwanjale Primary School, Kamwege District	Head Teacher Grade III
1994-2001	Kyakabugahya Primary School, Kibaale District	Grade III Teacher

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2012  
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