

**LANGUAGE POLICY IMPLEMENTATION AND THE QUALITY OF INSTRUCTION  
IN LOWER PRIMARY CLASSES IN UGANDA: A CASE OF KAYUNGA SUB  
COUNTY: KAYUNGA DISTRICT**

**BY**

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**15/U/15924/GMEC/PE**

**A DISSERTATION SUBMITTED TO GRADUATE SCHOOL IN PARTIAL  
FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF DEGREE OF  
MASTER OF EDUCATION IN EARLY CHILDHOOD DEVELOPMENT OF  
KYAMBOGO UNIVERSITY**

**SEPTEMBER 2018**

## DECLARATION

I **Namago Sarah Harriet** declare to the best of my knowledge that this Dissertation entitled *Language Policy Implementation and the Quality of Instruction in lower primary classes* in Uganda, a case of Kayunga sub-county in Kayunga District is my original work, which has not been submitted to any educational institution for any award.

Signature ..  .....

Date: .. 4<sup>th</sup> / 12 / 2018 .....

Namago Sarah Harriet

## APPROVAL

This Dissertation entitled Language Policy implementation and the Quality of Instruction in lower primary classes in Uganda. A case of Kayunga sub-county by candidate amago Sarah Harriet has been under our supervision. It is now ready to be submitted to Graduate School for examination with our consent.

Signature... 

Date: ...04/12/2018.....

Sr. Dr. Kaahwa Maria Gorreti

Signature... 

Date: ...04/12/2018.....

Dr. Kasule George Wilson

## **DEDICATION**

I dedicate this work to my beloved Daughter Ketra Nowembabazi for giving me the strength and hope to continue with my studies.

## **ACKNOWLEDGEMENT**

This report has been a success because of many selfless people who offered their support especially my supervisors Sr. Dr. Maria Gorreti Kaahwa and Dr. Kasule George Wilson for sacrificing their time and effort just to ensure that I attain another step academically, May God reward them abundantly.

Great thanks to Dr. Ejuu Godfrey and Dr. Lubaale Grace for their guidance. And my classmates whose contributions during the process greatly made me gain confidence in myself to continue up to the end. I am grateful to all the authors of different books, documents, articles whose work and ideas I have used to make my work academically solid.

May the good Lord reward all those, whose prayers helped me to persevere through this academic ladder.

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## **ACRONYMS**

ECD	Early Childhood Development
EGR	Early grade learning
MOES	Ministry of Education and Sports
SAQ	Self-Administered Questionnaire
UNESCO	United Nations Educational Scientific and Cultural Organisation
CCT	Coordinating Centre Tutor
DEO	District Education Officer.
NGO.	Non-Government Organisation
NAPE	National Assessment for Primary Education
CPD	Continuous Professional Development

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## **ABSTRACT**

Understanding the concept and understanding the language in which the concepts are delivered are usually critical areas of concern in delivery of quality instructions. Quality learning can only be guaranteed if the learners are taught in the language they understand. Children who are taught in a language they do not understand may not grasp the concepts not because the concepts are difficult to understand, but rather because they do not understand the medium of the instruction. In Uganda, while, the 1992 Government White Paper on Education and the language policy specifies the use of area language as a medium of instruction up to primary three to be the local area language, teachers continue to instruct the children in English that is hardly understood by learners. This study attempted to establish how Language policy was being implemented to improve quality of instruction in lower primary classes. The objectives included assessing the teachers' attitude toward language policy implementation; the extent to which teachers were implementing language policy in lower primary classes and the strategic measures that could be employed to improve the implementation of language policy for quality instruction. Area of study was limited to 28 schools out of the 30 primary schools in Kayunga sub-county, among lower primary teachers, head teachers, Coordinating Centre Tutor, District Education Officer and pupils. Data was analysed using descriptive analysis and transcribed using qualitative content analysis. The study established that teachers had negative attitude towards language policy implementation which influences the quality of instruction in lower primary classes at 86.35% while 13.65% had positive attitude. The use of local language during instruction was found to be minimal at 14.78%, while 85.22% used English in all lessons, the findings of the study would help to make informed decisions on why teachers continue to pay less attention in using local language during instruction. Sensitisation of teachers was recommended as a tool for embracing implementation of the language policy to improve the quality of instruction.

## **CHAPTER ONE: INTRODUCTION**

### **1.0 Introduction**

#### **1.1 Background to the study**

This study focused on the language policy and quality instruction in lower primary classes in Uganda; a case of Kayunga sub-county. This chapter presents the historical, theoretical, conceptual and contextual background, statement of the problem, purpose, objectives, research questions, scope, limitations and significance of the study.

##### **1.1.1 Historical background**

Historically during the past decade much has been done globally to provide basic quality education for children (UNICEF, 2000). Quality of Instruction involves appropriate learning materials, relevant content, suitable activities, teacher learner ratio, assessment practices and teacher quality (Darling-Hammond,1997). Quality instruction in lower primary classes can be traced back in 1989 when the Kajubi report recommended that children should be instructed in their mother tongue and later on in 1992 government adapted it emphasizing the use of local area language during instruction for children to transition smoothly from home to formal education (Government of Uganda 1992).

African Child Policy Forum Report (2010) noted that children exposed to early childhood development programs have better social and emotional development as well as language and cognitive skills which make them do better in schools and increase their completion rates. Currently, lower primary classes are instructed in English in Kayunga sub-County and this leaves a lot to be desired in terms of quality (UNESCO 2010). The required standards such as use of the

local language during instruction is ignored by the teachers yet this could help the children develop language and cognitive skills. In response to the above, the government found it right to implement the language policy that would guide to harmonize the quality of instruction within the country's education (MoES, 2006). The policy therefore is good to assist caregivers and other stake holders to promote quality of Instruction in lower primary classes.

McGregor (2007) noted that Early Childhood Development (ECD) is a vital period for ensuring the proper physiological and psychological growth of children, thus a significant intervention. The government of Uganda developed the language policy to ensure that this important age group can be catered for, so that their development can lead them to have a strong foundation for human capital development in future (MoES, 2006). Communication skills in the local language subsequently lead children to acquire other languages such as use of English (the official language of Uganda) that will help them to study even other subjects easily for holistic human development. Quality of instruction can be improved highly if the medium of instruction is clearly understood by both the teachers and learners and this can only be possible through proper implementation of the language policy which states that children up to primary three be instructed in the local language (Government of Uganda, 1992).

Learning can occur anywhere but quality learning outcomes happen in quality learning environments made of physical, psycho social and delivery elements and this promote child's involvement in the activities that are prepared for them. At the same time, communication in the local language helps all stakeholders more especially the parents to deal with their children to ensure that both the physiological and psychological needs are catered for. Effective implementation of the language policy for quality instruction is being hampered by some parents

and caregivers who tend to ignore it as a medium of instruction in lower primary classes, thus compromising the quality of instruction (UNICEF, 2000).

### **1.1.2 Theoretical framework**

The study was grounded on the Absorptive Capacity Theory (ACT) advanced by Cohen & Leventhal (1990). ACT is one of the implementation science theories. The theory appropriately guided the study as it examines the extent to which a firm recognizes the value of new external information, assimilate it, and apply it toward achieving organizational goals (Cohen & Levinthal 1990). The study considered individual primary schools as firms that aim at achieving high levels of performance. The theory states that absorbing new knowledge can help an organization become more innovative and flexible and achieve higher levels of performance than it would without absorbing new knowledge. The study assumed that any serious primary school would embrace the language policy in lower primary classes to effectively implement their curriculum. The theory also assumes that firms that have higher abilities for absorbing new knowledge will have a competitive advantage over firms with lower abilities. The theory guided the study in examining teachers' attitude towards implementation of the language policy to achieve quality instruction in the schools.

Children thrive in safe environments with free interaction and exploration as well as play. During their interaction, there should be means of communication particularly in the language they understand. The children should be accorded environments which should be of quality to avoid impediments in their normal growth patterns. This can only be realized when there is quality instruction as provided by those who advocate for strong foundation among these children so that their life long growth is not tampered with for life long learning and development.



### **1.1.3 Conceptual background**

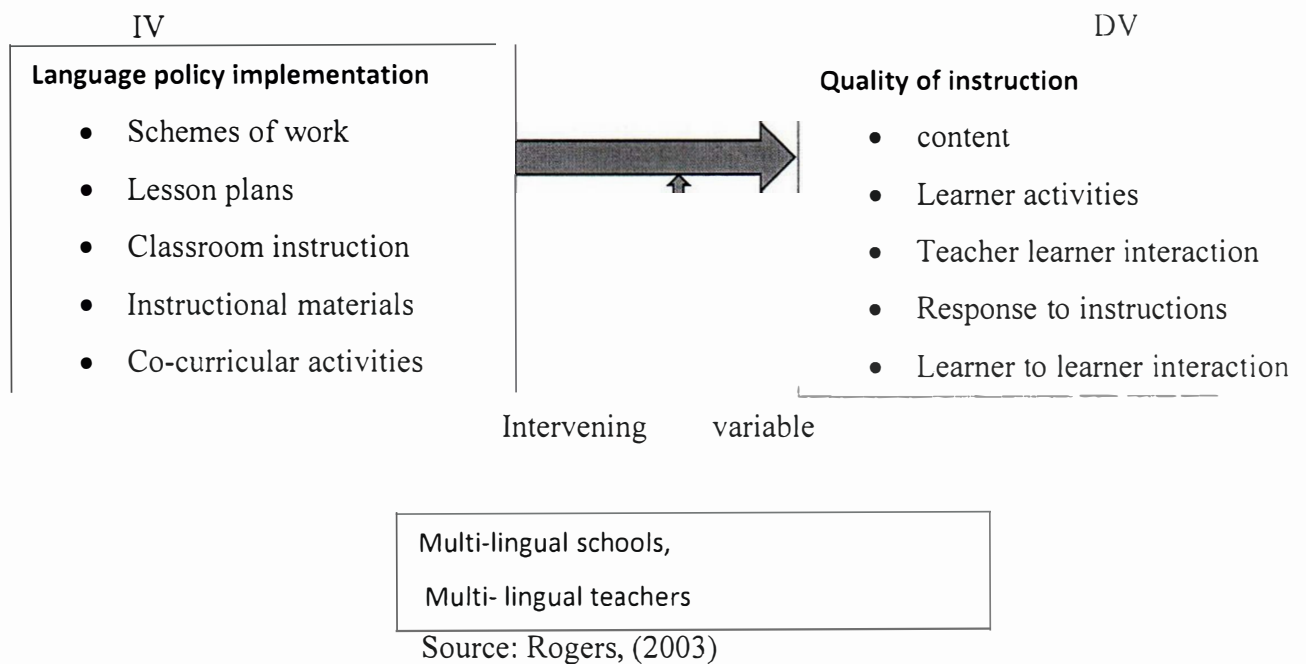
Quality of instruction in lower primary classes especially in rural districts has remained a challenge as seen from 2016 by NAPE report, (UNEB) from P.1 – P.3 where the literacy and numeracy proficiencies are still wanting. This means, there is a challenge in building a strong foundation in lower primary classes. There is need to carry out an investigation to ascertain how the implementation of language policy impacts on the quality of instruction in lower primary classes in Kayunga sub-county. Equally important is to assess the influence of teachers' attitude on language policy implementation towards the quality of instruction, to find out the extent to which teachers are implementing the language policy to enhance the quality of instruction in lower primary classes as well as identifying strategic measures to improve on the implementation of language policy for quality instruction in lower primary classes. It was expected that if these lower primary classes are visited and efforts put to establish what exactly takes place there, then the findings would go a long way to find a remedy so that quality of instruction can be enhanced. It is against this background that the study sought to establish whether language policy is effectively implemented to enhance the quality of instruction in lower primary classes Kayunga sub-county.

Language policy implementation is seen to enhance the quality of instruction in lower primary classes. The medium of instruction done in local language for early years eases communication and hence mastery of vocabulary as well as using language, it should be noted that once a child has a means of communication, it becomes easy to interact with others which leads to responding to instructions, achieving appropriate literacy levels, enhancing social as well as emotional development and participating accurately in learning activities as identified by teachers. Once this is allowed to be owned by the child especially in lower primary classes, then there would be evidence of quality instruction in this system. An individual interacts conveniently with the environment once there is adequate means of communication in the language that is

understandable. This therefore implies that primary schools should embrace the language policy implementation for quality instruction to help children interact with the environment and enhance quality service.

This study therefore was based on the model below

**Figure 1.1 the conceptual framework.**



### 1.2 Statement of the problem

In Kayunga Sub-County the quality of instruction is not as expected. Teachers continue using English as a medium of instruction, yet the very teachers do not speak it fluently so there is confusion during class instruction. Most of the materials like reference books, charts given to their schools are never used to improve the quality of instructions.

The language of instruction lowers performance especially if it is not clearly understood by the children in lower primary classes (Muijis, 2005).

In a school setting quality goes with effective teaching to facilitate quality learning. This can only be achieved through communication and instructions that are clearly understood by the learner (Ngware, 2016). Government's effort to address this problem through language policy implementation seems not to yielding much because teachers in lower primary classes continue to use English as a medium of instruction in all subjects.

Few studies like that of Hakuta (2009) discovered that the native language is integral to the sense of well-being of native children in increasing their academic performance. This finding falls short of the strategies to ensure use of local language during instruction in lower primary classes. There is need therefore to establish whether the Language Policy can assist in catering for the quality of instruction through its implementation. Other studies such as NAPE (2016) have attributed low levels of literacy and numeracy to failure to use local language as a medium of instruction and low teacher competence.

### **1.3 The purpose of the study**

The purpose of the study was to establish how the implementation of the Language policy impacts on the quality of instruction in lower primary classes in Kayunga Sub-County

### **1.4 Objectives of the study**

The objectives of the study were:

1. To assess the influence of teachers' attitude towards Language policy implementation on the quality of Instruction in lower primary classes.
2. To find out the extent of implementing language policy in lower primary classes
3. To identify strategic measures that can be employed to improve on the implementation of language policy for quality instruction in lower primary classes

### **1.5 Research questions**

The following research questions guided the study.

1. To what extent is teachers' attitude influencing the language policy implementation and the quality of instruction in lower primary classes in Kayunga Sub-County?
2. How are teachers implementing the language policy in lower primary classes in Kayunga Sub-county?
3. What strategic measures can be employed to improve the implementation of language policy as one of the strategies of improving quality of instruction in lower primary classes in Kayunga sub-county?

### **1.6 Significance of the study**

The findings of this study could have important implications for Policy and Practice, as administrators and policy makers seek the most effective ways to implementation of language policy to improve the quality of instruction.

It is anticipated that the findings of the study will enable the following categories of people to enhance the quality of instruction in lower primary classes. Teachers and Care givers will be assisted to effectively use local language as a medium of instruction. Parents and guardians will appreciate the use of local language during instruction as a measure of promoting their children's learning. Children would acquire adequate foundation skills for their future learning as the quality of instruction would be guaranteed. Policy makers, managers and administrators will be assisted to evaluate this policy to enhance the quality of instruction in lower primary classes. The study will assist policy implementers to emphasize the use of local language since this region is rural dominated environment and therefore local language is very significant in enhancing the quality of instruction.

## **1.7 Scope of the study**

The scope of the study covered three key areas: geographical scope, content scope and time scope.

### **1.7.1 Geographical Scope**

The study was conducted in lower primary classes in Kayunga Sub-County, Kayunga District. This district is found in central Uganda (Buganda Region District) Lake Kyoga borders Kayunga in the north, Mukono in the south, Luweero and Nakasongola in the west. River Nile in the East. The choice of this district was because of low levels of language policy implementation just like elsewhere in the country (MOES report, 2014) and it was a representative of lower primary classes' country wide.

### **1.7.2 Content Scope**

The study was limited to assess the influence of teachers' attitude on language policy implementation, establish the extent to which teachers are implementing language policy and identify strategic measures that can be employed to improve on the implementation of language policy for quality instruction in lower primary classes in Kayunga Sub County.

### **1.7.3 Time scope**

The study wanted to establish how the language policy implementation impacts on the quality of instruction. The research was carried out from 2017 to 2018. This included; planning, setting, Proposal writing, data collection, data analysis and report writing.

## **1.8 Limitations**

Limited time, did not allow the coverage of other aspects in lower primary classes. Inadequate funds to support in the movement to each primary school sampled and other stakeholders. The researcher sometimes was mistaken for a monitor and therefore got poor reception.

## **1.9 Delimitations**

The researcher was well versed with the local languages in the area. The study was carried out in an area of multilingual community although Luganda is local area language approved by Kayunga district language board.

## **1.10 Definition of operational terms**

**Quality of instruction** looks at the teacher learner ratio, content taught, frequent interaction of teacher and learner, quality of instructional materials, methods applied during instruction and teacher competency.

**Local language** is the language an individual use most in the overall daily activities, in which he or she is well versed and identifies him or herself as belonging to a specific linguistic community.

**Lower primary Classes**, are classes from primary one, primary two and primary three with the age bracket of children from six years to eight.

**Language Policy** refers to legal guidelines issued by government on the language to be used when instructing learners at different levels.

## CHAPTER TWO: Literature Review

### 2.0 Introduction

This section reviews literature related to the three specific objectives in this research.

### 2.1 Teachers attitude towards Language Policy implementation on the quality of instruction

To ensure standard and quality of instruction in lower primary classes, there is a language policy that stipulates that children up to primary three be instructed in the language they understand most that is the local area language (Ministry of Education and Sports, 2007). This meant to ascertain quality instruction in lower primary. There needs to be emphasis on the quality of instruction to ensure that children understand what teachers teach. It also implies that the responsible organs such as Directorate of Education Standards (DES) should be vigilant to ensure quality instruction among lower primary classes by monitoring and supporting these institutions to emphasize use of local language as a medium of instruction to guarantee quality instruction.

Porter (2003) noted that the type of teaching approach and that includes the use of indigenous language is not detrimental to academic achievement but rather promotes academic achievement and cultural knowledge for preparing youths to be leaders of their communities. This indicates that using local language as a medium of instruction in lower primary classes will promote academic achievement and hence quality of learning among the children. This calls for emphasis on implementation of the language policy.

Teaching through traditions promotes successful learning. (Pease, 2006) concluded that through traditions and incorporating languages and culture into the curriculum facilitates effective communication among children. He added that these children respond conveniently with others as well as adults during their day to day interactions. This implies that children should be taught in



the language they can conveniently respond to hence improving and maintaining quality. This is definitely the local language. Teachers should endeavor to communicate to these children in lower primary classes in their local language for effective and improved quality of learning. This therefore calls for language policy implementation for quality learning.

Muijs and Reynolds (2005) agreed that for any quality instruction, there must be meeting the customers' needs. In a school setting, quality goes with effective teaching to facilitate quality learning. In other words, a child's needs are among others quality learning. This can only be achieved through communication and instructions that are clearly understood by the learner. This implies that the learners known language should be the medium of instruction so that he/she may be able to achieve the need for learning. This can only be achieved through effective implementation of the language policy by teachers and other concerned stake holders.

Pease (2006) noted that for children from ethnic and linguistic minorities to acquire a strong foundation skill, schools need to teach the curriculum in a language children understand. He further noted that language policies may be difficult to implement particularly where there is more than one language group in the same classroom or where teachers are not proficient in the quality instruction. This implies that language policies should be implemented to ensure quality. Language policy is the way to go if the quality of instruction is to be realized. Teachers and caregivers also should put this policy into consideration in order to promote quality instruction in lower primary classes.

Children are always active and participate in all issues that affect their lives; Bakehena (2010) noted that children will always get involved in any matter concerning them either directly or indirectly. She however noted that this is not done steadily when they are interacting with their environment in the language they do not understand best. She advocated for the use of local



language with young learners, teachers and caregivers to allow these children to freely participate in the issues that affect their lives within their environment. The above clearly shows that any quality of learning among children can be readily realized if they interact in the language clearly understand and thus the quality of instruction guaranteed.

Lee (2014) contends that fluency and literacy in local language lay cognitive and linguistic foundation for learning additional languages. He added that when children receive formal instruction in their first language in lower primary education, they gradually transit to learning the second language, and learn the second language quickly. This clearly indicates that teachers and care givers should endeavor to implement this policy without bias. This will enhance quality learning in these lower primary classes.

Education for All Global Monitoring (2014) noted that all children irrespective of their location should have teachers who understand their language and culture and thus can improve their learning. The report goes to say that in many countries children are taught in languages they do not speak at home. The above observation indicates that such a scenario compromises the quality of learning and hence may not facilitate children's learning. Similarly, if a child in a lower primary class is communicated to in a language which is strange may lose interest and fail to learn. This may fail to realize the quality of learning. If a child is communicated to in the local language, this child is likely to get interest and continue interacting with the teacher who understands the language and hence learning.

Children attending bilingual programme are most likely to perform badly in both languages. Genesse (2009) noted that children learning using both languages mix up the meanings of words in both languages and fail to follow the given instructions. He noted that to ensure sufficient quality that promotes learning requires the language that the child clearly understands. Basing on the

above the child's first language is vital in allowing an individual achieve the expected competence as easily as possible. This implies that teaching using the local language will enhance quality instruction in as far as the expected competences are concerned. Teachers therefore should endeavor to put emphasis on language policy for quality instruction.

Kuhl (2004) found out that children taught in their local language- Showed a remarkable achievement in reading and comprehension compared with children taught only in English. He noted that for early grade literacy and bilingual education to be successful, pupils need access to inclusive learning materials that are relevant to their situation and in a language they are familiar with. This observation clearly agrees with the use of local language as stipulated in the language policy, since it is the language that children are familiar with.

Discouraging children from developing their local language is a violation of their rights. According to UNESCO (2005) the use of local language as a medium of instruction boosts children's confidence and academic performance. This means that children who start education in their local language have a good foundation and perform better than those who start school in a foreign language. The observation implies that implementing language policy is the way to go.

## **2.2 Extent of implementing the language policy**

UNESCO (2017) states that in various countries, there are inequalities in learning by different dimensions including children who learn in the language they speak at home. Children who learn in the language they speak at home learn the basics in the language better than those who switch to the second language. This, means that the teachers should support the language policy implementation that in early childhood learning. It is vital for children to be instructed in the local language and this should be fully supported by teachers as a means of promoting early learning, however, some teachers still support using English as a medium of instruction in lower primary

classes. This may in one way or another affect the children in acquiring the basics since they are being communicated to in a language they do not understand well.

Basic Education Curriculum Framework for Uganda (NCDC, 2013) put it clearly that it is essential that all sectors of government and society work together to support the holistic development of young children while supporting their teachers and legal guardians in their role of primary caregivers. The framework supports the strong public –private and civil society partnership as an essential factor to achieve this vital objective. This therefore implies that the teachers have a big role to play in supporting the language policy in lower primary classes to ensure quality learning among the children. Teachers being the primary care givers should advocate for the use and implementation of the local language policy for standardized quality of instruction. If this is not done with emphasis, then there is a possibility of compromising the quality of learning in these lower primary classes

Hakuta (2009) agreed that native language is integral to the sense of well-being of native children. This increases their academic performance, self-esteem, and ability to succeed in a complex world. When a school values and utilizes learner’s native language in the curriculum, there is increased learner self-esteem, less anxiety and great efficacy. This shows that through the quality instruction, there are higher chances of success in an individual’s holistic development. Such native language originates from the home where parents are the proponents of this mother tongue. Similarly, these parents should endeavor to see that their children are supported in their academic struggle using the language they are used to, this means that in lower primary classes where children are introduced to a formal curriculum, the best language to be used should be local language. This would go a long way to help children achieve the intended competences planned by the teachers.

Surtikanti (2014) the journal of education practice found out that children in remote rural areas who speak one language at home and have no contact with the school language outside the classroom often have the biggest problems in gaining any understanding of the language taught at school. This is a significant factor that contributes to poor quality education and continuing low literacy. This implies that teachers should ensure that their children should not abruptly transit from local language to English as this will result in low literacy levels. Helping a child to start school using the language he or she understands will encourage active participation and thus easy learning. This therefore calls for teachers to agree with the language policy as a basis for enhancing quality learning among their children in lower primary classes.

Bakehena (2010) noted that during infancy stage, parents are the instructors of children using local language as a medium of instruction. As children started to speak, mothers and family members teach them basic knowledge, life skills and values using a variety of methods such as question and answer, story-telling and singing in local language. Today, it is common practice to find parents sending their children to school with the aim of having their children learn English and within the shortest time possible. One wonders why teachers have a negative attitude towards local language even when it is very important in enhancing quality learning among children. Teachers therefore should embrace the language policy for quality instruction.

The success local language initiatives depend on the teachers and community's attitudes and behaviors (Genesse, 2009). The teachers' attitudes towards the language policy significantly impacts on its implementation due to the support they render to its policy implementers. If teachers support its implementation, then the quality of instruction will improve leading to positive outcomes such as high literacy achievements. Teachers attitude succumbs to schools to use English during instruction and this affects the quality of instruction and learning generally. This therefore

means that teachers are supposed to stick to the policy of the use of the local language in lower primary classes.

Positive interactions should demonstrate respect for the diversity families' cultural, religious and language backgrounds (Dick, 2011). Child rearing practices and compositions of families alongside different abilities, life styles and values are key in helping a child in learning. This is important particularly when teachers put emphasis in helping the children learn all the values required in the language the children understand better. Local language is the only way it can be achieved successfully. This therefore calls for teachers to be at the fore front for ensuring optimum implementation of language policy to ensure learners success in early years. This can be easily achieved if teachers embrace the use of local language as a medium of instruction in lower primary classes to improve the quality of instruction.

The family is the most important influence on a young child (Welch, 2003). The experiences and relationships that happen in the family are very important since the family uses interactions that the child is well conversant with. This is so because the child interacts in the local language with all the family members. This trend should therefore be upheld in lower primary classes for quality learning as this assists children to interact freely with the care givers in the language they understand well. This therefore calls for the teachers to ensure that their children should be taught in their local language. If teachers do not care about the language the children use in lower primary classes, then the quality of learning among children may be compromised. This implies that teachers should promote proper implementation of the language policy for quality instruction.

Hakuta, (2009) asserts that exposure to positive teachers' attitudes to maintaining the local language enhances cultural identity and later increases the child's ability to learn and use the second language or additional languages. This implies that if teachers can accept the

implementation of language policy in lower primary classes, primary schools would go a long way to encourage policy implementers to do an agreeable job. This can be done by using the local language during instruction and would subsequently make the teaching and learning process in lower primary classes very effective and hence improvement in the quality of service.

The Bridge issue (2015) noted that if children are forced to switch abruptly or transition from their first language, then their first language may be attenuated or lost the journal adds that their self-confidence as learners may decline leading to lack of motivation, failure in school and early school learning. This observation reveals that parents should refrain from sending their children to lower primary classes in anticipation for their children to learn English or where the school uses English as a medium of instruction. This should help teachers whose attitude towards English speaking as the best that it may be ineffective to the children's learning and hence becoming counterproductive. This therefore means teachers attitude towards language policy should be positive and instead continue implementing it for quality instruction.

The Ministry of Gender and Social Development (2013) recognizes parents and families as the primary caregivers and health providers. This category needs to be supported and empowered to ensure that they effectively fulfill their roles. This means that parents and caregivers need to be guided on the policy that supports holistic development of the child. Among the policies is the use of local language as a medium of instruction in lower classes. Parents should be sensitized about the policy to enable them have a positive attitude towards implementing language policy as this will in turn change the teachers' attitude too during instruction to ensure quality learning.

Walter (2012) found out that learning becomes effective when both the learners and the teachers speak well the language of instruction. He adds that learning can take place anywhere and all the time and this is the responsibility of the family to ensure that this would take place for the benefit



of the family. From the above observation, it seems today teachers are not concerned with the language used in handling the children in lower primary classes. Most of these teachers instead want to teach children in English even when the children have problems in communicating in the language they do not understand. This becomes a challenge to those children and hence compromising the quality of teaching and learning among lower primary class children.

### **2.3 Strategic measures that can be employed to improve the implementation of language policy for Quality Instruction**

Quality instruction should be defended at all times. Surtikanti (2014) noted that you must improve quality with fewer resources because if one fails to do it another one who competes with the former one will do it. It adds that the building block for the quality of instruction among others is a quality policy. The above statement shows that implementing an effective policy guarantees quality instruction. In this case, the already formulated language policy should be emphasized and as such, the best way to sustain this is to ensure regular monitoring and assessment of this language policy and its implementation. This should be directly done on the policy implementers who are the teachers in lower primary classes.

The quality of instruction in lower primary classes involves child care professionals working in partnership with families and getting to know the child in the context of their family (Lee, 2014). There should be effective and ongoing exchanges of information between child care professionals and families about children's needs, routines and experiences. The process of consultation and collaboration should take place with the aim of working in partnership. This reveals that for any quality to be realized in lower primary classes, child care professionals should know what families know about their children and what families believe is important for their children. The guides care givers to aim at making the child what is relevant to him/her hence offering quality service.

Yoshikawa (2007) observed that the most important characteristics of child care are experiences, environments, relationships and interactions. When the above characteristics are effectively observed, then quality is guaranteed as long as caregivers utilize them optimally. This implies that for quality to be realized in lower primary classes, teachers and administrators should put more emphasis on the type of environment that favors children's learning. At the same time if children learn from their usual experiences together with the teachers that interact with them in the language children communicate in, then the quality of learning can easily be achieved.

During quality care of lower primary children, each child should have a variety of opportunities and experiences that support all areas of development (Kingdom, 2009) Children should be encouraged and supported to take an active role in their own learning and development. They should follow their own interests, gain new interests, use their current skills and learn from each other and adults. The above can only be achieved if the teachers put more emphasis on proper planning and offer necessary guidance to these children in anticipation of realizing quality learning among the children. Once this is done then the quality of instruction is guaranteed.

Quality practice happens when child care professionals make flexible plans and prepare for positive relationships and children's experience (Ball, 2011) this is enhanced by child care professionals continually evaluate what is happening so that they plan according to the children's experience. Planning and preparing children's activities should change according to the needs and abilities of an individual so that quality learning is achieved. This implies that to guarantee the quality of instruction, teachers should put emphasis in planning and preparation according to individual learner's abilities and interest, planning should therefore be flexible.

Curriculum management is the core business of any educational institution (Muijs, 2005). If the curriculum is managed well, quality teaching is equitably provided to all children, and then quality learning occurs. This means that lower primary classes should equitably utilize the learning



thematic curriculum as designed by curriculum experts from the policy makers. This therefore requires that for quality enhancement in lower primary classes effective utilization of the thematic curriculum should be put at the helm of other issues so that it can be properly interpreted and implemented as guided by the policies. One of such policies is the local language policy implementation. If this is ably done, then quality of instruction is guaranteed.

Voluntary Services Overseas (2011) observed that children are most effective through activity and practice and not well through passive listening. Teachers should design activities that maximize children participation by engaging their existing knowledge and experience during their school time. This calls for lower primary teachers to design children's activities that are within the reach of children on matters pertaining to their environment and experience. This goes ahead to motivate the children during class time as well as outdoor activities then learning is steadily realized and this guarantees quality instruction in these classes.

Effective teachers' utilization and timetabling aims to ensure that the time of teachers and the resources and space of a school are maximized at all times in order to ensure that the greatest possible time is spent by teachers on teaching and learning (Walton, 2011). This means that lower primary teachers should optimally utilize the timetables to ensure quality teaching and learning. The time table should be designed in such a way that the available resources and time are properly used to improve on the quality of learning in lower primary classes.

Professional Development is the continuous process by which teachers develop their capabilities (World Bank, 2005). This can improve their performance on the job and prepare them for greater responsibilities. Teachers therefore should always be encouraged to continuously develop and sharpen their skills and knowledge. This can be done through workshops and other continuous professional development courses such as seminars. These workshops and seminars help teachers

improve their skills and performance by simply reflecting on their own practice and observing others. This therefore implies that head teachers should always organize such workshops for lower primary teachers to improve performance and hence quality improvement as well.

Quality instruction is enhanced when the errors that can affect quality are prevented much before they interfere with the system. Davidson (2013) asserts that one way in which errors are prevented is to identify how failures adhered to the procedures will be corrected. It is therefore prudent that in a quality system, proper procedures and channels should be put in place early enough so that failures and mistakes can be corrected before they interfere with the quality of such a system. In lower primary, errors such as negative attitude of teachers towards use of local language as a medium of instruction should be addressed by sensitizing these teachers as well as head teachers such that they embark on this system to avoid any eventuality that may compromise with implementation of this policy. By emphasizing the above, the quality of instruction will be guaranteed.

The quality of instruction in education system can be guaranteed through regular assessment. Bakehena (2010) noted that at lower primary level, children should be assessed through non testing devices to establish the physical, mental, emotional and social development as well as attitude and behavior. This can be ascertained through continuous assessment. The above observation signifies that in order to guarantee quality in lower primary classes, teachers and head teachers should put emphasis on continuous assessment of these children basing on the aspects. This will enable a systematic follow up and hence eliminating the mistakes and therefore put more measures in place early enough to prevent any eventuality that would otherwise compromise the quality of learning in lower primary classes.

McGregor (2013) noted that among the tasks that should be put emphasis on is to carry out awareness raising campaigns on the importance of the development of local language based instruction. He adds that instruction done in a well understood language facilitates effective

communication and at the same time optimum and accurate response. Basing on the above, it is evident that effective communication and accurate response leads to the acquisition of concepts as soon as possible that may lead to finding more about other concepts through inquiry and interaction. If the language policy is accepted by teachers, then lower primary classes may achieve quality that is desirable and thus become the duty of every stakeholder to put emphasis on the campaign for local language as a medium of instruction. Guaranteeing quality instruction needs identifying the prerequisites that will ensure success in learning among learners.

Davidson (2013) emphasized the need to recruit teachers who are fluent in the language of instruction at the level of cognitive academic proficiency in reading, writing and speaking. He added that teachers should be well equipped with effective pedagogy, be culturally competent and can teach energetically with very young children. This clearly indicates that teachers who are well conversant with local language during instruction and using it, is a pre requisite for quality instruction in lower primary classes. This implies therefore that recruiting teachers that are capable of interacting with children in the language they understand best and well trained and this is none other than local language. In addition to teachers recruited should endeavor to effectively implement language policy as a means of guaranteeing the quality of instruction in lower primary classes.

Hunt (2013) noted that there is need to promote policies that position parents and other family members as first teachers. He proposed that parents and the community members should be engaged in the policy and get involved in the planning, implementation and evaluation of the policy so that any impediments may be corrected as soon as they arise. This means that parental involvement as well as community members will be encouraged to position themselves in the language policy implementation by ensuring that their children are taught in the language they understand and interact conveniently for the purposes of acquiring the necessary language

competences as well as other learning areas. Once such can be achieved then the quality of instruction would be readily guaranteed.

## **CHAPTER THREE: Research Methodology**

### **3.0 Introduction**

This chapter presents a detailed description of the methodology that was employed in the study. It focused on the adopted research design, the population, sampling strategies, data collection methods, research procedure, ethical considerations, validity and reliability of research instruments, and methods of data analysis.

### **3.1 Research methods**

In this study, both quantitative and qualitative techniques were employed in data collection process, analysis, presentation and discussion of findings. Quantitative method was used in order to establish the extent and rate of the problem while qualitative filled the gaps that were left by quantitative data

### **3.2 Research Design**

The Ex post facto according to Amin (2005), is one of the most commonly used research methods in social sciences and is used to gather data from a sample population at a particular time. Opedun (2013) says that this design helps to define better and understand respondents' opinions and attitudes when gathering information from a sample population at a particular time. The researcher used the ex post facto design because it was a less expensive way of gathering data from the large number of respondents who were involved in this study.

### **3.3 Location of the study**

Kayunga District is in the central region of Uganda boarding River Nile in the East, Lake Kyoga in the North, Luwero and Nakasongola in the West and Buikwe and Mukono in the South. Kayunga

district has almost every tribe Ugandan living there. It is even difficult to determine which tribe dominates the other. However, the District Language Board approved Luganda to be used as the language of instruction in lower primary.

### **3.4 Study Population**

The target population for this study included District Education Officer, CCTs Head teachers, Teachers and pupils in primary two class of Kayunga Sub County in Kayunga district. These groups were considered because they are directly involved in the running of schools.

### **3.5 Sample size**

Kayunga district has 167 registered government primary schools according to MOES report (2017). 30 out of 167 government aided primary schools are found in Kayunga Sub County.

### **3.6 Sampling techniques**

Stratified sampling technique was used to sample these schools since the researcher intended to study 28 out of the 30 schools found in Kayunga Sub County. For Teachers, pupil, simple random sampling was used as this is hoped to give every respondent chance to be chosen to participate in the study (Croswell, 2003).

The study involved Head teachers, DEO, CCT who were sampled using purposive sampling because of the positions that they do hold the researcher believed that they have the information in line with the study objectives Amin (2005).

The methods of sample selection were guided by Morgan and Krejcie (1970) of sample size selection.

**Table 3.1: Target population, sample size and the sampling strategy**

Category	Target population	Sample size	Percentage sample	Sampling technique	Instrument
D.E. O	1	1	100%	Purposive	Interview
CCT	1	1	100%	Purposive	Interview
Head teachers	30	28	93%	Purposive	Interview
Teachers	90	80	89%	Random	Questionnaire
Pupils	1000	280	28%	Sample random	Interview/focus group discussion
Total	1122	390	400%		

Source: Guided by Morgan and Krejcie (1970)

### **3.7 Research Instruments**

The research instruments included self-administered questionnaires, interview guides and a document review.

#### **3.7.1 Self-Administered Questionnaire**

Self-Administered Questionnaire (SAQ) were used as a data collection instrument. These included semi structured questionnaires and were administered to Teachers because they helped to cover a large number of respondents in a relatively short time (Creswell, 2009). Questionnaires were used to collect quantitative data. The close-ended questions predetermined multiple responses measured against a four Likert scale. These were Strongly Agree, agree, Strongly Disagree and Disagree. This was used to collect qualitative data (Creswell, 2003) which sought to capture opinions of respondents on the possible association of variables under study in lower primary classes in Kayunga Sub County in Kayunga district. The questionnaire had 22 items.

### **3.7.2 Interview guide**

The researcher used interviews because they improve on the understanding and the credibility of the study and they lead to deeper understanding of the topic (Amin 2005). They fetch a wide variety of ideas needed for the study. These were semi-structured interviews which consisted of both open and closed interviews. Oral interviews were used to collect qualitative data from the Head teachers, District Education Officer, CCT and learners. The researcher used follow up questions during face to face interviews. Responses were recorded verbatim and transcribed by the researcher. Refer to the interview guide in the appendices.

### **3.7.3 Documentary Analysis**

Document review guide was used to gather data. Existing files and documents were reviewed to explain the extent of the problem the documents included schemes of work, lesson plans, and thematic curriculum for P.1, P.2, P.3, ECD policy document. This was supplemented by assessment records, record of work covered.

### **3.8 Data Collection Procedure**

The researcher obtained a letter from the Dean Graduate School introducing her to the District officer to permit her collect data from the schools. The DEO issued another letter introducing the researcher to the respondents who included the head teachers and the teachers. Their consent was first obtained to participate in the study. By explaining to them the intention of carrying out the study. The interviews were conducted during their free time and were cordial.



### 3.9 Data quality Control

The study put into consideration the validity and reliability of the research instruments

#### 3.9.1 Validity

Validity is the state of questions being logical and yielding the required responses

The researcher ensured content validity of the SAQ by ensuring that questions in it conform to the study's research objectives and conceptual framework. Two research supervisors from the Faculty of Education, Kyambogo University, were assigned to direct the research. They guided, evaluated the relevance, wording and clarity of questions in the instrument. The research experts independently judged the validity of the items in the questionnaire and interview guide in relation to research objectives. The questionnaires were also field tested with a sample of five teachers and one administrator from Kayunga Sub County in Kayunga district. These were not included in the final study. The five teachers were not in the sample schools and the researcher administered. The Content Validity Index (CVI) was finally computed to determine the validity of the set of SAQ using the formula;

$$\text{CVI} = \frac{\text{Total number of items rated as valid}}{\text{Total number of items on the instrument}} = \frac{20}{25} = 0.8 * 100 = 80\%$$

### 3.9.2 Reliability of the study

According to Joppe (2000) reliability is defined as the extent to which results are consistent over time and an accurate representation of the total population under study. This involved consistency of the research instruments. Reliability of the set SAQs and interview guides on all variables were tested using the Cronbach Alpha Moment Co-efficient provided by SPSS (Croswell,2003). Reliability of the instruments were ensured through the use of Cronbach's Alpha Co-efficient technique provided by Statistical Package for the Social Sciences (SPSS) programme. The researcher carried out a pilot study of questions and later were entered into computer using SPSS so as to calculate the reliability index of the instrument using Cronbach's Alpha Co-efficient technique as shown in the results below.

**Table 3. 2 shows Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.740	.736	25

### 3.10 Data Presentation and Analysis

The study used both quantitative and qualitative data analysis techniques. Quantitative data was checked for completeness, and entered into the Statistical Package for Social Sciences programme. The data was then analyzed using descriptive statistics (mean, percentages and standard deviation). The Independent variable and the dependent variable were co-related using the Pearson correlation Co-efficient in order to establish the relationship between the study variables. Qualitative data

were transcribed and analyzed using qualitative content analysis. The emerging themes were presented with a few quotes to illustrate the findings on the implementation of language policy and the quality of instruction. The first objective was to assess the influence of teachers' attitude language policy implementation towards the quality of instruction was assessed using Pearson coefficient correlation. The second objective was to establish to what extent teachers were implementing the language Policy for quality instruction was assessed using descriptive analysis. The third objective was to identify strategic measures that can be employed to improve on the implementation of language policy for quality instruction in lower primary class was analysed using descriptive analysis.

All tools were used subjected to all categories of respondents basing on the objectives of the study

### **3.11 Ethical considerations**

In the collection of data, anonymity and extreme confidentiality were observed while handling the responses. The respondents were informed that the information they gave was only for academic purposes and they could not be endangered. The researcher first clearly made her intentions known to the respondents and sought their consent before interviewing or administering the questionnaires. All the information obtained was strictly confidential and only used for research purposes

## CHAPTER FOUR: Presentation, Analysis and Interpretation

### 4.0 Introduction

This chapter presents the findings of the study on the language policy implementation and the Quality of instruction in lower primary classes.

### 4.1 General background information

#### 4.1.1 Gender of the respondents

Findings on the sex of respondents were considered to find out whether there was gender bias in the study.

**Table 4.1: Gender of respondents**

Sex	Frequency	Percentage
Male	15	13.64%
Female	95	86.36%
<b>Total</b>	<b>110</b>	<b>100</b>

Source: primary data

Table 4.1 shows that, 13.64% of the respondents are males, whereas 86.36% are females. This shows that there were more females than males in the study. The reason for this was found to be that most of the lower primary classes are mainly allocated to females. However, the representation of males shows that both sexes participated in the study. For the sex of pupils, it 50% per sex since the study randomly selected five boys and five girls per class that was included in the study.

#### 4.1.2 Level of education

Findings on the level of education were considered to find out whether the respondents were sufficiently competent and had capacity to answer the questions promptly and the table below indicate it.

**Table 4.2: Level of education**

Level of education	Frequency	Percentage
Primary level	0	0
Ordinary level	85	77.28%
Advanced level	15	13.63%
Other	10	9.09%
Total	110	100%

Source: primary data

Findings revealed that 77.28% completed Ordinary level, 3.63% completed Advanced level, whereas 9.09% completed other levels. This shows that they can answer questions promptly. This was assumed so because the questionnaires were designed in English and therefore at these levels, interpretation of the hypothetical statements would not be a challenge to the respondents. This meant that their responses were treated with the possible meanings as expected.4.1.3 Level of training

Findings on the level of training was meant to ascertain whether the respondents were capable enough to implement the language policy. The table below shows the results



**Table 4.3: Level of training**

Level of training	Frequency	Percentage
Certificate	60	54.55%
Diploma	25	22.73%
Degree	20	18.18%
Other	5	4.54%
<b>Total</b>	<b>110</b>	<b>100</b>

Source: primary data

Findings revealed that 54.55% are certificate holders, 22.73% are diploma holders, 18.18% are degree holders, 4.54% are trained in others. It was discovered that the biggest percentage are trained in Grade Three Teachers' while those with diploma have them in Diploma in primary education external (DEPE); the one with degrees are mainly Bachelors of Education. This shows that the respondents were the right people for this study. The implication to the findings is that this category of respondents was the right choice since they are the actual implementers of this language policy. This is so because the thematic curriculum they are implementing is supposed to be conducted in the local language as a medium of instruction in lower primary classes.

#### **4.1.3 Employment status**

Findings on the employment status was meant to ascertain whether the respondents were confident and comfortable with their jobs so that they can ably execute their duties competently and promptly. The table below shows the results.

**Table 4.4 Employment status**

Terms of employment	Frequency	Percentage
Permanent	98	89.09%
Temporary	10	9.09%
Contract	2	1.82%
<b>Total</b>	<b>110</b>	<b>100%</b>

Source: primary data

Findings indicated that 89.09% are on permanent terms, 9.09% are on temporary terms whereas 1.82% are on contract. The biggest percentage was found to be employed by the District Service Commission of Kayunga District on permanent and pensionable terms. Those on temporary terms are employed by parents to assist especially in big classes while a few are on contract were employed mainly to work until the responsible teacher comes back mainly from leave.

This clearly shows that those respondents are confident and comfortable with their jobs and therefore most likely to implement the language policy, as required of them.

#### **4.1.4 Experience on job**

Findings on the experience on job were meant to ascertain whether the implementation of the language policy was based on the exposure and duration under which an individual could perfect it.

**Table 4.5: Experience on the job**

Period at work	Frequency	Percentage
0-5years	20	18.18%
6-10years	75	68.18%
11years and above	15	13.64%
<b>Total</b>	<b>110</b>	<b>100%</b>

Source: primary data

Table 4.5 shows that 68.18% have been teaching for 6-10years, 18.18% for 0-5 years while 13.64% for 11years and above. This indicates that the biggest percentage of the respondents have enough experience that would help them execute their duties amicably by implementing the language policy.

#### **4.2 The teachers' attitude towards the quality of instruction in lower primary classes**

The teachers and head teachers from the schools in the study were asked about the teachers' attitude towards the quality of instruction in lower primary classes. Table 4.6 shows responses on the scope of the teachers' attitude on quality instruction. It was prudent to merge the strongly agree and agree as well as merging the strongly disagree and disagree to determine the attitude basing on the hypothetical statements.



**Table 4.6 Teachers attitude towards Language Policy implementation on the quality of instruction**

	<b>Major findings</b>	<b>Agree</b>	<b>Disagree</b>	<b>Total</b>
1	The teachers 'attitude towards the quality of instruction in lower primary classes	105 (95.45%)	5 (4.55%)	110 (100%)
2	Inadequate incentives towards language policy implementation impacts on the quality of instruction in lower primary classes	105 (95.45%)	5 (4.55%)	110 (100%)
3	Most teachers prefer English instead of local language during instruction.	85 (77.3%)	25 (22.7%)	110 (100%)
4	Most teachers have not implemented the language policy because they do not value it.	105 (95.45%)	5 (4.55%)	110 (100%)
5	Teachers have failed to implement language policy hence poor quality of instruction.	100 (90.9%)	10 (9.1%)	110 (100%)
6	Teachers have inadequate local language instructional materials	100 (90.9%)	10 (9.1%)	110 (100%)
7	Some teachers do not find value instructing in local language	60 (54.54%)	50 (45.46%)	110 (100%)
8	Teachers have inadequate skills of making schemes of work and lesson plans in their local language school.	100 (90.9%)	10 (9.1%)	110 (100%)

The overall findings show that the teachers' attitude influences the quality of instruction. The study identified the following reasons as to why teachers have negative attitude towards language policy implementation. Inadequate incentives such as support supervision and mentoring as well as salary increment. The teachers therefore are reluctant to implement such a policy without support.

More to that was the fact that teachers prefer instructing in English to local language claiming that assessment of learners in lower primary classes up to P.LE is done in English. They hence concluded that learners should be trained to answer test items in English as early as possible.

There was the issue of inadequate instructional materials written in the local language to support language policy implementation by the teachers. Teachers were found to be unable to help learners to comprehend what was taught to them because the language used was not properly understood by the learners.

Another reason as to why teachers were reluctant to implement the language policy was that they have inadequate skills making schemes and lesson plans in the local language. This was found to be to be negatively impact on the language policy implementation hence poor quality of instruction in lower primary classes.

On the part of the head teachers, most of them held the same views with the teachers. The reasons advanced were that there was inadequate instructional materials written in the local language , most teachers were ignorant about the language policy since most schools do not have them head teachers further observed that teachers have inadequate skills of making schemes of work and lesson plans in the local language and assessment being done in English not local language .This seemed to encourage use of English rather than local language in lower primary classes as required by the language policy.

The response from the CCT was that teachers' attitude towards local language was negative due to lack of support from the authorities in terms of failure by these authorities to ensure language policy implementation due to lack of regular support and encouragement. There were scanty indicators of follow-up of teachers by the inspectorate department on the language policy

implementation. This was discovered among teachers who could not bother because nobody was checking on them for the implementation of the policy.

The DEO said language policy implementation still had challenges especially among the teachers due to government failure to supply the logistics that could support this programme. Among what was cited are the language policy documents which have not been supplied to primary schools together with the instructional materials to support the implementation. This was found to be a major bottleneck in language policy implementation and hence poor quality of instruction in lower primary classes.

The overall results from the respondents on all items seeking for the influence of the teachers' attitude towards language policy implementation on the quality of instruction in lower primary classes indicated that 760 out of 880 respondents representing 86.35% agreed whereas 120 out of 880 respondents representing 13.65% disagreed. This implies that the teachers' attitude impacts on the quality of instruction in lower primary classes. In summary, the study established that teachers are not implementing the language policy since they do not use local language as a medium of instruction as required by the policy. This was revealed by 750 out 880 responses representing 85.22%. 130 out of 880 respondents representing 14.78% revealed that to some extent teachers have tried.

**Table 4.7 shows correlation between attitude and instruction**

		Attitude	Instruction	
Instruction	Pearson	1	.981**	
	Correlation			
	Sig. (2-tailed)			.000
	N			80
Attitude	Pearson	.981**	1	
	Correlation			
	Sig. (2-tailed)			.000
	N			80

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

From Table 4.7 above, Pearson correlation coefficient ( $r = .981$ ;  $p < 0.01$ ). This correlation shows strong influence of teachers' attitude on instruction and it is statistically significant not by chance.

### 4.3 Extent of implementing the language policy

The respondents in the sub county of Kayunga were asked if the teachers are implementing the use of local language as a medium of instruction. This was supplemented by document evidence as well as class observation in the participating schools. All categories of the respondents were included.

**Table 4.8 the extent of implementing language policy**

	<b>Major findings</b>	<b>Agree</b>	<b>Disagree</b>	<b>Total</b>
1	Teachers make the scheme of work in local language.	0 (0%)	110 (100%)	110 (100%)
2	Teachers plan their lessons daily in the local language	0 (0%)	110 (100%)	110 (100%)
3	Classroom instruction is carried out in the local language	60 (54.5%)	50 (45.5%)	110 (100)
4	Co-curricular activities are conducted in the local language	80 (72.2%)	30 (27.3%)	110 (100%)
5	Instructional materials like text books are not written in the local language	110 (100%)	0 (0%)	110 (100%)
6	The use of local language is not common despite teachers being well versed with it	70 (63.6%)	40 (36.4%)	110 (100%)
7	Pupils interact with each other in the local language	110 (100%)	0 (0%)	110 (100%)
8	Local language is used to write on wall charts and other learning materials	0 (0%)	110 (100%)	110 (100%)

Findings from the study indicated that there are inefficiencies in the language policy implementation among the teachers. The major reasons that were identified included the teachers' failure to make schemes of work and lesson plans in the local language. Teachers claimed that there were no instructional materials to help them do this and therefore there was no support for effective implementation of the local language. This indicated that teachers hardly use local language as a medium of instruction in lower primary classes and hence poor quality of instruction. It was discovered that classroom instruction is neither carried out in local language nor English. The reason was that much as teachers prefer English to local language children find it difficult to comprehend what was taught to them. This subsequently forced teacher to try to translate in the local language in an attempt to make learners understand the taught concepts. This was evident during class observation of the lessons. This therefore indicated that there is minimal implementation of the language policy by the teachers.

Findings indicated that pupils interact with each other in the local language more especially during co-curricular activities and during their free time. The reason for this was that the learners understand each other very well unlike when the teachers have them in class where they use English. The teachers had difficulty in instructing in the local language due to the fact that all the materials they use are written in English and therefore interpreting them in to the local language was hard for them. This resulted in to the failure of implementing the language policy in lower primary classes which led to the poor quality of instruction.

Document evidence indicated that the wall charts and other learning materials were all written in English apart from the vowel letters and consonants which made it difficult to determine whether they were written in English or not. This was found to be the hindrance to language policy implementation by the teachers and hence poor quality of instruction in lower primary classes.



On the part of head teachers, most of them agreed that teachers minimally implement the language policy. Among the reasons advanced were that teachers are not conversant with the policy and therefore prefer using English to local language. Asked on whether it is the fault of teachers, the response was that they are not the only people to blame since there were no adequate materials to use and even support from the authorities such as the district inspectorate department. It was discovered that the department rarely supports the teachers or make a follow up of the language policy implementation and thus failure of teachers to implement it.

The response from CCT was that teachers' failure to implement the language policy resulted from inadequate support and follow up from the district authorities as well as government's failure to provide the local language materials such as the text books and wall charts. This results in to failure to implement this policy and hence poor quality of instruction in lower primary classes.

On the part of the DEO, the reasons for teachers' failure to implement the language policy was mainly attributed to inadequate resources as provided by the ministry of education and other line ministries such as local government and finance. This issue of the district inspectorate team to offer the necessary support and follow-up was mainly attributed to inadequate funding and work force this has led teachers to continue working according to their wish despite the fact that language policy implementation is necessary for high quality instruction in lower primary classes.

#### **4.4 Strategic measures that may be employed to improve on the implementation of language policy and the quality of instruction in lower primary classes.**

The study was interested in finding out what strategic measures can be employed to improve on the implementation of language policy to promote the quality of instruction in lower primary classes.

**Table 4.9 shows the responses on strategic measures**

	<b>Major findings</b>	<b>Agree</b>	<b>Disagree</b>	<b>Total</b>
1	Provision of awareness of the policy to stakeholders	110 (100%)	0 (0%)	110 (100%)
2	Continuous professional development courses for teachers on the language policy	90 (78.8%)	20 (21.2%)	110 (100%)
3	Provision of local language text books	110 (100%)	0 (0%)	110 (100%)
4	Emphasis on the support supervision by relevant authorities	110 (100%)	0 (0%)	110 (100%)
5	Assessment of learners to be done in the local language	60 (54.5%)	50 (45.5%)	110 (100%)
6	Recruitment of teachers who are well conversant with the local language	110 (100%)	0 (0%)	110 (100%)

The study was also interested in identifying strategic measures to improve on the language policy implementation in lower primary classes. The findings were that all the categories of the respondents agreed that there should be awareness of the language policy to the stakeholders. The reasons advanced were that the major category of the implementers (teachers) are not adequately aware of the language policy and how it should be implemented. This therefore calls for advocacy of this policy if the quality of instruction in lower primary classes have to improve.

The study found that teachers have inadequate information about language policy implementation. This therefore calls for CPDs and workshops to address this. The reasons for this is that it will help the teachers acquire the necessary skills and information pertaining to language policy implementation by these teachers. The relevant authorities such as the DEO and the entire team at



**Table 4.9 shows the responses on strategic measures**

	<b>Major findings</b>	<b>Agree</b>	<b>Disagree</b>	<b>Total</b>
1	Provision of awareness of the policy to stakeholders	110 (100%)	0 (0%)	110 (100%)
2	Continuous professional development courses for teachers on the language policy	90 (78.8%)	20 (21.2%)	110 (100%)
3	Provision of local language text books	110 (100%)	0 (0%)	110 (100%)
4	Emphasis on the support supervision by relevant authorities	110 (100%)	0 (0%)	110 (100%)
5	Assessment of learners to be done in the local language	60 (54.5%)	50 (45.5%)	110 (100%)
6	Recruitment of teachers who are well conversant with the local language	110 (100%)	0 (0%)	110 (100%)

The study was also interested in identifying strategic measures to improve on the language policy implementation in lower primary classes. The findings were that all the categories of the respondents agreed that there should be awareness of the language policy to the stakeholders. The reasons advanced were that the major category of the implementers (teachers) are not adequately aware of the language policy and how it should be implemented. This therefore calls for advocacy of this policy if the quality of instruction in lower primary classes have to improve.

The study that teachers have inadequate information about language policy implementation. This therefore calls for CPDs and workshops to address this. The reasons for this is that it will help the teachers acquire the necessary skills and information pertaining to language policy implementation by these teachers. The relevant authorities such as the DEO and the entire team at

the district should put emphasis on such courses as a way of improving the language policy implementation.

The study established that there was inadequate supply of the local language materials to be used by the teachers. The inadequate supply was enough reason for teachers to fail to implement this policy as they claimed that they had no reference and guidance on how to implement the policy without them.

It was also discovered that there should be adequate support supervision from the relevant authorities such as the district inspectorate department. The reason for this is that such regular support and follow –up ensures maximum policy implementation since those who would fail to do so would be identified and adequately supported. This would go a long way to ensure language policy implementation for quality instruction in lower primary classes.

Assessment of learners in the local language was responded to with mixed reactions. The reason for this ranged from denying learners the opportunity to learn English early enough to finding it relevant to assess learners in the language they understand better. However, the bigger percentage agreed that assessing learners in local language helps them to learn better as compared to assessing them in the language they do not understand very well.

It was further discovered revealed by all respondents that recruitment of teachers should aim at those who are well conversant with the local language of specific areas. The reason for this were that teachers would find it easy to use local language policy materials once availed to them and that using the language that one is conversant with makes it easy for effective communication with these learners especially in lower primary classes.

The responses from head teachers on the strategic measures to improve on language policy implementation were similar to those of the teachers. Their reasons however, were that the major

category of the stakeholders to be sensitised were the parents citing issues of the parents who tend to think that a child can only achieve academic success if he or she is able to speak English. Parents were found to believe that a child can learn English while in P.1 according to the head teachers. This meant that advocacy on the language policy should begin with the parents to ensure continuous support of these parents to the teachers who are the actual implementers

The reasons from CCT on the strategic measures were that once teachers are given regular support supervision and mentoring would enable teachers ably implement the language policy in lower primary classes. It was however discovered that there is inadequate facilitation in terms of materials and transport costs to reach the teachers by a CCT in his or her catchment area especially those whose centres have many schools such as fifty and above. This was found to be a hindrance to the expected support by the CCT.

The strategic measures identified by the DEO were also related to the rest of the respondents. The justification for failure to uphold such strategic measures were mainly attributed to the inadequate resources from the government through the education ministry and the district local government. Once the logistics are provided, there was no reason as to why language policy fails to be implemented successfully. In summary the strategic measures had 88.88% agree whereas 11.12% disagreed.

## **CHAPTER FIVE: Discussion, Conclusion and Recommendations**

### **5.0 Introduction**

This chapter covers Discussion, Conclusions and recommendations by the researcher and suggestions for further research. The conclusions to the study are presented in respect to the research objectives

### **5.1 Discussions**

#### **The objectives of the study were:**

To assess the influence of teachers' attitude on the language policy implementation towards the quality of instruction in lower primary classes

To find out the extent of teachers implementing the language in lower primary classes.

To identify strategic measures that can be employed to improve on the implementation of language policy for quality instruction in lower primary classes.

#### **5.1.1 Teachers attitude and instruction.**

Findings on the teachers' attitude towards language policy implementation influences the quality of instruction in lower primary classes, respondents agreed, Genesse (2009) observed that the success of local language initiatives depends on the teachers and community's attitude and behaviour. This finding therefore matches with the above statement that the teachers' attitudes towards the language policy significantly impacts on its implementation due to the support they render.

On whether inadequate incentives towards language policy implementation impacts on the quality of instruction in lower primary classes, respondents agreed. This conforms with Surtikanti (2014)

who noted that in order to improve quality, there should be the relevant and adequate resources to do so. This implied that fewer resources impact on the quality of instruction.

Respondents agreed that most teachers prefer English to local language during instruction. This differs from the assertion by UNESCO (2005) that discouraging children from developing their local language is a violation of their rights. It noted that the use of local language as a medium of instruction boosts children's confidence and academic performance.

On whether most teachers have not implemented the language policy because they do not value it, respondents agreed. This was found to be contrary to the NCDC (2013) which put it clearly that it is essential for all sectors of government and society to get well versed with government policies for effective implementation.

Respondents agreed that the failure of the teachers to implement the language policy has resulted in to poor quality of instruction in lower primary classes. (Dick, 2011) noted that child rearing practices, compositions of families alongside different lifestyles and values are key in helping the child in learning. This therefore disagrees with the teachers who failed to implement the language policy.

The study discovered that teachers have inadequate local language instructional materials thus discouraging the teachers to implement the language policy. This becomes contrary to the assertion by Surtikanti (2014) that quality instruction goes with adequate resources.

On whether teachers do not find value in instructing in the local language some respondents agreed while others disagreed. This conforms to Bridge (2015) which noted that if children are forced to switch abruptly or transition from their first language, then their first language may be attenuated or lost.

Findings on whether the teachers have inadequate skills of making schemes of work, and lesson plans in the local language, respondents agreed, this contradicts the fact that child care

professionals should make flexible plans and prepare for positive relationships and children's experiences. Ball (2011) noted that planning and preparing children's activities should change according to the needs and abilities of children so that quality learning is achieved.

## **5.2 Extent of implementing the language policy**

To find out to what extent the teachers are implementing the language policy as a medium of instruction in lower primary classes. The questionnaire was filled by teachers to find out to what extent the teachers were implementing the language policy as a medium of instruction as required by the policy in lower primary classes. This was accompanied by documentary evidence by the researcher.

Findings on whether teachers make schemes of work in the local language the respondents disagreed. It implied that teachers do not make the schemes of work in the local language. This contravenes with what is agreed upon by (UNESCO, 2000) that embracing the language policy leads to quality instruction if planning is done in the language clearly understood by both teachers and learners.

On whether teachers plan their daily lessons in the local language, respondents disagreed. This implied that even the daily lesson plans were done in English a fact that impact on the quality of instruction. NAPE (2016) report emphasized the need for strong foundation in literacy by use of the language policy which calls for the use of local area language as a medium of instruction. On whether classroom instruction is carried out in the local language, respondents agreed partly while others disagreed. This implied that both English and local language are used. Genesse (2009) however noted that children attending bilingual programmes are most likely to perform badly in both languages because learning using both languages mix up meanings of words in both languages and fail to follow the given instructions.

Findings on the use of local language during co-curricular activities. respondents agreed that it is so. Bakehena (2010) noted that children will always get involved in any matter concerning them either directly or indirectly when interacting with their environment as long as they do so in the language they understand best.

Findings on whether the instructional materials such as text books are not written in the local language, respondents agreed. This implied that teachers have instructional materials written in English and not the local language. Porter (2003) noted that the type of teaching approach that includes use of indigenous language promotes academic achievement and cultural knowledge when the instructional materials are written in the language that is properly understood by the teachers.

The study established that the use of local language is not common despite teachers being well versed with it. This disregards Pease (2006) who concluded that teaching through traditions and incorporating local languages and culture in to the curriculum facilitates effective communication among children and makes them responding conveniently with others as well as adults during their day to day interactions.

Findings on whether pupils interact with each other in the local language, the study indicated that this was true. Hakuta (2009) agreed that native language is integral to the sense of well-being of native children. This increases to their academic performance, self-esteem and ability to succeed in a complex world adding that the school should value utilizing learner's native language in the curriculum to increase learner's self -esteem, less anxiety and great efficacy. On whether local language is used to write on the charts and other learning materials, respondents disagreed.

Walter (2012) found out that learning becomes effective when both the learner and the teacher understand speak well the language of instruction. He adds that learning can take place anywhere and all the time including the written materials such as wall charts. This contravenes the findings.



### **5.3 Strategic measures**

Findings on whether provisions of awareness of the policy to stakeholders, respondents agreed. This goes hand in hand with the basic education curriculum framework for Uganda (NCDC, 2013) which supports the strong public private and civil society partnership as an essential factor to achieve this awareness of the language policy. On whether there should be continuous professional development courses for teachers on the language policy, respondents agreed. This conforms to World Bank (2005) which noted that professional development is a continuous process by which teachers develop their capabilities to improve their performance on the job and prepare them for greater responsibilities.

The provision of local language text books as a strategic measure, respondents agreed. This agrees with VSO (2011) which observed that the children are most effective through activity and practice. Teachers should design activities that maximize children's participation by engaging their existing knowledge and experience. Another strategy measure agreed upon by the respondents was emphasis on the support supervision by relevant authorities. Walton et al (2011) noted that effective teacher utilization and timetabling aims at ensuring that the time of teachers and resources and space of a school are maximized at all times in order to ensure that the greatest possible time is spent by teachers on teaching.

On whether assessment of learners should be done in the local language as strategic measure, some respondents agreed while others disagreed. A slightly higher percentage agreed thereby aligning with what Bakehena (2010) noted that at lower primary, children should be assessed through none testing devices to establish the physical, mental, emotional, and social development as well as attitude and behavior. Recruitment of teachers who are well conversant with the local language as a strategic measure, respondents agreed. This conforms to Davidson (2013) who emphasized the



need to recruit teachers who are fluent in the language of instruction at the level of cognitive, academic proficiency in reading, writing and speaking.

#### **5.4 Conclusions**

The study made the following conclusions basing on the objectives.

The teachers' attitude towards language policy implementation influences the quality of instruction. This has resulted in to poor quality of instruction in lower primary classes.

It was also concluded that teachers do not use local language as medium of instruction in lower primary classes. This was discovered during classroom observation and documentary evidence where planning has remained being done in English as well as classroom instruction.

It was further concluded that failure of education authorities to provide policy documents as well as written materials in the local language influences language policy implementation by the teachers. This has resulted in to poor quality of instruction in lower primary classes.

#### **5.5 Recommendations**

The study found out that teachers' attitude influences the quality of instruction in lower primary classes. The research recommends that there should be optimum advocacy to all stakeholders but mainly to the teacher who are the direct implementers, refresher courses and CPDs by the CCTs should be carried out regularly to encourage the teachers to use local language as a medium of instruction in lower primary classes. The researcher established that teachers do not implement the local language policy. The study therefore recommends that the district authorities notably the Inspectors of Schools should put emphasis on the support supervision and inspection to ensure that teachers use local language as a medium of instruction in lower primary classes. Where possible, sanctions be put to the teachers who fail to uphold this. The study further discovered that language policy documents together with instructional materials written in the local language are not

available in schools. The researcher recommends that the MOES should provide these materials to schools so that the teachers can always refer to them for effective implementation of the language policy as well as its usage as a medium of instruction in lower primary classes. This will enhance quality instruction in these classes.

### **5.6 Areas recommended for further research**

Other researchers should highly focus on areas such as high levels of unresponsiveness by the teachers' towards language policy implementation. It would also be important to examine why teachers are not sanctioned even when they fail to implement the language policy in lower primary classes.

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✓ **APPENDICES**

Appendix 1 Questionnaire for Teachers

Dear respondent,

✓ I am Namago Sarah Harriet, a student of Kyambogo University pursuing master's degree of Education in Early Childhood Development. I am carrying out an academic research on language policy implementation and the quality of instruction. The questionnaire is designed to facilitate this study with special focus on lower primary classes. The study is purely for academic purposes and will therefore be treated with utmost confidentiality. Feel free to respond according to your opinions and there will not be any bias about them. Kindly save a little of your time and respond as requested.

Thank you.

✓ SECTION A: Background information

1. Gender: (a) Male  (a) Female

2. What is your level of education?

✓ Primary  'O' level  'A' level  university  other tertiary institutions

3. What is your field of study? .....

4. Title: .....

✓ 5. What is your employment status? 1. Permanent  2. Temporary

3. Contract

5. How long have you taken serving in your current position in this school? The ranking is: SA-

**Strongly Agree A- Agree SD-Strongly Disagree D-Disagree**

## SECTION B

To what extent is the teachers' attitude towards language policy implementation influences the quality of instruction in lower primary classes?

	Items	SA	A	SD	D
1	The teachers' positive attitude has enhanced the quality of instruction.				
2	The teachers' negative attitude has derailed the quality of instruction.				
3	Most teachers prefer English instead of local language during instruction.				
4	Most teachers have not implemented the language policy due to ignorance about it.				
5	Teachers have failed to implement language policy hence poor quality of instruction.				
6	Teachers have inadequate local language instructional materials.				
7	Some teachers are not conversant with local language.				
8	Teachers have inadequate skills of making schemes of work and lesson plans in their local language school.				

In your opinion, briefly mention why teachers' attitude towards language policy implementation impacts on the quality of instruction in lower primary classes

## SECTION C

To what extent are teachers implementing the use of local language as a medium of in lower primary classes?

	Items	SA	A	SD	D
1	Teachers make the scheme of work in local language.				
2	Teachers plan their lessons daily in the local language.				
3	Classroom instruction is carried out in the local language				
4	Co-curricular activities are conducted in the local language.				
5	Instructional materials like text books are written in the local language.				
6	Teachers are well versed with the area language and therefore mainly use it.				
7	Pupils interact with each other in the local language				
8	Local language is used to write on wall charts and other learning materials.				

In your opinion, how best should teachers implement the use of local language as a medium of instruction in lower primary classes?



SECTION D

What Strategic measures can be employed to improve on the implementation of language policy and the quality of instruction in lower primary classes?

	<b>Items</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>
1	Provision of awareness of the policy to stakeholders.				
2	Continuous professional development courses for teachers on the language policy.				
3	Provision of local language text books.				
4	Emphasis on the support supervision by relevant authorities.				
5	Assessment of learners to be done in the local language				
6	Recruitment of teachers who are well conversant with the local language.				

In your opinion what are the strategic measures that can improve implementation of the language policy in lower primary classes?

.....

.....

.....

**Appendix 2 Interview guide for Head teachers, Centre Coordinating Tutor and District Education Officer**

Dear respondent,

I am Namago Sarah Harriet, a student of Kyambogo University pursuing master's degree of Education in Early Childhood Development. I am carrying out an academic research on the mother tongue policy and quality instruction. The questionnaire is designed to facilitate this study with special focus on Nursery schools in Kayunga Town Council. The study is purely for academic purposes and will therefore be treated with utmost confidentiality.

Feel free to respond according to your opinions and there will not be any bias about them.

Kindly save a little of your time and respond as requested.

Thank you.

**SECTION A: Background information**

1. Gender: (a) Male  (a) Female

2. What is your level of education?

Primary  'O' level  'A' level  university  other tertiary institutions

3. What is your field of study? .....

4. Title:

5. What is your employment status?

a) Permanent

b) Temporally

c) Contract

6. How long have you taken serving in your current position in this office? .....

1. Which language is mainly used when teaching children in lower primary classes?

2. How has it helped to improve teaching and learning?

3. Do teachers use local language as a medium of instruction in lower primary classes?

a) If no, why?

b) If yes, why?

c) 4. What do you suggest to improve on the implementation of language policy and the quality of instruction in lower primary classes?

.....

5. Suggest ways through which language policy can guarantee the quality of instruction in lower primary classes

.....

### **Appendix 3 Interview guide for learners**

1. What is your name?
2. In which class are you?
3. What is your local language?
4. Which language do you learn from?
5. Do you usually understand when learning is done in your language?
6. Do you learn in English?
7. Do you understand and communicate in English?
8. Are your parents happy with the language you learn from in this school?
9. In which language would you like to learn from most?
10. What do you like most in this school?

#### **Appendix 4 Document analysis checklist**

1. Local language text books
2. The schemes of work
3. The lesson plans
4. Assessment records
5. Continuous assessment monitoring form
6. Competence based assessment

### Reliability of Items

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Correct ed Item- Total Correlat ion	Squared Multiple Correlatio n	Cronbach's Alpha if Item Deleted
The teachers' positive attitude has enhanced the quality of instruction.	42.3000	56.678	.277		.629
The teachers' negative attitude has derailed the quality of instruction.	42.4000	52.267	.510		.673
Most teachers prefer English instead of local language during instruction.	42.9000	59.656	.397		.617
Most teachers have not implemented the	43.0000	57.333	-.562		.688


language policy due to ignorance about it.					
Teachers have failed to implement language policy hence poor quality of instruction.	42.4000	50.711	.683		.629
Teachers have inadequate local language instructional materials.	43.3000	50.233	.460		.619
Some teachers are not conversant with local language	42.3000	51.344	.553		.662
Teachers have inadequate skills of making schemes of work and lesson plans in their local language school.	42.9000	51.878	.162		.640
In your opinion, briefly mention why teachers attitude towards language	43.2000	50.622	.183		.628

policy implementation impacts on the quality of instruction in lower primary classes					
Teachers make the scheme of work in local language.	43.1000	53.211	-.175	.	.653
Teachers plan their lessons daily in the local language.	43.1000	60.100	.333	.	.623
Classroom instruction is carried out in the local language	43.3000	59.344	.594	.	.609
Co-curricular activities are conducted in the local language.	42.4000	58.489	.181	.	.651
Instructional materials like text books are written in the local language.	42.9000	53.878	-.266	.	.654
Teachers are well versed with the area	42.8000	5.289	.434	.	.696



language and therefore mainly use it.					
Pupils interact with each other in the local language	42.2000	58.622	.279		.626
Local language is used to write on wall charts and other learning materials.	43.0000	60.667	.279		.629
In your opinion, how best should teachers implement the use of local language as a medium of instruction in lower primary classes?	43.0000	61.111	.233		.633
Provision of awareness of the policy to stakeholders.	42.9000	63.656	-.235		.852
Continuous professional development courses	42.8000	6.178	-.585		.893

for teachers on the language policy					
Provision of local language text books.	42.9000	67.433	-.320	.	.709
Emphasis on the support supervision by relevant authorities	43.1000	60.322	.310	.	.725
Assessment of learners to be done in the local language	42.9000	67.433	.311	.	.708
Recruitment of teachers who are well conversant with the local language.	42.9000	69.656	.297	.	.717
What other strategic measures do you suggest to improve the quality of instruction using the language policy?	42.6000	64.267	.428	.	.779

  
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**DEPARTMENT OF TEACHER EDUCATION & DEVELOPMENT STUDIES**

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**Your Ref:**

Date: 5/3/2018

**TO WHOM IT MAY CONCERN:**

Dear Sir/Madam,

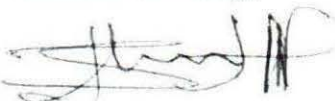
**RE: LETTER OF INTRODUCTION**

I would like to introduce to you Namago Sarah Harriet  
Reg. No. 15/11/15924/GMEC/PE who is our student pursuing a  
Masters Degree in Early Childhood Development (GMEC). One of the  
requirements of the Course is for each finalist to do a research on the  
approved areas of study of the students' choice.

The purpose of this letter is to introduce the student to you so that you  
can assist him/her in collecting the necessary data for the research  
report from your school/office/organization. The topic of his/her  
research is Language Policy Implementation and  
the Quality of Instruction in Lower Primary  
Classes in Uganda- A case of Kayunga  
Sub-County, Kayunga District.

The Department will be most grateful for any assistance rendered to  
enable the student carry out the research in your school/office/  
organization.

Yours faithfully,



Dr. Grace Lubaale  
**HEAD OF DEPARTMENT**