

**MANAGEMENT CHALLENGES IN THE IMPLEMENTATION OF THE THEMATIC
CURRICULUM IN PRIMARY SCHOOLS IN UGANDA: A CASE OF AGAGO
DISTRICT**

BY

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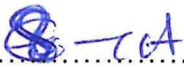
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DECLARATION

I, Esther Aryemo, do hereby declare that this is my original research work and has never been presented to any Board of Examiners for any award in any institution.

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APPROVAL

This dissertation has been done under our supervision and it has been submitted for examination with our approval.

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DEDICATION

Dedicated to my beloved children; Akot Margaret, Okullu Francis Komakech, Kiteba Dennis Okello and Ochan John.

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LIST OF ABBREVIATIONS AND ACRONYMS

MOES	Ministry of Education and Sports
UNEB	Uganda National Examination Board
NAPE	National Assessment of Progress in Education
P/S	Primary School
SPSS	Statistics Package for Social Sciences
P.E	Physical Education
PTA	Parent-Teachers' Association
TRS	Teachers
ANOVA	Analysis Of Variance
ITC	Implementation of Thematic Curriculum
ESA	Education Standards Agency
UPE	Universal Primary Education

ABSTRACT

The study investigated Management Challenges faced in the implementation of Thematic Curriculum (ITC) in P/S in Uganda. This came as a result of the glaring problem of very low level of proficiency of pupils in literacy and numeracy. The study used both quantitative and qualitative approaches. Questionnaires, interview and observation were used as research instruments. The objectives of the study were; to investigate how planning as a management function affects the (ITC), to establish the relationship between organising and ITC, to assess how leading as a management function affects the ITC and to examine the control system in the ITC in Agago district. The study randomly sampled a population of one hundred and eighty (180) people to form a sample size of one hundred and twenty three (123) respondents. The major findings were that: Organizing (i.e. Ensuring schemes and lesson plans in place) has the highest positive effect on ITC, Leading (i.e. directing teachers to perform their duties) has second highest positive effect on ITC, Planning (i.e. recruitment of more teachers) has a moderate positive effect on ITC and Controlling (i.e. monitoring teachers' and pupils' performance) has the lowest positive effect in the ITC. The major conclusions of the study were that: organizing affected ITC more than the rest of the management functions, followed by leading then planning and lastly controlling. The recommendations were that the Ministry of Education and Sports in collaboration with District Education Officials should carry out more studies on; the recruitment and deployment of teachers in schools, the teachers' preparations, the teaching and learning process and then factors that affect the setting of minimum performance standard and making corrections from deviations in the ITC.

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

1.1 Historical Perspective

Globally, education reforms started in the middle of 20th century especially from the United States of America. The federal government at the time and virtually all state governments, teacher training institutions, teachers' unions, major foundations, and the mass media have all pushed strenuously for higher standards, greater accountability, more "time on task," and more impressive academic results.

In sub-Saharan African countries, educational reforms started in the last two decades, particularly in development of new curricula (Chisholm & Leyendecker, 2008). The new curriculum for primary schools, called the 'Thematic Curriculum', had high expectations and has been recently developed and implemented nationwide starting from February 2007 and had high expectations.

Often, these curricula are well-designed and highly directed to achieve the intended targets. However, in majority of cases their implementation has resulted in less than desirable outcomes and led to waste of considerable resources, time, and effort since well-intentioned policies were never translated into classroom reality (Rogan & Grayson, 2003). The literature on education reforms in developing countries has been increasingly focusing on the extent to which numerous educational reform initiatives were rarely effectively implemented and have often failed to achieve their objectives (Fullan, 2007; Higgins, 2004; O'Sullivan, 2002).

A literate and numerate population is regarded imperative for sustainable development and economic growth in Uganda. In this context, the Thematic Curriculum is believed to contribute to such processes by improving education quality, and more specifically by increasing the achievement levels in literacy, numeracy and life skills. Similar to many other curriculum initiatives, the Thematic Curriculum has many clear goals and objectives. Yet, it remains to be seen whether the new curriculum initiative will be adequately implemented by teachers and whether the well-intentioned policies incorporated into the curriculum were being translated into classroom reality.

In Uganda, the Ministry of Education and Sports through National Curriculum Development Center introduced the Thematic Curriculum at primary school level to address the complex, overloaded content and repetitions within and across subjects in 2007. The Thematic Curriculum came as a result of the review of primary schools curriculum which was conducted by the Government of Uganda. The report of the curriculum review, (2004) revealed that the level of basic literacy and numeracy skills was the major learning problems in Uganda's primary schools.

This curriculum review identified the language of instruction for these pupils as one of the factors that was a road block to pupils' progress to other levels of education. Bitamazire, (2006) argued that the language to use and at what level was not clear. There was no particular local language specified for instruction in any of the classes in Primary Schools. It was apparent then that the English language was appropriate since teaching and learning materials were in English. In metropolitan settings, where there were many languages it was not clear whether to use English or another language especially in lower classes. Further still it was not clear which local

languages should be used in which area as medium of instruction since Uganda has very many local languages.

The other factor was poor teachers' knowledge of methods of teaching literacy and numeracy. This means that teachers were using teacher-centred methods of teaching such as writing on the board, rote learning or drilling instead of using child-centred or child-friendly methods such as group work, self-study reading aloud one by one, among others. Lack of suitable reading materials for pupils especially in local languages and yet the expectation of the outcomes after the use of local language was that children would improve in literacy, numeracy and life skills. It would also make learning concrete and easier as pupils would be communicating in their local languages.

Today, there is now a common acknowledgement that policymakers need to consider and plan for the implementation stage if reforms are to be successful. Indeed, policymakers need to view implementation as a critical stage and understand all stages of reform process as interdependent, rather than as distinct from each other (O'Sullivan, 2002). Nevertheless, sufficient analytical attention has not been given to the implementation processes in developing countries; hence, many aspects of such processes are not yet well understood. Consequently, there is a limited information base that policymakers can learn from. (Dyer, 1999) argued that there is an urgent need for research that focuses on the implementation process in order to improve our knowledge on the actual processes of change, the potential problems and issues that can emerge, and methods of addressing them.

Subject overload and overlap led to inefficient use of teaching time with the previous curriculum. This implies too much content for a given class and time such that teachers were not completing

what they were supposed to cover in the particular class and there were repetitions of some content either within the same subject or other subjects. It is within this context that the curriculum then was reviewed to give birth to the now Thematic Curriculum. The Thematic Curriculum is intended to mainly address the inadequacies in the teaching and learning of literacy and numeracy in primary schools.

After the above findings, the Thematic Curriculum which emphasizes the importance of literacy, numeracy, language development, life skills, values, attitudes and the use of continuous assessment was born. The curriculum was intended to promote the use of child friendly methods and approaches to enable learners acquire self-confidence in order to meet the challenges of life.

1.2 Theoretical Perspective

The fathers of management and many other scholars advanced several theories of management. However, the theory that underpins this particular study is the administrative theory which was advocated for by Fayol, (1949). Administrative theory focuses mainly on the personal duties of management. Fayol, (1949) came up with five principle roles of management namely planning, organizing, commanding, coordinating and controlling which are still being actively practiced today. He also developed fourteen principles of administration to go along with the five primary roles. The principles are division of labor, authority with responsibility, line of authority, unity of command, centralization, unity of direction, equity, order, initiative, discipline, remuneration of staff, stability of tenure of personnel, subordination of individual interest to the common interest and Esprit de corps.

The theory is relevant because the researcher is investigating the core management roles such as planning, controlling, directing/leading and organizing that is believed to be affecting the implementation of thematic curriculum in primary schools in Agago district.

Interestingly, there are other theories that can as well be used in this study. Taylor's theory of productivity of individuals concentrates on the total organization. Taylor believed that organizations should study tasks and develop precise procedures. He redesigns tasks and developed an incentive system that paid workers more money for meeting the new standard which later increased productivity and hence performance.

Another relevant theory is the one advocated for by Follet, M.P. (1924). She stressed the importance of an organization establishing common goals for its employees. However, she also began to think somewhat differently than other theorists of her time, discarding command – style hierarchical organizations where employees were treated like robots. She talked about such things as ethics, power, and leadership. She encouraged managers to allow employees to participate in decision making and stressed the importance of people rather than techniques.

The major drawbacks that managers can derive from these scholars are that developments of new standard methods for doing the job enhance performance of employees. Managers should select, train and develop workers instead of allowing them to choose their own tasks and train themselves. They should develop a spirit of cooperation between workers and management to ensure that work is carried out in accordance with devised procedures and finally divide work between workers and management in almost equal shares with each group taking over the work for which it is best fitted. All these activities require proper planning, organizing, controlling and leading/directing so that implementation of Thematic Curriculum is efficient and effective.

1.3 Conceptual perspective

The variables in this study were management challenges (independent variable) and implementation of thematic curriculum (dependent variable).

1.3.1 Thematic Curriculum

The Thematic Curriculum is a theme-based curriculum whose concepts are taught to the learners which are supposed to be treated holistically under themes of immediate meaning and relevant to the learners (The monitor 22nd August, 2005). The immediate meaning here implies that learners can connect essential ideas, evaluate arguments and analyze various perspectives and ideas presented in a variety of ways. This is what constructivism which is theory of knowledge based argues that humans generate knowledge and meaning from interaction between their experience and ideas (Wikipedia, the free encyclopedia, 2011). Using themes to teach enables teachers to meaningfully link different disciplines so that learners will develop “big” and important ideas in their learning process, The National Center to Improve Practice Report October, (1998).

The Thematic Curriculum is a reform programme which was developed by the Ministry of Education and Sports (MOES) and implemented in 2007 to address the challenges of high proportions of pupils who were failing to attain acceptable levels of proficiency in reading and writing at primary three levels (Kisembo, 2008). This type of curriculum was therefore, aimed at enabling the children to enjoy their full rights to education. This in essence means that, Thematic Curriculum is a new curriculum which is being implemented in primary schools in Uganda today.

The implementation of Thematic Curriculum was operationalized in terms of medium of instructions, activities that brings about pupils involvement in the teaching / learning process and continuous assessment.

1.3.1.1 The Competence Based Approach

Thematic Curriculum uses competence-based approach rather than an objective-based approach. This is because it is believed that objectives refer more to the teaching rather than the learning process. According to Eric Cohen et al, (1994), Thematic instruction seeks to put the teaching of cognitive skills such as reading, mathematics, science and writing in the context of a real-world subject that is both specific enough to be practical, and broad enough to allow creative exploration. To accomplish this, one has to look into the management issues. The researcher is therefore; set to carry out this study in order to find out the management challenges in the implementation of Thematic Curriculum.

1.3.2 Management

According to Uganda Management Institute, (2010) management entails the process of planning, organizing, leading and controlling the efforts of an organization's members and using all other organizational resources to achieve organizational goals. These processes are very relevant in the implementation of Thematic Curriculum. Management is the process of working with and through individuals and groups and other resources to accomplish organizational goals (Hersey, Blanchard and Johnson, (2003).

According to Mafabi et al, (1993) management is a process of working with and through people to accomplish organizational goals. The scholars argued that management involves planning

activities which aim at fulfilling the objectives of a particular organization such as:- describing the work to be done to achieve the stated objectives, assigning the work to carefully selected and trained personnel, making the personnel perform efficiently by using the tools provided for them, coordinating the different units which make up the organization such as departments, units, divisions among others, allocating responsibilities to these various units, and lastly establishing and maintaining a good channel of communication. Working with and through people and other resources can also be applicable in the implementation of Thematic Curriculum. However the following need to be put into consideration:- quality of people to work with, clear description of the work to be done, distribution of responsibilities and necessary materials to be used and proper coordination of different units with good communication channel.

More broadly, management is the process of designing and maintaining an environment in which individuals are working together in groups efficiently to accomplish selected aims (Koontz and Weihrich, 1990:4). In its expanded form, this basic definition means several things. First, as managers, people carry out managerial functions of planning, organizing, staffing, leading and controlling. Secondly, management may also imply small, big, business or non business organization. Thirdly, management applies to managers at all organizational levels. Fourth, the aim of all managers is the same and that is to create surplus in term of resources and benefits. Finally, management is concerned with productivity aimed at enhancing effectiveness and efficiency. This means that for effective and efficient implementation of Thematic Curriculum, planning, organizing, leading and controlling should be done at various levels of management with the aim of creating surplus and benefits to learners and the community at large.

According to Fayol, (1916) to manage is to forecast and plan to organize, command, coordinate and control. Peters, (1988) defines management in terms of what managers need to do rather than what management is. He adds that, five areas of management constitute the essence of proactive performance in our chaotic world- these are:- an obsession with responsiveness to customers, constant innovation in all areas of the firm, partnership that is the whole sale participation and gain, sharing with all people connected with the organization, leadership that loves change, instills and shares an inspiring vision and control by means of simple support systems aimed at measuring the right staff for today's environment.

The concept of management in this study was adapted from Uganda Management Institute constructs. Management was therefore defined as the process of planning, organizing, leading and controlling the efforts of educational authorities in using all other educational resources effectively to achieve an efficient implementation of Thematic Curriculum.

1.4 Contextual perspective

Government of Uganda has made tremendous efforts and invested substantially through UPE to increase access to primary education. These efforts have resulted in dramatic increases in primary school enrolment rates. Since the year 1997, enrolment rates doubled and continued to increase afterwards. Enrolment at primary level rose from 2.6 million in 1996 to 7.5 million in 2008. Gross enrolment ratio for all grades was 113.1 percent in 2008 and the net enrolment ratio was 93.3 percent in the same year (MOES, 2008). Other major gains included construction of new schools and classrooms, deployment and training of additional numbers of teachers, and increases in the production and distribution of textbooks. In 2008, there were 104,899 classrooms

and 127,694 teachers on government payroll. Pupil teacher ratio in government schools was 53 (MOES, 2008).

Nevertheless, since the primary goal of UPE has been on access to primary education, it has significantly overshadowed issues relating to education quality. There is a widespread perception, especially among parents, that the quality of primary education has suffered because of the rapid expansion of the system with the UPE. There are indeed a number of weaknesses and challenges evident in the education system, such as poor student performance, frequent student absenteeism, high dropout and repetition rates, and poor quality of new infrastructure (Hoppers, 2008). In fact, the quality of education at primary level remains largely unsatisfactory. For instance, as a result of high dropout rates, only 22 percent of the 1997 primary one cohorts was progressing through to primary seven in 2003.

Various studies have indicated clearly that the majority of Ugandan pupils were failing to achieve adequate levels of proficiency in literacy and numeracy. Agago District is no exception to this appalling level of proficiency in literacy and numeracy. For instance, studies conducted by Ugandan National Examination Board (UNEB) in 2005 revealed that only 38 percent of the primary three pupils and 30 percent of the primary six pupils reached the defined competency levels in Literacy. Figures for Numeracy were 14 percent and 33 percent for primary three and primary six pupils, respectively (UNEB, 2005). These results were considered by many to be both disappointing and unacceptable.

A number of research studies have tried to analyze the underlying causes of low quality at primary schools. These studies highlighted lack of qualified teachers (especially in rural areas), inadequate lesson planning, overly large classes, lack of basic materials, and high teacher and head teacher absenteeism (ESA, 2003). These studies also raised questions about the quality and

appropriateness of curriculum. Indeed, there had already been some criticism of the 2000 curriculum before it was introduced into primary schools.

Therefore, the Thematic Curriculum implementation issue was kept very much at the centre of the growing debate on education quality in the past years. Consequently, the MOES initiated a curriculum review process, and installed a Task Force to consider the 2000 primary curriculum (Penny et al., 2008; Ward et al., 2006). The subsequent report of the Task Force confirmed earlier concerns over the curriculum. The report concluded that the overall performance of pupils at primary level had not significantly improved, and that literacy levels in English and in local languages were unacceptably low, especially outside Kampala and in rural areas like Agago District.

The curriculum was overloaded, emphasized the acquisition of facts in various subjects, and then the teaching and learning also focused mainly on recall and other lower cognitive skills. In addition, 'reading, writing, listening and speaking were not allocated sufficient time in the current primary Thematic Curriculum implementation and that literacy and numeracy teaching skills in lower primary grades were seriously inadequate. Because students failed to develop early literacy and, they performed poorly in all curriculum subjects and failure to perform led directly to loss of interest by both parents and students with consequent high dropout rates' (Read & Enyutu, 2005, p. 9).

Agago District is among the many districts where there were very few children who reached the desired level of proficiency in literacy and numeracy. It therefore means that it is urgent that the study be conducted so that solutions are sought to address the problems.

The study covered Agago district Headquarter and six primary schools from each of the four Sub-counties which were selected randomly. The sub-counties and the primary schools were as follow;

Figure 1: Sub- counties showing Primary Schools selected

SUB-COUNTIES	PRIMARY SCHOOLS
ADILANG	Adilang Lalal, Adilang Kulaka, Kanyiba, Cigaciga, Nam Abili and Odom
PATONGO	Patongo Akwee, Patongo P.7 School, Moo Dege, Ladere, Opyelo and Odoko Mit
LUKOLE	Ajali Lajwa, Ajali Anyena, Ajali Atede, Ngora, Olung and Bar Otiba
OMOT	Yee Mera Latin Ling, Geregere, Wang Lobo, Olupe, Omot and Agelec

1.5 Statement of the Problem

The level of proficiency of pupils is very low in literacy and numeracy in most districts in Uganda NAPE (2009). According to the National Assessment of Progress in Education report conducted by UNEB, (2009) Agago District was among the many districts where there were very few children who reached the desired level of proficiency in literacy and numeracy. The percentage of primary six pupils rated proficient in the Mid North II which comprises of Amuru, Gulu, Kitgum, Pader and Agago in both numeracy and literacy was 38% and 32.2% respectively while for primary three was 47% and 24.5%. This implied that schools were performing poorly and as such, they were not achieving their set goals, objectives and targets in primary education. This situation required an effective management of the whole school system. The concern of this

study therefore, was to establish the management challenges in the implementation of Thematic Curriculum in primary schools in Agago District.

1.6 Purpose

The purpose of this study was to establish the management challenges faced in the implementation of Thematic Curriculum in primary schools in Agago District.

1.7 Specific Objectives

This study was guided by the following objectives:

- a. To investigate how planning as a management function affects the implementation of Thematic Curriculum.
- b. To establish the relationship between organising and implementing of Thematic Curriculum.
- c. To assess how leading as a management function affects the implementation of Thematic Curriculum.
- d. To examine the control system in the implementation of Thematic Curriculum in Agago district.

1.8 Research questions

- a. How does planning as a management function affect the implementation of thematic curriculum?
- b. What is the relationship between organising and implementation of thematic curriculum?
- c. How does leading as a management function affect the implementation of thematic curriculum?

- d. What control systems are in place in the implementation of thematic curriculum?

1.9 Research Hypotheses

The following were the research hypotheses

- a. Planning has a positive effect on Thematic Curriculum implementation.
- b. Organizing has a significant effect on Thematic Curriculum implementation.
- c. Leading has a positive effect on Thematic Curriculum implementation.
- d. Controlling has a high effect on Thematic Curriculum implementation.

1.10 Scope

1.10.1 Geographical Scope

The study was carried out in Agago District. The District was chosen because there had been reports of low levels of proficiency in terms of literacy and numeracy in the primary schools in Agago district (NAPE, 2009).

1.10.2 Content Scope

The study specifically focused on the challenges in relation to planning, organizing, leading and controlling as management functions faced by education authorities, the causes of the challenges, their effects and how the said challenges were being managed. The study recognized management challenges in relation to other management functions but were not investigated.

1.10.3 Time Scope

The study covered a period of 5 years, ranging from 2007 to 2012. This was because it was in 2007 that the policy of using Thematic Curriculum was rolled out.

1.11 Significance

When this study is completed, it is expected that it would benefit the following categories of people:

The study would provide knowledge and relevant information to Agago District Local Government officials for them to know the dangers of having school children who have low levels of proficiency.

At the same time the study would provide information to the Ministry of Education and Sports officials who are the mentors and advisors of school managers so that they can mentor them accordingly as shall be recommended.

The results of this study would contribute to the body of knowledge and reference for future researchers who might be interested in expounding on this issue from a different perspective.

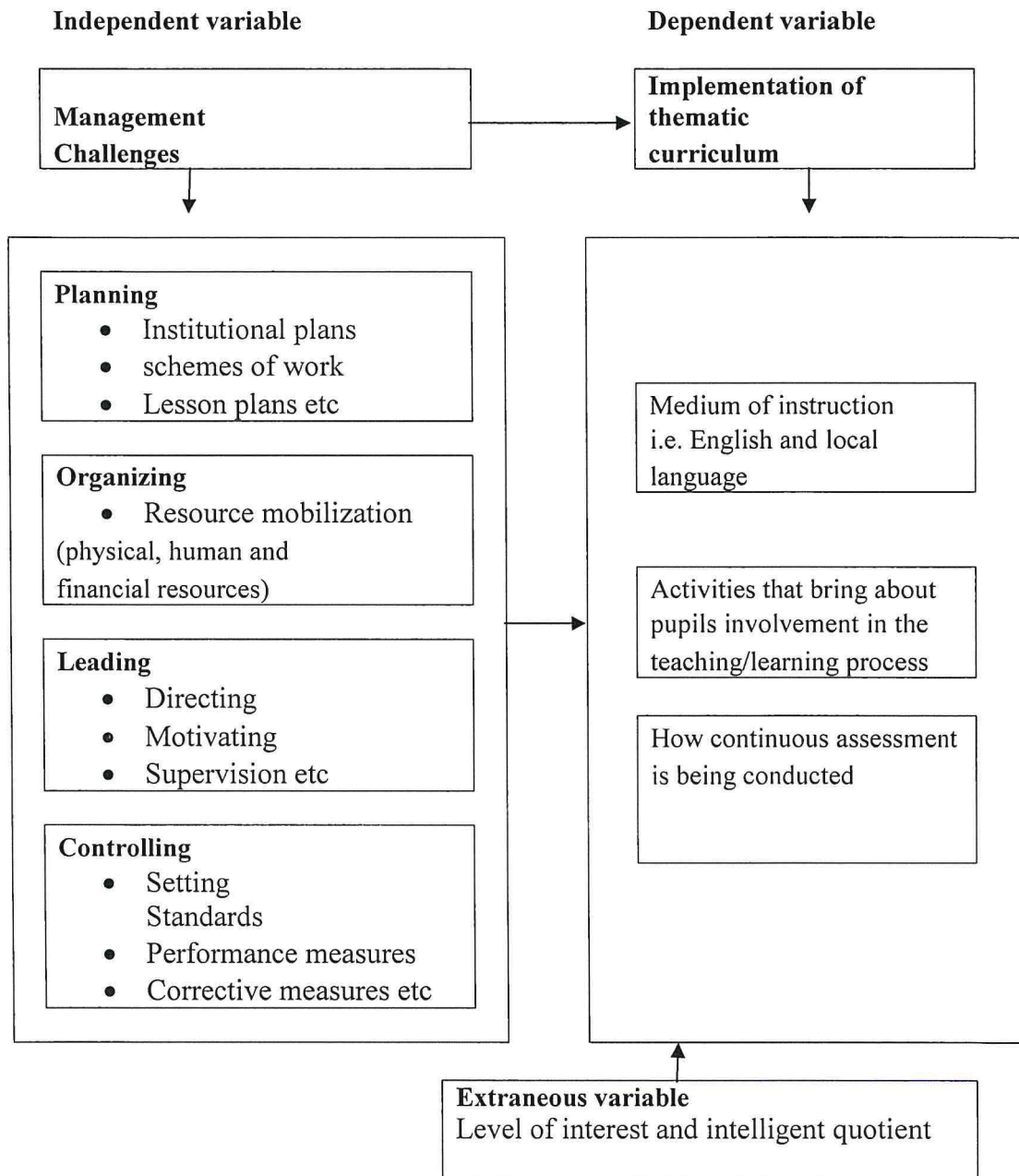
The study would benefit policy-makers who might be involved in making policies that would improve on the proficiency of learners in terms of literacy and numeracy.

1.12 Limitations

There was inadequate fund to carry out the research. The roads to most of the schools were in bad condition that the researcher could not access the schools easily. Getting means of transport to the schools was also a challenge. The pressure at work place and then carrying out the study at the same time was also a challenge.

1.13 Conceptual Framework of the relationship between Management Challenges and Implementation of thematic curriculum

Figure 1: Conceptual Framework



Source: Developed basing on Fayol's and Barton & Martin theory of management, (1916)

In the study, the researcher considered that planning (institutional plan, schemes and lesson plans), organizing (mobilization of resources like human, physical and financial), leading (directing, motivating, supervising, etc.) and controlling (setting standards, performance measures, corrective measures, etc.) as management functions affect the implementation of thematic curriculum. These functions or processes were considered as the independent variables throughout the study while implementation of thematic curriculum (i.e. use of English and local language as medium of instruction, giving activities that involve learners in the teaching/learning process and how continuous assessment is carried out) was considered as the dependent variable.

Management challenges were conceptualized as challenges faced in planning, organizing, leading and controlling as management functions or processes which affect implementation of Thematic Curriculum.

Implementation of Thematic Curriculum was conceptualized as utilization of medium of instructions (i.e. when local and English languages are used), activities that do bring about pupils' involvement in the teaching and learning process and how pupils' continuous assessment is conducted.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the literature review and also provided a summary of the review to support the study. The literacy was presented to show objective by objective discussions of both the independent and dependent variables.

2.1 How planning as a management function affects implementation of curriculum

The first component of managing an organization is planning. (Rothbauer, 2009) asserts that a manager must determine what the organization's goals are and how to achieve those goals. He clarified that much of the information should come directly from the vision and mission statement of the organization. He contends that setting objectives for the goal and following up on the execution of the plan are two critical components of planning that must be considered by managers in the implementation of Thematic Curriculum.

A mere existence of a new national school curriculum does not necessarily guarantee an improvement in the country's education system (Nokubonga, 2009). He argued that the curriculum itself needs to be successfully implemented. To this effect, planning is a critical element in successful implementation of Thematic Curriculum. On the other hand, (Smit & Cronje, 1992) argued that planning is the stepping stone of the other management functions. This reaffirms the importance of planning in the implementation of Thematic Curriculum and therefore managers need to carry planning and ensure that the plans are implemented in time for efficiency and effectiveness.

Fullan, (2001:71-75) highlights several factors that contributes to the successful implementation of curriculum. The factors include the involvement of teachers, school managers, and district officials as well as the contributions of other external stakeholders including the government. He concluded that teachers play a central role in the implementation of a school curriculum.

However, another study conducted by (Rogan and Grayson 2003: 1172-1195) stressed the importance of the teacher that the teacher is the central change agent who is primarily responsible for the successful implementation of a new curriculum. Successful implementation is affected by the nature of the particular school's physical and human resources, the quality of teachers and learners support and in general the ability of the school management teams to support the implementation process through proper planning and subsequent management of the Thematic Curriculum implementation. The researcher agreed with the arguments because implementation of Thematic Curriculum requires proper planning which should be done in relation to physical and human resources, quality of teachers, learners support and ability of school management teams.

Blackman, (2009) explained that planning is a good idea because it helps one to think a head and prepare for the future to ensure the right directions, identify issues that will need to be addressed, make the best use of resources, clarify goals and develop vision, establish the reasons for doing something, choose between options, obtain funds and other resources, allocate resources and responsibilities and achieve the best results. Jayashree Pakhare, (2013) in his study argued that planning is an unending course of action because there may be sudden strategies required to be implemented during crisis as there are external factors that constantly affect an organization both

positively and negatively. So depending on the conditions, an organization may have to alter its course of action regarding certain goals.

Cloete, (1998) claimed that planning must be carried out to find the best course of action which has been identified and described with policy statement. On the other hand, (Fox Schwella & Wissink, 1991) perceived planning as the reasoning regarding what is involved in a public institution reaching its objectives in the future if proper assessment of opportunities, threats and taking of correct decisions at present are taken into consideration.

The researcher contends with the ideas that planning helps one to think a head and prepare for the future, planning is an unending course of action which requires strategic planning, planning must find the best course of actions that are in line with policy statement and when planning proper assessment of opportunities, threats and taking correct decisions at present need to be taken into consideration which can also be applicable in the implementation of Thematic Curriculum.

2.2 The relationship between organizing as a management function and implementation of primary school curriculum

Organizing as a management function is the process of making sure that the necessary resources are available to meet the goals of the organization (Rothbauer, 2009). Organizing resources implies organizing human resources in such a way that appropriate employees with necessary skills are hired for the workplace. In another study conducted by (Woloschuk, 2010), he stated that after the plan has been done, the staff and other resources have to be organized to get the work done in order to achieve the goals of the organization. He stated that for appropriate organization of the resources, managers need to assign staff to be accountable for each area,

divide the workload as equitably as possible taking into account both the volume and the intensity of the work, delegate any authority necessary to get the job done, determine and assign resources and identify benchmarks with timelines. The researcher believes that these could be applicable to implementation of Thematic Curriculum as well.

Sitwe, (2010) explained that one of the challenges of curriculum implementation is quality and quantity of teaching staff to meet the expectations of pupils and society. Okello and Kagoire, (1996) in their study affirmed this when they reasoned that success of the curriculum implementation depends on the teacher. In Zambia, according to (Sitwe, 2010) teachers shun rural areas which make the teacher-pupil ratio too high to the extent that in some cases untrained teachers are involved in the implementation of curriculum. These overstretch/overload the few who are there and they will be over worked and in turn affect their capability to teach effectively.

In an attempt to mitigate the problem a strategy for monitoring teaching and learning in schools and for enhancing quality and raising standards has received a great deal of attention over the years. According to (Clegg and Billington, 1994), in reflecting on the practice of inspection by the office for standards in education (OFSTED), Britain, a major purpose of inspection is “to collect a range of evidence, march the evidence against a statutory set of criteria, arrive at judgments and make those judgments known to the public”. This could be applicable to Thematic Curriculum as well.

Also, (Maw, 1996), in reflecting on the British Education (Schools) Act 1992, noted that the role of inspection in Britain is to monitor the standards, quality, efficiency, and ethos of the schools and to inform the government and the general public on these matters. Further to this, (McGlynn and Stalker, 1995), who wrote about the process of school inspection in Scotland, cited the

following three reasons for conducting school inspection; These are to: (a) report on the effectiveness of education in schools and other educational institutions and to recommend action for improvement; (b) evaluate the arrangements for assuring quality in schools; and (c) provide frank and objective advice to the higher education authorities and to ensure that educational initiatives are implemented effectively.

Additionally, (Wilcox and Gray, 1994), in a study that explored the reactions of primary teachers, head teachers, and inspectors to school inspection in three Local Education Authorities (LEA) in Britain, reported that both inspectors and the school staff agreed that inspection had been valuable in reviewing the position of the school and indicating its way forward towards the implementation of new curriculum.

The various studies indicated that significant progress has been achieved in the implementation of the thematic curriculum in many schools. Schools developed whole-school plans for English, but more than two-thirds of these plans had scope for development. Teachers' planning is based on the strand units of oral, reading and writing. While this practice is at variance with the recommendations of the curriculum, it illustrates a perceived weakness for classroom teachers in the curriculum framework, (Eamon Stack, 2005). An alternative presentation of the English curriculum under the strands of oral language, reading and writing would alleviate teachers' concerns and confusion.

More than half of the classroom teachers differentiated their teaching according to pupils' needs in reading. However, common gaps in curriculum implementation include the lack of emphasis on the development of higher-order thinking skills, insufficient attention given to the

development of emotional and expressive skills and to the promotion of pupils' cognitive skills in approximately one third of classrooms need to be addressed.

The study at hand has basically tried to address the numerous gaps which were identified by the various scholars and therefore it made the study very relevant and urgent at that particular moment.

2.3 How leading as a management function affect the implementation of curriculum

According to (Rotherbauer, 2009) leading which is inspiring can be both extremely important and challenging. He further asserted that a manager should strive to become an inspiration because this will make the employees follow the manager since the manager is their boss. He stressed that for a manager to be an effective leader he/she must be an effective communicator.

Sitwe, (2010) states that poor time management by school administrators, teachers and learners is another factor that affects implementation of curriculum. To this effect, in the implementation of curriculum if school managers do come late or absent themselves from schools, it will encourage teachers and learners to do the same. This will affect content coverage for various strands or learning areas or subject areas for the case of upper primary classes and in turn affect the level of proficiency of learners in literacy and numeracy which in turn will affect their performance academically. Leading involves directing, influencing and motivating employees to perform essential tasks (Bartol and Martin, 1998). Directing according to (Bose, 2010) is a management function which involves telling people what to do and seeing that they do it in accordance with pre-determined plan. This implies that in the implementation of Thematic Curriculum school managers need to be very active in directing, influencing motivating and ensuring that the teachers do their work according to the pre-determine plans.

Daryl, G.A. (1994) through a qualitative study explored factors affecting the implementation of an elementary science curriculum in three schools in northern Saskatchewan. The findings indicate that most teachers interviewed possess a general vision of ideal science teaching and learning close to that presented in the provincial curriculum, but that most teachers believe that they are a considerable distance away from translating that vision into reality. The study was conducted in the context of Saskatchewan not Uganda. It also recognized the teachers' inability in translating a vision into reality which unequivocally cements leadership in schools as a management challenge even in other countries. Leadership in schools is pretty much what the individual leader makes. There are many tasks associated with the Thematic Curriculum implementation and the leader is professionally responsible for sorting out and prioritizing this work.

Thematic Curriculum leadership must be more than the management of existing programs. It involved reviewing materials, controlling issues, daily problem-solving, and encouraging a predictable routine from year to year. Such an orientation to the job is static. As Wiles, J., & Bondi, J. (2007) clearly pointed out, "Effective Thematic Curriculum leadership does all of those things plus establish new direction, align people and resources, motivate participants, and produce meaningful change for school improvement. In short, effective curriculum leadership is more than maintenance, it is dynamic in nature.

In summary, it can then be concluded that leadership in the field of Thematic Curriculum can take two basic forms. Leaders can focus solely on maintaining the existing program through scheduled reviews, controlled activities, and limited problem solving; or the leader can broaden the work by providing vision, organization, and motivation so that others may participate in school design.

2.4 Control system in implementation of curriculum

The controlling function of management is the act of ensuring that the organization's members do move the organization towards its stated goals. It is the measurement of the accomplishment of tasks against the set standards and making correction of any deviation to ensure achievement of organizational goals. Koontz and O'Donnell, (1979) confirm this when they say that controlling is the measurement and correction of performance of activities of subordinates in order to make sure that the organizational objectives and plans desired has been obtained as being accomplished.

Hulya, K. A. (2010) investigated the implementation of 'thematic curriculum' in Uganda from the perspectives of teachers. The findings showed that although the majority of teachers are enthusiastic about the new curriculum, their implementation efforts are constrained by a multitude of challenges. Tight timelines for implementation, as well as challenges such as class size, limited in service availability, and infrequent networking opportunities were identified as challenges.

A good number of challenges were linked to the need to refine or acquire skills made more necessary by new curricula, as well as by other provincial and regional initiatives. The need to address such skill deficits is felt by most teachers, but is felt most acutely by those who are not recent graduates of teacher-training programs or those who rely primarily on locally available professional development within the context of the regular school year and setting. The findings raise questions with regard to the appropriateness of the new curriculum initiative to the structural realities of Ugandan classrooms, and calls for increased attention to the implementation process in the implementation of Thematic Curriculum. This means that

Ministry of Education and Sports through the District Education officers must ensure that there is constant monitoring of teachers and pupils performance, efficient use of learning materials, adherence to language policy and schemes of work.

2.5 Summary of the literature review

The literature review shows that planning, organizing, leading and controlling are the basic functions of management that makes implementation of a curriculum effective. The literature review therefore demonstrates that implementation of a curriculum requires sufficient deployment of quality teachers, adequate training of teachers on new developments, adequate resources, good time management, sufficient facilities and instructional materials.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter dealt with research design, area and population of study, research procedure and instruments and data analysis.

3.1 Research design

The study was carried out using both qualitative and quantitative research designs. This was done by using triangulation so that unbiased data are collected. The qualitative approach was used to carry out an in depth interviews and personal observations in order to describe the phenomena in its natural settings. Quantitative method on the other hand, was used to collect data from individual respondents to show the trend of responses about the research questions. Correlation design was preferred because it could establish the relationship between variables. Amin, M.A. (2005). The approach helped to explore, establish, assess and examine management challenges related to management functions (i.e. planning, organizing, leading and controlling).

3.2 Selection of subjects

The study selected six primary schools from each of the four sub counties which were selected randomly from Agago district.

The schools from each of the sub counties were selected randomly after which the head teacher participated and four other teachers who were selected randomly to participate in the study. The District Education Officer and Centre Coordinating Tutors also participated. These two

categories of respondents were selected because they were directly concerned with education in the district and so they had the ability to give information about the research. The District Education Officer was the one for Agago District while the Centre Coordinating Tutors were those who had the sub-counties which had been selected randomly according to their catchment areas.

Table 1: Summary of sample size and sampling technique

No	Sub group	Accessible population	Sample size	Sampling technique
1	DEO	1	1	Purposive sampling
	CCTs	4	2	Purposive sampling
	Head teachers	24	24	Purposive sampling
2	Adilang sub-county			
	Adilang Lalal P/S	6	4	Simple random sampling
	Adilang Kulaka P/S	7	4	
	Kanyiba P/S	5	4	
	Cigaciga P/S	7	4	
	Nam Abili P/S	5	4	
	Odom P/S	6	4	
3	Patongo sub-county			
	Patongo Akwee P/S	9	4	Simple random sampling
	Patongo P.7 School	9	4	
	Moo Dege P/S	6	4	
	Ladere P/S	6	4	
	Opyelo P/S	6	4	
	Odoko Mit P/S	6	4	
4	Lukole Sub-county			
	Ajali Lajwa P/S	7	4	Simple random sampling
	Ajali Anyena P/S	6	4	
	Ajali Atede P/S	6	4	
	Ngora P/S	7	4	
	Olung P/S	6	4	
	Bar Otiba P/S	6	4	
5	Omot sub-county			
	Yee Mera Latin Ling	7	4	Simple random sampling
	Geregere P/S	6	4	
	Wang Lobo P/S	5	4	
	Olupe P/S	4	4	
	Omot P/S	7	4	
	Agelec P/S	6	4	
	Total	180	123	

Source: Adapted from Krejcie, R. V. & Morgan, D.W. (1970); sample size determination

3.3 Study Population

The study targeted a total of one hundred and eighty (180) people from Agago district. The categories comprised of District Education Officer, Centre Coordinating Tutors, Head Teachers and Teachers from which a sample size was got. The categories were purposively and randomly selected as District Education Officer (1), Centre Coordinating Tutors (2), Head teachers (24) and Teachers (96). A total of 123 respondents were used for the study.

3.4 Procedure of data collection

The letter for permission to conduct the research was obtained from Kyambogo University. Questionnaires were administered to teachers and Head teachers. Oral structured interview were administered to Head teachers, Centre Coordinating Tutors and District Education Officer.

3.5 Data Collection Methods

In order to facilitate the collection of adequate and accurate data for the study, the following instruments were used: - Questionnaires, interview and observation.

3.5.1 Questionnaires

These were used because they could collect a lot of data within a short time. They also catered for the confidentiality of the respondents. They were used to obtain quantitative data from selected teachers.

3.5.2 Interview guide

In depth interviews were conducted with the District Education Officer, Centre Coordinating Tutors and head teachers regarding the management challenges in the implementation of

Thematic Curriculum in the district. The interview was important because it gave opportunities required for probing which led to realization of good returns from the respondents.

3.5.3 Observation kit

The researcher used observation technique particularly to look at the plans, staff, and organization of the school in terms of teachers' accommodations and classes. This was because information that could not be provided by respondents could be easily generated. It also helped the researcher to obtain first hand information and also gave better chance for analysis of situation.

3.6 Validity and Reliability

Validity

Validity is conceptualized as the measure of what the instrument purports to measure. It is the extent to which the instrument measure correctly what it is supposed to measure. The instrument was measuring the implementation of Thematic Curriculum correctly as it was supposed to be.

Face and content Validity: Face validity refers to the degree to which the instrument appears on the surface to measure what it is meant to measure. It is a measure through a quick glance which can be done by the researcher and experts. Content validity refers to measure of the degree to which an instrument contains the content of the total and balanced domain. The Expert judgment of Kyambogo University based supervisors was relied upon to check face and content validity of the research instruments. Draft formats was discussed, refined and agreed with the supervisors, and then pretested in Ntenjeru sub- county, Mukono district.

Expert raters: The experts (i.e. supervisors) reviewed all of the items for readability, clarity and comprehensiveness and came to some level of agreement as to which items should be included in the final instrument. This further added to the content validity of the research instruments.

Reliability

A reliability of a research instrument is a measure of how consistence the instrument is in measuring what it is supposed to measure. It is about dependability and stability of an instrument.

Inter-rater reliability – This is the ability of research tool to provide the same information when used by different people. The inter rater reliability was conducted by research assistant who interviewed some CCTs and managed to collect the same responses.

Test-retest reliability – This is the ability of the research tool to provide the same information if used at different times, for example, the research was conducted on Tuesday morning and again on Friday afternoon and it provided the same information.

Keeping detailed notes on decisions made throughout the process added to the project's audit ability and reliability.

Intensive engagement with the data; The researcher moved back and forth between the data, interpreting it and making firm links between the interpretations of the data, by using verbatim examples of participants' comments in written accounts of the findings, all increased reliability and readability of the research report.

3.7 Data analysis

The collected data was edited, categorized and then entered into computer using the Statistical Package for Social Scientists (SPSS). This was done for easy generation of summary of frequency tables. The actual data analysis was then based on the percentages from frequency tables and descriptive statistics. Responses given by the interviewees were written down and then categorized into groups of related responses for particular questions. This information was then reported.

3.8 Measurement of Variables (Quantitative studies)

The product moment correlation or Pearson's correlation which is usually abbreviated with the letter r measured how relationships between the two variables resembles the linear equation $y = ax + b$. and after calculating the correlation from the sample, the researcher would then examined its statistical significance with the t-test.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents findings from the study about challenges in implementing thematic curriculum in primary schools in Agago District, Uganda. Questionnaires were used to collect data from teachers and Head teachers. Interview guide were used to gather data from Head teachers, Centre Coordinating Tutors and District Education Officer. Observation was used to collect data which could not be given by the respondents.

The chapter begins with the demographic information of the respondents and then empirical presentation of the findings on how the challenges of planning, organizing, leading and controlling as management functions affect implementation of Thematic Curriculum.

4.1 Response rate

This study sought to establish the teachers' response rate by gender. The information was obtained using questionnaires and findings were summarized in table 2.

Table 2: Response rate of respondents according to gender

Gender	Number of Questionnaires sent	Number of Questionnaires collected	Percent
Male	89	89	100
Female	34	31	91.2
Total	123	120	97.6

Source: Primary data, (2012)

Table 2 shows that 89 (100%) of the male respondents and 31 (91.2%) of the female respondents returned questionnaires given to them. This implies that most respondents were males. The table also shows that a total of 120 (97.6%) of respondents returned the questionnaires. By implication, the data collected is reliable since there was high percent of returns of the questionnaires. According to Roscoe (1975), any sample between 30 and 500 is sufficient to give credible results. Hence with the effective response rate of 97.6%, it was considered as acceptable level of reliability.

4.2 Age of Respondents

This study sought to establish the age of respondents. The information was obtained using questionnaires and the findings are summarized in table 3.

Table 3: Age of respondents

Age of respondents	Frequency	Percent
34 years and below	73	61
35-39 years	20	17
40-44 years	5	4
45-49 years	12	10
50 and above years	10	8
Total	120	100

Source: Primary data, (2012)

The table 3 shows that 73 (61%) of the respondents were in the age bracket of 0-34 years old, 20 (17%) were 35-39 years of age bracket, 12 (10%) were 45-49 years of age bracket, 10 (8.3%) were 50 and above years of age and 5 (4%) were in the 40-44 years of age bracket. This implies that the majority of the respondents were within 34 years and below of age bracket. By implication, the respondents belong to that energetic and productive age bracket of 34 years and

below which might have had a significant impact on the implementation of Thematic Curriculum.

4.3 Education qualification of respondents

This study sought to establish the education level of respondents. The information was obtained using questionnaires and the findings were summarized in table 4 below.

Table 4: Education qualification response distribution

Education Qualification	Gender of respondents		Total
	Male	Female	
Licensed Teacher	5 (100%)	0(0%)	5(4%)
Grade III teacher	63(75.9%)	20(24.1%)	83(69%)
Grade V teacher	21(65.65)	11(34.4%)	32(27%)
Total	89(74.2%)	31(25.8%)	120(100%)

Source: Primary data, (2012)

Table 4 shows that 63 (75.9%) of the male respondents and 20 (24.1%) of the female respondents were grade three teachers. A total of 21 (65.60%) of the male respondents and 11 (34.40%) of the female respondents were grade five teachers while 5 (100%) of male were licensed teachers. The table also shows that a total of 89 (74.2%) of the respondents were male and 31 (25.8%) were female which implies that there were more male teachers than female. This should have enhanced effective and efficient implementation of Thematic Curriculum if those male teachers were teaching the thematic classes.

A further analysis of the statistics reveals that 83(69%) of the respondents were grade three (III) teachers, 32 (27%) were grade five (V) teachers and 5 (4%) were licensed teachers. In conclusion therefore, much as majority of the teachers might be in a better position to implement

Thematic Curriculum, it might not necessary mean that they had training in the implementation of Thematic Curriculum in Agago district.

4.4 Teaching experience of respondents

This study sought to establish the teaching experience of respondents. The information was obtained using questionnaires and the findings were summarized in table 5 to follow.

Table 5: Teaching experience response distribution

Teaching Experience	Gender of respondents		Total
	Male	Female	
Less than a year	6(5%)	1(0.8%)	7(5.8%)
1-3 years	19(15.8%)	8(6.7%)	27(22.5%)
4-6 years	24(20%)	3(2.5%)	27(22.5%)
7-9 years	10(8.3%)	6(5%)	16(13.3%)
10 and above years	30(25%)	13(10.8%)	43(35.8%)
Total	89(74.2%)	31(25.8%)	120(100%)

Source: Primary data, (2012)

Table 5 shows that 43 (35.8%) of the respondents had teaching experience of more than ten years, 27(22.5%) had 1-3 years, whereas 27 (22.5%) had 4-6 years. On the other hand, 16 (13.3%) had 7-9 years and 7 (5.8%) of the respondents had less than a year experience. By implication greater number of teachers with teaching experience of more than ten years should have had positive impact on the implementation of Thematic Curriculum more especially if they had had training in the implementation of Thematic Curriculum and there should have been better level of proficiency of learners in literacy and numeracy.

4.5 Terms of appointment of respondents

The study also sought to establish the terms of appointment of respondents. The findings are summarized in table 6 to follow.

Table 6: Terms of appointment response distribution

Appointment of respondents	Gender of respondents		Total
	Male	Female	
Temporary	22(18.3%)	5(4.2%)	27(22.5%)
Permanent	55(45.8%)	21(17.5%)	76(63.3%)
Contract	12(10%)	5(4.5%)	17(14.2%)
Total	89(74.2%)	31(25.8%)	120(100%)

Source: Primary data, (2012)

Table 6 shows that 76 (63.3%) of the respondents were appointed on permanent terms, 27(22.5%) were appointed on temporary terms while 17(14.2%) were appointed on contract. By implication, it means that greater number of teachers with permanent appointment promotes effective implementation of thematic curriculum whereas those on temporary and contract appointments negatively affect the implementation of Thematic Curriculum as their salary might not be sufficient and their being permanent in the job is not certain.

4.6 Empirical presentation of findings on management challenges and thematic

Curriculum implementation

The empirical presentation of the findings here is done according to the research objectives.

4.6.1 Objective 1: To investigate how planning as a management function affects the

Implementation of Thematic Curriculum

4.6.2 How do planning as a management function affects implementation of Thematic

Curriculum

There were a number of questions which were asked about planning as a management function in an attempt to explore how planning (i.e. fencing school, creating boarding section, recruitment of more teachers, conducting extra lessons, building teachers' capacity, construction of more classrooms, stocking library and providing more learning materials) affect implementation of Thematic Curriculum (i.e. when English and local language are used as medium of instruction, what activities are given to learners to bring about their involvement in learning and how pupils' continuous assessment is being conducted). The findings are presented in the tables to follow.

Table 7: The existence of school plans to boost thematic curriculum implementation response distribution

Response	Frequency	Percent
Yes	119	99.2%
No	1	0.8%
Total	120	100%

Source: Primary data, (2012)

The table 7 shows that 119 (99.2%) of the respondents agreed that schools had school plans to boost the implementation of Thematic Curriculum while 1 (0.8%) said schools had no school plans. This implies that most schools had plans to boost the implementation of Thematic Curriculum. By implication this should have enhanced the level of proficiency of learners in literacy and numeracy.

4.6.3 Plans that have been put in place to boost Thematic Curriculum implementation

Table 8: Plans put in place response distribution

Plans put in place								
	Fencing the school	Creating boarding section	Recruitment of more teachers	Conducting extra lessons	Building teachers' capacity	Construction of more classrooms	Stocking library	Providing more learning materials
Freq	25	49	90	49	39	28	39	72
%	21	41	75	41	33	23	33	60
Total	120	120	120	120	120	120	120	120

Source: Primary data, (2012)

The findings in table 8 above shows that 90 (75%) of the respondents had in their schools plan of recruitment of more teachers while 72 (60%) had providing more learning materials as their plans. On the other hand, 49(41%) reported creating boarding section whereas 49 (41%) agreed on conducting extra lessons. In addition, some 39 respondents representing 33% had building teachers' capacity and stocking library respectively as their plans. Again, 28 respondents representing 23% agreed to the construction of more classrooms whereas 25 (21%) had fencing the school as their plan.

This is an indication that schools have inadequate teachers and teaching/learning materials including books and classrooms. It also shows that lessons are not being conducted as per schedules that is why they had plan to create boarding section and conduct extra lessons. The fencing of the school shows that there is a lot of interference of teaching/learning process because of the movement of teachers, pupils and trespassers in and out of school. The findings were consistent with the interview held with some head teachers who said;

“.....the plans we have in our school is recruitment of parents’ teachers, provision of instructional materials, and training of teachers and renovation of classes. There is also a plan to control the movement of teachers and pupils because they come to schools very late more especially when it is a raining season and there is a lot of agricultural activities being done. At times some teachers and pupils come late to school and leave early and these affect the proper utilization of time table.....”

4.6.4 Pearson correlation between planning as a management function and implementation of Thematic Curriculum

The Pearson correlation between planning as a management function and the implementation of Thematic Curriculum was estimated using Pearson correlation test at a 1% level of significant. This statistic was computed to determine the nature of how planning affect implementation of thematic curriculum in Agago district.

The information obtained is shown in the table 9. A significant value less than 0.01(1%) was interpreted to be significant showing the incidence of a strong relationship between planning as a management function and implementation of Thematic Curriculum.

Table 9: Pearson correlations between planning and implementation of Thematic Curriculum

	Statistics	Creating boarding section	Recruitment of more teachers	Conducting extra lessons	Building teachers' capacity	Stocking library	Providing more learning materials
When reading from text books	Pearson Correlation	0.26**	0.11	0.26**	0.01	0.15	-0.04
	Sig. (2-tailed)	0.00	0.25	0.00	0.93	0.10	0.66
	N	120	120	120	120	120	120
Answering questions	Pearson Correlation	0.22*	0.41**	0.15	0.24**	0.16	0.37**
	Sig. (2-tailed)	0.01	0.00	0.11	0.01	0.08	0.00
	N	119	119	119	119	119	119
Repeating in group after teacher	Pearson Correlation	0.21*	0.27**	0.21*	0.16	0.24**	0.28**
	Sig. (2-tailed)	0.02	0.00	0.02	0.08	0.01	0.00
	N	119	119	119	119	119	119
Doing exercise on blackboard	Pearson Correlation	0.16	0.23*	0.16	0.19*	0.19	0.34**
	Sig. (2-tailed)	0.08	0.01	0.08	0.04	0.04	0.00
	N	119	119	119	119	119	119
Demonstrating certain lesson skills	Pearson Correlation	0.17	0.00	0.24**	0.12	0.27**	0.23*
	Sig. (2-tailed)	0.07	0.97	0.01	0.19	0.00	0.01
	N	119	119	119	119	119	119
Follow-up of each pupil	Pearson Correlation	0.02	0.21*	0.16	0.17	0.17	0.30**
	Sig. (2-tailed)	0.80	0.02	0.08	0.06	0.06	0.00
	N	120	120	120	120	120	120
Recording their progress	Pearson Correlation	0.16	0.31**	0.16	-0.01	0.16	0.31**
	Sig. (2-tailed)	0.08	0.00	0.08	0.94	0.09	0.00
	N	120	120	120	120	120	120

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

*Correlation is significant at the 0.05 level(2-tailed)

Source: primary data, (2012)

Table 9 shows that, there is a strong positive correlation between planning (creating boarding section and conducting extra lessons) and implementation of Thematic Curriculum (use of English when reading directly from text books). This position is confirmed by the correlation

significant at 0.01 levels of 0.261 ($r=0.261$, $p< 0.01$) for both creating boarding section and conducting extra lessons that they are strongly and positively correlated with reading directly from text books. This means that creating boarding section and conducting extra lesson had effect in using English when reading from textbooks.

The table also shows that there is a strong positive correlation between planning (recruitment of more teachers, building teachers' capacity and providing more learning materials) and implementation of Thematic Curriculum (answering questions in class). This is confirmed by the correlation significant at 0.01 levels of 0.41 ($r=0.41$, $p<0.01$), 0.24 ($r=0.24$, $p<0.01$), and 0.37 ($r=0.37$, $p<0.01$). This implies that answering questions in class has been affected by the number of teachers in schools, teachers' capacity and provision of more learning materials.

There is also strong positive correlation between planning (recruitment of more teachers, stocking library and providing more learning materials) and implementation of Thematic Curriculum (repeating answers in groups after the teacher). This is confirmed by the correlation significant at 0.01 levels of 0.27 ($r=0.27$, $p<0.01$), 0.21 ($r=0.21$, $p<0.01$) and 0.28 ($r=0.28$, $p<0.01$). The implication is that the number of teachers, stocking library and provision of learning materials had effect in the implementation of Thematic Curriculum.

On the other hand, there is strong positive correlation between planning (providing more learning materials) and implementation of Thematic Curriculum (doing exercise on blackboard). This can be seen clearly from the correlation significant at 0.01 levels of 0.34 ($r=0.34$, $p<0.01$). This means that planning affected implementation of thematic curriculum especially in provision of teaching and learning materials.

Strong positive correlations also do exist between planning as a management function (conducting extra lesson and stocking library) and implementation of Thematic Curriculum (demonstrating certain lesson skills). This is indicated by the correlation significant at 0.01 levels of 0.24 ($r=0.24$, $p<0.01$) and 0.27 ($r=0.27$, $p<0.01$) for conducting extra lesson and stocking library respectively. It is an indication that planning affected implementation of Thematic Curriculum in the area of creating boarding section and stocking library

Further still there is a strong positive correlation between planning as a management function (providing learning materials) and implementation of Thematic Curriculum (follow-up of each pupil). The correlation significant levels is at 0.30 ($r=0.30$, $p<0.01$). By implication it means that providing learning materials affected the way continuous assessment was being carried out (i.e. following up of each pupil).

Lastly there is also a strong positive correlation between planning as a management function (recruitment of more teachers and providing more learning materials) and implementation of Thematic Curriculum (recording children progress). The correlation significant levels is at 0.31 ($r=0.31$, $p<0.01$) for both recruitment of more teachers and providing more learning materials. This further shows that planning affected implementation of Thematic Curriculum because of inadequate number of teachers and learning materials in schools.

4.6.5 Linear regression model of planning as a management function and implementation of Thematic Curriculum

To explore how planning as a management function affect implementation of Thematic Curriculum, linear regression was also used. The details are shown on the table 10 to follow.

Table 10: Linear Regression of Planning as a management function and implementation of Thematic Curriculum

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.699	.328		2.134	.035
Conducting extra lessons	.179	.104	.177	1.725	.087
Creating boarding section	.143	.113	.141	1.263	.209
Stocking library	.107	.103	.101	1.042	.300
Recruitment of more teachers	.095	.109	.083	.877	.382
a. Dependent Variable: When reading from text books					
(Constant)	.111	.258		.429	.669
Recruitment of more teachers	.310	.086	.307	3.618	.000
Providing more learning materials	.257	.076	.288	3.383	.001
Creating boarding section	.112	.089	.126	1.259	.211
Building teachers' capacity	.089	.083	.095	1.075	.285
a. Dependent Variable: Answering questions					
(Constant)	.104	.295		.353	.724
Recruitment of more teachers	.216	.098	.201	2.212	.029
Providing more learning materials	.189	.087	.199	2.179	.031
Conducting extra lessons	.122	.094	.129	1.307	.194
Stocking library	.114	.093	.114	1.224	.224
a. Dependent Variable: Repeating in group after teacher					
(Constant)	.066	.314		.211	.833
Providing more learning materials	.262	.092	.257	2.836	.005
Recruitment of more teachers	.178	.104	.154	1.710	.090
Fencing the school	.168	.115	.137	1.456	.148
Construction of more classrooms	.152	.104	.129	1.464	.146
a. Dependent Variable: Doing exercise on blackboard					
(Constant)	.205	.314		.651	.516
Stocking library	.201	.099	.191	2.031	.045
Conducting extra lessons	.168	.100	.168	1.682	.095
Providing more learning materials	.161	.093	.161	1.737	.085
Construction of more classrooms	.152	.104	.132	1.460	.147
a. Dependent Variable: Demonstrating certain lesson skills					

Source: Primary data, (2012)

4.6.6 Planning as a management function and implementation of Thematic Curriculum

(i.e. Use of English when reading from text books)

According to the findings, planning as a management function (conducting extra lessons, creating boarding section, stocking library and recruiting more teachers) affected implementation of Thematic Curriculum (use of English when reading from text books). They had Beta coefficient of 0.177, 0.141, 0.101 and 0.083 respectively.

4.6.7 Planning and answering questions

According to the findings, the Beta coefficient of these elements showed that planning as a management function (recruitment of more teachers, providing more learning materials, creating boarding section and building teachers' capacity) affected implementation of Thematic Curriculum (answering questions in class) significantly. The elements of the planning had the Beta coefficient of 0.307, 0.288, 0.126 and 0.095 respectively.

4.6.8 Planning as a management function and repeating in group after teacher

The findings revealed that the Beta coefficient of recruitment of teachers is 0.201, providing more learning materials is 0.199, conducting extra lessons is 0.129 and stocking library is 0.114. This implies that recruitment of more teachers, provision of more learning materials, conducting extra lessons and stocking library affected significantly implementation of Thematic Curriculum.

4.6.9 Planning as a management function and doing exercise on blackboard

The findings also showed that provision of more learning materials had Beta coefficient of 0.157, recruitment of more teachers had 0.154, fencing school had 0.136 and construction of more

classrooms had 0.129. This indicates that the number of learning materials, teachers, and classroom and then fencing the school affected the implementation of Thematic Curriculum.

4.6.10 Planning as a management function and demonstrating certain lesson skills

According to the findings, the Beta coefficient of stocking library is 0.191, conducting extra lesson is 0.168, provision of more learning materials is 0.161 and construction of more classrooms is 0.132. This implies that the way lessons were being conducted, the number of learning materials and classrooms in schools affected implementation of Thematic Curriculum. This was also in line with what the researcher observed. The observation is as per the statement below:-

“..... In some schools classrooms were not enough and pupils were learning in open classrooms. The learning of these pupils would always be interfered with so much especially when it rains. In some other schools, classrooms were in bad conditions that the teachers could not display teaching/learning materials in class. This needed renovation or construction of better classrooms to enhance creation of conducive classroom environment.....”

Table 11: Linear Regression of Planning as a management function and implementation of

Thematic Curriculum

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.149	.274		4.198	.000
Creating boarding section	.182	.091	.240	1.999	.048
Building teachers' capacity	.085	.082	.106	1.034	.303
Recruitment of more teachers	.057	.084	.066	.676	.501
Providing more learning materials	.016	.075	.022	.219	.827
a. Dependent Variable: Daily observation					
(Constant)	.469	.348		1.348	.181
Providing more learning materials	.235	.095	.231	2.476	.015
Conducting extra lessons	.183	.103	.180	1.786	.077
Recruitment of more teachers	.198	.107	.172	1.854	.066
a. Dependent Variable: Follow-up of each pupil					
(Constant)	.505	.206		2.445	.016
Providing more learning materials	.192	.061	.285	3.165	.002
Recruitment of more teachers	.215	.068	.281	3.140	.002
Conducting extra lessons	.070	.065	.104	1.073	.286
a. Dependent Variable: Recording their progress					
(Constant)	.844	.319		2.650	.009
Building teachers' capacity	.205	.102	.201	2.006	.047
Construction of more classrooms	.082	.106	.072	.772	.442
Creating boarding section	.124	.110	.128	1.125	.263
a. Dependent Variable: Taking home assignment					
(Constant)	.539	.289		1.862	.065
Stocking library	.105	.090	.113	1.155	.251
Conducting extra lessons	.123	.092	.140	1.343	.182
Building teachers' capacity	.106	.093	.114	1.138	.258
a. Dependent Variable: In-class assessment					

Source: Primary data, (2012)

4.6.11 Planning as a management function and daily observation

According to the findings, the standard Beta coefficient of these elements showed that planning as a management function affected significantly daily observation as one of the ways in which pupils' continuous assessment is supposed to be conducted in the implementation of Thematic Curriculum. Creating boarding section had a Beta coefficient of 0.240; building teachers' capacity had 0.106, recruitment of more teachers 0.066 and providing more learning materials 0.022. This means that creating boarding section, building teachers' capacity, recruitment of more teachers and providing more learning materials had positive effect on implementation of Thematic Curriculum.

4.6.12 Planning as a management function and follow-up of each pupil

The findings revealed that the standard Beta coefficient for providing more learning materials was 0.231, conducting extra lessons was 0.180 and for recruitment of more teachers was 0.172. This implies that providing learning materials, conducting extra lessons and recruiting teachers affected implementation of Thematic Curriculum (follow-up of each pupil). They also affected the recording of progress of pupils (implementation of thematic curriculum) and their standard Beta coefficients were 0.285, 0.281 and 0.104 respectively.

4.6.13 Planning as a management function and taking home assignment

A linear regression model was also used to explore how planning as a management function affected implementation of Thematic Curriculum (taking home assignment). The standard Beta coefficient of the elements showed that building teachers' capacity, creating boarding section and construction of more classrooms contributed significantly to the implementation of Thematic Curriculum. They had Beta coefficient of 0.201, 0.128 and 0.072 respectively.

4.6.14 Planning as a management function and in-class assignment

A linear regression model was also used to explore how planning as a management function affect the implementation of Thematic Curriculum (carrying out in-class assessment). The standard Beta coefficient showed that conducting extra lessons, building teachers' capacity and stocking library affected implementation of Thematic Curriculum (carrying out in-class assignment). They had Beta coefficient of 0.40, 0.114 and 0.113 respectively.

4.6.15 Summary of Objective 1

The study shows that planning as a management function has affected the implementation of Thematic Curriculum strongly, positively and significantly. This was also indicated with descriptive statistics where respondents said schools had plan to recruit more teachers, provide more learning materials, create boarding section, conduct extra lessons, build teachers' capacity, stock library, construct more classrooms and fence the school. From the analysis, it signifies that recruitment of teachers, provision of learning materials and building teachers' capacity had been a challenge in the implementation of Thematic Curriculum. Recruitment of teachers and building teachers' capacity has been consistence with what researcher got from head teachers. They said,

"...the plans we have is the recruitment of parents' teachers and training of teachers. This is because teachers are not enough and when you report this to the district education officials, they normally say that due to staff sealing, they are unable to post more teachers to our school. In the training of teachers, we normally try to train teachers of upper classes so that if a teacher of P.1, P.2 or P.3 has any problems those teachers can be assigned the class to take care

of though most of them usually don't willingly accept to do the work because of the workload in those classes.....”

4.7 Objective 2: To establish the relationship between organizing and implementation of Thematic Curriculum

Table 12: The existence of arrangement to support Thematic Curriculum implementation response rate

Support thematic curriculum implementation		
	Frequency	Percent
Yes	117	97.5
No	3	2.5
Total	120	100

Source: Primary data, (2012)

The table 12 shows that 117(97.5%) of the respondents agreed that schools had some arrangements to support Thematic Curriculum implementation while 3(2.5%) of the respondents did not agreed that schools had. This should have supported effective and efficient implementation of thematic curriculum and there should have been an increased and acceptable level of proficiency of learners in literacy and numeracy.

Table 13: Respond rate showing how schools have organized to support Thematic Curriculum implementation

School organization to support thematic curriculum implementation							
	Ensuring enough teachers	Flexible use of curriculum timetable	Developing learning skills	Provision of books and learning materials	School meals for teachers and pupils	Providing additional classroom	Ensuring schemes and lesson plans in place
Freq.	67	69	55	69	40	29	92
Percent	56	58	46	58	33	24	77

Source: Primary data, (2012)

The table 13 shows that 92(77%) of the respondents had organized to ensure that schemes and lesson plans are in place, 69 (58%) had organized flexible use of curriculum timetable, 69 (58%) had organized provision of books and learning materials, 67 (56%) had organized to ensure enough teachers, 55 (46%) had organized to develop learning skills, 40 (33%) had organized to provide school meals for teachers and pupils and then lastly 29 (24%) had organized provision of additional classroom. This is an indication that number of teachers, use of curriculum timetable, development of learning skills, provision of school meals, number of classrooms, preparation of schemes and lesson plans and provision of books and learning materials had relationship with implementation of Thematic Curriculum.

4.7.1 Pearson correlation between organizing as a management function and implementation of Thematic Curriculum

The Pearson correlation between organizing as a management function and the implementation of thematic curriculum was estimated using Pearson correlation test at a 1% level of significance. This statistic was computed to determine the nature of the relationship between organizing as a

management function and implementation of Thematic Curriculum in Agago district in particular and in Uganda in general.

The information obtained is shown in the tables 14, 15, 16, 17, 18 and 19. A significant value less than 0.01 (1%) was interpreted to be significant showing the incidence of a strong relationship between organizing as a management function and implementation of Thematic Curriculum. The implementation here is considered to be the medium of instruction, the activities given that bring about pupils involvement in teaching/learning process and then how continuous assessment is conducted. On the other side organizing is considered to be ensuring enough teachers, flexible use of curriculum timetable, developing learning skills, provision of books and learning materials, provision of school meals for both teachers and the pupils, providing additional classrooms and ensuring that schemes and lesson plans are in place.

Table 14: Pearson correlation between Organizing as a management function and implementation of Thematic Curriculum

		Ensuring enough teachers	Flexible use of curriculum timetable	Developing learning skills	Provision of books and learning materials	School meals for teachers and pupils	Providing additional classroom	Ensuring schemes and lesson plans in place
Specifying a concept	Pearson Correlation	0.20*	0.10	0.20*	0.17	0.2*	0.05	0.13
	Sig. (2-tailed)	0.03	0.28	0.03	0.07	0.03	0.60	0.17
	N	120	120	120	120	120	120	120
Teaching local language	Pearson Correlation	0.12	0.18*	0.25**	0.09	0.05	0.06	0.26**
	Sig. (2-tailed)	0.19	0.05	0.01	0.32	0.61	0.55	0.00
	N	120	120	120	120	120	120	120
During PE	Pearson Correlation	0.11	0.17	0.16	-0.04	0.04	-0.09	0.18*
	Sig. (2-tailed)	0.24	0.06	0.08	0.67	0.69	0.35	0.05
	N	120	120	120	120	120	120	120
When reading from text books	Pearson Correlation	0.19*	0.15	0.11	0.05	0.13	0.03	0.06
	Sig. (2-tailed)	0.04	0.10	0.23	0.59	0.16	0.73	0.48
	N	120	120	120	120	120	120	120
When introducing a concept	Pearson Correlation	0.08	0.02	0.09	0.09	-0.01	0.21*	0.00
	Sig. (2-tailed)	0.41	0.86	0.33	0.32	0.89	0.02	0.97
	N	120	120	120	120	120	120	120
When teaching science subjects	Pearson Correlation	0.04	-0.02	-0.01	-0.02	0.06	0.01	0.04
	Sig. (2-tailed)	0.68	0.81	0.94	0.81	0.49	0.92	0.70
	N	120	120	120	120	120	120	120

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

*Correlation is significant at the 0.05 level (2-tailed)

Source: primary data, (2012)

Table 14 shows that there is a strong positive correlation between teaching local language and developing learning skills and then ensuring that schemes and lesson plans are in place. The above statement is confirmed by the correlation significant at 0.01 level of 0.25 ($r=0.25, p=0.01$) and 0.26 ($r=0.26, p< 0.01$) that are strongly and positively correlated with developing learning skills and ensuring schemes and lesson plans are in place respectively. This means that teaching local language strengthens development of learning skills and the teaching in local language is strengthened by ensuring that the schemes and lesson plans are in place. For using local language during PE, using English when reading directly from text books, introducing a concept, teaching science subjects (medium of instruction used in implementing thematic curriculum) and ensuring enough teachers, flexible use of curriculum timetable, developing learning skills, provision of books and learning materials, school meals for teachers and pupils, providing additional classroom and ensuring schemes and lesson plans are in place (school organization as a management function), there is relatively a weak negative correlation between medium of instruction and school organization as seen from the table. This means that organizing has not affected the use of medium of instruction.

Table 15: Linear Regression between Organizing as a management function and implementation of Thematic Curriculum

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.785	.271		2.895	.005
School meals for teachers and pupils	.164	.104	.155	1.583	.116
Developing learning skills	.155	.101	.155	1.538	.127
Ensuring enough teachers	.137	.099	.136	1.379	.171
a. Dependent Variable: Specifying a concept					
(Constant)	.650	.204		3.180	.002
Ensuring schemes and lesson plans in place	.199	.086	.221	2.311	.023
Developing learning skills	.146	.076	.192	1.927	.057
Flexible use of curriculum timetable	.034	.081	.045	.426	.671
a. Dependent Variable: Teaching local language					
(Constant)	1.117	.264		4.236	.000
Developing learning skills	.147	.098	.151	1.499	.137
Ensuring schemes and lesson plans in place	.166	.111	.145	1.498	.137
Flexible use of curriculum timetable	.103	.104	.105	.987	.326
a. Dependent Variable: : During PE					
(Constant)	.985	.276		3.565	.001
Ensuring enough teachers	.136	.101	.136	1.344	.182
School meals for teachers and pupils	.097	.106	.092	.917	.361
Flexible use of curriculum timetable	.077	.109	.076	.704	.483
a. Dependent Variable: When reading from text books					
(Constant)	1.755	.212		8.280	.000
Ensuring enough teachers	.031	.078	.042	.405	.687
Ensuring schemes and lesson plans in place	.041	.089	.047	.464	.644
School meals for teachers and pupils	.055	.081	.070	.683	.496
a. Dependent Variable: When teaching science subjects					

Source: Primary data, (2012)

4.7.2 Organizing as a management function and specifying a concept

Table 15 reveals that the standard Beta coefficient of school meals for both teachers and pupils is 0.155, developing learning skills is also 0.155 and ensuring enough teachers is 0.136. This shows relationship between organizing as a management function and implementation of Thematic Curriculum (specifying a concept). This means that provision of school meals, developing learning skills and ensuring enough teachers (i.e. organizing) has affected specifying a concept in the implementation of Thematic Curriculum.

4.7.3 Organizing as a management function and teaching local language as a subject

Table 15 shows that the standard Beta coefficient of these elements indicated that ensuring schemes and lesson plans in place has a Beta coefficient of 0.221, developing learning skills has 0.192 and flexible use of curriculum timetable has 0.045. This revealed relationship between organizing as a management function and implementation of Thematic Curriculum (teaching local language).

4.7.4 Organizing as a management function and using local language during PE

Table 15 also reveals that the standard Beta coefficient of developing learning skills is 0.151, ensuring schemes and lesson plans in place is 0.145 and flexible use of curriculum timetable is 0.105. This showed relationship between organizing as a management function and implementation of Thematic Curriculum (using local language during PE).

4.7.5 Organizing as a management function and reading from textbooks using English

Table 15 further reveals that the standard Beta coefficient of ensuring enough teachers is 0.136, school meals for both teachers and pupils is 0.092 and flexible use curriculum timetable is 0.076.

This shows that there was relationship between organizing as a management function and implementation of Thematic Curriculum (reading from textbooks using English)

4.7.6 Organizing as a management function and teaching science subjects using English

Table 15 also shows that the standard Beta coefficient of school meals for teachers and pupils is 0.070, ensuring schemes and lesson plans in place is 0.047 and ensuring enough teachers is 0.042. This shows that there was relationship between organizing as a management function and implementation of Thematic Curriculum (teaching science subject using English).

Table 16: Pearson correlation between organizing as a management function and implementation of Thematic Curriculum

		Ensuring enough teachers	Flexible use of curriculum timetable	Developing learning skills	Provision of books and learning materials	School meals for teachers and pupils	Providing additional classroom	Ensuring schemes and lesson plans in place
Answering questions	Pearson Correlation	0.32**	0.26**	0.35**	0.26**	0.17	0.10	0.35**
	Sig. (2-tailed)	0.00	0.00	0.00	0.00	0.07	0.26	0.00
	N	119	119	119	119	119	119	119
Repeating in group after teacher	Pearson Correlation	0.18*	0.17	0.33**	0.32**	0.09	0.12	0.26**
	Sig. (2-tailed)	0.05	0.06	0.00	0.00	0.31	0.18	0.00
	N	119	119	119	119	119	119	119
Doing exercise on blackboard	Pearson Correlation	0.18	0.35**	0.21*	0.21*	0.10	-0.07	0.31**
	Sig. (2-tailed)	0.05	0.00	0.02	0.02	0.30	0.42	0.00
	N	119	119	119	119	119	119	119
Demonstrating certain lesson skills	Pearson Correlation	0.16	0.08	0.13	0.15	0.21*	-0.03	0.11
	Sig. (2-tailed)	0.08	0.36	0.16	0.10	0.02	0.76	0.24
	N	119	119	119	119	119	119	119
Telling stories	Pearson Correlation	0.29**	0.22*	0.23*	0.18	0.30**	0.07	0.38**
	Sig. (2-tailed)	0.00	0.02	0.01	0.05	0.00	0.44	0.00
	N	119	119	119	119	119	119	119

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

*Correlation is significant at the 0.05 level(2-tailed).

Source: primary data, (2012)

Table 16 reveals that there is a strong positive correlation between implementation of Thematic Curriculum (answering questions) and organizing as a management function (ensuring enough teachers, flexible use of curriculum timetable, developing learning skills, provision of books and learning materials and then ensuring that schemes and lesson plans are in place). This is confirmed by the correlation significant at 0.01 levels of 0.32 ($r=0.32, p<0.01$); 0.26 ($r=0.26, p<0.01$); 0.35 ($r=0.35, p<0.01$); 0.26 ($r=0.26, p<0.01$); 0.35 ($r=0.35, p<0.01$) respectively. This means that organizing had a significant effect on ITC.

The findings also shows that there is a strong positive correlation between repeating in group after teacher which is considered as implementation of Thematic Curriculum and organizing as a management function (developing learning skills, provision of books and learning materials and ensuring schemes and lesson plans are in place). The position is confirmed by the correlation significant at 0.01 levels of 0.33 ($r=0.33, p<0.01$); 0.32 ($r=0.32, p<0.01$); 0.26 ($r=0.26, p<0.01$). This means that ITC had been affected by the way learning skills were being developed, provision of books and learning materials and then preparation of schemes and lesson plans.

There is also a strong correlation between doing exercise on blackboard (implementation of Thematic Curriculum) and flexible use of curriculum timetable and then ensuring schemes and lesson plans are in place (organizing as a management function). The correlations significant at 0.01 are as follows: - 0.35 ($r=0.35, p<0.01$) and 0.31 ($r=0.31, p<0.01$) respectively. It implies that use of curriculum timetable and preparation of schemes of work and lesson plans (i.e. organizing) affected ITC.

Further still there is a strong correlation between telling stories (ITC) and ensuring enough teachers, provision of school meals for both teachers and pupils and then ensuring that schemes

and lesson plans are in place (organizing as a management function). This is confirmed by the correlation significance at 0.01 levels of 0.29 ($r=0.29$, $p<0.01$), 0.30 ($r=0.30$, $p<0.01$), 0.38 ($r=0.38$, $p<0.01$) respectively. This shows that organizing affected implementation of Thematic Curriculum.