

**ASSESSING THE IMPEDIMENTS TO PRIMARY SCHOOL CURRICULUM
IMPLEMENTATION IN BUKWO DISTRICT: A CASE STUDY OF SUAM
SUB-COUNTY**

BY

YAPCHESANG MARY FLORENCE

2008/HD/41/MEPPM

**A DISSERTATION SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
PLANNING AND MANAGEMENT IN A PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTERS OF EDUCATION
IN POLICY, PLANNING AND MANAGEMENT
OF KYAMBOGO UNIVERSITY**

SEPTEMBER, 2013

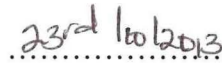
DECLARATION

I hereby declare that the contents of this dissertation entitled “**Assessing the Impediments to Primary School Curriculum Implementation in Bukwo District**” are my original work and have not been presented to any University before for the award of degree or certificate and have never been published before.

Researcher

Signature 

YAPCHESANG MARY FLORENCE



Date

APPROVAL

This is to certify that this dissertation entitled “**Assessing the Impediments to Primary School Curriculum Implementation in Bukwo District**” has been submitted for examination with my approval.

SUPERVISOR

Signed..........

Date 16/11/2013.....

DR. MARIA KAGUHANGIRE BARIFAIJO

DEDICATION

To my dear daughter Chebet Maxine, Kiplimo and Chelimo Sarah Lorie and above all my dear husband Kiplimo George Chilia for his immerse care, prayers in managing the family in my absence and financial support he gave, which enable me to complete this report dissertation in time.

ACKNOWLEDGEMENT

I extend my sincere gratitude to Kyambogo University especially the Department of Educational Planning and Management for imparting in me skills and knowledge that helped me to successfully carry out my Research.

Special thanks go to my supervisor, Dr. Maria Kaguhangire Barifaijo whose tireless efforts and guidance were of great help to me in carrying out this research.

Last but not least, my deepest thanks go to my family members that had to bear with my busy schedule during the time of data collection and report writing.

ABBREVIATIONS AND ACRONYMS

CAO	Chief Administrative Officer
DEO	District Education Officer
EPRC	Education Policy Review Commission
FGM	Female Genital Mutilation
HIV	Human Immune-Deficiency Virus
ICT	Information and communication technology
LRA	Lord's Resistance Army
MoE&S	Ministry of Education and Sports
NRM	National Resistance Movement
PEAP	Poverty Eradication Action Plan
PTA	Parent-Teachers Associations
PTC	Primary Teachers Colleges
RDC	Resident District Commissioners
SMC	Schools Management Committees
TDMS	Teachers Development Management Systems
UNESCO	United Nations Education Scientific Cultural Organisation
UNICEF	United Nations International Child Education Fund
UPE	Universal Primary Education
UPE	Universal Primary Education
USAID	United States Agency for International Development
CAPE 1	Music Dance and Drama
CAPE 2	Physical Education
CAPE 3	Arts and Craft
LL	Local Language

TABLE OF CONTENTS

Declaration.....	I
Approval	II
Dedication.....	III
Acknowledgement	IV
Abbreviations and acronyms	V
Table of contents.....	VI
List of tables	IX
Abstract.....	X
CHAPTER ONE: INTRODUCTION.....	1
1.0 Introduction.....	1
1.1 Background to the study	1
1.1.1 Historical background.....	1
1.1.2 Theoretical background	2
1.1.3 The conceptual perspective.....	4
1.1.4 Contextual background.....	5
1.2 Statement of the problem.....	6
1.3 Purpose of the study.....	7
1.4 Specific objectives.....	7
1.5 Research questions.....	7
1.6 Hypotheses.....	7
1.7 Significance of the study.....	8
1.8 Scope of the study	8
1.8.1 Geographical scope.....	8
1.8.2 Content scope.....	8
1.8.3 Time scope.....	9
1.8 Conceptual framework.....	9
1.9 Definitions of operational terms.....	10
CHAPTER TWO: LITERATURE REVIEW.....	12
2.0 Introduction.....	12
2.1 Policy factors on the Implementation of curriculum.....	12

2.2 Socio-economic factors on Implementation of the school curriculum.....	15
2.2.1 Poverty	15
2.2.2 Population changes	16
2.2.3 Civil conflict	17
2.2.4 The effect HIV/AIDS	18
2.2.3 Technological environment	19
2.3 Teachers participation related factors.....	19
2.3.1 Availability of resource	19
2.3.2 Factors related to academic qualification.	20
2.3.3 Teaching experience	20
2.3.4 Motivation.....	21
2.3.5 Communication.....	21
2.3.5 Gender-related factors	22
2.4 Stakeholders views on mechanisms to improve curriculum Implementation.....	22
CHAPTER THREE: METHODOLOGY	25
3.0 Introduction.....	25
3.1 Research design.....	25
3.2 Population and sample size.....	25
3.3 Sampling techniques and procedures.....	26
3.4 Research instruments.....	27
3.4.1 Questionnaires	27
3.4.2 Interview guide	27
3.4.3 Observation checklist.....	27
3.5 Data collection procedure.....	27
3.6 Data collection quality control.....	27
3.7 Validity of instruments.....	28
3.8 Reliability of instruments.....	28
3.9 Data processing and analysis.....	28
3.9.1 Qualitative data processing and analysis	28
3.9.2 Quantitative data processing and analysis	29
3.10 Ethical considerations.....	30

CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF FINDINGS.....	31
4.0 Introduction.....	31
4.1 Policy factors on the Implementationof primary school curriculum.....	31
4.2 The socio-economic factors on the Implementationof curriculum in primary schools.....	40
4.3 Effect of teacher participation on curriculum implementation.....	54
4.4 Stakeholders views.....	59
CHAPTER FIVE: DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS	60
5.0 Introduction.....	60
5.1 Discussion of the findings.....	60
5.1.1 Factors related to policy.....	60
5.1.2 Socio-economic factors affecting curriculum implementation.....	64
5.1.3 Teacher participation and curriculum implementation.....	70
5.1.4 Stakeholders views	72
5.2 Conclusion.....	72
5.3 Recommendations.....	73
5.3.1 Policy factor recommendations:	73
5.3.2 Socio-economic factors recommendations	74
5.3.3 Teachers’ participation	75
5.3.4 Stakeholder involvement	75
5.4 Suggestions for further research.....	76
REFERENCES	77
Appendix A: Questionnaire for deputy head teachers.....	81
Appendix B: Interview guide for key informants (Head Teachers, Parents, DIS, SMC, DEO) ...	87
Appendix C: An extract for determining sample size for research study	88

LIST OF TABLES

Table 3.1: Showing research respondents by category and sample	26
Table 4.1: Descriptive statistics for policy factors that faced Implementation of primary school curriculum (N=72)	32
Table 4.2: The Socio-Economic factors that affect curriculum Implementation	40
Table 4.3: Pearson correlation coefficient between socio-economic factors and successful curriculum implementation	41
Table 4.4: Results of regression analysis for socio-economic factors	42
Table 4.5: The factors that affect teachers' participation curriculum Implementation	55
Table 4.6: Rank order of factors that promote teachers' participation.....	57
Table 4.7: Perception of education officials and head teachers factors that affect curriculum Implementation most.....	59

ABSTRACT

The main purpose of the study was to assess the constraints to the Implementation of the upper primary school curriculum in Bukwo district. The specific objectives of the study were as follows: to establish policy related factors to the Implementation of primary school curriculum in Suam Sub-County, Bukwo District; to examine the socio-economic factors on the Implementation of primary school curriculum in the primary schools, to find out the influence of teachers' participation on curriculum Implementation in primary school and to show stakeholders' views on appropriate ways of implementing the primary school curriculum.

The study employed a cross-sectional descriptive survey design where both qualitative and quantitative research techniques were used. Simple random sampling was used to select pupils, deputy headteachers and teachers while key informants were purposively selected. A total number of 124 respondents were selected to participate in the study.

Research findings revealed that policy related factors affect curriculum Implementation and these include; political instabilities, the policy to implement school curriculum being neglected by the policy makers and government's failure to ensure education fundamental human rights.

Research findings indicated that socio-economic factors had enormous effects on school curriculum Implementation and these include; inadequate funds, lack of enough instructional materials, lack of capacity building and mobilization in schools and early marriages. Other findings related to lack of teachers' participation in planning the contents of school curriculum and coordination of activities among different stakeholders who are supposed to promote Implementation of school curriculum. Results show that, Pearson correlation coefficient show that there is strong, positive and significant relationship between socio-economic factors and successful team management and that socio-economic factors predicts 18.9% of the variance in Implementation of primary school curriculum. For the second hypothesis, the calculated value was $\rho = 0.86$, ($p < .05$ level of statistically significant point).

It was concluded that there is a positive significant relationship between socio-economic factors and Implementation of primary school curriculum". "There is a positive significant relationship between teachers' participation and Implementation of primary school curriculum.

The study recommended that politicians and stakeholders need to make decisions on resource allocation and use. Decisions will be required on resource management and the cost-efficiency of their use and this will ensure adequate resource provision for the curriculum Road mapping.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study was an examination of the Impediments to Primary School Curriculum Implementation in Bukwo District. The chapter presents the background to the study, the statement of the problem, the purpose of the study, objectives of the study and the research questions, the scope of the study and the significance of the study.

1.1 Background to the Study

1.1.1 Historical Background

Uganda has been developing and revising its curricula since the missionary education days, depending on changing national situations and expectations (Bategeka, 2005). By 1926, there was a strong view that the education system for Ugandans should, in addition, provide academic vocational subjects, such as Agriculture, Music Dance and Drama, Performing Arts and Crafts and physical education so as to prepare the majority of the pupils to live well in their villages while sustaining themselves (Mutebi, 2006). This includes practical Agriculture and more material on integrated science as it relates to issues of daily life. In 1989, after the National Resistance Movement had ushered in relative peace and stability, the National Curriculum development Centre undertook a revision of the 1967 Primary Education Curriculum and the work was completed in 1990.

The latest revision of the primary education curriculum started in 1993 and completed in 1995. Prior to the introduction of the Universal Primary Education (UPE), the United States Agency for International Development (USAID), in collaboration with the Ugandan Government, had undertaken to improve the quality of teaching and learning in primary education and one major way of achieving this objective was to revise curricula for primary schools. Some of the activities in the project were designed to equip primary schools with instructional materials (Mutebi, 2006).

According to the current Uganda Primary School Curriculum Volume one,(2000) the primary school curriculum was designed in such a way that could provide practical mechanisms for fulfilling the national aims and objectives of primary education as articulated in both the

Government White Paper (2002) and the report of the Curriculum Review Task Force(1996). One of the most important aims of reviving curriculum was to enable individuals to acquire functional permanent and development literacy and communication skills in English, Kiswahili and at least, one of the Ugandan languages such that they are able to be productive in their day-to-day life experiences here within and outside world (Mutebi, 2006). Another aim was to develop and cherish the cultural, moral and spiritual values of life and to equip the child with knowledge, skills and values of problem-solving approach in various life situations. However, according to the Education Policy Review Commission Report (1989), the public was not aware of the above national goals and principles specifically the people in Bukwo District as being hard to reach and stay. Despite various reforms in curricula, a lot remained as paper work due to disruptions in national planning by disasters such as wars, droughts, poor planning, and lack of enough resources which have left unaccomplished and partial achievements of the primary school curriculum, a situation that needs to be addressed (Republic of Uganda, 2002).

1.1.2 Theoretical Background

This study adopted the Systems Theory because it explains very well the education systems and how this system affects the Implementation of primary school curriculum objectives to make it a successful story. Systems theory was advanced in the 1940's by a biologist Ludwig von Bertalanffy (1968) and he stressed that it was an interdisciplinary theory explained the nature of complex systems in nature, society, and science, and is a framework by which one can investigate and/or describe any group of objects that work together to produce some result. Systems theory has also been defined as “a strategic and integrated approach of increasing the effectiveness of organizations by improving the performance of the people who work in them and by developing the capabilities of teams and individual contributors” and also can be seen as a continuous process involving reviews that focus on the future rather than the past (Bertalanffy, 1968).

Systems theory is relevant to the current study in that it emphasizes that the continuous process of planning, implementing, monitoring, evaluation, remuneration, appraisal and development of organizational activities and objectives and human resource who ensures those objectives are implemented successfully. In the same way, education is a system where there is need for smooth system that that allows free flow of information from district education officers to school

management committees, and from teachers to pupils, and from school to parents so as to ensure that all stakeholders are fully aware of school activities and programmes including Implementation of school curriculum. This is important because school as the system, if one part does not function, for instance its curriculum, then other areas or departments was affected, for example if the country experiences challenges, say; political instabilities, poor government policies, poor attitudes of teachers towards teaching, then end result would be poor grades of pupils. Therefore in Bukwo District where school curriculum has faced some challenges in implementation, it is important to look at such bottlenecks which the current study seeks to suggest solutions (Bertalanffy, 1968).

In this study, the definition of ‘curriculum’ was derived from a Latin word “Curere” which means a running course (program of study). According to Bishop, (1985) curriculum is the planned and guided learning experiences and intended learning outcomes, formulated through the systematic reconstruction of knowledge and experiences, under the auspices of the school, for the learners’ continuous and positive growth in personal social competence. Curriculum is the way content is designed and delivered. It includes the structure, organization, balance, and presentation of the content in the classroom (National Research Council, 2006). As defined here, curriculum is a set of materials that includes both content and instructional guidelines.

Curriculum is meant to be the sum total of all the experiences a pupil undergoes both inside and outside the class. A curriculum is much wider than a syllabus because a syllabus is only part of the total curriculum. Curriculum is as broad as education and as large as life itself. It must therefore be designed in the light of the major trends and development within a society. An education system of a country goes astray when it has nor relevance or significance in society. For educational change to be effective, it must be deliberately planned and rationally organized (Bishop, 1985).

Curriculum Implementation is putting curricula into practice in the classroom to serve as a powerful professional development opportunity for teachers. Through using a particular curriculum with their students, reporting on what happens, and reflecting with others on different ideas and activities, teachers learn about their own teaching and their students' learning abilities

and behaviour (Bishop, 1985). However, curriculum Implementation in Uganda has faced many challenges like current staff ceiling which leads to the deployment of few teachers than would be required in schools, local language policy recommends for the District language Boards has not taken full course leading to most districts including Bukwo lacking ready translated materials to be used in Implementing the use of local language in schools (Kisembo, 2008). Therefore it is important for current study to investigate those factors that limit curriculum Implementation and suggest possible solutions.

1.1.3 The conceptual perspective

Educators believe that the process and procedures of effective curriculum Implementation is very complex. This task critically needs the involvement of different decisions of individuals as well as of groups (Bishop, 1989; Linda, Amde Sellassie, 2006).

Uganda has been developing and revising its curricula since the missionary education days, depending on changing national situations and expectations. The latest revision of the primary education curriculum started in 1993 (Mutebi, 2006). Curriculum is the way content is designed and delivered. It includes the structure, organization, balance, and presentation of the content in the classroom (National Research Council, 2006). As defined here, curriculum is a set of materials that includes both content and instructional guidelines.

Curriculum policy Implementation in any educational jurisdiction involves a variety of stakeholders. Their roles in executing the curriculum policies contribute to the degree which new or revised curricula are implemented in the local institutions. Researchers have been cognizant that teachers as implementers are the most important players. Studies have also demonstrated that Implementers do not always do as told nor did they always act to maximize policy objectives. Moreover, teachers have often been diagnosed as “resistant to change,” or just simply lazy when they ignored or subverted curricular innovations (Hong, 2008)

Curriculum Implementation discrepancy has been witnessed in Uganda because Implementers often lack the capacity, the knowledge, skills, personnel, and other instructional Materials necessary to work in ways that are consistent with policy. Even if Implementers construct understandings that reflect policymakers’ intent, they may not have the necessary skills and

resources to do what they understand what the policy requires of them. Hong, (2008) concurred, saying that teachers' failure to Implement policy as policymakers expected may signal their uncertainty about outcomes and their assessment that the new practices are not as good as the previous ones.

1.1.4 Contextual background

According to Ministry of Education and Sports, (2001), the current policy is on expanding the functional capacity of educational structures and reducing on the inequities of access to education between sexes, geographical areas, and social classes in Uganda. However, curriculum Implementation in education system like many other social services in Uganda, has suffered many set backs and devastation since 1970s to date owing to civil strife and wars, socio-economical and culture factors.

Ugandan Education Sector which was considered to be among the most well developed in the Sub-Saharan Africa in the 1960s suffered considerable decline during the years of political strife of the 1970s and early 1990s. Case in point is war by the Lords Resistance Army led by Joseph Kony in northern Uganda which has not only destabilized Education system but has also led to demolition of structures in the region. The multi-faceted and interrelated causes and consequences of the war should not, therefore, be seen as exclusively an Acholi issue. It has many dimensions: political, social, economic and cultural which have affected Implementation of government programmes including school curricula (Journal of Peace Research, 2007).

The infrastructure in educational institutions has been virtually run down and in addition, the country has lost most of its trained manpower mainly through brain drain. Instructional materials, like reference books and other teaching/learning aids cannot be afforded and accessed by majority of pupils in rural areas, culturally, the schools and the entire primary Educational system is judged by many people (pupils, parents, primary schools and the general public) from only the academic achievements and that it has done little to inculcate the spirit of culture among pupils in Ugandan primary schools (Mutebi, 2006).

The policy framework for managing UPE and its curriculum in Uganda can be depicted in the UPE policy guidelines pamphlet which was fast compiled and issued in 1998. Which later due to

the lack of commitment from the stakeholders, the policy was revised and re-issued on the 6th of October 2008 outlining the relevant guidelines on policy, planning, roles and responsibilities of stakeholders in the Implementation of primary school curriculum (Ministry of Education and Sports, 2008).

1.2 Statement of the Problem

The general profile of Implementation of the primary school curriculum in Uganda suggests that it is good in theory, but is not good enough in practice. The initiated changes that are part of the Thematic Curriculum are generally perceived as positive development, but in practice they are inadequate to address the challenges faced in public primary Education. Especially the rural areas are confronted with a complex puzzle of a lack of resources, unmotivated teachers and the absence of legitimate support to counter their challenges. Moreover, the input and outcome indicators of the quality of Education show that the quality of education has not improved sufficiently since the introduction of the Thematic Curriculum in 2007. These indicators are analyzed, but it is argued that large regional disparities are not taken into account. The primary school curriculum aims at increasing the quality, but this research shows that the challenges in education, especially in a rural surrounding, are too large to be tackled through curriculum change. UNEB (2011) found that the capability indicators show that teachers' and pupils performance is hindered to such an extent that the curriculum Implementation and Education quality not on the agenda in Bukwo District: even basic survival capabilities like clean water and food are not sufficiently fulfilled for teachers and students. This hinders the well-being and agency freedoms of the teachers and students and, thus, the quality of Education.

Therefore, despite the efforts by government to improve the importance and relevance of school curriculum, there is still a general public outcry about poor performance and low grades in Primary Living Examinations (PLE) of primary school pupils in Bukwo district and there is little research that has been conducted in district to ascertain the cause for such trends. Therefore, to fill this knowledge gap, the current study was carried to assess the Impediments to primary school curriculum Implementation in Suam sub-county, Bukwo and suggest possible solutions to this problem under investigation.

1.3 Purpose of the Study

The general objective was to assess the Constraints to primary school curriculum Implementation in Bukwo district.

1.4 Specific Objectives

The following specific objectives guided the study:

1. To establish policy related factors to the Implementation of primary school curriculum in Suam Sub-County, Bukwo District.
2. To examine the socio-economic factors on the Implementation of primary school curriculum in the primary schools in Suam sub-county, Bukwo District
3. To find out the effect of teachers' participation on curriculum Implementation in primary school
4. To show stakeholders (parents, teachers, school management committers, and District education officials) views on appropriate ways of improving curriculum Implementation process

1.5 Research questions

In order for the specific objectives to be realised, the following research questions were asked:

1. What are the policy related factors on the Implementation of primary school curriculum in Suam sub-county, Bukwo District?
2. What socio-economic factors affect the Implementation of primary school curriculum in the primary schools in Suam sub-county, Bukwo District?
3. What is the effect of teachers' participation on curriculum Implementation in primary school?
4. What are the stakeholders' views on appropriate ways of improving primary curriculum Implementation?

1.6 Hypotheses

1. There is a significant relationship between socio-economic factors and Implementation of primary school curriculum
2. There is a significant relationship between teacher participation and Implementation of primary school curriculum

1.7 Significance of the Study

The study is hoped to be of great help to the teachers by providing information about approaches in which primary school curriculum can be Implemented to benefit both teachers and pupils in schools. In addition, it would add value to pupils' quality of education and make them realize that hard subject concepts are natural phenomena and all materials can be used in the learning and conceptualising of these new concepts.

The findings can be of value to National Curriculum Development Centre (NCDC) such that they can investigate, evaluate the need for syllabus revision and initiating new ones, hence, curriculum reform. The results can also be helpful to Directorate of Education Standards (DES) so that they can give expert and technical advice to the curriculum Implementations such as teachers.

To the researchers, this study may provide findings which can be used as guide to them to able to pick other components of the project and come up with results that may value or devalue the projects effort and secondly take note of this research and make findings on the recommendation that the researcher will make.

Education policy supervisors in Uganda to make objective reports of the state of teaching and learning in primary schools so that government may objectively readjust its work plan, curriculum design which may lead to quality of Education and also to deal with parents, teachers and head teachers with varying attitudes towards the Implementation of primary school curriculum.

1.8 Scope of the Study

1.8.1 Geographical Scope

The study was carried out in Suam sub county Bukwo district. Suam Sub-County is at the border of Kenya Uganda on the slopes of Mt. Elgon. The sub county has 12 primary schools and data collection took three months because of the terrain of the place.

1.8.2 Content Scope

The research was limited to the constraints affecting the Implementation of primary school curriculum in Bukwo district. These included: political, economic and cultural factors. This is

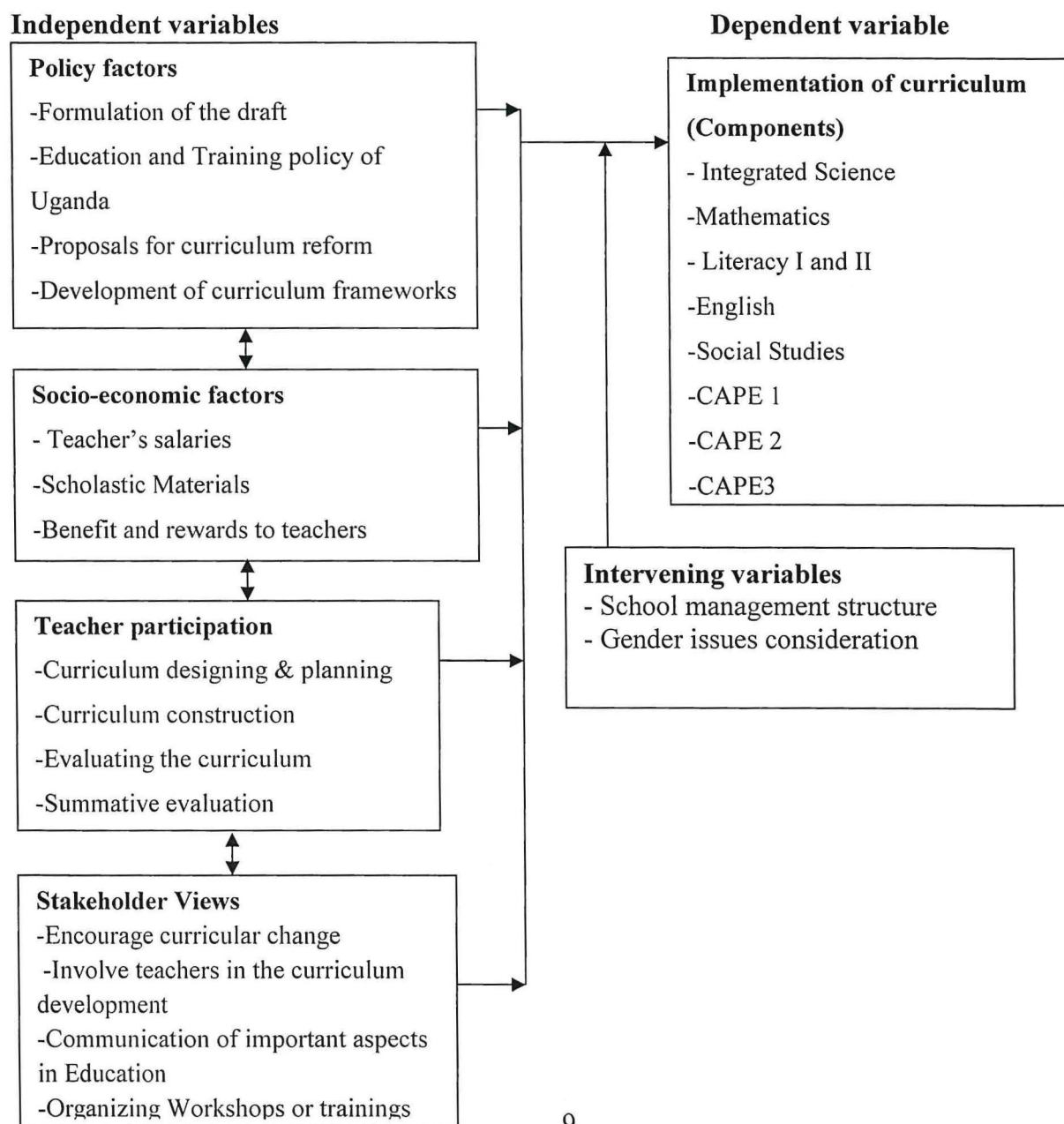
because Bukwo district is one of the districts in Uganda that produces poorest grades in Primary Leaving Examinations and has low academic standards.

1.8.3 Time Scope

The study considered the period from 1997 up to date. This period was considered because its during this time that revision of curriculum was first completed. There fore it is important to trace the different trends that have taken place to be to understand the constraints to its successful Implementation.

1.9 Conceptual Framework

Figure 1: The relationship between different variables that influence Implementation of primary school curriculum.



Source: Derived from Bertalanffy (1868), Mutebi (2006), and Republic of Uganda (2002) and modified by the researcher.

The Implementation of primary school curriculum depends on how best challenges like policy, socio-economic, teachers participation & stakeholders (IV) are well addressed to ensure that components of the new curriculum like performing arts and physical education are implemented (DV) which can be moderated by government policies, Management structure and gender issues considerations.

On the other hand, stakeholder views on appropriate ways of improving primary curriculum Implementation include: encourage curricular change (innovative activities), involve teachers in curriculum development, communication of important issues to teachers. Others are opportunities for both rural and urban schools and finally, workshops orientations and/ or training to implement the current curricular activities.

1.10 Definition of Operational Terms

Curriculum: is an organized framework that delineates the content that children are to learn, the processes through which children achieve the identified curricular goals, what teachers have to do to help children achieve these goals and context in which teaching and learning occurs (Rosegrant 2002).

Curriculum implementation: is a process of putting the developed planned curriculum into effect, or the actual use of curriculum in schools (Marew, 2000).

Syllabus is an outline and summary of topics to be covered in an education or training course. It is descriptive (unlike the prescriptive or specific curriculum).

Impediments is something that impedes; a hindrance or obstruction

Policy factors are factors related to principle or protocol to guide decisions and achieve rational outcomes. A policy factor is a statement of intent, and is implemented as a procedure or protocol which may positively or negatively influence other variables. These factors can assist in both subjective and objective decision making in education.

Socio-economic factors are the social and economic experiences and realities that help mold personality, attitudes, and lifestyle. In the end, they influence other larger aspects in community such as education, health, technology among others.

Teacher participation are the different mechanisms for the teachers to express opinions and ideally exert influence regarding the curriculum Implementation process in primary schools.

Poverty in this study was defined as a result of lack of income and assets to attain basic needs, power and a voice to influence the society as well as a vulnerability to adverse shocks linked to the inability to cope with them.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section focuses on the review of literature that is related to the study variables from various sources of information. The sources of information that have been reviewed include: books, journals, reports and internet sources and literature is reviewed according to the study objectives as indicated below:

2.1 Policy factors on the Implementation of curriculum

All ministries maneuver within government legislation and regulations making it complicated to divide the political environment from the daily functioning of government ministries. According to *Du Toit & Van der Waldt (1997)*, the political environment affects all public managers' activities through systems of government, the constitution, the bill of rights, the nature of dissemination and Implementation of legislation. This section therefore analyses the political environment in which Implementation of primary school curriculum evolves by providing a structure of the policy, principles, stakeholders and the specific legislation and regulations that support or inhibit the implementation.

The urge to provide free primary education can be traced back to the United Nations General Assembly of 1948 which adopted the Universal Declaration of Human Rights (Article 26 of the Universal Declaration of Human Rights 1948) stating that “*everyone has the right to education and education should be free for at least the elementary and fundamental stage*”. At the time, in Uganda, this was more of a myth than reality as by the time the country was still in the hands of colonialists and the education system reduced to only a few individuals taking part. In 1963, to overcome this problem, the Education Board Castle Commission was appointed to evaluate the system and identify a solution for improving the education system so that it would equal the demand for manpower in the newly independent country (*Byamugisha & Nishimura 2008:99*).

Although recommendations were made to promote primary education, raise standards of agriculture and technical education, expansion of girls' education and the provision of adult

education between 1971 and 1986, little was attained. This was due to the fact that the country underwent a period of political turmoil (*Syngellakis & Arudo 2006:3*).

In 1986, the National Resistance Movement (NRM) formed a series of commissions to investigate the Education Department. For this reason the Education Policy Review Commission (EPRC) headed by Professor William Senteza Kajubi was established to analyse the education system and propose solutions for the future education system. The Commission recommended policy reforms from primary to tertiary levels and noted that primary education is the stepping stone on which all the other levels of education are built. The recommendation was made to universalise primary education and adoption of curriculum that facilitated the changes of the time (*Byamugisha & Nishimura 2008:99*).

The policy framework for managing UPE and its curriculum in Uganda can be depicted in the UPE policy guidelines pamphlet which was first compiled and issued in 1998. Which later due to the lack of commitment from the stakeholders, the policy was revised and re-issued on the 6th of October 2008 outlining the relevant guidelines on policy, planning, roles and responsibilities of stakeholders in the Implementation of primary school curriculum. In conjunction with Subsequent to consultation with the relevant stakeholders on ways to improve the management of UPE and aims to strengthen the stakeholders commitment, provide obligatory clarifications on the main policy positions in order avoid imitation, possible areas of role conflict and abandonment of the vital aspects of the programme (*Ministry of Education and Sports, 2008*).

Implementation of primary school curriculum in Uganda is managed in a decentralised system with various stakeholders playing a role in the formulation, implementation, monitoring and evaluation of the policy as provided for in the Local Government Act of 1997 and article 176 of the Constitution of the Republic of Uganda 2005 (Act 21 of 2005). For example the Local Government Act of 1997 provides for, pre-primary, primary, special and technical schools to be managed by district councils with each district having the authority to formulate, approve, and execute its own development plan, register UPE children, and distribute textbooks. In addition to the above, monthly remittances for schools from central government are all channelled through

the district administration officer (*Ministry of Education and Sports 2004; Nakabugo, Byamugisha and Bitheghaire 2008:60*).

Although district staff operates under the control and supervision of the Chief Administrative Officer (CAO), in terms of education, below the CAO at the district level the District Education Officer (DEO) is the key official to whom the headteachers approach to organise the salary transfers into teachers accounts and collects school supplies, hand in any reports and receive communication from the Ministry of Education. Most of the authority to control the affairs of individual schools/colleges is effectively passed on to the headteachers/principals, School Management Committees (SMCs) at primary school level and Boards of Governors at Secondary Schools, and the Parents-Teachers' Association (PTAs) (*Bitamazire 2005:11*).

Despite the fact that the legislative and executive authority is vested in the district council, at the district level, it is the joint effort of the town clerk, district education officers, chief administrative officers, Resident District Commissioners (RDCs), senior education officers, education officers, inspector of schools, assistant inspectors of schools, principle inspector of schools, LC 5 chairman, the Mayor, and school management committees to ensure successful Implementation of upper primary school curriculum. Their respective roles and responsibilities are (*Ministry of Education and Sports 2008b: 11-5*): monitoring all government programmes; implementing of upper primary school curriculum policy; accounting for and disbursement of the UPE grant; formulation of the UPE budget; provision of instructional materials to schools; facilitating transfer of teachers; inspecting schools to ensure improved performance; ensure that staff capacity is maintained; formulating the by-laws for the successful Implementation of UPE curriculum.

The school level which is also the last level in terms of institutional structure of UPE comprises of headteachers, teachers and the pupils. The responsibility of the (*Ministry of Education and Sports 2008b:11*): “making sure that schools commence on time, oversee teachers’ performance, and offer training for the teachers through workshops; reporting to District Education Officer; putting together short -term education plans in schools; persuading parents to send their children

to school; planning and upholding discipline in schools; and putting together teaching guides, work and lesson plans and ensure safety and security

Based on the June 2004 review that concluded that poor performance in all curriculum subjects is attributed to pupils' failures to develop early literacy (*Ward et al. 2006*), the Ministry initiated reforms in 2005 that resulted into the introduction of a new thematic curriculum in 2007 divided into three cycles each having an independent structure of knowledge, skills and learning outcomes based on levels expected at the end of the day from pupils from different grades. Content and skills are taught arranged around a number of different themes rather than subjects in lower primary (*IOB 2008:43*). Cycle one known as basic skills with a thematic approach, was designed to appeal to pupils in grades one to three, reflecting everyday interests and activities in line with the Ministry's educational aims and objectives. (*Ward et al. 2006:42-44*).

Cycle three known as a subject based framework, and the last part of the curriculum was initiated to apply to pupils in grades five, six and seven with the concepts, knowledge and skills arranged in subjects such as Mathematics, English, Science, and Social Studies, all conducted and assessed in English to benefit students as they transcend to secondary level (*Ward et al. 2006:42-44*). *Ornstein and Hunkins (2008)*, argue that the politics of education is concerned with who benefits and how those benefits are determined. Curriculum participants, both educators and non-educators, have to determine what types of curricula will benefit what students, how to select those curricula, who will receive the benefits of particular curricula, and how to deliver those benefits.

2.2 Socio-economic factors on Implementation of the school curriculum

2.2.1 Poverty

The *World Bank (2000:34)* states that poverty is a result of lack of income and assets to attain basic needs, power and a voice to influence the society as well as a vulnerability to adverse shocks linked to the inability to cope with them. Since the NRM came into power in 1986, Uganda has grown from a nearly failed state characterised by civil strife, lack of respect for human rights, unemployment and extreme poverty, to a country with high economic growth rates as a result of strong macroeconomic management and savings. Prior to 1986, infrastructure had

been destroyed and about 56% of the population was living below the poverty line with little or no access to basic services like education. The government initiated policies and strategies to promote economic liberalization. The following are example of policies and strategies which supported in the eradication of poverty (*Uganda Joint Assistance Strategy 2005*): liberalisation and decentralisation of the education sector in 1992 through the decentralisation policy with an aim to transfer authority to districts, promote free education to all children of school going age in UPE and to ensure that curriculum and its contents are implemented.

The effect of poverty and curriculum Implementation according to *Yan et al. (2007)* can be assessed based on a sustainable livelihood framework at district level. *Yan et al. (2007)* states that exposure to education increases human capital development through the acquisition of skills, knowledge and ability to labour. Furthermore, it assists in enabling the poor to make better use of their possessions. While UPE means that families do not have to pay school fees, uniforms and school materials do need to be purchased and with wide spread of poverty in the county, UPE is bound to lead to an increase in dropout rates due to the fact that some parents cannot afford to pay for other expenses involved in schooling. Therefore for upper primary school curriculum to be successfully implemented by the Ministry there is a need for proper management framework that recognises the impact of poverty reduction on education planning and implementation.

2.2.2 Population Changes

Population refers to the number of people in a geographic area determined by fertility rates, mortality rates and life expectancy. With an area of 241,038 square kilometres, Uganda has one of the highest population growth rates in the world at 2.69%. The fertility rate is at its greatest at 6.77, which places Uganda third in world after Niger and Mali (*Index Mundi 2009a:1*). Population and education are two inseparable concepts and for education to succeed population trends cannot be ignored. Population impacts on education in a number of ways starting from enrolment levels, budget and finance considerations to infrastructure development (*UNESCO, 2000*). Therefore, for the successful Implementation of upper primary school curriculum, an appropriate management framework focusing on the planning and organising function within the Ministry needs to be given consideration in order to overcome population related challenges.

UNESCO (2000) in its study on curriculum in Africa noted that education plays a key role in addressing social and economic barriers within a society and is central to realizing economic growth strategies. As observed, through different variables such as lower fertility rates, lower maternal mortality rates, decreased infant mortality and greater life expectancy, in one way or another impact on the population dynamics of a country and latter the Implementation of primary curriculum (*UNESCO 2000; PEAP 2004-2008*).

Therefore, given that an increase in population will lead to an increase in enrolment which will later lead to an increase in demand for classroom space, instructional materials, teachers, textbooks and a potential to put a great damage on a country's ability to pay for learners and delivery of educational infrastructure, an increase in population cannot be ignored if Implementation of upper primary school curriculum is to succeed. It is therefore important to note that for curriculum planning and Implementation to succeed, demographic trends need to be taken into consideration justifying the statement that the rapidity and changes of population growth are determined by birth rates which without a doubt impact on the future curriculum process and Implementation(*Bella & Belkachla, 2009*).

2.2.3 Civil conflict

According to *Heywood (2007)*, conflict can be defined as antagonism between opposing forces, reflecting a range of opinions, preferences, needs or interests. Although known as the pearl of Africa, Uganda is no different from all the other African countries. The country has experienced a series of wars both before and after independence. However the worst and ongoing conflicts to date are between the Lord's Resistance Army (LRA) and the National Resistance Movement (NRM) government, and Karamajong pastoralists and the neighbouring districts in the eastern parts of Uganda (*Nanyonjo, 2005*). The result of the conflict has been the gross violations of human rights, paralysing economic development, leading to the breakdown school infrastructures which later affect Implementation of primary school curriculum (*PEAP 2004-2008:100 & Higgins, 2009*).

According to a study done by UNICEF (2007) more than 1.3 million people have been displaced in the North of Uganda, among which 80% are women and children. As a result of continuous

chaos, education has suffered a great deal. Schools have been forced to close down, reduce teaching hours and teachers are compelled to find safer teaching environments (*Kitgum District 2005*). In the Kitgum District, 86% of the schools were displaced and forced to re-establish themselves as part of other schools resulting into overcrowded classrooms, inadequate infrastructure and poor performance of pupils (*Kitgum District 2005:38*). Therefore in such environment, the Implementation of upper primary school curriculum was hard hit and less successful.

2.2.4 The effect HIV/AIDS

The Human Immune-Deficiency Virus (HIV) and the Acquired Immune-Deficiency Syndrome (AIDS) have major implications for education in Uganda. Based on the statistics, in 2000, 70% of people living with HIV were located on the African continent while 72% of the new infections took place in the region (*Coetzee 2001 in Van Dijk 2003: 101*). Like other African countries, HIV/AIDS is no stranger to Uganda. The virus has affected the most productive age group, between 15 and 49, with the most common mode of transmission being heterosexual transmission accounting for about 84% of cases. Other modes of transmission over the years have included mother-to-child transmission, sharing of un-sterilised sharp instruments, circumcision, widow cleansing and inheritance all resulting from ignorance and a lack of basic education (*Kakuru, 2008*).

Literature shows that the fact that education is associated with individuals, it is always threatened by any infectious diseases or illness implying that the impact of HIV/AIDS challenges the education process at all levels starting from the planners down to the students in class (*USAID 2000*). *Coleman (2003)* states that the “*rising incidence of the epidemic is eroding the gains made in education by threatening future opportunities for schooling, and death of parents leading to children heading homes with little hope of schooling*”. *Strickland (2000)* states that HIV/AIDS increases infant mortality, increases the number of orphans without support, increases teacher absenteeism and attrition while disseminating the ranks of planners, technical managers, curriculum designers and implementers.

2.2.3 Technological Environment

The technological environment refers to the state of science and technology within a specific environment (*Du Toit & Van der Waldt, 1997*). Changes in technology influence the functioning of education systems consequently affecting curriculum implementation. This implies that for public servants to perform their duties to their full capacity, they should always be aware of the changes in technology. Information and communication technology (ICT) is the electronic means of capturing, storing, communicating, manufacturing and assembling information while motivating learners, providing opportunities for students through acquisition of both skills needed in the digital environment and day-to-day activities such as research (*Republic of Uganda, 2003*).

Nakabugo et al (2007) investigated the instructional strategies for large classes in primary schools in Uganda and found that classroom control and management difficulties resulting into indiscipline; the difficulty in preparing teaching and learning materials enough for the big numbers; and the difficulty in reaching out and interacting with all learners, especially those with learning disabilities and the slow ones. However, their study never specifically looked at the challenges of school curriculum implementation, the knowledge gap the current study is trying to address that appears to grossly affect curriculum management and Implementation in primary schools in Bukwo district.

2.3 Teachers participation related factors

2.3.1 Availability of Resource

While curriculum Implementation is practiced, multifaceted support is needed. According to *Marsh (2002)*, the problems that teachers and Head teachers can experience in under taking school based curriculum Implementation activities have been listed. Common ones include: Lack of time to plan, to reflect, to develop curricula; lack of expertise (knowledge, understandings, skills); lack of finance for materials, for teacher relief days; external imposed restriction - by employers, parents; threatening school climate - numerous resistors, lack of effective leadership.

Material resources required for Implementation of upper primary school curriculum may include the necessary funds, facilities and equipment. However, monetary resources pose great impact on the quality of the materials developed and implemented, (*Finch 1993*). Regarding administrative

support, this could be facilitated from part of administrator provision of resources, moral support and rewards Support that should be available among other things is expertise of each member of the curriculum Implementation team. Individual's known ledge and skills possessed by these persons enables them to undertake their responsibilities for curriculum planning, (*Marsh 2002: 123*). The reasons identified by this author were: they are specialists; they have senior status; they have access to a wide range of knowledge and information and they have access to considerable funds.

2.3.2 Factors Related to Academic Qualification.

Academic qualification is another variable in determining the extent of teachers' participation in curriculum Implementation process. Concerning the association between participation and academic qualification, highly qualified [teachers] will desire greater participation due to high level of intrinsic need. That is highly qualified teachers seek more participation due to a desire to use their technical expertise(*Markos, 1997*).

According to Riley in *Yelfign (2002)*, *Markos (1997)* stressed that there is a relationship between academic qualification and desired participation, but no relationships are identified between academic qualification and actual teachers' participation in certain decision-makings. On the whole there is an assumption and a common understanding between researchers that teachers with higher level of qualification desire significantly more participation than those with lower academic qualification.

2.3.3 Teaching Experience

One of independent variables in determining the extent of teachers' participation in curriculum Implementation process is teaching experience of primary school teachers. There are different and opposing arguments about the relationship that exist between teaching experience and the degree of teachers' participation. According to *Malik (1969)*, as years of experience increases, the need for participation also increases. That is there is a positive effect of teaching experience and degree of teachers' participation. Similarly, *Riley (1984)* found out that teaching experience was not an accurate indicator of a teacher's actual and desired participation in curriculum implementation.

2.3.4 Motivation

Motivation has been described by *Good and Brophy (2005)* taking the term as a concept or construct, " Motivation is a hypothetical construct used to explain initiation, direction, intensity, and persistence of goal directed behavior. *Aggarawal (2006: 46)* defines it from its root word. He writes: "The word motivation is derived from Latin word 'movers' which means to move. Thus motivation is an internal force, which accelerates a response or behavior. According to *Dean in Markos (1986:39)*, teachers may be motivated by: Pupils developing and learning, Enthusiasm for subject matter, Recognition, interest, praise, encouragement, A chance to contribute and to shire, A chance to take responsibility, A challenge to professional skill, The inspiration of others, and Career prospects,

2.3.5 Communication

In order to achieve their goals any organizations need effective communication between and among the parties involved. *Mamoria in Markos (1997)* identifies the following objectives of communication. These are to: develop information and understanding among all workers; foster any attitude which is necessary for motivation cooperation, and job satisfaction; discourage misinformation, ambiguity and rumours; prepare workers for a change in methods or environment by giving them the necessary information in advance. Others are to encourage subordinates to supply ideas and suggestions improving upon the product or work environment, and taking these suggestions seriously; improve labour - management relations by keeping the communication channels open and encourage social relations among workers by encouraging inter communication.

Regarding the needs for effective communication in practice of curriculum development there should be effective technical information as well as brainstorming sessions to innovate some creative approaches and methods (*Finch 1993*). In the same point of view discussed the need of clarity of communication. Accordingly he writes "there should be clear descriptions of roles and expectations in language the users can understand....Curriculum designers and change agents should keep technical expressions to a minimum and ensure in as low-key a manner as possible that the specialized terms that are employed are plainly understood by the users.

2.3.5 Gender-related Factors

According to *Good and Prophecy (1995)* like other nature-nurture controversies, those relating to social traits, gender issue for instance, is not likely to be resolved any time soon, because findings are open to conflicting interpretations. Gender bias in favor of males is apparent not only in nearly all school levels, but also can be experienced at different professional activities. Naturally, due to less expectation, women are more passive and less inclined to participate in organizational decision-making including school programs and activities. (*Markos 1997*), considerably more staff participation have been advocated by male academic staff members than female counter parts. However indeed, the level of women participation has been perceived to be at lower level.

Kwesiga (2002) argued that school based curriculum Implementation is sometimes characterized as bottom-up approach of curriculum model. With similar vein to centrally based curriculum implementation, School based curriculum Implementation s employed in different areas with having its advocates versus its opponents to compare and contrast the merits and demerits. As curriculum Implementation is a never-ending process, it never stops because one must always aspire to continue improving but in most developing countries like Uganda, the task is upon the males then female counterparts and therefore factors affecting women participation and Implementation of school curriculum is not put into consideration.

2.4 Stakeholders Views on mechanisms to improve curriculum implementation

Rogers and shoemaker (1971) in Prat, (1990:205-6), developed the continuum of attitudes towards innovation when implementing curriculum. These were of five categories in the model suggested:

1. **The enthusiasts:** are characterized by vigor and independence of outlook. They need adventure, enjoy making changes and taking risks and have high aspirations, they constitute five percent, in the model, and they are likely to participate in the design or testing of the innovation.
2. **The supporters:** are respected members of the organization, who has a less radical image than enthusiasts. They tend to be actively involved in professional associations and in- service training. They constitute twenty five percent.

3. The acquiescers: are solid citizens, phlegmatic and deliberate in their approach to change - While prepared to consider change they will not initiate it... They tend to take the line of least resistance and hence will adopt a change at least superficially. They are the majority in the normal curve, constituting forty percent.

4. The Laggards: - tend to have a low profile in the institution and have few contacts outside their peer group. They are characteristically skeptical about changes. They tend to be dogmatic and fatalistic and have difficulty with abstractions. They are fixed in certain way of life and will not change until the majority of colleagues have done so. Laggards constitute about twenty five percent.

5. Antagonists: - are loners. They resist changes for deep-seated psychological or philosophical reasons. They may work actively or passively to sabotage innovations that are proposed or introduced. They constitute five percent in the model.

Resistance towards change may come for some with sufficient reasons to change. Some authors like *Thomas Harvey and Sara son in Ornstein and Hunkins (2008)*, have itemized the following common reasons. These are: Lack of ownership, lack of benefits, increased burdens, lack of administrative support, loneliness, insecurity, norm-incongruence, boredom, chaos, differential knowledge, sudden wholesale change and unique points of resistance and these can be very destructive to the Implementation of any organizational activity including school curriculum.

On the other hand, hesitation for change, has won some reputations among some authors like *Klein in Wiles and Bondi (2008: 222)*. They advocated that such resistance to have a functional effect. Resistance to change may protect the organization against change, which may be harmful; protects the system from takeover by vested interests, and may ensure that unanticipated consequences of change be spelled out and thus possibly avoided.

Quality control should be designed in such a way that it encourages those schools in which the program is adequately implemented to support other schools where the Implementation has been faulty. Many curriculum centers that developed innovative programs several years ago are now contemplating producing “second- generation programs” which respond to the existing needs of the system than did the previous ones. *Marew's set Reader II (2000b: 140)*. To make curriculum

“up-to-date” there must be quality control through follow-up. Hawes (1979: 196) itemizes the tasks to follow up as an aspect of strategy for curriculum implementation:

- a) Continued induction of teachers and other educational personnel through pre-service and in-service training.
- b) Continued support from headmasters, administrators and inspectors.
- c) Continued collection of information.
- d) Continued review of objectives in relation of changing needs of individuals and Society.
- e) Continued modification of materials.
- f) Continued evaluation.
- g) Continued review of assessment procedures

A critical observation from the literature review shows that scholars have already recognized the advantages of going beyond the analysis of factors that affect the Implementation of the primary school curriculum. Some authors have stated that there is urgent need to isolate the policy, socio-economic, teachers participation and stakeholders views on Implementation of primary school curriculum at a since these factors have different structural and conceptual issues that need to be addressed separately if the Implementation of upper primary school curriculum is to be realized.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the research design, study population, the sample selected, and instruments. The procedure of determining the reliability and validity of instruments and the data collection and analysis techniques are presented, validity and reliability: procedures of determining the contents of the instruments, data analysis are presented.

3.1 Research Design

This study employed a cross-sectional descriptive survey design. The reason why this design was used is that unlike other designs, it gives description of situations, events, people, interactions and observable behaviours, direct quotations and also allows for measurement of study variables. Further, the design was used because it triangulation which utilises several research methods. In this design both qualitative and quantitative research method were used. By using the two approaches, it was hoped that empirical data would be generated to fill the gaps that would otherwise be left out if only one approach was used (Yin, 2004). The qualitative methods were used because they are flexible and allowed the researcher to get detailed information through probing. This was used to collect primary data key information (Headteachers, parents on SMCs, District Education Officers among others).

The quantitative methods were used because they help in collecting information in numerical form. These were used to collect information from class teachers and pupils mainly with help of questionnaires during field work. In assessing the factors affecting Implementation of primary school curriculum, a phenomenological approach was utilized as a tool to collect data. The aim of this approach was obtain rich quality data from head teachers and their teachers and observation.

3.2 Population and Sample Size

Currently, the total population of teachers in 12 primary schools in Suam Sub County is 12 head teachers, 12 deputy head teachers, 168 teachers, 2500 pupils and 60 parents on School

Management Committees (SMCs). In this study, sampling for quantitative data was guided by Krejcie and Morgan (1970) as cited by Sekaran (2003: 294) (**Appendix D**). In this study, the following sample size was considered 10 headteachers were selected for interview, 12 deputy head teachers and 60 class room teachers were also selected for interview, 10 parents and 30 pupils were also selected as respondents for this study, one District Education Officer and one District Inspector of Schools. A total number of 124 respondents were selected for this study as indicated in table 3.1.

Table 3.1: Showing research respondents by category and sample

No.	Category	Total Population	Sample Size
1.	Pupils	2500	30
2	Class Room Teachers	168	60
3.	Deputy headteachers	12	12
4.	Headteachers	12	10
5	Parents on SMC	60	10
6.	District Education Officer	1	1
7.	District Inspector of Schools	1	1
Total		2,754	124

Source: District primary schools enrollment report, 2010

3.3 Sampling techniques and procedures

The study used simple random sampling to select pupils, deputy headteachers and class room teachers. Using a nominal roll at the District Education Offices, all the respondents including teachers, deputy head teachers and pupils were assigned numbers. Then using a table of random numbers, 72 deputy head teachers and class room teachers plus 30 pupils was randomly selected.

The key informants (Head teachers, parents on SMCs and district officers) were purposively selected. This sampling method was used because these respondents were thought to have typical characteristics and information because of virtue of their designation and experience with respect to the objectives of the study.

3.4 Research Instruments

3.4.1 Questionnaires

The self-administered questionnaires were used for the study. The questions were both structured and unstructured in nature where both close-ended and open-ended questions were used to find impediments to upper primary school curriculum Implementation daily teaching/learning process. Questionnaires were preferred because they give respondents confidence to give their own opinion about the topic under investigation.

3.4.2 Interview guide

The interview guide was used to get information from headteachers, deputy teachers, key informants. This method was used because it brings out detailed and in-depth information and it allows further probing into the problem.

3.4.3 Observation checklist

The observation checklist was used to find out the factors affecting the curriculum implementation. The researcher observed class room setting and the environment around the schools, the availability of instructional materials among others.

3.5 Data Collection Procedure

The research tools was pilot-tested in a school in Bukwo district to ensure that errors and ambiguous questions in the tools are corrected before actual data collection is done. The questionnaires were distributed to the respondents and information collected on the same day. Interviews were conducted in the same week and these were face to face interviews and later the data was analyzed and report compiled with the guidance of the supervisor.

3.6 Data collection Quality Control

The researcher first pre-tested the instruments of data collection so as to ensure validity; here the researcher administered questionnaires to a school in Bukwo which was not part of the sampled schools to check whether the questions in research tools were clear and accurate to collect the right information about the research problem. This helped the researcher to iron out errors and ambiguous questions, before the questionnaires were taken into the field. The interview guides

were also pre-tested to ensure questions guided the researcher to collect accurate and consistent information only relevant for the study without straying away.

3.7 Validity of Instruments

Content Validity Index (CVI) was used to ensure the appropriateness of the research instruments. Content validity refers to the degree to which the test actually measures or is specifically related to the traits for which it is designed. It shows how adequately the instrument samples the universe of knowledge, skills, perceptions and attitudes that the respondents are expected to exhibit. The CVI was calculated as follows:

$$\text{CVI} = \frac{\text{Number of items declared valid}}{\text{Total number of items}}$$

According to Amin (2005), for the instrument to be acceptable as valid, the CVI should be equal or greater than 0.7. To ensure consistency of the research instruments, Cronbach's coefficient alpha α was determined since it caters for multiple choice and essay type questions.

3.8 Reliability of instruments

Reliability refers to the ability of an instrument to produce consistent result; reliability is equivalent to consistency. To ensure reliability of the research instruments, questionnaires and interview guides were designed and pretested in other schools in same district which were not included in sample of the study. A pretest of the instruments was done on the same court officers with the same interview guides. The test-retest reliability can be used to measure the extent to which the instrument will produce consistent results when the same group of individuals is repeatedly measured under the same conditions.

3.9 Data Processing and Analysis

3.9.1 Qualitative Data Processing and Analysis

Tentative themes and codes were developed during analysis of qualitative data after data collection and these were according to the study objectives and questions. After data collection, information of the same category was assembled together in themes and sub themes developed from study variables. Information from the respondents for instance information that was related policy factors that affect school curriculum Implementation was categorised into major themes

and subsequent sub themes like political instabilities, lack of political support in terms of finance and providing enough staff. This made easy to analyse data and to get proper explanation for certain study phenomena and their causes. Findings were illustrated and substantiated by quotation or descriptions from respondents.

3.9.2 Quantitative Data Processing and Analysis

Editing began after data collection by looking over each complete questionnaire, checking for incomplete questions and answers that were wrong and cases where the questions were misunderstood. Quantitative data was generated through data coding that yielded numbers and these numbers was analyzed using computer statistical tools which resulted into descriptive and inferential statistics. After coding, data from questionnaires was compiled and sorted according to themes and sub themes for easy data interpretation. This involved use of Statistical Package for Social Scientists (SPSS) to develop cross-tables and Spearman correlation alphas to examine and measure the effect of the study variables. The study adopted frequency distribution tables with percentages generated by SPSS to establish direction and magnitude of the study variables. Depending on the nature of basic questions and the data collected, the following statistical tools were employed in order to analyze the data obtained.

1. Percentages were employed to analyze various characteristics of the sample population. This statistical tool helped to determine the relative a better picture of the characteristics such as age, sex, work experience, and academic qualification and field of specialization
2. Weighted Mean (M) was computed to find out average values against each item-score of each in areas of curriculum Implementation process present and desired states of teachers' participation is listed in part two; and it was also used to analyze items in part three of the questionnaire.
3. Weighted mean, however was also employed to see whether or not work experience and academic qualification have positively associated with respondents' self-perceived degree of participation (Best, 1993) This statistical tool is commonly used as the basic index of the distribution's central tendency from which statistical measure are computed (Agarwal 1988).
4. Standard deviation (S) was also used to measure the spread of scores about their mean so that the variability of responses is compared
5. Spearman's rank-order correlation coefficient (ρ) was computed to test the perceptual relationships between factors identified (political, socio-economic and teacher participation) and

teachers curriculum implementation. It was also used to analyze the relative ranks on the two variables under part four of the questionnaire. Moreover, independent t-test was used for testing the significance of the rank-order correlation coefficient (ρ) in order to view the degree to which persons maintain the same relative positions on two variables (Hopkins 2008). In all the above case for the sake of convenience, the existing difference was tested for statistical significance at the .05 and .01 levels for accepting or rejecting the null hypothesis. In order to tolerate errors that come due to chance, this level was conventionally used in social science research (Kohl, 1984)

3.10 Ethical Considerations

The following ethical issues were taken into consideration when conducting this study:

- Clear explanation of the purpose and objectives of the study to the respondents to avoid misinterpretation or misunderstanding
- All information gathered was handled with utmost confidentiality
- Respondents consent was sought before commencement of the study

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents the views of the respondents regarding the factors affecting the Implementation of primary school curriculum in Bukwo district. The findings of the study were according to the objectives: To establish policy related factors, the socio-economic factors, effect of teachers' participation and stakeholders views on appropriate ways for Implementation of the upper primary school curriculum in Suam sub-county, Bukwo District.

In the course of data collection and analysis, it was observed that not all questions were answered by all respondents; therefore, some frequencies indicated in tables and figures are often less than the total number of respondents. Another issue to observe in these findings is that because of the rounding off of individual percentage to one decimal point in subsequent tables, the total percentages might not add up to exactly 100 in all cases. The resultant error is however never larger than 0.01 percent.

4.1 Policy factors on the Implementation of primary school curriculum

The sub-section shows the responses about Policy factors on the Implementation of primary school curriculum in Suam sub-county, Bukwo District. Descriptive statistics are presented in frequency and percentages, followed by qualitative responses from key informants. Below are the findings:

Table 4.1: Descriptive statistics for Policy Factors that faced Implementation of primary school curriculum (N=72)

Factors	1	2	3	4	5	Mean	SD
Physical Facilities	--	21.4%	16.1%	30.4%	32.2%	2.21	.63
Evaluation	--	12.5%	23.2%	39.2%	24.4%	2.71	.45
Plans and Activities	16.2%	19.7%	16.2%	25.6%	22.1%	3.28	.52
Teaching and Learning Process	--	13.9%	6.9%	50%	29.1%	3.39	.39
Social Environment	--	6.9%	26.8%	32.4%	33.2%	3.44	.46
Goals and Objectives	--	23.3%	29.1%	27.9%	19.7%	3.55	.43
Contents of curriculum	3.6%	8.1%	40.7%	26.7%	19.7%	3.76	.33

Source: Data from the field

NB: 1 = Strongly disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly agree

Table 4.1 above shows that on the aspect of whether the Physical Facilities were key policy factor affecting primary school curriculum implementation, a total of 62.6% were in agreement to this while 21.4% disagreed. The weighted arithmetic mean is observed to be 2.21, while the standard deviation is 0.63 showing that presence of physical facilities was seen to be an influential factor for primary curriculum implementation

When asked about evaluation of the curriculum as a policy factor influencing curriculum Implementation in primary schools, 63.6% of teachers and head teachers agreed that it did, only 12.5% disagreed while 23.2% remained non-committal (neutral). The arithmetic mean is observed to be 2.71 while the standard deviation is .45 showing a moderate agreement.

Opinion was sought from the teachers and head teachers as to whether plans and activities influence primary school curriculum Implementation and in response, a total of 47.7% agreed. However, 35.7% were in disagreement. The arithmetic mean is 3.28 while the standard deviation is .52. With this result, it is suggested that there is a mixed opinion about plans and activities as policy factors.

On whether the Teaching and Learning Process was appropriate determinant of curriculum implementation, over 79.1% of the respondents agreed that this happens in their teams. The weighted arithmetic mean is 3.39 with a standard deviation of .39. This result confirms that the respondents moderately agree that the Teaching and Learning Process is important for curriculum development.

Regarding the Social Environment, close to half (49.8%) agreed that it was important, 26.8% were neutral about the issue while the rest (23.3%) disagreed. With a weighted arithmetic mean of 3.44 and a standard deviation of .46, it confirms the agreement that when implementing primary school curriculum, policies directed towards reforming social beliefs, activities and cultures is important.

The findings in the table above show that of the primary teachers and head teachers, 47.6% agreed or strongly agreed that Goals and Objectives of curriculum development policy are important in guiding the Implementation of this curriculum in primary schools. However, up to 23.3% disagreed and 29.1% were not sure. With a computed arithmetic mean of 3.55 and standard deviation of 0.43, the result further suggests that there is a moderate agreement to the goals and objectives item.

Finally, when asked about the contents of the curriculum, 40.7% of the teachers preferred to be non-committal (neutral) meaning that they were not even aware of some of its contents. On the other hand, 11.7% disagreed while 46.4% agreed that they perceived content of curriculum to be an important determinant of its implementation. The arithmetic mean is computed to be 3.76 while the standard deviation is .33.

Accordingly; by considering the mean scores (see Table 4.2), the problem areas faced by the primary school teacher can be arranged from most problematic to less problematic as, physical facilities ($M=2.21$, $SD=.63$), evaluation ($M=2.71$, $SD=.45$), plans and activities ($M=3.28$, $SD=.52$), teaching and learning process ($M=3.39$, $SD=.39$), social environment ($M=3.44$, $SD=.46$), goals and objectives ($M=3.55$, $SD=.43$) and content ($M=3.76$, $SD=.33$).

Others reported included: *promotion of stakeholders, a limit in circumcision, Identification of difficulties faced by pupils, Assessing sampled classes during school inspection, Joint examination and Continuous Assessment of pupils' academic progress.* In fact in regard to the issue of policies for curriculum Implementation one of the head teachers noted that:

“It is important to implement the curriculum by transferring or rotating teachers in different classes, areas of Uganda and roles...This enhances teachers' competence”.

Political instabilities. Information from the field indicated that most respondents blamed poor school curriculum Implementation and poor general performance of schools in Bukwo district to insurgency caused by cattle rustlers especially Pokot warriors from Kenya who have staged havoc and suffering to the local people in the communities. This has highly affected the region which increased the number of internally displaced camps (IDP's) and as result of this pupils could not attend schools and this in one way or the other affected Implementation of school curriculum.

The policy is neglected by the policy makers. The head teachers the supervisors of UPE, under looked the programme, to the extent of putting their children in expensive and highly competitive schools located in towns. This explains why little attention is given to UPE programmes because; it has nothing to do influence their families. The implementers see this programme as if it's only designed for poor and this explains why a lot of neglect of offices in the ministry of education and misallocation of resources, is common. Hence the statement does not come as a surprise to researchers.

Collecting information from all levels, reviewing the curriculum to impart affirmative skills to the learners, Balance in education, Designing curriculum contents and compulsory continuation of education by all school going children by the ministry of education and sports. Others reported included: *promotion of stakeholders, a limit in circumcision, Identification of difficulties faced by pupils, Assessing sampled classes during school inspection, Joint examination and Continuous Assessment of pupils' academic progress.* In fact in regard to the issue of policies for curriculum Implementation one of the head teachers noted that:

It is important to implement the curriculum by transferring or rotating teachers in different classes, areas of Uganda and roles...This enhances teachers' competence.

The greatly increased influx in primary education is imposing a substantial strain on the system. Implementation of a program to increase access to post primary education has led to an almost 50% increase in P.1 enrolment in just one year. This has been a consequence of the need to absorb the growing number of children joining primary school emerging from UPE. It is also a consequence of the recognition that primary education leavers are one of the key ingredients to build and expand the human capital needed for economic growth and social development.

Existing school buildings and teaching staff numbers were also reported to be insufficient to respond to this increase through to P.7 and drastic measures are required such as double-shifting to provide physical accommodation and emergency retraining in shortage subjects to provide teachers. The existing curriculum, designed for narrow academic elites is increasingly inappropriate for this current UPE intake and is a major cost driver. This will require both short-term emergency solutions and longer term solutions built into the new curriculum that will eventually emerge.

Some of the political factors cited as determinants of curriculum Implementation in rural areas such as Bukwo:

The Curriculum reforms will be implemented within the framework of two crucial enabling factors. The first enabling factor mentioned was **the political goodwill, commitment and support** for the new curriculum. The second enabling factor has been the Government's decentralisation policy of planning for and taking services nearer to the people within districts. This means that district political leaders and educators will be more able to plan for, monitor and evaluate educational activities within their districts more effectively and take the necessary corrective measures. Within these two enabling factors, the following operational requirements will be provided:

Provision of finance by District: The districts need to retain a substantial amount of the revenue collected from the people and get grants from the Central Government. Under certain conditions and arrangements, districts are able to secure loans from within and outside the country. Then they are able to finance educational requirements like rehabilitating and improving existing

primary school infrastructures and opening new ones, paying teachers' salaries and buying instructional materials. However, some respondents noted that:

“In Bukwo, given the very limited resource base, the District Council sometimes is reluctant to pass out funds aimed at enhancing educational activities such as curriculum implementation”

This is a political factor that affects the Implementation of curriculum. Once funds are provided on time, then curriculum Implementation can be done in time and with the best results. It is also expected that at this level, education becomes of quality.

Lack of personnel: As pointed out by respondents in this study, there are still a lot of untrained teachers in Bukwo district. However, efforts are being made, through projects like Teacher Development and Management Support (TDMS) basis, to give in-service training to such teachers in some districts where the problem is greatest. This involves producing study materials in form of modules for the teachers to study on their own while in their schools during term time. Face-to-face sessions are arranged, during the holidays, whereby the teachers get the assistance of the tutors. This arrangement, which takes about three years, enables the teachers to acquire the teaching competencies of their pre-service colleagues without leaving their schools. Therefore both the in-service and pre-service routes of producing teachers will ensure an adequate and steady supply of teachers for the new curriculum. But the retention of these teachers for the effective Implementation of this curriculum at classroom level will depend on the Government fulfilling its much awaited promise for a living wage for the teachers. The Government promised to implement this with effect from July, 2006. Others incentives, like further education and promotion opportunities will also have to be put in place.

Support to Orientation Workshops for qualified serving primary teachers: It is important in the curriculum Implementation process to bring serving teachers up-to-date with any changes in the curriculum. Both content and methodology will be handled through a series of workshops. This will be done, on a subject to-subject basis, throughout the country. These programmes can be enhanced by provision of Instructional to support the academic delivery system especially in a formal classroom situation and these may include textbooks, reference teachers' guides, charts and models.

Instructional Materials Vetting: An independent National Textbook Vetting Committee was instituted to protect the educational system from commercial exploitation and to ensure that only relevant and suitable materials get into the school system. A wide range of evaluation criteria were developed to assist the committee to vet for the textbooks. For example, a book submitted to the committee as a pupils' textbook must be accompanied by a teacher's guide. Otherwise, it is considered among supplementary pupils' books.

Large variations in access and quality are evident countrywide. The curriculum reform should take into account the current inequity in both access and quality in the Uganda primary school system. Only 6% of children of the poorest 25% of families complete primary education, compared with 22% from the richest 25%. There is a considerable difference in the performance of the elite schools, most close to Kampala, and the rural schools like those in Suam sub-county in Bukwo District. This is not solely a methodological and resource issue, it also requires a curriculum that is sensitive to the needs of all learners (included the most gifted and talented children). At Implementation level of the primary curriculum financing needs should be considered. The government would most probably want to ensure that the poorer rural and urban schools would receive more resources first, until an equalization level is reached. In general, the funding mechanisms and incentive system for quality-delivery of primary school public and private schools in Uganda will require some thinking and planning. In response to the above, one official from the district education department had this to say:

“There is need for a good system of funding managed by genuine people for the Implementation of school curriculum and this can be done by effective monitoring and supervision by those responsible. Of course there will be some powerful current interest groups that would want to protect the status-quo situation by resisting accountability. However, this natural resistance can always be overcome if there is strong arm of the government.” Sukuton Fred Twalla, Education officer, Bukwo district.

Addressing the needs of all abilities. The existing primary school curriculum caters only for narrow academic elite. Partly as a consequence of this, P.7 failure rates, particularly in subjects such as mathematics, are very high, representing a substantial wastage of resources. A major challenge for the revised curriculum is how to address the needs of the full ability range and how

to include mechanisms for the early diagnosis of learning difficulties. Aligning the curriculum with the needs of further education: A significant issue is that these needs are not well understood or documented and a pre-requisite for the primary school curriculum Implementation exercise should be a survey of market needs to rectify this and to provide a graduate profile for those leaving primary education at the different exit points and this in turn will feed into the overall aims and objectives of the curriculum and those of its subject areas.

Reducing the cost of the primary curriculum Implementation in rural areas: To some extent, curriculum reform can reduce the unit costs of primary education by reducing built-in cost drivers, (particularly if they are generally regarded anyway as redundant such as in the case of the high-cost science curriculum). But systemic reforms will also be needed such as reducing, or even eliminating, the number of high-cost options in the formal primary school system most of which are vocational. A lower cost pre-vocational compulsory program in the formal primary school system, taking up for around (say) 15-20% of the curriculum time could be envisaged but this whole area of the effect of vocational education and academic education represents an unsolved issue that should be revisited as part of the UPE programme reforms; solutions are possible, but probably not within the conventional structures of either component.

Ensuring ownership of the main reform principles by the main stakeholders is crucial for success. School head teachers, teachers, parents, and professional organizations (teacher training colleges, employer organizations) should be 'on board' regarding the key principles of the reform. The difficulty of this task should not be underestimated and will require considerable political skills and courage and time. It is made particularly difficult by the fact that the reform can easily be misperceived as the erosion of quality. It is no coincidence that such reforms in other countries have been greatly aided by external factors such as the need for a rapid economic recovery after conflict or cattle rustling, the over-riding need to address regional inequities as seen in the position of Suam sub-county which is cocooned at the border with remote characteristics.

The capacity of those driving the reform. The reform is a major exercise. It will necessitate both elements of reorientation among decision makers and capacity development, both human

and institutional, among those tasked with doing the work and with monitoring it. Both these demand early needs assessments followed by the necessary action; all involved must have an agreed clear vision of what has to be done, the measures needed to do it, how the measures will be implemented and by whom. Experience elsewhere has shown that it is crucial that this process must include teacher education institutions such as Kyambogo University, Makerere University, PTCs and TTCs.

Teacher supply does not meet the demands of UPE education: Uganda is currently oversupplied with teachers in some areas of the curriculum and under-supplied in others, particularly the sciences and mathematics. Redressing this balance early will be essential if the curriculum reform is to succeed, not least to avoid significant retrenchment of teachers in contracting subject areas. Current teacher education programs are ‘front-end-loaded’ with a relatively small (by international standards) school practice and the post-training probationary period, although it exists, does not seem to have much meaning. This, together with the minimal support for continuous professional development, implies that teacher training is seen as once-off process; a teacher once trained is trained for life. In support of the above points, one primary female teacher had this during the study:

“In fact here, female teachers are very few and in some school others do not have the required qualifications, therefore, there is need to develop teacher education standards against which the effectiveness of teachers and professional development programs can be evaluated. A sound foundation for quality in teaching and learning should be used to upon which to build an effective and innovative primary school curriculum reform can be possible.”

UPE teacher cost is unsustainable without planned cost-reduction measures. Research findings revealed that there was need to plan adequately for teacher numbers because they are normally not regarded as an element of a curriculum road map, it is undoubtedly the case that many of the inefficiencies currently evident in the system (poor parent-teachers relations, long teaching days and small classes) have arisen as a result of the development over time of an increasingly complex and overloaded curriculum. In reaction to the above findings one head teacher had this to say:

“In order for the school curriculum to be successful, efficient teacher deployment must be one of the design specifications for the new curriculum. Equally, the teacher education and support process requires a radical overhaul if it is to continue to meet the demands in a cost-effective manner of a dynamic curriculum into the future”

4.2 The socio-economic factors on the Implementation of curriculum in primary schools

Below are the socio-economic factors affecting the Implementation of curriculum in primary schools in Bukwo District. They are presented in form of quantitative and qualitative findings mainly from class room teachers and deputy head teachers and parents on SMCs

Results Concerning the Possible Reasons of High Ranked Factors That affect Curriculum Implementation in Bukwo

In this part, after detecting the high ranked factors of primary school teachers, two primary school teachers from each 12 selected primary schools to have in-depth interviews for possible reasons of those high ranked factors. In determination of high ranked factors, results of one-way repeated measures of ANOVA (Table 4.2) and descriptive statistics indicating the means and standard deviations of each item were considered.

Table 4.2: The Socio-Economic factors that affect curriculum Implementation

Items	Mean	SD
Providing parent involvement	1.96	.770
Finding time for writing detailed evaluation	2.32	.970
Funding of curriculum	3.24	.732
Preparing language activities	3.28	.653
Preparing art activities	3.29	.696
Preparing play and movement activities	3.30	.682
Preparing drama-music activities	3.33	.649
Focusing on cultural beliefs in the community	3.36	.499
Encouraging children’s active involvement	3.36	.518
Social environment	3.47	.518
Encouraging children to involve in activities based on corporation	3.48	.501

The questionnaire was prepared in a 4 Likert type scale scoring by 4 to “Never creates a problem for me”, 3 to “Sometimes creates a problem for me”, 2 to “Usually creates a problem for me”, 1 to “Always creates a problem for me”. To be able considered as high ranked Factors, items with mean scores less than three were selected. Accordingly, lack of a resting time, crowded classrooms, small classroom environment, finding time for writing detailed evaluation, evaluation of plans, evaluation of the child, preparing science and mathematic activities, field trips, parental involvement and inclusion were the high ranked Factors.

The results of the pair wise comparison, indicated a significant mean difference between goals and objectives and content; goals and objectives and teaching and learning process; goals and objectives and plans and activities; and physical facilities; content and teaching and learning process; content and plans and activities; content and evaluation; content and social environment; content and physical facilities; teaching and learning process and evaluation; teaching and learning process and physical facilities; plans and activities and evaluation; plans and activities and social environment; plans and activities and physical facilities; evaluation and social environment; evaluation and physical facilities; social environment and physical facilities. However, no significant difference was observed between social environment and goals and objectives; social environment and teaching and learning process; plans and activities and teaching and learning process.

Table 4.3: Pearson correlation coefficient between socio-economic factors and successful curriculum implementation

Correlations

		Socio-economic factors	Primary curriculum Implementation
Socio-economic factors	Pearson Correlation	1	.618**
	Sig. (2-tailed)		.000
	N	53	51
Primary curriculum Implementation	Pearson Correlation	.618**	1
	Sig. (2-tailed)	.000	.
	N	51	54

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

Results show that, Pearson correlation coefficient is 0.618**, and the *p* value for two-tailed test of significance is 0.000 at a 0.01 level. This figure suggests that there is strong, positive and significant relationship between socio-economic factors and successful Implementation of school curriculum. The null hypothesis is that “*There is no significant relationship between socio-economic factors and Implementation of primary school curriculum there fore*” is rejected but its alternative hypothesis is accepted or upheld. Therefore, the implication of the correlation is that the alternative hypothesis that “*There is a positive significant relationship between socio-economic factors and Implementation of primary school curriculum*”.

Table 4.4: Results of Regression Analysis for socio-economic factors

Regression coefficient (β)	0.022
Standard error (SE)	0.003
t-value	7.039
Significance level (<i>p</i>)	0.000
Standardized Coefficient (β)	0.618
Adjusted R²	0.189
F value	49.552

Regression analysis was conducted with successful team management as the dependent variable and socio-economic factors as the independent variable. The adjusted R square value is 0.189 and $F = 49.552$ ($p < 0.000$) that reveals socio-economic factors can predict 18.9% of the variance in Implementation of primary school curriculum.

Regression coefficient (β) was 0.022(0.003) which was significantly different from zero ($t = 7.039$; $p = 0.000$) at 1% significance level. Therefore, results of regression analysis support the hypothesis 1. Thus the implication here is that the null hypothesis that “*There is no significant relationship between socio-economic factors and Implementation of primary school curriculum*” is rejected and its alternative hypothesis that “*There is a positive significant relationship between socio-economic factors and Implementation of primary school curriculum*” is supported.

As shown in table, many teachers indicated that they lacked enough time for resting and this caused psychological factors for primary school teachers. They emphasised that this situation makes them overloaded. Both physically and psychologically they get tired of being in the same environment for long hours, this affects the quality of the teaching for their opinion.

“It is a real disaster for teachers because both physically and psychologically I feel terrible (T1)...”

“I feel as if I am captured in a prison, I even cannot go out for drinking coffee and tea (T3)...”

“Staying for long hours in the class makes me tired both physically and mentally (T5)...”

Respondents, regarding the Factors created by the lack of resting time, elaborated that they need small and frequent break times or so called resting times in the way that the primary school teachers have. Despite using children free play times as to get rest a little, primary school teachers explained that the purpose from getting relaxed should not be considered as to sit and doing nothing rather it should let teachers to get out of the classroom and change the atmosphere for frequent breaks. These break times of primary school teachers must have stated legally in the related regulation.

Crowded Classrooms (Physical Facilities) at school

Respondents explained that crowded classrooms cause a decrease in the overall quality of the education carried out in classroom settings. For teachers, first of all, this eliminates the one-to-one interaction with children. Teachers had to deal with the overall performance of the children rather than finding a chance to interact with each child individually. Also, the more children primary school teachers have in the classroom, the more they get tired physically and this affects their classroom performance accordingly.

“It really makes me tired to have a crowded classroom (T1)...”

“I have 100 children in my classroom and I am having a difficulty preparing materials for the activities and while implementing the activities (T2)...”

“I do want to deal with each child in my classroom during activity times however it is impossible to do when you are in such a crowded classroom (T5)...”

Primary school teachers stressed that there is nothing to do for the teachers to overcome the problem of being in crowded classroom rather the number of children within a classroom have to be reduced between 15-50 children for a productive education environment.

One of the consequences of being in a small classroom environment clarified by the primary school teachers is the limitations about the kinds of activities. They elaborated that once the classrooms are small and not suitable for the activities with movements, the activities have to be limited with table activities. Furthermore, more teacher-directed and guided activities were chosen to be carried out within the classroom environment. Primary school teachers indicated that the beginning and end of the activities should all be defined by the teacher because teachers are the responsible for children's safety as well.

"Small classroom environment restricts my children's movement so I have to give more places to table activities (T5)..."

"Small classroom environment prevents children from moving freely so to provide safety in the classroom, I provide more teacher directed activities (T6)..."

"Since I have a small classroom, I have to give more places for table activities and teacher directed activities (T2)..."

Another consequence of being in small classroom environment is the increase in aggressive behavior among children. The primary school teachers emphasized that when there is less personal space left to each child, they can not move freely as to express themselves. For teachers, it is unrealistic to expect 5-6 year-olds to sit on their chairs for long hours. Children are full of energy and have to move to release their energy however small classroom environment prevents their free movements so this results in aggression among the children in the classroom.

"Each child needs enough personal space but they don't in my classroom so after a while, they show aggressive behaviors (T8)..."

"Children have to move to release their energy otherwise this may create Factors in the classroom (T3)..."

"This age of children needs more movements more but they can't move freely in this small classroom so this leads aggressive behaviors among my children (T4)..."

In sum, being in a small classroom environment caused the decrease about the kinds of activities and the increase aggressive behavior among children. As a solution to those issues, pre-school teachers involved in outdoor activities more when the weather is warm and suitable. However, when this is not available, the teachers added that they are creating more space within the classroom by carrying tables and chairs to one side of the classroom. Despite, it is difficult and tiring to re-shape the classroom environment in each time when there is a need for activities with movements, it is vital to provide harmony among children. As for the pre-school teachers, it is worth for children's healthy development otherwise this may create more Factors in the future. So, for teachers, there is an urgent need to build large classroom environment as well as decreasing the number of children in existing small classroom environment.

Finding Time for Writing Detailed Evaluation (Evaluation)

Primary school teachers elaborated the reason of not finding time for writing detailed evaluation as there is a loaded curriculum during the day so this occupies whole time of teachers. Then, no time is left for teachers to write and complete the evaluation in three parts; evaluation for the plan, for the each child and for the teacher.

“There is already a program to follow during the day so I don't have time to write detailed evaluation (T1)...”

“Honestly, I don't have time to write detailed evaluation rather I must complete doing the activities required for the day (T2)...”

“In addition to follow the program required for the day, it is nonsense to expect pre-school teachers to write detailed evaluation. I don't have to do it (T5)...”

Primary school teachers clarified that they try to take small notes regarding the things they found significant in the classroom. Later on, they add these things to their evaluation reports.

Evaluation of the Annual and Daily Plans (Evaluation)

One of the reasons of having problem in evaluation of the plans declared by the primary school teachers is that they see daily evaluation as unnecessary. For primary school teachers, writing an evaluation for each day is time consuming. In other words, as writing a daily evaluation is compulsory, evaluation part are just composed of repetition of the same things. So in that sense,

this effects the annual plan evaluation directly as annual plan is a general picture of all the evaluations written throughout the year.

“I don’t find writing daily evaluations for each day as healthy; it becomes just repetitions of same comments (T7)...”

“Making daily teaching plans for each day and writing a daily evaluation accordingly are difficult and unnecessary for me (T8)...”

“It is too long to write those evaluation parts, I can’t understand what the logic behind writing the same things for everyday. It is meaningless (T2)...”

For some teachers, daily evaluations should be promoted to weekly evaluations to be considered as healthy and reliable evaluation. As for them, the learning is a process so evaluations should be made for longer time intervals rather than daily.

Parental Involvement (socio-economic factor)

The primary school teachers elaborated the reason of having Factors in providing parent involvement as the attitudes of parents towards early childhood education. They claimed that parents see the early childhood education centers as a playing area rather than a learning environment. For parents, children do not learn academic skills such as science and math in early childhood education so this leads parents to underestimate the significance of early childhood education and to see parent involvement as an unnecessary activity.

“For parents, early childhood education centers are just a playground (T1)...”

“I think parents just perceive early childhood education centers as a caring place (T7)... “Parents don’t see here as a place to learn something rather they see as a playing area (T4)...”

Primary school teachers, as a solution to this problem, supported that it is necessary to inform parents about the importance of early childhood education for children’s well-development so they make parent meetings at the beginning of the year. However some of the teachers found those parent meetings as something inefficient to serve for the purpose rather there is a need for role play or dramatization to show real-life experience regarding the importance of early childhood education for child development and psychology to parents.

Insecurity in the region: On the same issue of peace and security, education officials, in no uncertain terms said:

“In Bukwo, the issue of peace and security needs to be handled as a matter of urgency. Cattle theft, rustling and raids are too much. Government and the relevant stakeholders need to bring this deplorable state of persistent insecurity to an immediate end. Without peace and security in Bukwo, non-formal education programmes or any other developmental programmes will not succeed”.

All the respondents want the type of education that can facilitate the process of peace building and reconciliation especially among warring Pokot pastoralists.

Other findings on socio-economic impeding the Implementation of school curriculum from qualitative interviews especially with head teachers, education officers and parents on SMCs were summarized and analysed thematically as details are given below:

Poor road networks also affect curriculum Implementation in Bukwo primary schools. All the participants representing the district education officers and MoES were concerned about the very poor road network linking pastoral communities. District education officials sounded a lot more concerned during the interview on the issue of road network:

“The road network connecting Kapchorwa District to Bukwo must also be established to link the settlements and the cattle camps for easy access and monitoring of the non-formal education activities”.

An officer from district education department suggested that:

“There should be good and safe roads for motor vehicles that link the settlements and cattle camps to facilitate easy movement of government and NGO Officials, and the supervisors of these programmes to monitor the activities”

For instance, there was no good road for motor vehicles that linked Bukwo town and Suam boarder plus villages beyond the sub-county headquarters, which is on top of Mount Elgon. Creation of good and safe roads would facilitate effective supervision and monitoring of curriculum Implementation in the area.

Poor Physical facilities in primary schools were first on the list of factors negatively influencing the learning environment and process of curriculum implementation. Teachers most frequently stated crowded classrooms with students in different levels as a problem. This was followed by insufficient instructional materials, technical support and the structure in schools as the major negative socio-factors influencing the learning environment and the process of curriculum implementation. Pupils related factors form the second group, low-level pupils have problems learning the curriculum material and some of the pupils were not interested in the subject matter due to their majors for the university entrance examination. In support of the above findings one head teacher had this to say:

“Teachers here lack enough accommodation, they move long distances from where they reside to come to teach, sometimes when it rains heavily, they fail to turn up at school, in some other instances they go without food, all this coupled with poor pay, the Implementation of proper curriculum has remained in balance in the district.”

Lack of basic learning materials: Most schools lack learning materials like text books which makes teachers work difficult. Especially materials written in indigenous languages because the government instructs UPE schools to use the mother tongue for pupils in lower classes. This has not only caused lack of learning materials but it has also caused constrains in supply of teachers from other parts of the country. This has resulted into employing unqualified teachers especially in rural schools which has caused decline in education standards of Universal Primary Education.

Lack of mass education about the UPE to society who are strong pillars in implementing government programmes: They were not consulted when planning was at progress and only involved them at time of Implementation with out explaining the role that they were supposed to play. This gave different perspectives about UPE thinking that every thing was going to be provided by the government including books, uniforms as partners in national development. Pupils go to schools on empty stomachs and without basic requirements such as school books pens some times leading to high rate of drop outs making universal primary education a failure.

Sexual harassment especially on the side of the girls: This has been evidenced through the high cases of defilement, rape, incest especially girls who are defiled by their own uncles,

fathers, brother and more especially their teachers. Some of these pupils joined when they were old and they were seen as wives than pupils. Some girls engage themselves in sexual activities with their teachers in exchange of marks and money which results into early pregnancies, HIV aids, high rate school drop out and death when trying to abort in case of unwanted pregnancies. This has been a problem emanating from the society hence hindering the programme of UPE.

Much research on the determinants of school enrolment, retention, and ultimate grade attainment in developing countries has been confined to an exploration of the role of individual and family factors (Loyd & Blanc, 2006), often with particular attention given to the ways in which these factors may operate differently for boys and for girls. Although for some time institutional effectiveness in teaching and learning has been recognized as potentially important to school outcomes (Behrman & Birdsall, 1983), data constraints have presented problems for the identification of the specific dimensions of institutional effectiveness in education that matter. To-date, two types of approaches have been taken in order to assess the importance of institutional effectiveness in learning for enrolment, retention, and ultimate grade attainment. The first and more typical approach has been applied when only data from a population-based survey are available, whereas the second approach has been applied in a few cases when school data could be linked with a population-based survey

The failure to absorb the growing number of primary school leavers has undermined UPE and broader national goals like the elimination of poverty. Primary school graduates are also one of the key ingredients needed to build and expand human capital for economic social development. However, the current primary school curriculum is regarded as good at addressing the needs of a small elite opting for further academic studies at the tertiary level. With the present UPE strategy in place, it is now necessary to reform the primary school curriculum to accommodate the needs of the much larger and more heterogeneous group of students. The existing focus results in unacceptably high failure rates, particularly in subjects such as mathematics and science. In support of the above point, one head teacher had this to say:

“For us teachers in schools, I think we have a revised primary school curriculum that addresses the needs of all abilities. The examination system should reward achievement (however limited) rather than create failures. This will require a major re-evaluation of what is

the appropriate content of a modern curriculum and development of a wider range of assessment tools appropriate for the wider range of competencies that will become more significant in the expanded system.”

The absence of any overarching guiding curriculum document is one reason why the existing curriculum is not able to meet the demands of the economy. There is no framework overarching the various subject syllabuses which among other things outlines the overall learning goals, the general education goals defined in the White Paper of Education, or the profile of graduates from the system. The absence of such a document means that the schools use the examination syllabuses as their curriculum. This, in turn, means that many key skills and competencies are not taught simply because they cannot be (or are not) readily assessed.

The primary school curriculum is overloaded and old-fashioned. Overload is evident from the number of subjects in the curriculum (41 and recently reduced to 22) and by the observations in the Chief Examiner’s reports that in spite of 50 teaching periods per week, complete syllabus coverage is seldom achieved. The primary school curriculum is outdated in its strong emphasis on subject content at the expense of a focus on marketable skills and competencies. It is also anachronistic in that many subjects, most particularly the sciences, have failed to reflect not only major epistemological and philosophical changes in our understanding of the subjects over the past half century but also changes in our understanding of what constitutes the important elements of knowledge that school syllabuses should reflect. Recent reform efforts took the approach of attempting to reduce the overall number of subjects mainly by grouping existing ones. This has not reached a satisfactory conclusion in part because there has been little consensus on what should be removed from the curriculum to lighten individual subject load.

The primary school curriculum has also failed to address contemporary needs of learners. Over the past 20 years the primary school curriculum has only been changed by adding content in Uganda. In spite of new subjects and new content being added, important major areas remain excluded. Some key areas in the sciences such as earth sciences, an area of emerging economic significance, have no mention. This kind of revision has significantly failed to address changes in the needs of society at a local and national level which ask for students who also have the

necessary generic skills on which employers can build. The revised curriculum should be dynamic and be capable of rapid changes in response to such needs. In particular, it should be able to embrace fully and quickly, emerging subject areas such as ICT.

It was also reported that some pupils' parents refuse to provide good learning materials. It has long been recognized that the provision of good textbooks in adequate quantities can have a major impact on the quality of the system. The recent study on textbook revision made a number of proposals for ensuring a better supply of textbooks but did not address the issue of quality. Current textbooks, particularly in the sciences, date from as far back as the 1940s. They promote rote learning without understanding and have a very high language demand. Further, the examinations reward this kind of learning and so high grades can be gained with little understanding of the content and even less understanding of how to apply it. New, locally produced textbooks are similarly constructed and they are similarly exceedingly dull and unreadable. Breaking this mutually conspiratorial cycle will not be a simple matter. It required very clear textbook evaluation guidelines and a program of local author, illustrator and designer training; a key element of any reform that is often neglected and leads to the dependence of publishers on foreign authors.

This calls for a broader curriculum to provide opportunities to students who are less academically inclined. Benefits accruing from such a programme include: family life education to provide the youth the skills to avoid sex, sexually transmitted diseases, and pregnancy, thus reducing the chances of dropout; the availability of qualified medical workers could improve health conditions that lead to better attendance and retention; and a more supportive advising at school could intervene to support students when they feel discouraged or when their parents are not supportive or unable to meet tuition payments.

Child labour in Bukwo is also rampant: Child labour has been a very important research topic for two decades. It is the concern of the study respondents as well as every sector of society. The cultural notion that children work instead of schooling negatively affects the formation of future human capital and curriculum Implementation in primary schools as some children don't attend school. Bukwo District is one of the districts where child labour participation is high with low

school participation. Children participate in different forms of work activities that range from household care activities to field work of farming, cattle herding among others. Some children specialize in work alone while others combine work and schooling. Engagement of children in such work activities has detrimental effects upon their school attendance as well as physical and psychological growth. The primary reason for their work participation is to contribute to the family income. Social expectations of perfection at work are also one of the major reasons for female children to resort to work rather than schooling.

Female genital mutilation (FGM) has been perpetuated over generations by social dynamics that make it very difficult for individual families as well as individual girls and women to abandon the practice. Even when families are aware of the harm female genital mutilation can bring, they continue to have their daughters circumcised because it is deemed necessary by their community for bringing up a girl correctly, protecting her honour and maintaining the status of the entire family (WHO 2008b:5-6). This thesis indicates that perceptions held by those who are in favour of the practice are based on a number of motivating factors, tradition topping the list. There are various efforts that are being employed by the local community as well government to eliminate the tradition in Kapchorwa. However, it has affected the lives of girls and women in the Bukwo District as they cannot continue with their primary education after the practice (due to long time it takes to cure the wounds). Teachers cannot also teach the pupils well as the cultural practice takes a long period of time and pupils attend all the sessions.

Topography also poses a threat to curriculum Implementation and learning as a whole. The Sebei region, which is about 300 kilometers east of Kampala (about 360 kilometers by car), covers an area of approximately 1,750 square kilometers on the northern slopes of Mt. Elgon, an extinct volcano. The Uganda-Kenya border crosses Mt. Elgon northeast to southwest, separating its North-western side in Uganda and its south-eastern side in Kenya. Mt. Elgon National Park lies in the southern part of the Sebei region, covering almost 40% of the total area of the region, and is uninhabitable (though a few hunting tribes illegally live there). This makes it hard for some pupils to make it to schools. Some head teachers also noted that they sometimes fail to travel to access the necessary needs of the schools such as scholastic materials among other

things. Bukwo district is particularly isolated and needs a lot of infrastructure in terms of transport.

Effect of change of language in Uganda's curriculum: The language of instruction had long been strictly English at all levels of education until the government changed its policy in 2007, so that now the use of the local language is encouraged at the lower grades (grades 1–3) in public primary schools. Since this change, the public primary schools in the Sebei region have started to use Kupsapiny as the language of instruction for classes from grade 1 to 4, with English starting in grade 4. Nevertheless, the private schools use (and teach in) only English and not Kupsapiny. In addition, even though public primary schools use Kupsapiny at the lower grades, the teaching materials used are all written in English because no written material has been developed for Kupsapiny.

Nomadic cultures of Sabiny society also affects curriculum Implementation as noted by some respondents. One District Official expounded on the issue of management committees:

“The other strategy is that the management and Implementation structures should be established right from the community, Parish, Sub-County, District to the National level to support and oversee the operations of the programmes.”

Another key informant noted that:

“The education managers and teachers should consider using the Sabiny traditional age set system. This method works very effectively in mobilizing, and passing vital information to the various age and social groups. However, the system has never been tried”. Other factors mentioned pointed to lack of commitment by teachers as reported by teachers themselves as accruing from poor remuneration, lack of accommodation for teachers and poor motivation. The district education officials interviewed attributed poor Implementation of primary school curriculum to inadequate monitoring by head teachers and by Directorate of Education Standards (DES).

4.3 Effect of Teacher Participation on Curriculum Implementation

Another purpose of this study was to assess the judgments of the sample subjects concerning the areas of teachers' **most** or **least** participation. Respondents were asked to give their assessment regarding the nine major stages of curriculum Implementation processes in the order of their involvement with first rank for relatively most participating one and ninth for the least participating. From the two groups of respondents results were tabulated in order to compare their relative involvement in each as in table 4.5.

Table 4.5: The factors that affect teachers' participation curriculum Implementation

Item	Educational Official (N= 2)		Deputy H/teachers Teachers N= 72	
	Mean rate (Scores)	Rank	Mean rate (Scores)	Rank
Policy formulation and decision making	3.30	2	3.22	2
Curriculum designing and planning	3.46	3	3.42	3
Curriculum construction	3.20	1	3.03	1
Evaluation the materials	5.32	5	5.20	5
Curriculum improvement	6.81	4	5.64	6
Curriculum Implementation	4.88	6	5.03	4
Summative evaluation	6.24	7	5.77	8
Curriculum revision	6.98	8	6.73	9
Resolution of problems related to curriculum Implementation process	7.02	9	5.47	7
p<.05				

Source: Data from the field

The data in table 4.5 discloses the rank order of nine possible practical areas in curriculum Implementation practice at various levels. The values indicated in the rank order column denotes the numbers assembled in the mean rate column, where the smallest mean rate assumes the first rank in the order of precedence.

Accordingly, judgments for teachers participation in " curriculum construction" and "policy formulation and decision making "and" curriculum designing and planning were ranked first, record and their respectively by both the education officials and Head teachers and teachers. This could be due to the fact that these activities were considered as one of the most crucial activities that require maximizing the attainment of policy issues, utilizing resources and realizing implementing the curriculum and so on.

In this process of group participation teacher may share experience, work, learn and live together for the common goods of the country in general and for students in particular. Besides the developed curriculum will be adopted and accepted by their peer groups and becomes implement able. Thus, these three areas are better regarded to be perceived and given priority in the sample subjects in their respective areas. The data in this table (4.3) area of curriculum Implementation

was ranked at sixth and fourth order by education officers and teachers respectively. This perception of education officers was not shared by the teachers. It appears so because education officials would think a mere curriculum Implementation was up to teachers' responsibilities and experience gained through special knowledge. However, teachers, to the contrary would think if teachers involvement was not considered they regard it as it is merely imposed curriculum.

The response of educational officials and school Headteachers ranked areas curriculum improvement and revision as fourth and eighth orders respectively. This perception of education officials and Headteachers was not shared by teachers, but the two attributes were ranked to stand as sixth and ninth respectively. On the other hand , areas such as “summative evaluation” and “resolution of problems related to curriculum Implementation process ” were among the areas in which respondents ranked them as less favorable by both education officials and Head teachers and teachers , accordingly these two groups of attributes were set in rank as seventh and ninth as well as eighth and seventh . The estimate the degree of association between the two a Spearman's rank order correlation coefficient was employed. The rank order correlation coefficient showed a strong correlation between the rankings of the two groups ($\rho=0.63$, $p<.05$).

However, the test result showed that for n of 9 and $(n-2)$ degree of freedom at the .05 level of significance the critical value ($\rho= 0.600$; and calculated value $\rho = 0.63$, which is greater than its table value of non-directional test, (see table 4.6 below). Thus, it would be concluded that there is on statistically significance between education officials and school Head teachers and teachers in perceiving the areas of teachers most or least participation.

Table 4.6: Rank Order of Factors that Promote Teachers' Participation

Factors	Education official N= 2		Deputy Head teachers and Teachers (N=72)	
	Mean rate (scores)	Rank	Mean rate (scores)	Rank
Acceptance of teachers ideas and views	2.97	2	2.96	2
Presence of financial and material incentives	3.50	3	3.56	4
Presence of conducive working conditions	2.81	1	2.79	1
Availability of training and upgrading primary school teachers	3.66	4	3.52	3
Availability of strong relationships between educational officials ,Head teachers and teachers	4.31	5	3.64	5
Training teachers lacking the knowledge of nationality language used as medium of interaction	3.75	5	4.83	6
Giving equal chance for both male and female teachers	5.60	7	5.21	7
rho= 0. 86				

Source: Data from the field

Table 4.6 was intended to secure data in the rank of the major factors promoting teachers' participation in areas of curriculum Implementation process. Respondents were requested to rank these factors in the degree of priority they felt that they may promote teachers' participation. Therefore , the participation in "presence of conducive working conditions", " acceptance of teachers' ideas and views" , and " giving equal chances for both male and female teachers " were ranked 1,2 and 7 in that order . The only difference appeared between education officials and teachers was that the former ranked " presence of financial and material incentives", "availability of training and upgrading primary school teachers," "training teachers lacking the knowledge of nationality languages used as medium of instruction and " availability of strong relationships

between education officials, Head teachers and teachers" third, fourth and fifth respectively, while the latter ranked the above factors in order of fourth, third, fifth and six respectively.

To justify whether there was effect of the rankings of education officials and teachers, the Spearman's rank order correlation coefficient (ρ) was employed, and the calculated value was $\rho = 0.86$, ($P < .05$ level of statistically significant point). Thus the views of teachers matched with the views of education officials. That means therefore that factors promoting teachers' participation, the two groups exhibited somewhat the same ideas.

In addition, respondents were requested to forward other factors, if any, which promote teachers' participation, that have not been considered by the researcher. As such, some of them have come up with the following interesting factors.

- 1) Conducting workshops, seminars, symposia, awareness orientations, short and long term trainings. These activities enable teachers to upgrade their academic qualification and attain professional competence. Facilitation these practices, however, could maximize teachers' participation in various level of educational activities in general and curriculum Implementation processes in particular.
- 2) Inclusion of teachers with previous experience of teaching in primary school levels as a member to participate with the developing team; and proper use of non-teaching professionals as well as other resource persons should engage in various areas of participation. Teachers' appropriate involvement could help to motivate the curriculum and facilitate the provision of qualitative education.
- 3) Introduction of incentives or rewards are also important factors to raise teachers' morale and promote participation in curriculum activities

4.4 Stakeholders' Views

The information about the stakeholders' views was gathered from the field using the questionnaires and interview guides and information is presented in table 4.7

Table 4.7: Perception of education officials and head teachers factors that affect curriculum Implementation most

Individuals to be considered least involvement	Respondents			
	Education officials (N= 2)		Head teachers (N= 10)	
	Mean	Rank	Mean	Rank
Policy makers	4.91	4	5.42	5
Academics	4.75	3	4.80	3
Teachers' union (association)	5.69	6	5.80	4
Teachers	3.21	2	3.14	2
Education Consultants	5.42	5	6.12	6
Head teachers	6.08	8	6.20	7
Curriculum specialists	3.02	1	3.20	1
Non-teaching professionals	8.94	10	9.02	10
Pressure groups	7.91	9	6.40	8
Supervisions	6.00	7	7.90	9
rho= 0.20				

Source: Primary Data from Field

The data in table 4.9 Shows the rank order of individuals to be involved **most** or **least** as perceived by two groups of respondents' education officials and Head teachers. They were requested to rank the assumed individuals in the degree of priority they felt that most consideration should be given in group activities. As responded by education officials and Head teachers, curriculum specialists, teachers, academics and non teaching professionals were ranked first, second third and tenth respectively. The spearman's rank order correlation coefficient employed justified that there is a strong effect of the rankings of education officials and Head teachers ($\rho = 0.20, p < .05$). Thus the view of educational officials and Head teachers strongly influence the decision making about Implementation of upper school primary in Suam sub-county, Bukwo District

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter contains summary of research findings, conclusions and recommendations. This study originated from the evidence and recognition that by far the most significant component of curriculum Implementation is addressing policy related issues, socio-economic, teachers participation and stakeholders support factors which have been linked to curriculum Implementation failure. Without a good foundation of skilled staff development, adequate infrastructure, instructional materials, involvement of teachers, parents and children since these elements in any complex system like education serve as a foundation for any new development and change, then Implementation of upper primary of school curriculum is far from being realized.

It is against this background that the study was undertaken to identify the factors affecting the Implementation of primary school curriculum in Bukwo district. More specifically focusing on the objectives of the study from which a basis for the conclusions, summary and recommendations is made.

5.1 Discussion of the findings

5.1.1 Factors Related to Policy

In the study, one of the mostly stated factors that primary school teachers face in the curriculum Implementation was evaluation. The teachers claimed that it was unnecessary to write evaluation everyday. For them, there was no need for writing the daily evaluation because it created too much work-load on teachers. The teachers added that they already had many responsibilities during the day so there was no available time for writing. If they attempt to write, then other things needed to be covered cannot be finished. In fact, this result is similar with the study of Wai- Yum (2003) conducted for exploring the Factors of primary school teachers on a newly implemented curriculum. Teachers mentioned that there was too much work on teachers that makes them not being able to decide what to focus on.

Political instabilities were mentioned by most respondents as a leading political factor which has caused many set backs in Implementation of school curriculum in Bukwo district. Research findings further indicated that at the eve of universal primary education in 1997, some parts of district were still facing political instabilities and insecurity. These insurgencies caused by cattle rustling mostly by the Pokot warriors from Kenya highly affected the district in general and people in local communities at large which increased the internally displaced camps (IDP's) a case in point was Muimet. The impact of these displacements were immense; people lost property, the social fabric was shattered down and pupils could not attend schools and even it was difficult for the government to extend UPE programs such as construction of new schools in these areas where people were always in move for the fear of their lives.

The above findings are substantiated by Journal of Peace Research, (2007) which states clearly that Ugandan Education Sector which was considered to be among the most well developed in the Sub – Saharan Africa in the 1960s suffered considerable decline during the years of political strife of the 1970s and early 1990s. A case in point being war by Lord Resistance Army lead by Kony in Northern Uganda, cattle rustling by Karamojong warriors which has not only destabilized Education system but it also has led to demolition of structures in the region. Therefore the multi-faceted and interrelated causes and consequences of these insurgencies should not be seen as exclusively as Northern and eastern issue, it has many dimensions: political, social, economic and cultural which have affected Implementation of school curriculum in the Bukwo district. Gersony, (1997) concurs with study findings as he explained that formerly abducted children spent a substantial amount of time with the rebels, they were too old to go back to primary school, hence, missed out on basic form of education. Fore instance 8,610 people were displaced in Teso region, which affected government programmes in the area.

Research findings showed that the policy of school curriculum Implementation was neglected by the policy makers including the head teachers, supervisors of UPE, who under looked the programme, to the extent of putting their children in expensive and highly competitive schools located in towns. This explains why little attention is given to UPE programmes because; it does not directly affect the academic performance of their children. The implementers see this programme as if it's only designed for poor and this explains why there is a lot of neglect of

officers in the ministry of education and misallocation of resources, is common. Hence the statement does not come as a surprise to the researcher.

The above findings are in agreement with Republic of Uganda (2002), where it stated that curriculum Implementation discrepancy has been witnessed in Uganda because implementers often lack the capacity, the knowledge, skills, personnel, and other instructional Materials necessary to work in ways that are consistent with policy. Hong Wang (2008) also concurred, saying that teachers' failure to implement policy as policymakers may signal their uncertainty about outcomes and their assessment that new practices are not as good as the previous ones. In same line of argument, Republic of Uganda, (2002) showed that school curriculum in Uganda is "top down curriculum" one where curriculum innovations are prescribed and developed by a centralised authority and in most cases teachers who are the main implementers of the curriculum have not involved in policy formulation and decision making which affect the whole process of curriculum implementation.

Research findings indicated that most respondents reported lack of personnel and human resource to be a very big challenge still affecting the Implementation of school curriculum in Bukwo district. It was found that there are still a lot of untrained teachers who are teaching in many schools in Bukwo district. However, it was found that that efforts are being made, through projects like Teacher Development and Management Support (TDMS) basis, to give in-service training to such teachers in some districts where the problem is greatest.

The above findings are in line with Wildeen & Holborn, (1990) who argued that the government of Uganda has not shown much interest in training and motivating teachers and school inspectors to ensure Implementation of school curricula. Primary pupils are taught by teachers who do not specialize in subjects during training which casts the doubt on the kind information and material that is passed on from teachers to pupils. The majority of teacher trainees at the Grade III level are admitted to Primary Teachers Colleges (PTCs) either failed or performed poorly in mathematics at the Uganda Certificate of Education (UCE) examinations. In same manner, Hong Wang, (2008) concurs with findings where he argued that Curriculum policy Implementation in any educational jurisdiction involves a variety of stakeholders. He further

noted that implementers do not always do as told nor did they always act to maximize policy objectives. Moreover, teachers have often been diagnosed as “resistant to change,” or just simply lazy when they ignored or subverted curricular innovations.

Findings from the field showed that there is evidence of failure by government to address the needs of different groups of pupils and schools in Bukwo district. It was found out that the existing primary school curriculum in many primary schools caters only for narrow academic elite. Partly as a consequence of this, P.7 failure rates, particularly in subjects such as mathematics, are very high, representing a substantial wastage of resources. A major challenge for the revised curriculum is how to address the needs of the full ability range and how to include mechanisms for the early diagnosis of learning difficulties and aligning the curriculum with the needs of further education. It should be clearly noticed that these needs are not well understood or documented to provide accurate information about the situation on the ground, hence sending the wrong message about the performance of UPE and school curriculum.

The above findings are in agreement with Juuko & Kabonesa, (2007) who noted that capacity building and mobilization of all stakeholders to implement school curriculum programmes has been met with many challenges related to poor support and lack of enough capital to implement school programmes. This has resulted into continuous gender imbalances, the inadequate opportunities for the poor and People with Disabilities (PWDs), large number of both primary and secondary level as compared to physical facilities, quality compared to quality of education. One result was that available facilities were stretched to the limit. The picture was even worse in the two lowest primary classes, where the ratio of students to teachers exceeded 100, hence negatively impacting on the Implementation of school curriculum.

Findings from the field revealed that teacher supply does not meet the demands of UPE education in Bukwo district. Bukwo in particular and Uganda in general is currently oversupplied with teachers in some areas of the curriculum and under-supplied in others, particularly the sciences and mathematics. Redressing this balance early will be essential if the curriculum reform is to succeed, not least to avoid significant retrenchment of teachers in contracting subject areas. Current teacher education programs are ‘front-end-loaded’ with a

relatively small (by international standards) school practice and the post-training probationary period, although it exists, does not seem to have much meaning. This, together with the minimal support for continuous professional development, implies that teacher training is seen as once-off process; a teacher once trained is trained for life but this has not been acknowledged and appreciated by the stakeholder and policy makers in the education sector in Ugandan government.

The above findings are in line with MoES, (2005) which reported that the increasing number of pupils because of UPE programme has also overshadowed the available infrastructures, scholastic materials and teachers. It was found that in class rooms, there is inadequate space for learning to take place effectively hence rendering learners not to participate actively in the class room learning. There is lack of accommodation for teachers who walk long distances and sometimes this leads to teacher's absenteeism. Latrines are few in schools and as such boys and girls have been forced to use the same structures.

5.1.2 Socio-economic factors affecting curriculum implementation

Results show that, Pearson correlation coefficient show that that there is strong, positive and significant relationship between socio-economic factors and successful team management. Regression analysis shows that the adjusted R square value is 0.189 which reveals socio-economic factors can predict 18.9% of the variance in Implementation of primary school curriculum.

Findings from the study indicated that there are still gaps in provision of instructional Materials in most primary schools in Bukwo district. It should be noted that an independent National Textbook Vetting Committee was instituted to protect the educational system from commercial exploitation and to ensure that only relevant and suitable materials get into the school system. A wide range of evaluation criteria were developed to assist the committee to vet for the textbooks. For example, a book submitted to the committee as a pupils' textbook must be accompanied by a teacher's guide. The government would most probably want to ensure that the poorer rural and urban schools would receive more resources at first, until an equalization level is reached. However, critically observation of what is on the ground, most schools visited lacked significant

books both for the pupils and teachers which put the Implementation of school curriculum in the district to remain hanging in balance.

The above findings are in line with Cele, (1995) who explained that scholastic materials are crucial if school curricula are to be implemented and cognitive skills of primary school graduates to be well developed among pupils. Some schools don't have instructional materials and it is up to the parents to provide for their children, but it is quit clear that the parents may not be in position to provide them. She further noted that majority of the Ugandan population reside in rural areas where most parents are rural peasants who have not been sensitized on the importance of providing reading materials for their children, even those parents who know the importance of reading materials to their children, they cannot afford to buy them. Therefore lack of such scholastic materials has negatively affected the Implementation of school curriculum in Bukwo in particular and Uganda in general.

Research findings indicated that insecurity in the region has been because of the socio-economic factors that hindered not only school curriculum Implementation but the whole education system in the Bukwo district. On the same issue of peace and security, MoES Officials, in no uncertain terms said:

“In Bukwo, the issue of peace and security needs to be handled as a matter of urgency. Cattle theft, rustling and raids are too much. Government and the relevant stakeholders need to bring this deplorable state of persistent insecurity to an immediate end. Without peace and security in Bukwo, non-formal education programmes or any other developmental programmes will not succeed”.

All the respondents want the type of education that can facilitate the process of peace building and reconciliation especially among warring Pokot pastoralists. In real sense, no positive government programmes like UPE can be successful when people are always on the move for the fear of their lives because of wars. From the researchers' perspective, its not surprising there fore that primary schools are doing badly in terms of the grades compared to other regions because teachers feared teaching in war torn areas, therefore in some schools, un qualified staff members were being employed which affected school grades and Implementation of curriculum.

The above findings concur with Brophy (1999) who argued that for school curriculum to be successful, then subjects involved in curriculum, instructional materials and assessment format, classroom organisation and management practices are basic principles to be considered if school curriculum Implementation is to be successful. He further noted that there was need for the government to construct new structure in school with supportive classroom climate that facilitates students to learn in a cohesive and caring learning environment which will make any new initiative by the government a success story.

Unfortunately, when the above information is critically analysed, it clearly shows that there is a lot to be desired, first, all good policies to government school curriculum Implementation have remained majorly paper work, some of the programmes that have been implemented lack serious supervision and monitoring and there fore have all been done haphazardly and there is fore there is nothing much to be shown on the ground, a case in point is presence of dilapidated school buildings despite the UPE capitation grant to build new school structures in every district.

The above findings are in line with Mutebi, (2006) who found that the infrastructures in educational institutions have been virtually run down. He further noted that the country has lost most of its trained manpower mainly through brain drain because available school structures and the type of motivation for the teachers is far from the reality on the ground in Uganda. It should be noted that instructional materials, like reference books and other teaching/learning aids were not available in most primary schools and it was further reported from the parents that majority of pupils in rural areas, can't afford to buy and access reading materials yet culturally, the schools and the entire primary educational system is judged by many people (pupils, parents, primary schools and the general public) from only the academic achievements, therefore UPE and Implementation of school curriculum are seen as spend forth which have done little to inculcate the spirit of culture of reading among pupils in primary schools.

Findings from the field showed that there was serious challenge of lack of basic learning materials in most primary school that were visited in Suam sub-county, Bukwo District. Most schools were discovered to be lacking the learning materials like text books which makes teachers work difficult. Especially materials written in indigenous languages because the

government instructs UPE schools to use the mother tongue for pupils in lower classes. This has not only caused lack of learning materials but it has also caused constrains in supply of teachers from other parts of the country. This has resulted into employing unqualified teachers especially in rural schools which has caused decline in education standards of Universal Primary Education.

In same lines, Juuko & Kabonesa, (2007) found most schools in the rural areas do not have enough funds to buy the necessary materials like Manila paper and markers in adequate amounts. In many cases, therefore, the little that is available is given to teachers of lower primary classes (P1-P3). It should be noted that local instructional materials have not found their way on the open market because their publication and availability is till largely on small scale. Like Juuko & Kabonesa, Nakabugo et al (2007) study agrees with research findings where their investigation into the instructional strategies for large classes in primary schools in Uganda found that classroom control and management was difficulty resulting into indiscipline. They further noted that there was also difficulty in preparing teaching and learning materials enough for the big numbers; and materials for the learners with disabilities and this affected the grades of the most primary schools.

The above findings are supported by Commonwealth Secretariat (2001) which explained that it is very possible for a teacher to give girls less attention in class. The problem of hidden discrimination emanates from the fact that the teachers themselves because of culture, with it roots embedded in the whole system based on the patriarchal nature in Uganda. Each school has got its own set of rules and regulations but teenage pregnancy is totally unacceptable in all schools. There is no national policy on the right for girls to access education after dropping out due to pregnancy. Although sexual abuse is discouraged in all schools, several reports of sexual abuse by teachers are common in the press. As all these are presented above, culture and its effects on curriculum Implementation need to be assessed in the big context not only in Bukwo district but Uganda in general.

Research findings revealed that there was lack of parental support in the district in taking their children to school despite the programmes like UPE. It was noticed that most parents preferred their children to be in gardens rather than going to school because to them it is a waste of time;

first these pupils will not reach high levels of education since their parents claimed to be poor and with less income to take their children for further studies after primary level. Secondly, some parents in the district viewed girl child as source of wealth in case they are married off rather than them getting pregnant while in school which will hinder a potential husband from marrying them. The above findings are substantiated by Adell, (2002:91) where he argued that the importance of parents' role in the education of the child should not just be taken for granted because it determines the achievement and success of children at school. He further noted that the family background is the major factor in determining the academic performance of learners because unstable families contribute towards poor performance. From the researcher's perspective, the findings of the study do not come as surprise because even during the time of research study, most men were seen in bars very early in the morning and therefore they did little to support their children to go to school, this in one way or the other affected the Implementation of school curriculum because for it to be successful, then pupils must be attending their classroom work, which was the opposite of what is in Bukwo district.

The findings from the field revealed that child labour in Bukwo is also rampant and this led to the failure of class attendance in many children, hence affecting the school curriculum implementation. Child labour has been a very important research topic for two decades. It is the concern of the study respondents as well as every sector of society. The cultural notion that children work instead of schooling negatively affects the formation of future human capital and curriculum Implementation in primary schools as some children don't attend school. Bukwo District is one of the districts where child labour participation is high with low school participation. Children participate in different forms of work activities that range from household care activities to field work of farming, cattle herding among others. Some children specialize in work alone while others combine work and schooling. Engagement of children in such work activities has detrimental effects upon their school attendance as well as physical and psychological growth. The primary reason for their work participation is to contribute to the family income.

The above findings are supported by Carvalho, (2000) who explained that boys who live in rural areas are more likely to work and less likely to attend school than urban counterparts. Household

composition has significant effects on both outcomes: the presence of an additional infant (younger than 6 years of age) in the household leads to a higher probability of employment and lower probability of schooling relative to boys without young siblings. This suggests that children aged 10 to 14 may be withdrawn from school to perform childcare duties, or to enter the workforce to complement adult income in the presence of infant siblings.

Research findings indicated that there was challenge of female genital mutilation (FGM) which has been perpetuated over generations by social dynamics that make it very difficult for individual families as well as individual girls and women to abandon the practice. Even when families are aware of the harm female genital mutilation can bring, they continue to have their daughters circumcised because it is deemed necessary by their community for bringing up a girl correctly, protecting her honour and maintaining the status of the entire family. The above findings are supported by WHO (2008) which explains that these perceptions about the female genital mutilation held by those who are in favour of the practice are based on a number of motivating factors, traditional beliefs and cultural factors topping the list. There are various efforts that are being employed by the local community as well government to eliminate the tradition in the areas where it has been practiced but there are still challenges and resistance from those who are still practicing it behind closed curtains. However, it has affected the lives of girls and women in the Bukwo District as they cannot continue with their primary education after the practice because they feel that they are mature and ready for marriage. Teachers cannot also teach the pupils well as the cultural practice takes a long period of time and pupils attend all the cultural sessions.

For the primary school teachers involved in this study, deficiencies in physical facilities are among the big hurdles during curriculum. As it is clarified in the study conducted by Azzi-Lessing (2009), in education, infrastructure provides bases for the rest. Once the deficiencies related to infrastructure occur, this may trigger other Factors as well. In fact, in another study conducted by Aktan and Cömert (2007), 74% of the primary school teachers proposed the source of the factors they faced in their schools as the deficiencies in physical facilities.

Regarding the deficiencies related to physical facilities, primary school teacher complained about the small classroom environment. For them, this creates two major Factors; one was the limitations about the types of activities and the other was the increase in aggressive behaviors among children. In addition to small classroom environment, crowded classrooms are among the discouraging factors for the primary school children during curriculum Implementation as this decreases the quality of education carried out in the classrooms. Finally, the lack of resting time makes the primary school teachers exhausted during the Implementation of the curriculum. They explained that without having a resting time separate from the classroom environment resulted in psychological Factors on teachers. Once the teachers were overburdened, this decreases the level of tolerance among teachers towards children.

5.1.3 Teacher Participation and curriculum implementation

To justify whether there was effect of the rankings of education officials and teachers , the Spearman's rank order correlation coefficient (ρ) was employed, and the calculated value was $\rho = 0.86$, ($p < .05$ level of statistically significant point). Thus the views of teachers matched with the views of education officials. That means therefore that factors promoting teachers' participation, the two groups exhibited somewhat the same ideas.

The major proportion of respondents rated the actual level of participation, lower than the average value, which is 3.00 of the 5- point Lickert scale. On the other hand, regarding the desired rate of teachers' participation all (100 percent) of the respondents desire significantly greater participation than they actually involved to over all areas of curriculum development continuum. Significantly greater differences were observed between present and desired levels of participation at "curriculum designing and planning", "curriculum revision," curriculum improvement", "Policy formulation", decision making " and curriculum construction" than the other areas of curriculum development stages .

Areas in which teachers relatively most participating were curriculum construction, design and planning", where as areas in which teachers relatively participating least were: curriculum revision and resolution of problems related to curriculum development processes.

Although the potential advantages for collaborative and cooperative work in varied stages of curriculum development so as to ensure better Implementation and use of the curriculum materials, the concern given by education officials for encouraging teachers' participation in multi-faceted practice of curriculum development was found to be lower than, the limit of minimum satisfactory point of the five - point rating scale. From all the findings, it can be concluded that effective teachers' participation at various level of educational organization, in the process of curriculum development is a function of the presence of conducive working conditions.

In this study, it was found that inclusion was a problematic area for primary school teachers during curriculum implementation. Primary school teachers explained that when there was an inclusive child in their classroom, teachers were left alone without a support from parents and even from school administrations. Teachers also added that many parents stay far away informing teachers' about their children's capabilities. So, teachers may feel confused where to begin related inclusive child education. Similar to the primary school teachers' problem, Bateman (2002) clarified that when general education teachers and staff are not trained to work with specially needed children and when they did not find necessary support, inclusive children fell behind their peers.

For primary school teachers, without an assistant teacher accompanying to the inclusive child, it is difficult to talk about a successful inclusion. This problem was also consistent the relevant literature (Bateman, 2002; Gilbert & Zinkil, 2000; Cardona, 1999). Accordingly, to those studies, teachers require help from a professional who knows about the inclusive child needs and the way of learning. Moreover, respondents explained that this curriculum seemed to be designed for normally developing children. The teachers added that despite there is a high emphasis on inclusion within the curriculum, a separate curriculum for inclusion is needed. In fact, this obstacle in front of the primary school teachers' curriculum Implementation was also supported by Heornicke, Kallam, Scheffel and Smith (1996).

5.1.4 Stakeholders' Views

Out of seven selected items of possible factors which promote the degree of teachers' participation were suggested, and the two groups of respondents have ranked to the following three major factors that maximize teachers' participation in the order of: 1st presence of conducive working conditions; 2nd Acceptance of teachers' ideas and views and 3rd Availability of training and up grading primary school teachers.

One of the purposes of this study was to detect the possible reasons of highly ranked Factors of primary school teachers faced during curriculum Implementation. Overall 11 high ranked problem areas were detected and to be able to have information about the possible reasons and solutions of those Factors, interviews were conducted with the selected primary school teachers who filled out the questionnaire.

5.2 Conclusion

Based on the findings, the following conclusions were drawn from the foregoing summary:

Policy makers at national and district level did not make informed decision in resource allocation to the affected schools and this was evident with poor infrastructure. It can also be conclude that there is an urgent need of support from parents and school principals for primary school teachers. Besides, teachers are confused with whom to deal with: normally developed children or inclusive child.

For the first hypothesis, the alternative hypothesis that *“There is a positive significant relationship between socio-economic factors and Implementation of primary school curriculum”*. More so, the major socio economic factors that operate against roles of the teachers' facilitating and coordinating in curriculum Implementation was heavy workload accruing from high enrolments, understaffing, teaching methodologies which are not varied, inadequate instructional materials and library facilities. Therefore, it could be concluded that the impediments of the teachers to play their roles effectively steamed not only from the weakness of the school curriculum, but also from the teachers, the school itself, and the upper educational officials.

For the second hypothesis, that the alternative hypothesis that *“There is a positive significant relationship between teacher participation and Implementation of primary school curriculum”*. There is a significant relationship between means therefore that factors promoting teachers' participation, the two groups exhibited somewhat the same ideas. There was also evidence that key players particularly the teachers, head teachers and school management committee members did not understand the new components in curriculum like thematic curriculum in low primary which emphasis the use of local language as medium of instruction.

Though curriculum Implementation process is a complex and multifaceted activity, it needs among other professionals teachers' participation and this process is crucial. However, the discrepancy between the present and desired state of participation the region may imply the fact that teachers seem to have considered insignificantly in the making of curriculum development. In addition there was a problem of given attentions for the roles and importance of participation in curriculum implementation. This might be attributed to the following major assumptions; on one hand, teachers think that translating of curriculum in classroom as the only responsibility for which they are charged.

5.3 Recommendations

In view of the findings of the study and the conclusion drawn, the following recommendations are provided

5.3.1 Policy factor recommendations:

There is need for politicians and leaders to make decisions on resource allocations and use. Decisions will be required on resource management and the cost-efficiency of their use. This will include ensuring adequate resource provision for the curriculum Roadmap, Implementation transition period, provision of teaching and learning materials. Resources should also be allocated to meet the cost of implementing the strategy.

There is need for regular inspection of schools by the district inspectors and ministry of Education and Sports, to do more supervision visits to schools to ensure that school activities follow curriculum requirements. This could result into effective instructional supervision and

Implementation of the curriculum modules throughout the country. School inspectors, head teachers and other specialist teachers involved in instructional supervision should be familiar with developing theories of the curriculum through continuous professional development courses (CPDCs).

5.3.2 Socio-economic factors recommendations

In order to solve the socio-economical factors that affect the teachers' role the following measures should be taken by responsible departments such as the Bukwo District Education Department to recruit more teachers so as to reduce the workload of teachers and make them free from other administrative duties; allocate budget to curriculum implementation; providing instructional materials for curriculum Implementation and improvement; provide incentives for those teachers and head teachers who are key players in curriculum Implementation and increase the number of staff through recruitment of the staff to balance the teacher pupil ratios in the affected schools.

There is need for government to improve on teachers' motivation and welfare through salary increment, provision of enough accommodation for the teachers in primary schools because they are in hard to reach area. This will help to improve the quality of teaching which has remained poor in many resource-constrained schools, reduce the school drop out by pupils and teacher absenteeism.

There is need for continuous mobilization and sensitization of the community members against the negative attitudes and perception of the culture like negative attitude of parents on education of the girl child, female genital mutilation, early marriages which have imposed a very big challenge to school curriculum implementation. This becomes real when the teachers coordinate different groups for curriculum works. Therefore, it is advisable that the teachers ought to be able to win the courage and good will of pupils, parents and community members to contribute for the Implementation and improvement of the curriculum.

In order to formulate appropriate mechanism for curriculum improvement and quality control curriculum developing centers and responsible educational authorities should produce and appropriate guidelines and frame works which could give clear directions to answer questions

such as what, how, who, when by whom and to the curriculum be developed and / or improved as well as implemented.

5.3.3 Teachers' participation

There is need for much involvement of primary school teachers in development of contents of curriculum like goals and objectives, content, teaching and learning process, plans and activities and social environment. Teachers also pointed to need to increase their salaries, improved on infrastructure like classroom environment which negatively affects the types of activities when such class rooms are very small.

There is also need for school administrators in public kindergarten to provide large classroom or provide special outdoor area for children. So, children in small classroom might have opportunity to move freely and release their energy. Furthermore, in terms of the factors related physical facilities, item called "lack of resting time" is the most overburdening situation for the primary school teachers. In some primary schools there is overload of the teaching and therefore no break time especially in the primary level or upper level of education, so there is need to check all those factors.

There is need to provide alternative place and times resting especially for breastfeeding mothers to be to implement activities of the school. Teachers might be given time to go out of the classrooms to change the atmosphere. There is need for provision of accommodation for teachers especially those who move from far distances to ensure that activities begin in time and avoid teacher absenteeism.

5.3.4 Stakeholders' Involvement

There is need for the involvement of all stakeholders in the Implementation of the upper primary school curriculum. This should involve parents, teachers, policy makers, education officers and NGOs in planning and developing contents relevant to different to pupils and schools in different environment.

There is need to involve stakeholders like parents in mobilization of local resources like stones, bricks and government through UPE building fund can provide funds to buy other materials that can be provided by the community. There is need for partnerships with NGOs and donors to put improved school structures that will attract both teacher and pupils and in so doing the pupils will be retained in school and school curriculum objectives will be realized.

In order to improve curriculum Implementation in primary school and achieve positive results, head teachers and district educational officials and government in general ought to: encourage cooperative , collaborative, democratic and team works habits among the individuals involved; provide active support as materials, sufficient time, conducive working places and conditions; give a reward system and provide monetary and other form of incentives for effective participants by so doing proper selection and motivation for " the best teacher of the year " can be employed. Finally teachers should be made free, and be encouraged to perform and play active role through team work.

5.4 Suggestions for Further Research

Rather than making quantitative study with large sample size, an indepth analysis can be done in narrower sense with one or two schools. To be able to provide applicable solutions that fits within the school system, being specific and to the point can be more efficient.

In addition to the place of the data collected, this study was limited with the type of the data gathered: first questionnaire was used and then interviews were conducted with the primary school teachers volunteered to participate. Then, in the future studies, observations in real classroom settings might be added to the data to provide in-depth analysis.

Another study should focus on teachers' motivation and academic performance.

The study should be carried out on child's school attendance and performance.

REFERENCES

- Amin, E. M (2005). *Social Science Research, Conception, Methodology and Analysis*: Kampala: Makerere University Printery.
- Bategeka, L. (2005). Policy Case Study: *Access to Public Services, Universal Primary Education (UPE) in Uganda*. 11 July 2005. Kampala: Inter-Regional Inequality Facility.
- Bertalanffy V. L. (1968). *General System theory: Foundations, Development, Applications*, New York: George Braziller, revised edition 1976:
- Bishop, G. (1985). *Curriculum implementation*: London, Basingstoke.
- Bishop, J. (1989). *Alternative Strategies for Education*. Macmillan Publishers Limited, London .
- Brophy, J. (1999). *Teaching, Educational Practices*. Series No. 1, Paris: UNESCO.
- Finch, C.R.& Crunkilton, J.R. (1993) . *Curriculum Development in Vocational Education*. (Planning, Content, and Implementation). 4th ed, Needham: Allyn and Bacon. Massachusetts.
- Fullan, M. and Porfret, A (1977). Research on Curriculum and Instruction implementation. *Review of Educational Research* 47(1), p 335 in Marrew Z. (2000). Set Reader. AAU.
- Gersony, R. (1997) *The anguish of northern Uganda: results of a field-based Assessment of the civil conflicts in northern Uganda*. Report: submitted to the USAID Mission, Kampala.
- Good, T.H. & Brophy, J.E. (2005). *Contemporary Educational Psychology*. 8th ed. Longman publishers: New Yor .
- Hong W. (2008). *Language Policy Implementation: A Look at Teachers' Perceptions*. Asian EFL Journal.
- Juuko W. Frederick and Kabonesa Constance (2007). *Universal Primary Education in contemporary Uganda. A right or Privilege*. Human Rights and Peace Centre, ISBN 9970-511-08-5.
- Kikampikaho M, & Kweisiga J.C (2002). *Contributions of women's organisations to girls education in Uganda* in Tripp and Kweisiga (2002). *The women's Movement in Uganda. History, Challenges and prospects*. Fountain Publishers, Kampala.
- Kisembo A. (2008). *Thematic Curriculum and Local languages Policy: Achievements and Challenges*. A paper presented at the Annual Regional Assembly on Education and Sports Sector Western Region 16th - 17th October 2008 at Lake View Hotel Mbarara.

- Krejcie, R. V., Morgan, D. W., (1970). *Determining Sample Size for Research Activities*. In Sekaran, U (2003). *Research methods for business: A skill building approach* (4th ed.) John Wiley & Sons Inc.
- Kwesiga Joy (2002). *Women's access to higher education in Africa: Uganda's experience*. Kampala Uganda: Fountain publishers.
- Malik, J. A. (1969). *A study of Faculty Participation in Decision - Making in Origin Community College*. Eugene: School of Education.
- Marew Zewde. (2000b). *Curriculum Implementation and Evaluation*. A Compiled Set Reader for A Course. Addis Ababa University.
- Marew, Zewdie. (2000a). *Curriculum Implementation and Evaluation*. A Course Material). Addis Ababa University Printing Press.
- Markos Mekuria. (1997). *Teachers' Participation in the Administration of senior Secondary School of SNNPR*. MA. Thesis Addis Ababa University.
- Marsh , C.J. (2002). *Key Concepts for Understanding Curriculum*. The Falmer Press, United Kingdom.
- Ministry of Education and Sports, (2005). *A comprehensive analysis of basic education in Uganda*. Kampala, Uganda.
- Ministry of Education and Sports (2005a). *Education Sector Strategic Plan 2004-2015*. Kampala: Ministry of Education and Sports.
- Ministry of Education and Sports. (2005b). *Guidelines for Quality Assurance in Basic Education in Uganda*. Kampala: Ministry of Education and Sports.
- Ministry of Education and Sports. 2006. *Education and Sports Sector National Policy Guidelines on HIV/AIDS*. Kampala: Ministry of Education and Sports.
- Ministry of Education and Sports. (2008). *Overview of Sector Policy Framework*. [Online] Available: www.education.go.ug. Access: 15 September 2008.
- MoES (2001): Educational statistical abstract. Kampala, Uganda.
- Mutebi. M. Peter (2006). *An analysis of the primary education curriculum in Uganda including a frame work for a primary education curriculum renewal*. UNESCO, January 2006
- Nakabugo, M. G. et al (2007). *Instructional strategies for large classes: Baseline literature and empirical study of primary school teachers in Uganda*. Centre for the Study of International Cooperation in Education (CICE).

- Nakabugo, M. G., Byamugisha, A. & Bithaghalire, J. (2008). Future Schooling in Uganda, CICE Hiroshima University. *Journal of International Cooperation in Education*, 11(1), 55-69.
- Ornstein, A.C. and Hunkins, F.P. (2008). *Curriculum Foundations, Principles, and Issues*. 3rd edition. Allyn and Bacon. Massachusetts., United States of America.
- Prat, D. (1990). *Curriculum Design and Development*. Harcourt Brace Jovanovich Publishers. New York - United States of America.
- Republic of Uganda (2002). *Government White Paper on Implementing Recommendations of the School Curriculum*. EPRC: Kampala, Unpublished.
- Republic of Uganda (2005). *Uganda Education Statistics Abstract*. and Ministry of Education and Sports; 2004.
- Research Council, (2006). *Curriculum Implementation: Issues and Challenges*. Exploratorium's Institute for Inquiry, San Francisco, California.
- Rile, D. (1984). Teacher Utilization of Avenues for Participatory Decision-Making. *The Journal of Education*. Vol. 22 No 1, pp. 35-46.
- Salia-Bao, K. (1989). *Curriculum Development and African Culture*. Edward Arnold London.
- Uganda National Examinations Board (2011) National Assessment of Progress in Education. The Achievement of Primary School Pupils in Uganda in numeracy, literacy and oral reading. UNEB, Kampala, Uganda.
- UNESCO (2000). *Education For All: Assessment: Statistical Document*. Paris: UNESCO/International Consultative Forum on Education For All. [Online] Available: <http://unesdoc.unesco.org/images/0012/001204/120472e.pdf>
- UNICEF (2007). Uganda. UNICEF *Humanitarian Situation Report-External*. September. <http://www.reliefweb.int/rw/rwb.nsf/db900sid/YSAR-77ZMLB?opendocument&rc>
- United Nations Millennium Project. (2005). *Increasing in Development: A Practical Plan to Achieve the Millennium Development Goals*. New York: United Nations.
- United Nations (2003). *World Population Monitoring 2003: Population, Education and Development*. New York: United Nations.
- Van der Waldt, G. & Du Toit D. (1997). *Managing for Excellence in the Public Sector*. Kenwyn: Juta & Co, Ltd.
- Wiles, J. and Bondi, J. (2008). *Curriculum Development : A Guide to Practice*. (5th ed.). Prentice Hall Inc. New Jersey . United States of America.

World Bank (1993). *Measuring the gap: Female education in Sub Saharan Africa*. New York.

Yinusa, M. A. & Basil, A. O. (2008). Socio-Economic Factors Influencing Students Academic Performance in Nigeria: Some Explanations from a Local Survey, *Pakistan Journal of Social sciences*, Vol. 5, no.4, pp. 319-323.

**APPENDIX A: QUESTIONNAIRE FOR DEPUTY HEAD TEACHERS AND
TEACHERS**

Dear respondent, I am conducting a study on “Assessing the Impediments to Primary School Curriculum Implementation in Bukwo District” You have been selected as one of the respondents. Your responses are sought purely for academic purposes and will be treated with utmost confidentiality. Thank you for your acceptance.

Section A: Background factors

1. Job title a. Teacher b. Head teacher c. Other -----
2. Qualification
 a. Certificate b. Diploma c. Bachelors Degrees d. Post-graduate
3. Do you attend refresher courses? a. Yes b. No
4. Current role in school
 a. Administration b. Teaching c. Other (specify) -----
5. How long have been on this job? a. 1-5 year b. 6-10 years c. Over 10 years
6. Class taught -----

Section B: Policy factors on the Implementation of primary school curriculum

To what extent do you agree with the following statements? Tick where appropriate

1. Strongly disagree 2. Disagree 3. Not sure 4. Agree 5. Strongly agree

	1	2	3	4	5
Participation on formulation of the draft					
Education and Training policy of Uganda					
Proposals for curriculum reform					
Development of curriculum frame works					
Discussions on the draft policy for endorsement either individually or in-group					
Enforcement of the policy					

Section C: The socio-economic factors on the Implementation of primary school curriculum in the primary schools

To what extent do you agree with the following statements? Tick where appropriate

1. Strongly disagree 2. Disagree 3. Not sure 4. Agree 5. Strongly agree

Statements	1	2	3	4	5
Curriculum Implementation is acknowledged by school administrators and community					
Gender balance among pupils is recognised in case of curriculum implementation					
Early marriages or pregnancies among pupils may affect curriculum Implementation					
Teachers have alternative cultural teaching methods					
Cultural leaders are consulted in curriculum implementation					
Language is an important factor in curriculum Implementation in Bukwo District					
Mathematical curriculum can be taught using local materials such as counting tools from local materials					
Cultural leaders in Bukwo community support curriculum Implementation in primary schools in Bukwo District					

Reasons for highly ranked factors that affect curriculum Implementation

To what extent do you agree with the following statements? Tick where appropriate

1. Always creates a problem for me 2. Usually 3. Sometimes 4. Never

Items	1	2	3	4
Inclusion of teachers in decision making				
Preparing science and mathematic activities				
Providing parent involvement				
Finding time for writing detailed evaluation				
Writing developmental reports				
Goals and objectives of curriculum				
Designing reading and writing practices				
Lack of resting time				
Preparing science and mathematical plans				
Preparing language activities				
Crowded class rooms				
Preparing play and movement activities				
Preparing drama-music activities				
Using knowledge and information technologies				
Doing play based activities				
Encouraging children's active involvement				
Using appropriate teaching methods and techniques				
Directing children to think with open-ended questions				
Being flexible during implementation				
Lack of assistant teacher				
Environment				
Encouraging children to involve in activities based on corporation				
Doing Activities to foster children's social emotional intelligence				
Adequacy Classroom Materials				

Section D: Effect of Teacher Participation on primary school curriculum implementation

Instruction 2: Below, there are 9 (nine) categories of areas of teachers participation for the process of curriculum development. The aim is to assess your judgment of teachers most or least participation in each of the nine categories of areas by ranking them on the scale from 1 to 9.

1. Strongly disagree
2. Agree
3. Not sure
4. Agree
5. Strongly agree

1. Policy formulation and decision-making
2. Curriculum designing and planning
3. Curriculum construction
4. Evaluating the pilot curriculum materials
5. Curriculum improvement
6. Curriculum implementation
7. Summative evaluation
8. Curriculum revision or renewal
9. Resolution of problems related to curriculum development process

Please answer each item by putting a tick mark (✓) in the box below the choices, which most closely represents your opinion about the statements using the following five-point rating scale

6. Strongly disagree
7. Agree
8. Not sure
9. Agree
10. Strongly agree

1. Acceptance of teachers' ideas and views.
2. Presence of financial and material incentives
3. Presence of conducive working conditions
4. Availability of training and up grading primary school teachers
5. Availability of strong relationships between educational officials, principals and teachers

6. Training teachers lacking the knowledge of nationality language used as medium of instruction

7. Giving equal chance for all teachers

Section E: CURRICULUM IMPLEMENTATION

Please answer each item by putting a tick mark (✓) in the box below the choices, which most closely represents your opinion about the statements using the following five-point rating scale

11. Strongly disagree

12. Agree

13. Not sure

14. Agree

15. Strongly agree

- (i) We carry out workshops orientations of teachers and principals.
- (ii) There is constant use of new curricular materials when implementing curriculum.
- (iii) Reception of support (material morale, time) from educational officials and principals for Implementation of the curriculum.
- (iv) Reception of support (material morale, time) from parents in curriculum Implementation takes into consideration innovation.
- (v) Perception, knowledge, acceptance and agreement of the philosophy, aims and objectives of the curriculum change.
- (vi) There is positive perception of teaching ability to implement the curriculum.
- (vii) **We often** modify the curriculum.
- (viii) We conduct continuous evaluation and research the text materials.

Section F: Stakeholders suggestions

1. To encourage curricular change (innovative activities)
2. To involve teachers in representing themselves through associations for taking duties and responsibilities
3. Of sharing idea with teachers on how they should involve in curriculum development practices

4. To communicate important issues to teachers using all methods and means of communication.
5. Of putting teachers' ideas and suggestions to effect the curriculum
6. For motivating hard working teachers among the participants of the innovation.
7. In giving adequate support in materials time and morale
8. In giving adequate financial support (through career structure and/ or other means)
9. In showing concern for individual and / or team contribution to ensure the quality of educational materials
10. Workshops orientations and/ or training to implement the current curricular activities.
11. In giving equal chances for both male and female teachers
12. showing inclination with regards to qualification
13. showing inclination with regards to knowledge of the nationality language used in their experience
14. showing inclination with regards to knowledge of local language used in their schools
15. giving chances and opportunities in every aspects for rural and urban schools
16. giving chances and opportunities in very aspects for all school community member
17. In showing inclination for non-teaching qualified personnel's outside the profession for curricular development activities
18. What strategies can be put in place to address challenges to curriculum Implementation in primary schools? -----

Thank you for your time and cooperation!!

**APPENDIX B: INTERVIEW GUIDE FOR KEY INFORMANTS (HEADTEACHERS,
PARENTS, DIS, SMCs, DEO)**

The researcher will use interview guide to collect information from the key informants and these was face to face interviews where the respondents was asked for their permission to allow the researcher to write down information during the interview in order to collect accurate and detailed data according to the study objectives.

1. Job title -----
2. Qualification
a. Certificate b. Diploma c. Bachelors Degrees d. Post-graduate
3. Have you had additional training? a. Yes b. No
4. Current role in school a. Administration b. Teaching c. Other (specify) -----

5. How long have been on this job? a. 1-5 years b. 6-10 years c. Over 10 years
6. What do you understand by the word curriculum?
7. What general challenges do you face in Implementation of curriculum in primary schools?
8. What support has Central government (Ministry of Education and Sports) offered in curriculum Implementation in primary schools?
9. What support has local government offered in curriculum Implementation in primary schools?
10. How do the political factors affect the Implementation of primary school curriculum?
11. How do the socio-economic factors affect Implementation of primary school curriculum?
12. How do the cultural factors affect Implementation of curriculum in the primary schools?
13. What is the role of gender in curriculum Implementation in primary schools?
14. What strategies can be used to implement primary school curriculum with the following factors?
 - a. Policy factors -----
 - b. Socio-economic factors -----
 - c. Cultural factors -----

Thank you for your time and cooperation!!!!

**APPENDIX C: AN EXTRACT FOR DETERMINING SAMPLE SIZE FOR RESEARCH
STUDY**

Population N	Sample size S	Population N	Sample size S	Population N	Sample size S
10	10	110	86	1000	278
15	14	120	92	1200	291
20	19	130	97	1500	306
25	24	140	103	2000	322
30	28	150	108	2200	327
35	32	160	113	2400	331
40	36	170	118	3000	341
100	80	180	124	4000	351
5000	357	10000	370	100000	384

Source: Krejcie and Morgan (1970) in Sekaran, U (2003). *Research methods for business: A skill- building approach*. (4th ed.) John Wiley & Sons Inc.