

**THEMATIC CURRICULUM IMPLEMENTATION STRATEGIES AND PUPILS'
ACADEMIC ACHIEVEMENT IN SELECTED PUBLIC PRIMARY SCHOOLS IN
KYENGERA TOWN COUNCIL, WAKISO DISTRICT**

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RM22M06/015

**A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER
OF EDUCATION ADMINISTRATION AND PLANNING OF UGANDA CHRISTIAN UNIVERSITY**

November, 2025




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DECLARATION

I, Ssendawula Martin, do hereby declare that this Dissertation titled, “Thematic Curriculum Implementation Strategies and Pupils’ Academic Achievement in Selected Public Primary Schools in Kyengeru Town Council, Wakiso District” is my original work and has neither been presented to any academic institution in part nor as a whole for consideration of an academic award.

Sign -----

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APPROVAL

This is to certify that this dissertation of Ssendawula Martin titled “Thematic Curriculum Implementation Strategies and Pupils’ Academic Achievement in Selected Public Primary Schools in Kyengera Town Council, Wakiso District” has been developed with my approval as the candidate’s university supervisor.

Signature: -----

Date:-----6/11/2025-----

DR. REMIGIO TURDAHABWE

DEDICATION

This dissertation is dedicated to my beloved wife, Brenda Najjengo Ssendawula and the entire family members whose efforts towards the success of my studies depict the highest degree of Love and Care and whose patience, perseverance and prayer during my studies are a reason for God to grant me success. May God reward them abundantly.

ACKNOWLEDGEMENTS

I thank the Almighty God for the inspiration, strength and vision to complete the course, as well as wisdom and understanding that made me through up to this level. I am forever grateful to Him. I would like to express my gratitude to my supervisor, Dr. Remigio Turyahabwe for the patience, guidance and the precious time committed to make this report a success. Your guidance and advice was of paramount importance in having this work accomplished.

I am very grateful to my Parents, the Late Fredrick Patrick Sempira and Mrs. Kezia Kyazike Florence Sempira who deserves special thanks for their love and patience towards my education with dedication. Their financial assistance towards my education that is resulting into this research report can never be underrated. More thanks to my beloved wife, Brenda Najjengo Ssendawula. You have sacrificed a lot for the sake of my education and may God richly bless you. I also acknowledge the contributions of my respondents from Kyengera Town Council, Wakiso who gave me the necessary information that enabled me to come up with this research report.

More thanks go to my brothers, Fred Kasula, Daniel Kibanyi, Kibaya Allan, Kenneth Kayanja and sister, Nanjuki Juliet Sanyu Bogere, as well as our children, Mildred, Joel, Keith, Kirsten, Ketra, Kendal, and Kadmiel for the happiness they give us. Lastly, my heartfelt and sincere appreciations go to my dear friend, Mr. Ssenkungu David Balaba the current Head teacher of Ndejje Senior Secondary School for all the spiritual, moral and financial support towards this achievement. Your effort and guidance has contributed greatly towards this achievement and other professional work. May God richly bless you.

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ACROYNMS

CCTs	Center Coordinating Tutors
CVI	Content Validity Index
DV	Dependent Variable
IV	Independent Variable
NEP	National Education Policy
SPSS	Statistical Package for Social Sciences
PLE	Primary Leaving Examinations
UWESO	Uganda Women's Effort to Save Orphans
UK	United Kingdom

ABSTRACT

The study examined the effect of thematic curriculum implementation strategies on pupils' academic achievement in selected public primary schools in Kyengera Town Council, Wakiso. The objectives included; to establish the effect of remedial teaching strategy, teacher motivation strategy and investment in teaching material strategy on pupils' academic achievement basing on a cross-sectional survey design. The target population comprised of; head-teachers, deputy head-teachers, DOS, and teachers totaling to 106. These were purposively and simple randomly selected. The questionnaires and interview guide helped in collecting the data, and analyzed quantitatively and qualitatively. The study findings revealed that teachers use re-teaching to encourage reading skills, help pupils to understand what they never understood clearly during class lessons. Therefore, remedial teaching strategy has a positive significant effect on pupils' academic achievement ($r=.686^{**}$). The study also revealed that allowances encourage teachers to have lesson plans and scheme of work, thus able to have high syllabus content coverage. Therefore, teacher motivation strategy has a positive significant effect on pupils' academic achievement ($r=.589^{**}$). Study findings revealed that teachers use interactive teaching materials to enhance reading skills and encourages self-revision to boost their academic scores. Thus, investment in teaching material strategy has a positive significant effect on pupils' academic achievement ($r=0.687^{**}$). The study concluded that thematic curriculum implementation strategies have a significant effect on pupils' academic achievement in public primary schools in Kyengera Town Council. The study recommended that school administrators and curriculum implementers to organize workshops and refresher courses aimed at extending skills to teachers on how best they can run thematic curriculum in schools; and areas of further research were suggested.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This research aimed at establishing the aspects of thematic curriculum implementation strategies (independent variable) in relation to pupils' academic achievement (dependent variable) in selected public primary schools in Kyengera Town Council, Wakiso District. This chapter includes the background to the study, the statement of the problem, purpose and objectives of the study, research questions and hypotheses. It also highlighted the scope of the study, the justification and significance of the study, as well as conceptual framework.

1.1 Background to the Study

This research covers the thematic curriculum implementation strategies as an independent variable, while, pupils' academic achievement as a dependent variable. The background is divided into four perspectives, historical, theoretical, conceptual and contextual perspectives.

1.1.1 Historical Background

World-over, thematic learning is blended learning that uses themes to link some subjects to provide meaningful experiences to students. The thematic learning method integrates attitudes, skills, knowledge, values of learning, and creative thinking by using themes in the learning process (Choppin, 2021). It could give the pupils a full meaning as reflected in the various themes because pupils do not learn basic concepts partially. Similarly, some developed countries have implemented the thematic curriculum. Like in the UK, the thematic curriculum was introduced in the 1960 (Altinyelken, 2020). It had sought to break

down traditional subject barriers in order to make learning more meaningful, relevant and stimulating for pupils' academic achievement such as expression and learners' class assignment. However, there are many challenges of implementation that were discussed. Choppin (2021) reported that the main challenge faced by UK primary teachers in implementing the thematic curriculum is inadequate and up-to-date materials, teacher development and inadequate motivation influencing learners' academic concentration and grades. The teachers were not confident to teach by integrating subjects because they did not master the available strategy of teaching materials that boost learners reading skills. A research (Kobia, 2022) conducted in Bangladesh found out that some primary schools have witnessed an increase in academic achievement especially reading skills and expression of their pupils during thematic curriculum implementation after using remedial teaching strategy. This has greatly been influenced by an increase in the quality of the content extended to pupils in primary schools, enhancing their expressions and reading skills ($R=0.935$, $P\text{-Value } 0.01$), quality of teaching methods applied during the implementation of thematic curriculum boosting pupils' academic grade ($R=0.621$, $P\text{-Value}=0.005$), and other factors including lack of proper training for implementers and inadequate teaching resources, that influence learners' class attendance. Similarly, Samuels (2019) identified several factors influencing pupils' academic achievement in Jamaica, inappropriate implementation of thematic curriculum being the major factors. Most primary schools in Jamaica who have implemented motivation of staff, remedial teaching, practiced pumping and acquiring of instructional materials, have expressed high academic grades, proper reading skills and expressions, unlike their counterparts (Samuels, 2019). This was investigated, especially scrutinizing the frequently applied thematic curriculum implementation strategies and its influence onto pupils' academic achievement.

In Africa, the change of learning paradigm from teacher-centered learning become pupils-centered learning in the 21st century brings about the changes in the curriculum. Ghunu (2022) claim that thematic learning is an approach that is suitable for learners' development in the 21st century in Sub-Saharan Africa because it can enable classroom teachers to provide pupils with challenges for them to reflect on a theme. It is also believed to be the effective remedial teaching strategies for contextual learning related to pupils' daily experiences in expressing themselves (Samuels, 2019). Numerous studies in Nigerian primary schools (Ghunu, 2022: Olibie, 2021) indicated that pupils literacy levels, expression and academic outcomes have remained low in most primary schools, despite the presence of the Thematic Curriculum Policy advocating for the use of pupil's mother tongue as language of instruction from P.1 to P.3, and English from P.5 to P.7, and P.4 as a Transition year/class. In its nature, teachers were restricted to teaching in their home area, because of Language One, used to teach Thematic Curriculum, limiting learners' expression and reading skills. Similarly, Olibie (2021) opines that several reasons had been advanced for the low pupils' academic achievement in numeracy and reading skills in Chad, Nigeria, mostly the challenges associated to Thematic Curriculum implementation; from absence of textbooks and other instructional materials, to poorly trained teachers, all the way to poor attitude from parents and other stakeholders. Through the thematic curriculum, the learning become more meaningful for them and make it easier to link pupils' daily life to express themselves in reading, numeracy and reading skills, as well as able to become punctual for classes (Chumdari., Anitah., Budiyono & Suryani, 2018). Regrettably, all these have hitherto remained mere allegation without systematic answers to the predicament. This prompted the current researcher to consider the path of the research study.

In East Africa, thematic learning has been encouraged and adopted by several States to enhance the involvement of pupils in the process of learning so that pupils can gain direct experience and are trained to achieve high pupils' academic outcomes (Hulya 2020). Similarly, Khuluqo., Chairunnisa & Ghani (2020) tackled the challenges of lower primary schools in Segei State in South Sudan and found out that there is increasing decline of pupils' academic achievement. Pupils' academic grades have continued to remain worrying, these pupils cannot comfortably express themselves, of which lack of remedial teaching strategies being the major contributing factor. It is also acknowledged that expression and reading skills remains a big concern among primary school going children, of which several factors including teaching material strategy have been pointed out to be among the major cause. Arguably, Chumdari., Anitah., Budiyo & Suryani (2018) tackled the obstacles of primary schools in Burundi, and revealed that teachers' experience, teaching materials, class size, lack of teachers' motivation and lack of remedial lessons to influence academic performance outcome of pupils. In a nutshell, the thematic curriculum provides stimulating experiences to help pupils make sense of the world around them. The thematic curriculum tried to improve pupils' practical intelligence by integrating the knowledge to the pupil's real-life issues (Hulya, 2020). Interestingly, no single thematic curriculum implementation strategies can be pointed to, to be responsible for this paucity something that this research study intends to investigate.

Historically, the implementation of the thematic curriculum in Uganda was undertaken in 2007, it was aimed at improving education quality by increasing the achievement level of pupils in literacy, numeracy and life skills (Hulya 2020). The thematic curriculum of Uganda stands on the theme of being flexible and not exhaustive; this requires a teacher to employ a variety of appropriate activities to enhance children's participation in the learning.

The local languages are the medium of instruction; however, expression has remained a challenge. Pupils still experience challenges in reading skills, numerous and expression in classroom, and this get influenced by teaching material strategy. Further in some school situation, teacher motivation strategy boosts learners to be punctual and regular for classes, for example, a study by Kemigisha (2022) found that while remedial teaching strategy positively impacted reading comprehension in urban schools with high levels of pupil academic outcome, its effects were less pronounced in sub-urban schools with more homogenous pupil populations. However, the encouragement of learners classroom attendance has continued to experience several challenges, including weaknesses in teachers' motivation strategy, lack of adequate training, lack of remedial lessons strategy and inadequate materials that limit pupils to acquire proper reading skills, expressions as well as influencing grades of pupils (Otim, 2021). The National Education Policy (2018) attempted to address the thematic curriculum implementation gaps in primary schools to improve the pupils' academic grade, expression and reading skills; but these efforts appear to have failed to yield to positive academic performance results in Uganda.

1.1.2 Theoretical Background

The study was guided by the Operant Conditioning Theory. The Operant Conditioning Theory which was advanced by psychologist B.F. Skinner (2012) states that the learning acts involves three identifiable stages. This theory suggests that there are three types of factors that influence pupils' academic achievement: remedial teaching strategy, teacher motivation strategy and investment in teaching material (Fu & Sibert, 2017). Remedial teaching strategies are the strategies that are directly related to the re-teaching to encourage and emphasize reading skills. These strategies include compensatory education, identifying

learning gaps, individualized learning plans, and ongoing monitoring and feedback. When these remedial teaching strategies are lacking or unsatisfactory, they can lead to declining pupils' academic outcomes, and lack of reading skills.

On the other hand, teacher motivation is the strategy that leads to pupils' academic achievement. These strategies are directly related to boosting pupils' academic achievement and include things such as reading skills, expression, numeracy and learners' classroom attendance. When these strategies are present, they have the power to increase academic outcomes of learners and overall academic achievement of pupils (Fu & Sibert, 2017). First the stimulus or situation with which the learner is confronted, then the behaviour which it elicits from the learner and thirdly, the reinforcement which follows this behaviour. Such reinforcement can best be thought of by the teacher as results that follow on from the behavior (Retnawati et al. 2021). The results can either be positive reinforcement or increase the likelihood of the learner producing the same kind of behavior or negative reinforcement which occurs when an unwanted response of some kind is removed.

The assumption in the operant conditioning theory is that for any learning to take place there must be a stimulus. Each learning experience is a stimulus that produces a behavioral response (Farrant, 2000). Therefore, the theory helped to probe deeply how thematic curriculum stimulates learning and literacy levels in the pupils in lower primary. In these ways, the activities in the curriculum also stimulate growth in the following skill areas: observing and drawing inferences, interpreting and creating, thinking and deciding, research and analysis, presenting and performing (Retnawati et al. 2021). Basing on this theory, it means that schools should be receptive and ready to implement the thematic curriculum

with the help from the government in the education sector to enhance academic achievement of learners.

Thematic curriculum theory which was formed around aspects of five orientations to organizing thematic curriculum: academic rationalism, cognitive processes, self-actualization, social reconstruction, and utilitarianism (Eisner and Vallance, 2014). Academic rationalists' orientations are primarily about disciplinary knowledge and cultural canons. Cognitive process orientations are primarily about intellectual reasoning skills such as problem solving. Self-actualization or personal relevance, orientations stress psychological conditions and are concerned with individuality and personal expression. Social reconstruction, generally called critical pedagogy, stresses sociological conditions, social justice and collective reform.

Similarly, utilitarian orientations are primarily concerned with functional competencies, performance, procedure and instructional efficiency. Implementing the curriculum is the most crucial and sometimes the most challenging phase of the curriculum development process (Fu & Sibert, 2017). The theory emphasizes that teachers are the key to the success of curriculum implementation because their knowledge, beliefs, and perception plays a significant role in implementing the effective changes (Park & Sung, 2013). If the teachers can accept and implement the curriculum based on the procedure designed by the government, it can make them formulate their meaning and perception of the new curriculum.

Additionally, Retnawati et al. (2021) found that thematic approaches align with socio-cultural theories, emphasizing the importance of social interaction, collaboration, and cultural relevance in learning. Implementation of thematic curriculum has promoted

interdisciplinary connections for example it has allowed pupils of lower primary to see the relationships between different subjects and apply knowledge across different subjects. In a nutshell, the theory also states that teachers who accept the change of curriculum changed their perception and improved their pedagogical practice (Park & Sung, 2013).

Therefore, what teachers assumed as the goal in curriculum change is very important to the success of curriculum implementation. However, this theory has two assumptions; the cause of human behavior is something in a person's environment. Secondly, the consequences of a behavior determine the possibility of it being repeated (Sylaj, 2020). Behaviours followed by pleasant consequences are likely to be repeated and those followed by an unpleasant consequence are likely not to be repeated. However, with allegations of inadequate implementation of thematic curriculum strategies and its influence on pupils' academic achievement in the lower primary schools in this town council, this prompting the current researcher to opt for the research study.

1.1.3 Conceptual Background

In this study, the research focused mainly on two major study variables; that is, thematic curriculum implementation strategies as the independent variable and pupils' academic achievement as the dependent variable as explained hereunder:

Thematic Curriculum: The thematic curriculum is defined as a learning method that integrates attitudes, skills, knowledge, learning values, and creative thinking using themes in the learning process (Choppin, 2021). By implementing this curriculum, it is expected that it would bridge the school and daily-life learning experiences. On the other hand, Altinyelken (2020) defined thematic curriculum as the curriculum used for P1-P3 classes. And that, it was called Thematic Curriculum because of its content which was arranged around themes

that are familiar to the learners, where teachers were expected to use a familiar area language as the medium of instruction. This language of instruction could be the local language for the learners whose first language was not English or any language that the learners were able to understand (*ibid*). In this research, thematic curriculum is an instrumental method of teaching where the children work within a specific theme/topic title each term, but integrate a range of subjects together so that they can link their learning across the subject and build a greater depth of understanding. The dimensions of thematic curriculum include, remedial teaching, motivation of teachers and teaching materials.

Remedial teaching refers to the tasks which are in a form of academic upgrading composed primarily of sequences of increasingly advanced courses designed to bring under-prepared students to the level of skill competency expected of new entrants to post primary education (Choppin, 2021). For the basis of this study, the researcher looked at remedial tasks as basic skills education, compensatory education and preparatory education which is designed to assist pupils to achieve expected competencies in core academic skills. They are lessons usually given to slow learners so as to get equipped and cope up with fellow learners.

Teacher motivation: This refers to a method that is used to provide salary and wage payment that is expected to be equivalent with one's effort or for the work done (Kobia, 2022). Motivation is all about paying for the services offered by the person. According to Samuels (2019), motivation referred to as pay or reward given to individual's work done. Motivation is defined by Ghunu (2022) as pay an individual gets for work done and points out that motivation is a vital factor affecting academic performance of learners in most schools. In this study, motivation is considered as the total amount a teacher receives for performing a job.

Teaching Materials: This refers to any collection of materials including animate and inanimate objects and human and non-human resources that a teacher may use in teaching and learning situations to help achieve desired learning objectives (Ojilong, 2020). Teaching materials aid pupils in concretizing a learning experience so as to make learning become more exiting, interesting and interactive. Similarly, Otim (2021) defined teaching materials to be those tools a teacher uses in teaching a lesson. These materials can include materials that pupils bring from school as part of a project, textbooks, homework assignments, and other types of resources.

Pupils' Academic Achievement: This describes academic outcomes that indicate the extent to which a pupil has achieved their learning goals (Kobia, 2022). Similarly, Ghunu (2022) defined academic achievement to refer to completing educational benchmarks. In this research, pupil's academic achievement is the process made towards the goal of acquiring educational skills, materials and knowledge, usually spanning a variety of disciplines. Pupils' academic achievement is often measured through reading skills, numeracy, expression, examinations or grades, and learners' classroom attendance (regularity and punctuality) and participation.

1.1.4 Contextual Background

Otim (2022) noted that a curriculum is essential for quality learning and relevance of education to a society's development needs. In 2007, Uganda introduced thematic curriculum at P.1 to P.3 level, with the purpose of improving quality and relevance of learning outcomes. When the Thematic Curriculum was introduced in 2007, the government reform or policy did not go through Primary Teachers' Colleges (PTCs) but came direct to schools for implementation, yet even the teachers lacked adequate knowledge and expertise

to effectively implement the curriculum. Center Coordinating Tutors (CCTs) had not carried out enough induction through seminars and refresher courses to equip the teachers and head-teachers with skills to manage the implementation of thematic curriculum (Ojilong, 2020). The best evidence that things were still not going according to plan, was the report of Uganda Women's Effort to Save Orphans (UWESO), the sixth in a sequence showing that, more children were better in English than in the Local Language. The acquisition of reading skills in the Local Language was on average slower when compared to English. Similarly, a study (Altinyelken, 2020) in Eastern Uganda found that 2 out of 7 Primary 7 pupils were unable to read and interpret a Primary 2 level English story. Similar studies indicated that three out of ten Primary 7 pupils were unable to read and understand a Primary 2- level Local Language text.

Similarly, a research (Kemigisha, 2022) conducted in Kitumba Sub-County, Kabale district found out that some primary schools have witnessed an increase in academic achievement of their pupils during thematic curriculum implementation. This has greatly been influenced by an increase in the quality of the content extended to pupils in primary schools, and quality of teaching methods applied during the implementation of thematic curriculum; however, this has been exceptional in Wakiso district. The government of Uganda through its Ministry of Education and Sports has not funded the program to the expectations. The education sector had appealed to the donor community over the last five or more years, to support the transition to thematic curriculum by funding for new textbooks as well as training for instructors, yet despite all of this, little seemed to have been achieved (Namulondo, 2024). Textbooks have not been available in abundance. There is lack of enough connection between Thematic and Transition curriculum of primary four (Kiwauka, 2022). With all these governing-thematic curriculum implementation strategies

in place, pupils' academic achievement in Wakiso district seem not to be good as manifested by persistent low academic achievement of pupils in primary schools. Could it be that the thematic implementation strategies are there without playing their roles, or these strategies are hampered by other forces to the extent that they fail to play their roles effectively leading to poor pupils' academic achievement? This is what the study established.

The same scenario was observed in almost all primary schools in Uganda, Wakiso district was not an exception. Despite the efforts made by the government of Uganda and stakeholders in promoting thematic curriculum implementation, the academic achievement of pupils is still poor (Kiwauka, 2023). Some 4,132 pupils of Primary 3 to Primary 7 were assessed. By Primary 3, about 41% of the respondents were unable to read local language words, syllables, paragraphs and stories at all, while about 9% of those assessed in Primary 7 fell in the same category of nonreaders. About 84% of P.3 pupils and 34% of P.7 learners had only attained partial competence (Wakiso Education Report, 2023). For the five class grades assessed from P.3 to P. 7, full competency was at 35%, and 65% had attained partial competence, while 28% were non-readers. Still, pupils have continuously performed poorly in academics despite the functionality of thematic curriculum implementation strategies in these schools (Namulondo, 2024; Kiwauka, 2023). Yet, empirical studies into the implementation of thematic curriculum strategies on pupils' academic achievement in Ugandan context, Kyengera Town Council particularly remain scanty. This study contributed to filling this gap by investigating the effect of thematic curriculum implementation strategies on pupils' academic achievement in selected public primary schools in Kyengera Town Council, Wakiso District.

1.3 Statement of the Problem

The thematic curriculum is a learning method that integrates attitudes, skills, knowledge, learning value, and creative thinking using themes in the learning process. By implementing this curriculum, it is expected that it would bridge the school and daily-life learning experiences (Ssentanda., Southwood & Huddlestone, 2022). Though, the thematic curriculum was introduced to enhance children's proficiency in various aspects and life skills, many children in public primary classes in Kyengera Town Council are still struggling to read and write (Kavule, 2024); they lack the desired competencies in literacy and numeracy. By end of primary level, many pupils are not in position to write letters, or even express themselves well in public using an appropriate diction (Kiwanuka, 2023). Some parents and teachers attribute this to the introduction of the thematic curriculum whose content and objectives are not yet clear among stakeholders. They believe thematic curriculum has done more harm than good by keeping children's minds not to think beyond home environment (Ssentanda et al. 2022).

The government of Uganda through the Ministry of Education and Sports and other development partners has put up several interventions to strengthen the implementation of thematic curriculum in order to improve the pupils' academic outcome. This intervention has been adopted and done with an intention of improving the academic performance of pupils (Kiwanuka, 2023). Despite these interventions in place, the academic performance of pupils in primary schools in Kyengera Town Council has remained declining. The reality in Kyengera is that schools implement curriculum differently using different strategies and therefore pupils' academic achievements have been very different with some schools realizing very high achievers while others very moderate or low achievers (Ssentanda et al. 2022).

Incidentally, the pupils' academic performance basing on the summative examination results of PLE results; literacy levels, expression and reading skills, are all wanting (Namulondo, 2024). Notably, schools are still grappling with increasing incidences of declining academic performance of pupils. Different scholars have hinted on these gaps in pupils' academic performance on several school based factors and home-related causes including but not limited to: library lacking of learning materials, lack of proper lighting in classrooms, pupil-teacher ratio, and teachers' competence, and many others (Altinyelken, 2020; Retnawati et al. 2021; Ojilong, 2020). To the best knowledge of the researcher, less research in Uganda has been carried out about the thematic curriculum implementation strategies and its influence on pupils' academic performance. The discrepancies and existing gaps therefore, instigated the investigator to need to fill the knowledge gap on the effect of thematic curriculum implementation strategies on pupils' academic achievement in selected public primary schools in Kyengera Town Council.

1.3 Purpose and Objectives of the Study

1.3.1 Purpose

The purpose of the study investigated the effect of thematic curriculum implementation strategies on pupils' academic achievement in selected public primary schools in Kyengera Town Council, Wakiso.

1.3.2 Research Objectives

The study was based on the following research objectives:

1. To establish the effect of remedial teaching strategy on pupils' academic achievement in selected public primary schools in Kyengera Town Council.

2. To examine the effect of teacher motivation strategy on pupils' academic achievement in selected public primary schools in Kyengera Town Council.
3. To establish the effect of investment in teaching material strategy on pupils' academic achievement in selected public primary schools in Kyengera Town Council.

1.4 Research Questions

The study based itself on the following research questions;

1. What is the effect of remedial teaching strategy on pupils' academic achievement in selected public primary schools in Kyengera Town Council?
2. What is the effect of teacher motivation strategy on pupils' academic achievement in selected public primary schools in Kyengera Town Council?
3. What is the effect of investment in teaching material strategy on pupils' academic achievement in selected public primary schools in Kyengera Town Council?

1.5 Scope of the Study

This section covers the boundary of research, geographical location of the case study in question, content of the study and the period of time the study intends to cover.

1.5.1 Content Scope

The present study focused on the thematic curriculum implementation strategies and pupils' academic achievement in selected public primary schools. Specifically, this study was based on establishing the effect of remedial teaching strategy on pupils' academic achievement in selected public primary schools, examining the effect of teacher motivation strategy on pupils' academic achievement in selected public primary schools, and establishing the effect

of investment in teaching material strategy on pupils' academic achievement in selected public primary schools in Kyengera Town Council. The study considered thematic curriculum implementation strategies as an independent variable indicated by the following parameters; remedial teaching strategy, investment in teaching material strategy and teacher motivation strategy. Pupils' academic achievement was the dependent variable and was reflected on the following dimensions; pupils' academic grade (PLE results), learners' class assignment, learners' classroom attendance (regularity and punctuality).

1.5.2 Geographical Scope

This study focused on five selected public primary schools in Kyengera Town Council, Wakiso. Kyengera Town Council is situated along Kampala-Masaka road. It is one of the urban centers in Wakiso district. The headquarters are located at Nsangi-Mukono in Nsangi parish, approximately 15Km from Kampala Capital city Authority. Kyengera Town Council baorders with sub-counties of Wakiso in the north, Ssisu in the south, Makindye in the east and Kiringente of Mpigi district in the west. It is one of the components Town Council of Busiro County. Kyengera Town Council is made up of ten parishes, which are in totality subdivided into fifty four local administrative units (LC I). Kyengera Town Council Kyengera Central Division, and parishes of: Buddo, Kasenge, Katereke, Kikaijo, Kitemu, Maya, Nabbingo, Nsangi and Nanziga. This area had been selected for the study because despite the existence of several interventions, the academic achievement of pupils in public primary schools in Kyengera Town Council has remained low (PLE Performance Index, 2023).

1.5.3 Time Scope

The study covers the secondary information sources for period from 2015 to 2024; and this is the period when thematic curriculum implementation had been emphasized to achieve smooth running of primary schools in Uganda (Namulondo, 2024); however, academic achievement of pupils in primary has persistently remained low in this period. The researcher thought of having a reflection at all related literature available for this period to give extensive information on the current study. Secondly, the study was conducted within the time frame of one year i.e September 2023 to October 2024 so as to enable the investigator accomplish other educational requirements within specified period of time.

1.6 Justification of the Study

The strategies to the implementation of thematic curriculum include use of remedial teaching strategy, teacher motivation strategy, investment in teaching material strategy that deals with the different thematic learning. Many lower primary schools in Uganda have embraced thematic curriculum implementation strategies to aid reading skills, improve on academic grades, and numeracy as well as expression (Ojilong, 2020). However, this has been exceptional in public primary schools in Kyengera Town Council where primary schools continued experiencing poor academic grades, and pupils have challenges in expressing themselves as well as reading (Kiwauka, 2023). Some scholars have research on thematic curriculum on the implications on teaching and learning, impact of thematic teaching on academic outcomes, and syllabus completion, other than pupils' academic achievement (Hulya, 2020; Kobia, 2022; Mibirizi, 2018; Choppin, 2021); hence the study shall improve on the significance of thematic curriculum implementation strategies thus

achieving improved pupils' academic achievement. This research will help people to understand better thematic curriculum implementation within Ugandan context.

1.7 Significance of the Study

The study finding is expected to be of help to the following individuals and sectors if followed well as explained hereunder:

The study may furnish policy makers, Ministry of Education and Sports, and politicians with information on thematic curriculum implementation practices and its implication on pupils' academic achievement; hence giving them a leeway to formulation of better policies regarding thematic curriculum implementation within the education systems, based on researched information.

The findings of the study may also enable the policy makers to check on the nature of policies that can improve on the reading skills of the learners without application of assumptions, and in turn cause attitude change. The views, ideas and knowledge generated from the findings may serve as a baseline to the education policy makers in coming up with strategies to improve on the thematic curriculum implementation practices and its influence onto pupils' academic achievement in public primary schools.

The findings of the study are expected to serve as baseline information to the Ministry of Education and Sports, and curriculum planners about the effect of the thematic curriculum implementation strategies on the pupils' academic achievement. This may guide them plan on Thematic Curriculum implementation, review the curriculum and plan on how to improve the reading skills of the pupils especially.

The finding of the study is expected to guide the head teachers on how to implement the thematic curriculum effectively to improve the pupils' early grade reading skills. The study findings may offer vital novel views and ideas to the existing theory on the thematic curriculum implementation practices and pupils' academic achievement in Uganda, and more so, to the rest of the developing world. This may be achieved by using the study's findings, conclusions and pertinent recommendations as a case of reference necessary in identifying the potential study gaps.

The findings of the study may help the teachers and examiners to use the different teaching strategies to improve on the reading skills of their pupils, and be able to use affectively thematic curriculum. Through this study, the assessment results may be guideposts that may help teachers identify their areas of strength and weaknesses and make necessary adjustments to fill the gaps in their roles.

Lastly, in the same vein, the study is expected to add to the existing body of knowledge and act as a stepping-stone for later researchers in similar studies. It may also help future researchers who have the quest for improving thematic education for all the learners in primary schools in the said area of Uganda at large.

1.8 Conceptual Framework

A conceptual framework is an analytical tool with several variations and context. It is a research tool that assists a researcher to have and develop awareness, knowledge and understanding (Colander, 2013).

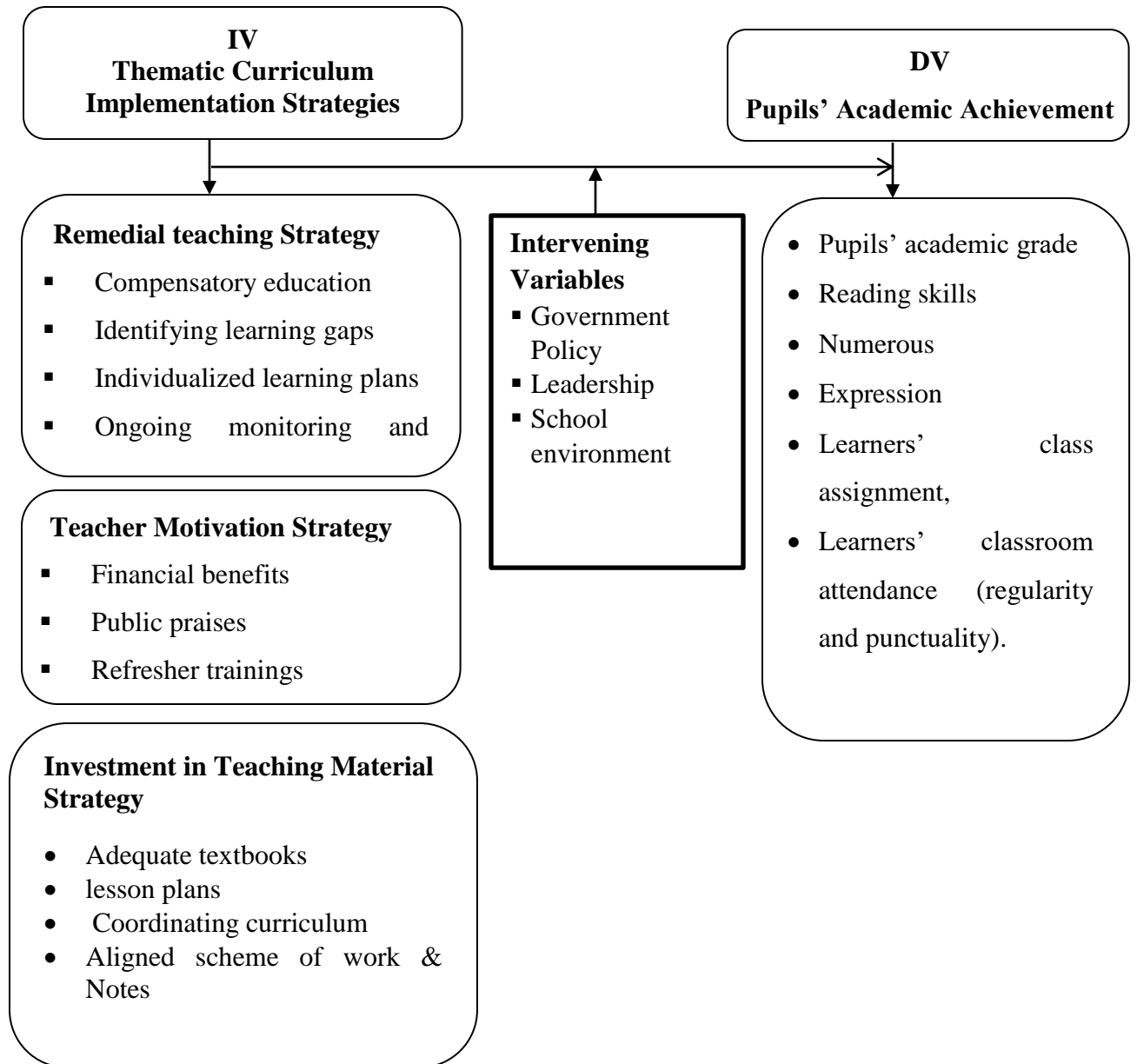


Figure 1.1: Conceptual Framework

Source: Developed by the Researcher Himself with insights from B.F. Skinner (2012)

In the conceptual frame work (Figure 1.1), the independent variable is thematic curriculum implementation strategies and the dependent variable is pupils' academic achievement. Thematic curriculum implementation strategies were operationalized as remedial teaching strategy (i.e. compensatory education, identifying learning gaps, individualized learning plans, and ongoing monitoring and feedback), teacher motivation

strategy (i.e financial benefits, public praises and refresher trainings), and investment in teaching material strategy (i.e adequate textbooks, standard alignment/lesson plans, coordinating curriculum, and aligned scheme of work); while, pupils' academic achievement was conceptualized as the academic grades, reading skills, numeracy, expression, learners' class assignment and learners' classroom attendance. It's anticipated that when primary schools appropriately implement thematic curriculum strategies, the pupils' academic performance in schools shall improve and this leads to sustainable academic outcomes and school progress. This is supported by Skinner (2012) and Choppin (2021) who asserts that reading problems in both English and local languages had their genesis in lower classes (Primary 1 to 3); and had been assumed originated from the introduction of the Thematic Curriculum, which the policy advocated to be used in all primary schools, although other factors may also be causers such as absenteeism of teachers and pupils, attitude and so forth. Other factors influencing pupils' academic achievement remained constant. These intervening variables included majorly school financial base, teacher-pupil ratio, stakeholders' involvement, and government policy.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter entails the empirical information regarding the effect of thematic curriculum implementation strategies on pupils' academic achievement. It comprise of theoretical review and empirical reviews. It further covers different writers, researchers and authors' views, opinions, perception and ideas. The literature reviewed was organized based on study objectives namely: the effect of remedial teaching strategy on pupils' academic achievement in selected public primary schools, the effect of teacher motivation strategy on pupils' academic achievement in selected public primary schools, and the effect of investment in teaching material strategy on pupils' academic achievement in selected public primary schools. The literature involves opinions and views of other scholars and researchers that are related to the topic in study. Finally, the researcher presents a research gap based on the reviewed literature.

2.1 Theoretical Review

2.1.1 The Operant Conditioning Theory

The study was guided by the Operant Conditioning Theory. The Operant Conditioning Theory which was advanced by psychologist B.F. Skinner (2012) states that the learning acts involves three identifiable stages. This theory suggests that there are three types of factors that influence pupils' academic achievement: remedial teaching strategy, teacher motivation strategy and investment in teaching material (Fu & Sibert, 2017). This theory suggests that remedial teaching strategies are the strategies that are directly related to the re-teaching to encourage and emphasize reading skills. These strategies include compensatory education, identifying learning gaps, individualized learning plans, and ongoing monitoring

and feedback. When these remedial teaching strategies are lacking or unsatisfactory, they can lead to declining pupils' academic outcomes, and lack of reading skills.

On the other hand, the theory looks at teacher motivation as the strategy that leads to pupils' academic achievement. These strategies are directly related to boosting pupils' academic achievement and include things such as reading skills, expression, numeracy and learners' classroom attendance. When these strategies are present, they have the power to increase academic outcomes of learners and overall academic achievement of pupils (Fu & Sibert, 2017). First the stimulus or situation with which the learner is confronted, then the behaviour which it elicits from the learner and thirdly, the reinforcement which follows this behaviour. Such reinforcement can best be thought of by the teacher as results that follow on from the behavior (Retnawati et al. 2021). The results can either be positive reinforcement or increase the likelihood of the learner producing the same kind of behavior or negative reinforcement which occurs when an unwanted response of some kind is removed.

The assumption in the operant conditioning theory is that for any learning to take place there must be a stimulus. Each learning experience is a stimulus that produces a behavioral response (Farrant, 2000). Therefore, the theory helped to probe deeply how thematic curriculum stimulates learning and literacy levels in the pupils in public primary schools. In these ways, the activities in the curriculum also stimulate growth in the following skill areas: observing and drawing inferences, interpreting and creating, thinking and deciding, research and analysis, presenting and performing (Retnawati et al. 2021).

Basing on this theory, it means that schools should be receptive and ready to implement the thematic curriculum with the help from the government in the education sector to enhance academic achievement of learners. Thematic curriculum theory which was formed around

aspects of five orientations to organizing thematic curriculum: academic rationalism, cognitive processes, self-actualization, social reconstruction, and utilitarianism (Eisner and Vallance, 2014). Academic rationalists' orientations are primarily about disciplinary knowledge and cultural canons.

Cognitive process orientations are primarily about intellectual reasoning skills such as problem solving. Self-actualization or personal relevance, orientations stress psychological conditions and are concerned with individuality and personal expression. Social reconstruction, generally called critical pedagogy, stresses sociological conditions, social justice and collective reform.

Similarly, utilitarian orientations are primarily concerned with functional competencies, performance, procedure and instructional efficiency. Implementing the curriculum is the most crucial and sometimes the most challenging phase of the curriculum development process (Fu & Sibert, 2017). The theory emphasizes that teachers are the key to the success of curriculum implementation because their knowledge, beliefs, and perception plays a significant role in implementing the effective changes (Park & Sung, 2013). If the teachers can accept and implement the curriculum based on the procedure designed by the government, it can make them formulate their meaning and perception of the new curriculum.

Additionally, Retnawati et al. (2021) found that thematic approaches align with socio-cultural theories, emphasizing the importance of social interaction, collaboration, and cultural relevance in learning. Implementation of thematic curriculum has promoted interdisciplinary connections for example it has allowed pupils of lower primary to see the relationships between different subjects and apply knowledge across different subjects. In a

nutshell, the theory also states that teachers who accept the change of curriculum changed their perception and improve their pedagogical practice (Park & Sung, 2013).

Therefore, what teachers assumed as the goal in curriculum change is very important to the success of curriculum implementation. However, this theory has two assumptions; the cause of human behavior is something in a person's environment. Secondly, the consequences of a behavior determine the possibility of it being repeated (Sylaj, 2020). Behaviours followed by pleasant consequences are likely to be repeated and those followed by an unpleasant consequence are likely not to be repeated. However, with allegations of inadequate implementation of thematic curriculum strategies and its influence on pupils' academic achievement in the lower primary schools in this town council, this prompting the current researcher to opt for the research study.

2.2 Remedial Teaching Strategy and Pupils' Academic Achievement

Choppin (2021) opines that remedial lessons involves tailoring teaching methods to suit the specific needs of pupils. It focuses on reinforcing foundational concepts, building reading skills, and enhancing comprehension. This personalized approach can significantly benefit pupils who are struggling with expression, reading and other area of studies. Besides, Kamugisha (2017) argues that diagnostic testing plays a crucial role in the remedial teaching process. It involves the assessment of a learner's skills, knowledge, and areas of weakness. Through diagnostic testing, teachers can pinpoint the exact areas that require attention, allowing for a highly targeted and effective remedial program. On the other hand, Kiwanuka (2023) asserted that remedial lessons are customized to each pupil's needs, ensuring that they receive the support and guidance required to succeed through teacher motivation strategy that boosts learners' class attendance. Remedial classes help prevent learners from

falling behind their peers, reducing the likelihood of long-term academic struggles. Remedial teaching strategy encourages learners to grasp subject content thus able to achieve improved academic performance outcome and improved reading skills (Kemigisha, 2022). Whereas these studies mentioned here explained and emphasized use of remedial teaching, their basis of emphasis was secondary schools and moreover outside Wakiso district where the conditions and nature of education decisions differ from the ones of Kyengeru Town Council.

More so, Choppin (2021) observes that remedial classes are specialized sessions designed to provide additional support to pupils who may be struggling in particular subjects or areas of learning. These classes focus on addressing individual learning needs, helping pupils overcome challenges, and catching up with their peers through remedial teaching strategy to boost academic outcome of learners. Subsequently, Hulya (2020) opines that in the realm of education, not all pupils are the same. Each learner has their unique strengths and weaknesses, and it is the responsibility of teachers to ensure that every pupil receives the support they need to succeed. This is where remedial classes come into play, serving as a vital tool to bridge the gap in knowledge, helping pupils reach their full potential and acquiring reading skills. The primary goal of remedial lessons is to identify and address gaps in a pupil's knowledge and skillset (Altinyelken, 2020). This approach ensures that no pupil is left behind and that everyone has a fair chance to excel academically. Indeed, remedial teaching is identified at each primary school across worldwide and developed countries in particular, and the researcher wonders whether it is also the same case in Kyengeru Town Council.

Subsequently, Kobia (2022) argues that remedial lessons are a fundamental tool in the education system, ensuring that every pupil has the opportunity to thrive. By offering personalized support and addressing individual learning needs, these classes bridge the gap in knowledge and empower pupils to reach their full potential with the help of remedial teaching strategy that facilitate reading skills and academic performance result outcomes. In remedial teaching, teachers provide individualized education approaches to aid pupils struggling with specific worldwide skills. They offer additional support and practice tailored to pupils' needs to achieve improved academic performance results, enabling them to achieve their educational goals and objectives. Besides, Otim (2021) noted that with extra practice and guidance, learners tackle difficult concepts with ease and develop a new found sense of confidence in their abilities. As they delve deeper into challenging topics, learners see the connections between different ideas, fostering a richer understanding of the subject matter. However, studies have indicated that in Uganda, teachers in some primary schools do not given time to have regular remedial lessons, thus explain the reason for this study.

Further, Samuels (2019) stated that one of the primary benefits of remedial teaching is its ability to provide a customized learning experience. By identifying the specific challenges faced by each learner, teachers can tailor their teaching methods to address those challenges effectively. This personalized approach ensures that no pupil is left behind, fostering a more inclusive and supportive educational environment. Ojilong (2020) noted that remedial teaching plays a pivotal role in improving academic grades. When pupils receive targeted support for areas where they struggle, they are better equipped to grasp complex concepts and build a strong foundation. This not only enhances their understanding but also boosts their confidence, motivating them to actively participate in the learning process to get high academic performance outcome (Ojilong, 2020). The study conducted by Ojilong presented

a methodological gap by using a qualitative approach using open ended items while the current study used quantitative and qualitative approaches utilizing both open and closed ended items in structured questionnaires. These constitute gaps in conducting a similar study in Kyengera Town Council, thus a justification for this research.

More to the above, Kemigisha (2022) opines of remedial teaching enhance academic learning outcomes and attain better expression and reading skill after receiving targeted remedial support and investment in teaching material strategy. It includes better grades, increased comprehension of subjects, improved study habits, and enhanced confidence in their academic abilities. Teaching lesson improve reading and expression confidence among learners. They might feel more willing to participate in class, ask questions when they don't understand, and try harder on their assignments. Essentially, it's about learners feeling better about their skills and believing they can succeed academically with the help they're receiving. This concurs with Otim (2021) assentation that more help in language learning means that the teacher carefully understands the needs of each learner. Remedial teachers use a variety of methods that match each learner's learning styles. When pupils perform well, teachers encourage them when well-motivated with motivation strategy in place. There should be an effective teacher and pupil communication to motivate learner for their development. The study took one method research design (quantitative), data was collected by use of questionnaires. Data was analyzed by percentages, mean scores, standard deviation and tables, unlike this study, that used both quantitative and qualitative approaches.

Otim (2021) argues that remedial teaching enhances self-esteem and confidence. The focus on individualized attention in remedial teaching not only aids academic growth but also

contributes to the emotional well-being of pupils. As they experience success and progress, their self-esteem and confidence receive a significant boost, and this positive shift in mindset can have a lasting impact on their overall approach to learning. In essence, Kobia (2022) asserts that the benefits of remedial teaching are not confined to academic grade alone; it is a catalyst for transforming education into a more inclusive, supportive, and empowering journey for every learner. By recognizing and accommodating diverse learning needs, it fosters a culture of inclusivity and equality in schools. This approach empowers teachers to be more responsive to the individual strengths and challenges of their learners, creating a positive and nurturing learning environment (Kobia, 2022). With regards to the remedial teaching in question, the researcher developed a sense of concern in achieving knowledge on the effect of remedial teaching on pupils' academic achievement in selected public primary schools in Kyengera Town Council.

2.3 Teacher Motivation Strategy and Pupils' Academic Achievement

According to Altinyelken (2020), motivated teachers can create a stimulating learning environment that fosters pupils' enthusiasm for learning and internal motivation. Motivated teachers use a range of incentive tactics to raise pupils' academic outcome. The highly motivated teachers in a school struggle to be punctual, devote more time for remedial lessons, cover their workload in time, devote most of their time towards attending to individual pupils' academic differences, and complete the syllabus in time, thus able to produce highly performing learners and reading skills compared to their counterparts. Besides, a study conducted by Choppin (2021) in five private primary schools in Sub-Saharan Africa found out that the motivated teachers through training encourage them to broaden their skills in meeting the demands of the thematic curriculum. In this regard,

teachers tend to become efficient and effective to help learners improve their reading skills with presence of motivation strategy. With motivation strategy, their extra effort is reflected in the job commitment to syllabus completion, thus enhance reading skills and high academic performance scores. It should be noted that motivation whether monetary or non-monetary has an influence on teachers' regularity, punctuality and consistence at work mention them, and this eventually make teachers to devote more of their time to help learners perform highly in class, encourage them to attend classes daily and submit their class assignment in time (Altinyelken, 2020). This study involved assessment, summary and the development of the work of teachers qualitatively as well as quantitatively. The study utilized correlational method utilizing a sample of 156 respondents hence different to the current study that utilized cross-sectional method which gave the cause and effect of current status in a more exhaustive and comprehensive manners.

Hulya (2020) opines that motivated teachers provide the desire in pupils to learn and attain improved academic results. And devote more of their time to their academic work. This is because pupils are encouraged to learn, to express themselves through answering questions, taking part in both individual and group assignments, and getting involved or committed in the learning process by acquiring new ideas, skills and concepts for total development. Otim (2021) is of the view that motivated teachers always look for better ways to do their teaching job and, as a result, they are more productive. These motivated teachers are determined to give best to achieve the maximum output (qualitative education), thus able to enhance pupils' reading skills, expression and academic grades. Conversely, Choppin (2021) argues that motivation of teachers can be indicated by financial or non-financial benefits, and these includes; basic wage, salary increments, promotions, job rotation and job description, performance appraisal, continuous staff development, bonus, and praises, which

inspire teachers to enhance their job commitment to syllabus completion to boost learners academic results. With performance appraisal and job description, teachers devote more time to help pupils attain skills in reading and expression. In this sense, well-motivated teachers volunteer to do better and achieve what is expected from them (Choppin, 2021). These teachers tend to be a good resource and a model that require to be followed by other staff. However, this study took one method research design (quantitative); the use of questionnaires collected data. Unlike this study, data will be analyzed by percentages, mean scores, standard deviation, and tables that used a mixed research approach.

Karima (2017) argues that monetary and non-monetary compensation do motivate teachers to high levels of work engagement to help learners acquire more skills in reading and expressing themselves in class. Motivation like praises, extra time allowance, and trip/field allowances have a significant impact on teachers' engagement leading to high productivity in schools, and in turn able to encourage learners to attend classes regularly. Efficient motivation of teachers creates productive working force that effectively utilizes the available time and efforts to encourage pupils improve their reading skills (Kemigisha, 2022). In this sense, the motivated teachers volunteer to do better and groom pupils to grasp reading skills and expression. These teachers tend to be a good resource and a model to learners through encouraging them to be always punctual and regular for classes In addition to the above, Kanaga (2018) argues that recognition for the work done and performance appraisals enhance teachers' commitment to conduct remedial lessons thus able to boost pupils' academic performance. In other words, a study conducted by Kemigisha (2022) on teachers' motivation at their place of work in Kabale region noted that public schools that pay their teaching staff poorly have experienced wastage of time, high teachers' absenteeism and irregularity; and this affects their academic grades of pupils. The reading skills for learners

have remained questionable. The study took descriptive, analytical and normative approaches to explore the teacher motivation strategy while identifying a number of distinctive intervention measures that existing theoretical models only limit to reading skills; however, this study was conducted in Kyengera Town Council applying a mixed method.

More so, Altinyelken (2020) argued that teachers given financial benefits like salary increment has a tendency of working harder and complete their assignments in the required time scope, and this eventually have accelerated pupils' reading skills. In other words, where teachers are disillusioned and frustrated about conditions of service, the quality of work or service delivery is likely to deteriorate, and this automatically limited pupils' academic performance outcomes. Furthermore, according to research by Hulya (2020), motivation of teachers can either be direct financial or be indirect financial. Therefore, monetary rewards have great impacts towards the teachers' efficiency to complete the syllabus thus enhancing learners' academic performance, as well as enhancing reading skills. Teacher motivation strategy is an important and a crucial aspect that is based on the respect of the head-teachers towards their teachers to boost their ability to devote more time to helping learners grasp more subject content and expression (Ssentanda et al. 2022). The researcher agrees with the above authors in that primary schools across the world and developing countries inclusive have to emphasize motivation of teachers to observe their effectiveness which the research need to ascertain with particular reference to Kyengera Town Council.

Sylaj (2020) outlined that financial rewards improve the teachers' level of engagement towards his/her duties. This means that the teachers have high morale enthusiasm, and their level of commitment to attend to individual learners academic differences is high. Learners

are helped with remedial lessons to achieve high performance. The schools and teaching staff meet their objectives of enhancing expression among pupils. In support of the above, Namulondo (2024) suggests that motivation leads to teachers' satisfaction through positive attitude of the teachers towards their work to encourage and attend to individual learners academic differences in reading skills. The addition of financial compensation to the teachers' payment is a way of motivating and attracting focused teachers to the primary schools. They are able to devote more of their time to help learners in reading skills and grasp numerous. In other words, Mbirizi (2018) observed that in many developing countries, particularly Nigeria, motivation of teachers' leads to higher job satisfaction which eventually induces greater commitment for teachers towards teaching to achieve improved academic performance results. It has been further confirmed that the job of teaching tend to be devoid of satisfaction. With satisfied teachers, more time is devoted to help pupils to perform well through remedial classes (Otim, 2021). The researcher agrees with the above authors in that primary schools in Uganda have to emphasize motivation of teachers in order to improve academic grades, and reading skills. However, some primary schools do not motivate teachers which the research needs to ascertain with reference to Kyengeru Town Council.

In support of the above, Kobia (2022) suggests that motivation of teachers has remained a significant factor which brings teachers' satisfaction at their places of work. This could be done by devoting more of their time to help pupils grasp reading skills and achieve improved academic results through remedial lessons. Besides, Ghunu (2022) stated that in order to build a cordial, friendly teaching atmosphere in a concern, the above financial compensation measures and steps should be taken by school managers. In other words, this would help teachers to devote more of their ample time to marking class assignment and do

corrections. Subsequently, Samuels (2019) states that motivation of teachers boost their morale and ability to concentrate on remedial lessons, thus enhancing academic grades. Several pupils have attained increased expression and reading skills when teachers devote more of their time to guide and help their pupils in class (Kavule, 2024). With regards to the motivation of teachers in question, the researcher developed a sense of concern in achieving knowledge on the effect of motivation of teachers on pupils' academic achievement in selected public primary schools in Kyengera Town Council.

2.4 Investment in Teaching Material Strategy and Pupils' Academic Achievement

According to Ghunu (2022), teaching-learning materials considerably affect pupils' academic achievement as they enhance pupils' engagement and understanding of complex concepts, improve retention, and increase motivation as well as academic grades. Besides, Oryema & Picho (2015) argues that teaching materials are essential to learning and significantly impact students' academic performance. Textbooks, audiovisual materials, laboratory equipment, and other materials that assist pupils in comprehending reading skills. Teaching materials significantly assist the progress of students' learning and expression. The study used cross-sectional survey design, this was like this study in terms of design but different in the sample size since the study utilized small sample size for the purpose of manageability and accuracy. Moreover, Natukunda (2018) asserts that teaching materials can improve pupils' ability to remember the material and grasp subject content to achieve high academic results. When knowledge is delivered to pupils through visual aids or hands-on activities, they are more likely to remember it. Pupils are more likely to retain a scientific concept, for instance, if they have actually carried out an experiment rather than just reading about it in a textbook, hence leading to better academic results (Ghunu, 2022). Regrettably,

all these have hitherto remained mere allegation without systematic answers to the predicament. This prompted the current investigator to consider the path of the research survey.

Similarly, Kamugisha (2017) noted that various teaching materials, including textbooks, audiovisual aids, computer-based resources, and laboratory equipment, are used to facilitate and improve pupils' academic grades and conducting self-revision to attain reading skills. Textbooks are extensively utilized within educational institutions to provide pupils with the essential information required for comprehending various subjects. However, textbooks cannot provide pupils with the benefit of audiovisual aids, which are crucial in enhancing their comprehension of complex topics. The findings from Karima (2017) also indicated lack of reference books in the local languages limit learners reading skills. The available materials were too shallow and repetitive,” the report adds. It also noted gaps in training teachers in local languages to enable pupils gain skills in expression. For example, whereas only six local languages were examinable at O-level, about 35 local languages were lined up for instruction in mother tongues at lower primary level (Karima, 2017). The 2004 WERS information was investigated to test the effect of criticisms on teachers’ accomplishment by using package STATA for windows which did not give satisfactory results since is more complex and tedious compared to SPSS which is simple and accurate hence the choice for the current study. This gives a gap to be filled by this study.

In addition, a 2022 Education Sector Annual Performance report noted that only half of the 455 teachers visited by education ministry officials had been trained to deliver the thematic curriculum. These are a portion of the concerns that this study meant to investigate further for similar investigation. Meanwhile, in some areas, there was confusion on the local

language of instruction in which pupils should be taught. For example, in Buliisa district, over four languages – Lugungu, Alur, Runyoro and Kinyarwanda were spoken (Karima, 2017). In Nakasongola, Kinyarwanda and Luganda were spoken in some areas but it could not be understood in certain areas where Luruuli was widely spoken. However, this study took one method research design (quantitative); the use of questionnaires collected data. Unlike this study, data was analyzed by percentages, mean scores, standard deviation, and tables that used both quantitative and qualitative approaches.

Furthermore, Oryema & Picho (2015) argues that teaching materials assist in achieving educational objectives, motivating pupils, and developing creativity. Learning materials aid in communicating knowledge effectively, evoking prior knowledge and encouraging understanding and logical thinking. Teaching-learning materials such as charts, graphs, and diagrams provide a visual representation of data in a more organized and systematic way, enhancing pupils' understanding of complex reading concepts and expression that are challenging to comprehend if explained solely through verbal communication in class.” More so, Hompashe (2018) argues that using teaching-learning resources at the primary level substantially impacts pupils' examination performance, as it facilitates a deeper understanding of topics and enhances their self-assurance. For example, when teachers use counting blocks in classrooms, they help pupils understand mathematical concepts. Similarly, interactive resources such as games and quizzes strengthen subject matter and help pupils prepare for examinations thus able to attain high academic performance results (Oryema & Picho, 2015). The Kruskal – Walli’s test and ordered logical regression were utilized to test the relationship. This study was conducted in a profit-making organization but not in nonprofit making institution such as school, creating a gap to be filled by this research.

Hallinger (2023) argues that crucial teaching materials used in science classes is laboratory equipment. Students can get practical experience conducting experiments and gathering data using this kind of teaching materials to guide pupils in reading skills and expression. Laboratory tools are especially useful for improving students' comprehension of scientific theories and reading concepts (Hallinger, 2023). The study is similar in methodological approach used in the two studies since it also utilized a cross-sectional survey but a different method of analysis. This study utilized the SPSS version 26.0 program which has more features and is accurate.

In the same way, audiovisual resources such as podcasts, presentations, and videos help expand students' educational experiences and facilitate their understanding of complicated reading concepts. Using audiovisual materials in classrooms is a valuable complement to conventional instructional lectures, effectively engaging students in reading and maintaining their focus (Hulya, 2020). Teaching-learning materials are paramount in improving pupils' academic outcomes since they make the learning process more interesting and stimulating for students. These materials facilitate pupils' understanding of complex concepts by presenting data in a visual and interactive way (Kagure, 2020). Furthermore, integrating modern teaching materials in educational institutions has positively impacted pupils' motivation levels and enhanced their academic achievement in examinations, reading skills and expression. Nevertheless, the absence of teaching materials has a detrimental impact on pupils' academic achievement, as comprehending complex topics becomes challenging when presented through verbal explanations (Hulya, 2020). With regards to the teaching materials in question, the researcher developed a sense of concern in achieving knowledge on the effect of teaching materials on pupils' academic achievement in selected public primary schools in Kyengera Town Council.

2.5 Summary of Literature Review

Basing on the literature review, it is concluded that thematic curriculum implementation strategies contribute to pupils' academic achievement in lower public primary schools. Based on empirical studies conducted by other researchers, research gaps emerge which the current study sought to fill. The study by Chumdari., Anitah., Budiyo & Suryani (2018) which examined the implementation of thematic instructional model in elementary school brought out a gap related to the aspect of context as well as conceptual gaps given that it did not focus on variables like those addressed in this research.

The study conducted by Ssentanda., Southwood & Huddleston (2022) presented a methodological gap by using a qualitative approach using open ended items while the current study used a quantitative and qualitative approaches utilizing both open and closed ended items in structured questionnaires. Besides, it is also observed that thematic curriculum implementation picks its ideas from constructivist theories of learning, which assert that knowledge is actively constructed by learners through authentic experiences and meaningful contexts (Ghunu, 2022).

The study by Kneen., Breeze., Davies-Barnes., John & Thayer (2020) bridged the conceptual gaps that existed in the field of curriculum integration, focusing on the challenges for primary and secondary schools in developing a new curriculum in the expressive arts. In any case, it zeroed in lower primary teaching and learning is organized around themes or topics relevant to pupils' lives, this is because thematic curriculum aims to engage students more deeply in the learning process, promoting critical thinking, problem-solving, and holistic understanding (Samuels, 2019). However, according to the literature reviewed above, it is clear that much of it is from thematic curriculum implementation

strategies in university, public schools and primary schools among learners and administrative staff and not in Uganda. The review process involves identifying the gaps in the literature and making analysis of the studies that have been conducted regarding the thematic curriculum implementation strategies and pupils' academic achievement.

A critical analysis of the above studies did not provide a clear answer. Much as the writers and researchers had studied the thematic curriculum implementation strategies and pupils' academic achievement, a gap remained undiscovered on how the thematic curriculum implementation practices affects academic grades, reading skills and expressions in primary schools. This left a very huge gap that necessitates the need to undertake a study that is applicable to Ugandan schools, specifically public primary schools. After the review of related literature, the researcher realized that the related studies are dealing with the thematic curriculum implementation practices, and how it affects the academic achievement of pupils, but none of them was carried out in Kyengera Town Council. This study therefore intended to bridge these gaps in knowledge by research opting and targeting to discover the effect of thematic curriculum implementation strategies on pupils' academic achievement in selected public primary schools in Kyengera Town Council, Wakiso District.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents a research methodology that was used in this study to investigate the effect of thematic curriculum implementation strategies on pupils' academic achievement in selected public primary schools in Kyengera Town Council, Wakiso. The chapter includes: research design, target population, sampling techniques and sample size, data collection instruments, validity and reliability of the instruments, data collection procedures, and data analysis techniques, as well as ethical considerations.

3.1 Research Design

The study adopted a descriptive cross-sectional design. In terms of approach, a mix of quantitative and qualitative methods was used. Both quantitative and qualitative methods of data collection were used because since both methods had some bias using both types of research helped to avoid such bias in that each method was used to check the other. The quantitative data was collected through the use of questionnaires; whereas the qualitative used interview guide.

3.2 Area of the Study

This study focused on five selected public primary schools in Kyengera Town Council, Wakiso. Kyengera Town Council has 17 public primary schools, where only five of them were randomly selected, and ensuring equal inclusion for each. Specifically, the information gathered from selected public primary schools in Kyengera Town Council was utilized to develop a sampling frame. Kyengera Town Council is situated along Kampala-Masaka road. It is one of the urban centers in Wakiso district. The headquarters are located at Nsangi parish,

approximately 15Km from Kampala Capital city Authority. Kyengera Town Council borders with sub-counties of Wakiso in the north, Ssisa in the south, Makindye in the east and Kiringente of Mpigi district in the west. It is one of the component Town Council of Busiro County. Kyengera Town Council is made up of ten parishes, which are in totality subdivided into fifty four local administrative units (LC1). Kyengera Town Council Kyengera Central Division, and parishes of: Buddo, Kasenge, Katereke, Kikaijjo, Kitemu, Maya, Nabbingo, Nsangi and Nanziga. This area had been selected for the study because despite the existence of several interventions, the academic achievement of pupils in public primary schools in Kyengera Town Council has remained low (PLE Performance Index, 2023).

3.3 Sources of Information

In this research, primary and secondary sources of data were considered. In this study the primary data was collected with the help of a questionnaire and interview guide, which was administered to the target population in selected lower public primary schools in Kyengera Town Council, Wakiso District. The questionnaires were developed in line with the study objectives, and contained both open and Likert scale closed ended questions. On the other hand, secondary sources of information included district education reports, school codes of conduct, journals, textbooks, magazines, newsletters, research dissertations reports, and other internet sources were.

3.4 Population and Sampling Techniques

3.4.1 Population

The target population of this study included five public primary schools in Kyengera Town Council, primary stakeholders of such schools; who included; head-teachers, deputy head-

teachers, directors of studies and teachers. The study population included five (5) head-teachers, ten (10) deputy head-teachers, five (5) directors of studies, and one hundred and ten (110) teachers from whom the sample was derived. Key informants including of head teachers, deputy head-teachers and directors of studies were interviewed to get variety of views to make the study findings more reliable and comprehensive for the benefit of this society. Teachers were also selected in order to obtain reliable and valid information required for this study.

3.4.2 Sample Size Determination

The ever increasing need for a representative statistical sample in empirical research has created the demand for an effective method of determining sample size. According to Katamba & Nsubuga (2014), sample size is the portion or subset of the total population. For key informants i.e. head-teachers (5), deputy head-teachers (10) and directors of studies (5) were purposively selected. This enabled the researcher to get a variety of views and unbiased response which made the study become valid. The study involved both male and female participants selected purposively.

However, teachers were determined using Krejcie and Morgan (1970) table for sample determination. Basing on this table, out of a target population of 110, a sample size of 86 was selected for this study. In this case, seventeen (17) teachers were selected in 4 primary schools and only one school comprised of eighteen (18) participants which were selected and involved in this research. This enabled the researcher to get a variety of views and unbiased response which made the research study a reality.

Table 3.1: Sample size

Population	Target	Sample size	Selection	Tools
Head teachers	5	5	Purposive	Interviews
D/head teachers	10	10	Purposive	Interviews
Directors of Studies	5	5	Purposive	Interviews
Teachers	110	86	Simple Random	Questionnaires
Total	130	106		

Source: *Self Constructed by Researcher Basing on Krejcie & Morgan (1970) table and (Kyengera Town Council Education Report, 2023).*

3.4.3 Sampling Selection

The study employed a combination of both simple random and purposive sampling techniques in selecting the sample, as further explained below;

3.4.3.1 Sampling for Qualitative Participants

Purposive sampling technique was used to choose the samples for the study because the categories of the respondents used in the study had the required information and characteristics. First, the researcher used the purposive technique to identify the head-teachers, deputy head teachers and directors of studies. Thus, purposive sampling was the selection of a convenient sample in the study, and these were selected because of the position they hold. Recognizing that expertise within the school community was interconnected, I employed snowball sampling; this technique enabled me to expand my participant network through recommendations made by initial informants, further ensuring that I capture a wide range of voices within the society (Taherdoost, 2016). Purposive sampling is a non-random sampling technique where respondents were selected because of same characteristics. Similarly, purposive sampling is popular in qualitative research, and those respondents were chosen purposively and interviewed to provide qualitative data.

3.4.2 Sampling for Quantitative Participants

Simple random sampling was applied to select teachers, and this was because all the members in the sample had an equal opportunity of being selected to avoid biases (Taherdoost, 2016). Using a simple random sampling approach, the study selected public primary schools within Kyengera Town Council, Wakiso, and ensuring equal inclusion for each. No matter their size, public primary schools must practice thematic curriculum teaching. Specifically, the information gathered from public primary schools in Kyengera Town Council was utilized to-develop a sampling frame.

Using a lottery method, numbers 1-110 are written on small pieces-of paper, placed in a box, and picked one by one without replacement until the required-sample size of 86 was obtained. To create a sample distribution frame, the names on the 110-papers was written down so that a population of interest could be identified. A simple random sample is a subset of individuals (a sample) chosen from a larger population. Each individual was chosen randomly and entirely by chance, such that each individual had the same probability of being chosen at any stage during the sampling process and each subset of individuals had the same probability of being chosen for the sample as any other subset of individuals (Lewis & Ritchie, 2003). The research based on purposive and simple random sampling.

3.5 Variables and Indicators

Creswell (2018) states that, “a variable is a measurable characteristic that assumes different values among the subjects”. There are different classifications of variables for example; there may be a dependent variable (DV) or an independent variable (IV). The study used thematic curriculum implementation strategies as an independent variable and pupils’ academic achievement as a dependent variable. Thematic curriculum implementation

strategies included elements of remedial teaching, instructional materials and motivation of teachers. Then, pupils' academic achievement included dimensions of pupils' academic grades, reading skills, numeracy, expression and learners' class assignment.

3.6 Measurement of Variables

There are different types of measurement levels and these included ordinal, ratio, nominal, and interval. Interval scales measures refer to an equal intervals or degrees of different, but with an arbitrary mostly established at zero point which doesn't represent anything or something. Then, ratio scales measures can be the one which had an equal interval and an absolute zero point. The nominal scale is usually used for the cases of gender and education level. Lastly, the interval scale was also used for period the person had been in school (Kothari, 2013). In this regard, a Likert scale is a scale usually used more especially when one is responding to a particular questionnaire. In this case, the participants can specify their level of disagreement or level of agreement to the stated question. Indeed, it is usually recognizable when one is asked to clearly indicate his/her strength of feeling about a particular issue under investigation on a 5-1 rating scale. Therefore, the five-point scale was used where 5 represent strongly agree, 4 represent agree; 3 represent not sure; 2 represent disagree and 1 represent strongly disagree.

3.7 Data Collection Methods

According to Creswell (2018), no single technique or instrument may be considered to be adequate in itself in collecting valid and reliable data. Therefore, to obtain adequate and reliable information for the topic under study triangulation methods were adopted. Through triangulation the researcher combines different data collection techniques, these were interviews and questionnaires.

3.7.1 Questionnaire Method

According to Kasomo (2006), a questionnaire is a carefully designed instrument that consists of questions and statements (written, typed or printed) for the purpose of collecting data direct from respondents. This method helped to get quantitative data, with the help of the self-administered questionnaire. The questions entailed in a questionnaire were either closed ended or open ended. Open ended questions allowed freedom of responses in the respondent's own words. Basically, the use of questionnaires had an advantage of providing the respondents adequate time to reflect on the questions asked, and consult relevant documents before providing the required data. The instruments thus, helped to collect information from 86 class teachers.

3.7.2 Interviews

According to Kothari (2013), interviews involve a set of questions that collected information through oral or verbal communication in a face-to-face contact between the researcher and respondents. The researcher conducted personal interviews where by face-to-face interaction with the respondents were conducted with 5 head teachers, 10 deputy head teachers and 5 directors of studies from five selected lower public primary schools. Interviews provided qualitative data. According to Kombo and Tromp (2006), semi-structured interview was based on the use of an interview guide, which was a list of questions or topics to be covered by the interview.

3.7.3 Observation Schedule

The researcher adopted observation schedule. This was done by visiting schools to observe some of the remedial lessons, available instructional materials, pupils' expressions in class, their reading skills and numeracy. The information in the observation schedule served the

purpose of collaborating with information recorded in the conducted interviews and questionnaire.

3.8 Data Collection Instruments

In the study, the key data collection instruments were the questionnaire and interview guide.

3.8.1 Questionnaire

Questionnaires were used to collect data from the class teachers who are the major respondents of the study. This instrument was considered simply because it was used to reach a large number of respondents within a short time, it gave the respondents adequate time to respond to the items, offers a sense of security (confidentiality) to the respondents and lastly it tended being focused on objective since there was no bias resulting from the personal characteristics (as in interview) (Katamba & Nsubuga, 2014). A standard questionnaire on a ten point Likert scale was used to get quantifiable primary data from individual respondents on a scale of 5- Strongly Agree; 4- Agree; 3- Not Sure; 2- Disagree; 1- Strongly Disagree.

Questionnaires were advantageous because the researcher took a short time to cover a large population, and this information was validated using data from secondary information. Questionnaire gave respondents' freedom to elicit some information in details, due to the open-ended nature of some of the items it consisted of. The questionnaire was divided into various sections based on the research objectives; Section A: Biographic Characteristics of the Respondents; Section B; remedial teaching, Section C: motivation of teachers, Section D: teaching materials, and Section E: pupils' academic achievement in lower primary schools in Kyengera Town Council.

3.8.2 Interview Guide

Interview guide was used to collect data from head-teachers, deputy head-teachers and directors of studies who were considered as the key informants of the study. This instrument was considered appropriate in this study because it enabled the researcher to yield highest cooperation and lowest refusal rates; it offered high response quality, took advantage of interviewer presence and its multi-method data collection (Katamba & Nsubuga, 2014). In this study, the probing interviewing tactic was used extensively to obtain a deeper explanation of the issue at hand from the respondents. This was largely due to the fact that the respondents often needed stimuli to expand or clarify their own answers and ideas more broadly, so that a broader understanding was more easily reached later on in the findings of this study. It was also good because it gave the researcher control over the line of questioning hence saving time. Data obtained during the interview supplemented that of the questionnaire. The guide comprised of open ended questions intending to answer the main research objectives.

3.8.3 Observation Checklist

The investigator adopted observation checklist. This was done by visiting schools to observe some of the remedial lessons, available instructional materials, pupils' expressions in class, their reading skills and numeracy. The investigator also used participant observation, a qualitative method that involves immersing in the natural setting of the study population to observe and activity engage with their behaviors, practices and interactions. A field notebook was also employed to record detailed notes and reflections on the observations, adding depth and contexts to the data. The researcher also used a digital audio recorder and a camera to document verbal interactions, remedial lessons and visual aspects like pupils'

expressions, ensuring that all relevant data is captured in an authentic and unobtrusive manner. The researcher followed an observation protocol [see Appendix E] to ensure systematic and consistent data collection, which included guidelines on what to observe, when to observe and how to document the findings. By actively participating in the remedial lessons and other thematic curriculum related activities, the researcher built trust and gained insights that would be otherwise inaccessible through passive observation alone.

3.9 Procedures for Data Collection

The researcher obtained introductory letter from the School of Education as well as Uganda Christian University Research Ethics Committee (UCUREC) after a successful research proposal defense to ensure that the ethical guidelines were followed throughout the data collection process. The letter introduced the researcher to authorities in the study area and head-teachers of the selected schools. After, the management of each school was contacted with the view of seeking permission to collect data and to explain the purpose of the study. Consent was sought from the respondents after explanation of the purpose and brief benefit of the study. Once this was done, the researcher went ahead to distribute the questionnaires to the teachers with the permission from the school administration.

Completed questionnaires were collected immediately, where not possible, arrangements were made to pick them on a later date. Thereafter, the researcher also made an appointment with school head-teachers, their deputies and directors of studies to schedule for the interview. The interviews were conducted after assuring the participants confidentiality of their information. Data was collected using various instruments; questionnaire for teachers; and interview schedule for head-teachers, deputy head-teachers and directors of studies. Both the questionnaire and interviews were only conducted with willing respondents. The

respondents were further assured of confidentiality of the information they provided and that the study findings were used for academic purposes only.

3.10 Quality/Error Control

Data quality control techniques ensured that data collected is valid and reliable. In this case, the instruments were first tested to ensure validity and reliability.

3.10.1 Validity of Instruments

Validity was established through test-retest of the questionnaires to the same sample after two weeks and the higher the reliability coefficient the higher the reliability of instrument (Sekaran 2003). The pre-test sample was done using 10 respondents who were not included in the study. This was done as a way of eliminating or reducing errors in the study instruments in order to ensure the quality of research findings. Pre-testing helped to estimate the time it took to fill the questionnaires, relevancy of the questions, and accuracy of the questions in measuring the subject under study.

$$\text{CVI} = \frac{\text{No. Item}}{\text{Total No. Item}}$$

Where by' CVI= Content Validity Index

The researcher first enumerated the number of relevant items for the study and divided them by the number of items in the instruments. Ten questionnaires were pilot-tested in teachers, outside the sampled primary schools in Kyengera Town Council that did not participate in the study. Each questionnaire has 43 items.

$$\text{Total items} = 43 \times 10 = 430$$

$$\text{Invalid items} = 55$$

$$\text{Relevant items} = 430 - 55 = 375$$

$$\text{CVI} = 375/430 = 0.87$$

The instrument was said to be valid since the CVI was 0.85 which was far above 0.7 the recommended value for validity.

Table 3.3: Content Validity Indices for the Questionnaire

Variable	Description	No. of Items	Content validity index
Independent	Remedial teaching strategy	8	.876
	Teacher motivation strategy	9	.787
	Investment in teaching material strategy	10	.890
Dependent	Pupils' academic achievement	6	.888

Source: Primary data (2024)

According to Content Validity Index, the questionnaire was considered valid since all the coefficients in Table 3.2 were above 0.7 which is the least recommended CVI in survey studies (Amin, 2021; Gay, 1996).

3.10.2 Reliability

According to Stephanie (2016), an instrument is considered to be reliable if it yields consistent results of measure after repeated trials from the same respondents. This study used the most common internal consistency method to assess the reliability of the scales known as Cronbach's alpha. Cronbach's alpha is a reliability coefficient that shows how positively items are related to one another. Reliability of the instruments was established using Cronbach's Alpha (α) internal consistency method (Stephanie, 2016). In this case therefore, before real collection of data, the instruments were tested on 2 respondents from only teachers to determine their reliability and these respondents were not among the

interviewees. The researcher established reliability of the questionnaires by computing the Alpha co-efficient of the items (questions) that constituted the dependent variable and that of the items that constituted the independent variable. The results are as on Table 3.3:

Table 3.4: Reliability indices for the respective sections of the questionnaire.

Variable	Description	No. of Items	Cronbach alpha
Independent	Remedial teaching strategy	8	.831
	Teacher motivation strategy	9	.863
	Investment in teaching material strategy	10	.767
Dependent	Pupils' academic achievement	6	.767

Source: Primary data (2024)

The Cronbach Alpha Coefficient Test was used (Cronbach, 1971), the questionnaire was considered reliable since all the coefficients in Table 3.3 were above 0.7 which is the least recommended CVI in survey studies (Amin, 2021; Gay, 1996). After the approval of the proposal, the researcher designed the questionnaire, validated it then tested its reliability using the Cronbach Alpha formula. $\alpha = \frac{K}{K-1} \left\{ 1 - \frac{\sum \sigma^2 y_i}{\sigma^2_x} \right\}$, where σ^2_x is the variance of the observed total test scores, σ^2_y is the variance of the component i for the current sample of persons (Mugenda & Mugenda, 2021). After modifying the instrument, the researcher secured a letter of introduction and proceeded with the study.

3.11 Data Presentation, Analysis and Interpretation

The collected data was analyzed using both quantitative and qualitative data analysis approaches.

3.11.1 Quantitative Data Analysis

Teachers filled and answered questionnaires to provide quantitative data. Quantitative data from questionnaires were coded and summarized using descriptive statistics, measures of variability, frequency distributions and percentages. They were thereafter analysed using Statistical Package for Social Sciences (SPSS) version 20. Analysis was also carried out using descriptive, correlation and simple regressions on the variables of the study, and in some cases, it was presented showing mean and standard deviation. The purpose of quantitative studies was for generalizability and building strength in numbers (Creswell, 2018). After confirming that all the data to be entered was accurate, descriptive statistics were utilized to analyze quantitative data. Descriptive statistics are frequency distribution, percentages, measures of central tendencies (mean) and measures of dispersion (Std deviation). The data was then presented in tables. The statistical analyses were manipulated with the guide and help of SPSS. Analysis was conducted and carried out by use of correlation analysis, and regression analysis to establish the relationship between variables of the study. This helped to establish the strength of the relationship between the variables.

3.11.2 Qualitative Data Analysis

Head-teachers, deputy head-teachers, and directors of studies were interviewed to provide qualitative data. Qualitative data analysis took place after data collection and was based on how the findings were related to the research questions. The researcher used thematic analysis to identify, analyze and interpret key themes and patterns within the qualitative data gathered from study variables. This method involved identifying patterns and themes in the data for easy understanding, interpretation and presentation in a logical manner. This method also allowed for flexibility in organizing and describing the data set in rich detail, focusing on the most significant aspects related to the research objectives. Thematic analysis

was particularly suited for this study because it enabled a detailed exploration of complex and a nuanced cultural practice, while allowing the researcher to remain closely grounded in the data.

The study was also based on content analysis to systematically analyze the data obtained from the literature, interviews notes and observation notes. Content analysis was a great method of analyzing data for it pays attention to the themes and patterns that illustrate a lot of meaning of the social aspect under study (Kasomo, 2006). After data collection, information of the same category was assembled together and a report written. Although, it was time consuming, and reductive in nature, the method was affordable, and easy to deal with or reproduce results. In other words, qualitative data was analysed in themes and categories identifying patterns and trends that were merged. The analysis included presentation of quotes from different respondents and recording verbatim from what some respondents say. Themes emerging from secondary data were identified. The purpose of qualitative studies was about depth and richness of data (Creswell, 2018).

3.12 Ethical Considerations and Approvals

The researcher took into consideration a number of ethical issues including:

3.12.1 Ethical Clearance

Ethical clearance was sought from Uganda Christian University Research Ethics Committee as well as School of Education of Uganda Christian University to conduct research. Permission to carry out the study in Kyengera Town Council was sought from the head-teachers for the selected primary schools. The researcher did all that to ethically consider the privacy or the secrets of the respondents, their names and responses were not disclosed and this left both the researcher and the respondents on clear terms and conditions that allowed a

smooth research and data collection. The researcher tried to maintain honesty in this research process. The researcher did not fabricate, falsify, or misrepresent data. Honesty in reporting data, results, methods and procedures, and publication status whether published or not was observed.

3.12.2 Participants' Confidentiality

Confidentiality of respondents was kept. The investigator protected the confidentiality of the information which was provided for the success of this research. Respondents were not required to reveal their names nor put their contacts on the questionnaires. Identification numbers like A, B, were used instead of their names to avoid information given to be traced and knew the particular respondent. As this research involved a lot privacy of the person, in order to obtain reliable and valid data, the researcher maximized confidentiality. Data gathered was used only for the purpose of this study and nothing else.

3.12.3 Consent

Before data collection, respondents were asked to give their willingness to participate in the study. The consent form was developed and availed to the respondents before they took part in data collection. This gave respondents a chance to either object or accept and the researcher honored the decisions of the respondent. The investigator ensured that the consent of the respondents was to ensure voluntary participation in the study. The choice to participate in the study or not was made after thorough explanation of the purpose of the study by the investigator.

3.12.4 Plagiarism

All the sources of literature were acknowledged throughout the whole study through proper citations and referencing.

3.12.5 Anonymity

The research procedures were explained to all the respondents before they took part in the research; and their informed consent was obtained. To ensure anonymity of the respondents, the investigator gave respondents codes or numbers that are known to the researcher only to ensure that the information given by the respondents cannot be easily linked to them by a third party. Personal bias was avoided during the entire study that is to say, during interviews, data analysis and reporting.

3.13 Methodological Constraints

The researcher was faced with a number of problems among which were:-

The researcher met un-co-operative respondents who were unwilling to give information. This was solved by the researcher through showing and giving them a copy of an introductory letter and promising them that the information they were going to give remained confidential.

Attrition: Not all selected participants were willing to participate in this study and this was due to circumstances on the part of the participants such as supervising exams, travels, sickness, hospitalization and refusal/withdrawal to participate. In anticipation to this, the researcher reserved more respondents by exceeding the minimum sample size.

Testing: The use of research assistants brought about inconsistency in the administration and conducting interviews in terms of time of administration, understanding of the items in the interview schedule and explanations given to the respondents. To minimize this threat, the research assistants were first oriented and briefed on the procedures to be followed/done in data collection.

Limited funds and time constraints: This limited the intensity of the spread or area of coverage of the study. This was solved by the researcher through borrowing funds from friends and family members. In addition to the above, the researcher made sure; he followed the scheduled work plan.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

The study established the effect of thematic curriculum implementation strategies on pupils' academic achievement in selected public primary schools in Kyengera Town Council, Wakiso. This chapter highlights the data presentations and analysis as well as interpretation of research findings. The presentations are done according to the research objectives. Participants interviewed were head-teachers, deputy head-teachers and directors of studies, while teachers filled the questionnaires.

Research findings have been presented in form of tables; narratives have been provided for each of the tables. The study also presents inferential statistics in form of correlations and regressions analysis; and this clearly shows the nature of relationship between study variables and the magnitude of relationship the independent variables has on dependent variable. Interview results were further obtained to explain qualitatively how thematic curriculum implementation strategies has affected pupils' academic achievement in selected public primary schools in Kyengera Town Council in form of verbatim quotations and narrative statements as per participants' views in regard to each research objective and these supplemented results from the questionnaire.

The chapter further presents the response rate of the participants, which shows the actual number of respondents that properly responded to the research questions. The chapter lastly presents the information on respondents' background which indicates the common demographic respondents' characteristics that participated in the research.

4.1 Response Rate of Respondents

The above sub-section presents the summary of the statistics for the respondents' response rates. Response rate is also known as return rate or completion rate. It is the number of individuals who answered the survey divided by the number of the sample (Orodho, 2019). It is usually expressed in the form of a percentage. The sub section presents the summary of the statistics for the response rates. Further details are presented in Table 4.1.

Table 4.1: Number of respondents participated in this research.

Category(s)		Targeted participants	No. actually involved.	% of response rate.
Interviews	Head teachers	5	5	100%
	Deputy head teachers	10	10	100%
	Directors of Studies	5	5	100%
Questionnaire	Teachers	86	80	93.1%
	Total	106	100	94.3%

Source: Primary data (2024)

Out of a total of 106 targeted study respondents, 100 were reached and positively responded by participating in the study, giving a 94.3% response rate. Non-achievement of 5.7% was due to targeted participants being busy and out of station during the study period despite several attempts made to reach them. This response rate is above the 70% response rate as recommended by the Katamba and Nsubuga (2014) for a study to be considered as one with satisfactory results.

4.2 Background Information of the Participants

The researcher sought to obtain data on selected characteristics of the respondents which included age, level of education, gender and marital status. This information was sought because the ability of respondents to give the adequate and relevant information generally depends on their background. This section presents a summary of the study findings about

gender, age bracket, highest level of education, and period served in school. Profiles of the respondents who participated in this research are clearly shown in Table 4.2 below:

Table 4.2: Bio-Data of Respondents

Demographic Information.		Frequency.	Percentage.
Gender.	Male	56	56.0
	Female	44	44.0
	Total	100	100.0%
Age bracket.	18 – 27 years	5	5.0
	28 – 37 years	28	28.0
	38 – 47 years	55	55.0
	Above 48 years	12	12.0
	Total	100	100.0%
Education level	Certificate	13	13.0
	Diploma	39	39.0
	Degree	46	46.0
	Masters	2	2.0
	Total	100	100.0%
Period spent working in the schools	Less than 4 years	25	25.0
	5 – 8 years	66	66.0
	Above 9 years	9	9.0
	Total	100	100.0%

Source: Primary Data (2024)

4.2.1 Gender

According to the Table 4.2 above, it is shown that 56% (56 respondents) were male and 44% (44 respondents) were female. This implies that male participants were more during the study. However, difference in numbers did not affect participation of both male and female participants in the study. This was necessary for the study to get a balanced picture of the respondents' views from both sets of gender.

4.2.2 Age Bracket

According to the Table 4.2 above, 5 respondents were aged between 18 to 27 years (5.0%) while 28 were aged between 28 – 37 years (28.0%), 55 were aged between 38 – 47 years (55.0%), and 12 respondents were aged above 48 years (12.0%). This shows that the respondents are from different age groups, from young and inexperienced to old and experienced. However, those participants in the age group of 38-47 years made the majority during the research carried out in selected public primary schools in Kyengera Town Council. Clearly, indicating that there was a balance of views from all age groups with vast experience about thematic curriculum implementation strategies and pupils' academic achievement.

4.2.3 Education Level.

According to the Table 4.2 above, respondents varied in terms of education level. 13 respondents (13.0%) were Certificate holders, 39(39.0%) were at Diploma level; 46 respondents (46.0%) were at Bachelors' level, while 2 respondents (2.0%) were at Masters' level. These results indicate that most respondents were qualified at least a Certificate of education and above which means that most respondents had requisite qualification (Certificate) which helped the researcher to get clear views and understanding of the thematic curriculum implementation strategies as their responses were appropriate and corresponded to the questions asked. It also shows views from respondents of different levels of education. Therefore, the respondents were competent to answer the questions in the research tools.

4.2.4 Working Experience

Lastly, the majority of the participants 25 (25.0%) indicated they had been staying/working with school for a period of less than 4 years, Also, 66(66.0%) of the participants have indicated 5 to 8 years, while, 9 (9.0%) mentioned of above 9 years. The implication of these

was that, all the participants were familiar with several ways of thematic curriculum implementation strategies and their related consequences to the pupils' academic achievement in selected public primary schools.

The findings of the study are presented in line with the objectives of the study, that is to say: establishing the effect of remedial teaching on pupils' academic achievement in selected public primary schools in Kyengera Town Council, examining the effect of motivation of teachers on pupils' academic achievement in selected public primary schools in Kyengera Town Council, and establishing the effect of teaching materials on pupils' academic achievement in selected public primary schools in Kyengera Town Council. The findings are the views of respondents from thematic curriculum implementation strategies (independent variable) and pupils' academic achievement (Dependent variable). The descriptive statistics have been presented in form of frequency tables and they answer the research questions and correlations analysis was also presented.

4.3 The Pupils' Academic Achievement

The above sub-heading was posed to establish the pupil's academic achievement in selected public primary schools in Kyengera Town Council. The structure was measured using different study variables and five-point Likert scale whose results are shown in Table 4.3.

Table 4.3: The Pupils' Academic Achievement

Variables (n=80)	Extent of dis(agreement)			Mean	Std. Dev't'n
	Accepted	Neutral	Disagree		
Academic grade of pupils is always high in our school	8 (10%)	3 (3.7%)	69 (86.3%)	3.94	0.916
Pupils reading skills is perfect in our school	10 (12.5%)	5 (6.3%)	65 (81.2%)	3.85	0.930
Pupils in our school express themselves better in reading	12 (15%)	7 (8.7%)	61 (76.3%)	3.74	0.883
Pupils in our school attend classes regularly	14 (17.5%)	9 (11.3%)	57 (71.2%)	3.71	0.794
Pupils in my class are always punctual for classes	16 (20%)	9 (11.3%)	55 (68.7%)	3.63	0.716
Pupils in our school have high self esteem	18 (22.5%)	11 (13.7%)	51 (63.8%)	3.58	0.684

Source (Primary Data, 2024)

Table 4.3 represents the descriptive statistics on the pupil's academic achievement in selected public primary schools in Kyengera Town Council. The study findings showed that 69(86.3%) of the respondents disagreed to the statements that academic grade of pupils is always high in public primary schools (Mean=3.94 and SD=0.916); and 65(81.2%) of the respondents disagreed with the statement that pupils reading skills is perfect in public primary schools (Mean=3.85 and SD=0.930); while, pupils in public primary school express themselves better

in reading, and this was disagreed by 61(76.3%) of the respondents, with the Mean=3.74 and SD=0.883. One head-teacher stated;

“...we have continued to experience a good number of pupils performing below the school management expectations. The academic performance of learners in public schools has remained slightly low for several years. Public schools always register some pupils who do not qualify to be admitted to join secondary education because of low academic results obtained at PLE...” (Muhammed Juma pseudo name personal communication, September, 12th 2024).

This implies that a majority of pupils in public primary schools do not excellently pass their PLE with grades. They do not performance in accordance to the expectations of the school management. Some of the pupils fail progressing to the next level of education, that is to say secondary level or joining vocational institutions for practical/hands on courses like plumbing.

Lastly, the study showed that pupils in public primary schools don't attend classes regularly, and this was disagreed by 57(71.2%) of the respondents; with the Mean=3.71 and SD=0.794; pupils in my class are always punctual for classes, disagreed by 55(68.7%) of the respondents, equivalent to Mean=3.63 and SD=0.716; while, pupils in our school have high self-esteem, and this was also disagreed by 51(63.8%) of the respondents (Mean=3.58 and SD=0.684). One Director of Studies asserted that;

“...pupils do not attend classes on a regular basis. They commonly dodge classes, and sometimes arrive at school late for classes. Arriving at school late means dodging early morning classes, which affects their academic outcomes...” (Kafero Arafat pseudo name personal communication, September, 12th 2024).

This means that there is still irregularity of pupils. Therefore, declining pupils' academic performance in those schools is still experienced and said to remain rife in the town council.

4.4 The Effect of Remedial Teaching Strategy on Pupils' Academic Achievement in Selected Primary Schools in Kyengera Town Council

Objective one sought to establish the effect of remedial teaching strategy on pupils' academic achievement in selected primary schools in Kyengera Town Council. The structure was measured using different study variables and five-point Likert scale whose results are shown in Table 4.4.

Table 4.4: The effect of remedial teaching strategy on pupils' academic achievement

Variables (n=80)	Extent of dis(agreement)			Mean	Std. Dev't'n
	Accepted	Neutral	Disagree		
In our school, we use re-teaching to encourage and emphasize reading skills	75 (93.7%)	5 (6.3%)	0 (0.0%)	3.98	0.976
In our school, we use re-teaching to encourage and promote pupils academic grades	71 (88.8%)	6 (7.5%)	3 (3.7%)	3.95	0.941
In our school, remedial teachings are vital for the sake of academic weak pupils	67 (83.8%)	7 (8.7%)	6 (7.5%)	3.91	0.932
In our school, remedial tasks help pupils to understand what they never understood clearly during class lessons	63 (78.7%)	9 (11.3%)	8 (10%)	3.81	0.894
In our school, we use re-teaching which helps us to reach the learning targets.	60 (75%)	8 (10%)	12 (15%)	3.73	0.816
In our school, remedial tasks are promoted through teachers having private fact to face discussion with learners	57 (71.3%)	11 (13.7%)	12 (15%)	3.68	0.794
In our school, remedial tasks help pupils to carry out self-revision to affect their academic outcomes	54 (67.5%)	10 (12.5%)	16 (20%)	3.64	0.736
In our school, remedial tasks help slow learners to improve on their academic grades through revision and coaching.	49 (61.2%)	13 (16.3%)	18 (22.5%)	3.44	0.716
In our school, we use re-teaching to encourage and boost pupils' expressions	46 (57.6%)	15 (18.7%)	19 (23.7%)	3.41	0.714
In our school, remedial tasks help pupils to summarize the work studied in classrooms	43 (53.7%)	13 (16.3%)	24 (30%)	3.32	0.693

Source (Primary Data, 2024)

Table 4.4 represents the descriptive statistics on the effect of remedial teaching strategy on pupils' academic achievement in selected primary schools in Kyengera Town Council. The results show that 75(93.7%) of the respondents accepted to the statements that in public primary schools, teachers use re-teaching to encourage and emphasize reading skills (Mean=3.98 and SD=0.976); followed by 71(88.8%) of the respondents who accepted that teachers use re-teaching to encourage and promote pupils academic grades (Mean=3.95 and SD=0.941); the, respondents equivalent to 67(83.8%) accepted that remedial teachings are vital for the sake of academic weak pupils (Mean=3.91 and SD=0.932); and, lastly, 63(78.7%) of the respondents showed that remedial tasks help pupils to understand what they never understood clearly during class lessons, with Mean=3.81 and SD=0.894.

The first objective was also set to establish the effect of remedial teaching strategy on pupils' academic achievement in selected public primary schools in Kyengera Town Council. Interview schedules were used to solicit information from the head-teachers, deputy head-teachers, and Directors of Studies. Respondents were involved in answering interviews.

However, when they were asked: *What is the effect of remedial teaching strategy on pupils' academic achievement in selected public primary schools in Kyengera Town Council?*

In interviews, it was showed that in public primary schools, teachers use re-teaching to encourage and emphasize reading skills; in fact one of the interviewees asserted that;

“.....pupils gained more knowledge and skills in reading for instance by attending remedial class. It is expressed that attending of remedial class had solved the problem of not understanding in the regular classes. Besides, providing pupils with extra skills and knowledge, they also gained extra information related to the topic and learned more vocabularies....” (Higenyi Justus pseudo name personal communication, September, 7th 2024).

This implies that remedial classes had helped pupils to get motivated as they got individual attention from the teacher. Teachers had given more attention to individual learners to help them grasp reading skills and cope-up with other academic challenges. Pupils got more opportunities to speak and enjoyed group activities. Moreover, they shared that attending of remedial class was interesting as the teaching was done based on the pace of their learning. Further, the teaching strategies were little different and there was no pressure on learning.

The study noted that teachers use re-teaching to encourage and promote pupils academic grades.

The interviewed deputy head-teacher noted that;

“...the impact of remedial teaching on learners’ academic outcome is that it helps 70% of very weak pupils achieve better academic grade. Academically underprepared pupils who completed remediation earned higher grades in primary exams than those who did not complete remediation. Remedial teaching is one of the acceptable solutions for low achievers. Therefore, identification of the low achievers, application of remedial teaching with regular assessment and analysis are needed to understand the effectiveness of the remedial teaching...” (Mubiru Shaban pseudo name personal communication, September, 7th 2024).

This implies that remedial teaching has been found to have a positive impact on pupils’ academic performance. It has been effective in improving the academic performance of poorly performing learners. Furthermore, teachers should identify pupils’ diverse learning needs before preparing for remedial lessons, so that they may design appropriate plans to facilitate effective teaching and learning. Since learners have different characteristics in learning, teachers must devise different learning activities.

In addition, the study findings showed that remedial teachings are vital for the sake of academically weak pupils. Another director of studies asserted that:

“...remedial classes are given to the pupils who have learning problems or difficulties that prevent them master the subject taught. Those learners who require remedial learning have poor memory, short attention span and are easily distracted by other things, have relatively poor comprehensive power, lack learning motivation and self-confidence and exhibit relatively slow self-expectation...” (Ssebana Stephen pseudo name personal communication, September, 7th 2024).

This clearly indicates that pupils are chosen based on their performance in unit test conducted by the concerned subject teacher. Those who perform below the bench mark set by the school are given remedial classes. Thus, remediation groups together pupils with similar needs, which could enable teachers to better tailor their teaching to the needs of pupils and provide other kinds of support, such as support to individual academic differences.

The study also showed that remedial tasks help pupils to understand what they never understood clearly during class lessons. One of the deputy head-teacher asserted that;

“.....those pupils who attended remedial class showed positive impact. Attending of remedial class provided them with more reading and discussion thus, improved their reading skills. It was found that they performed well in their exam. It is clearly noted that many pupils got satisfied with the remedial class as it helped them to enhance their skills and knowledge by providing them a better understanding of the content. Thus, attending of remedial class had enhanced their knowledge and confidence level....” (Magenyi Dukkan pseudo name personal communication, September, 7th 2024).

This indicates that remedial tasks help pupils to carry out self-revision to affect their academic outcomes. It is noted that attending of remedial class had not only improved their skills and knowledge but also gave access to learn more content, engaged in more reading activity thereby developing reading skills and pronunciations of new vocabularies. Remedial class had also engaged them in more group related activities and gave them the opportunities to learn from their friends.

Additionally, the study showed that teachers use re-teaching which helps them to reach the learning targets. Another interviewed head teacher noted that;

“...potential drawbacks of remedial classes mainly include slower learning pace for weaker pupils, challenges in meeting standard timeliness, and the need for diverse teaching approaches to cater to varying learner abilities effectively. Remedial teaching enhanced skills and knowledge of pupils, they got better opportunity, they were motivated and they portrayed interest in remedial teaching. Remedial tasks help pupils to summarize the work studied in classrooms...” (Sebukule Pater pseudo name personal communication, September, 17th 2024).

Therefore, the study noted that remedial teaching improved the competencies of low achievers. The findings revealed that pupils are satisfied with remedial teaching as, it enhanced the content knowledge and they also got better opportunities to engage in different activities.

Lastly, it was showed that remedial tasks are promoted through teachers having private face to face discussion with learners; in fact, one of the directors of studies explained that;

“...remedial tasks help slow learners to improve on their academic grades through revision and coaching. Remedial classes can be highly beneficial as they offer targeted interventions tailored to the individual needs of pupils who are lagging behind academically. These classes help in identifying specific areas where a pupil is weak and provide focused instruction to overcome these gaps...” (Ssendendo James pseudo name personal communication, September, 17th 2024).

This implies that through face-to-face interactions, remedial classes have remained as a specialized educational approach designed to help underperforming readers improve their skills through individualized instruction. Remedial instruction is used with pupils who are falling behind in class. They use re-teaching to encourage and boosts pupils’ expressions and academic outcomes. Remedial learning helps in promoting lifelong learning among pupils to understand their own learning styles and equips them with techniques to overcome their obstacles.

4.4.1 Correlation Analysis

Results from correlation analysis were run between remedial teaching strategy and pupils' academic achievement is presented in the table 4.5 below.

Table 4.5 Correlation analysis

Correlations		Remedial teaching strategy	Pupils' academic achievement
Remedial teaching strategy	Pearson Correlation	1	.686 **
	Sig. (2-tailed)		.000
	N	80	80
Pupils' academic achievement	Pearson Correlation	.686 **	1
	Sig. (2-tailed)	.000	
	N	80	80

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

Source (Primary Data, 2024)

Results in the table above reveal a significant relationship between remedial teaching strategy and pupils' academic achievement. The correlation coefficient of .686 (**) with a significance value of .000 explain the nature of the relationship in this situation. This implies that with appropriate remedial teaching strategy, they encourage and promote pupils academic grades, and boost pupils' expressions.

4.4.2 Regression Analysis

A single regression analysis was run between remedial teaching strategy and pupils' academic achievement, and results are presented in the table 4.5 below.

Table 4.5: A single regression analysis

		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	Sig.
1	(Constant)	.725	.116		.000
	Remedial teaching strategy	.249	.030	.686	.000
a. Dependent Variable: Pupils' academic achievement					

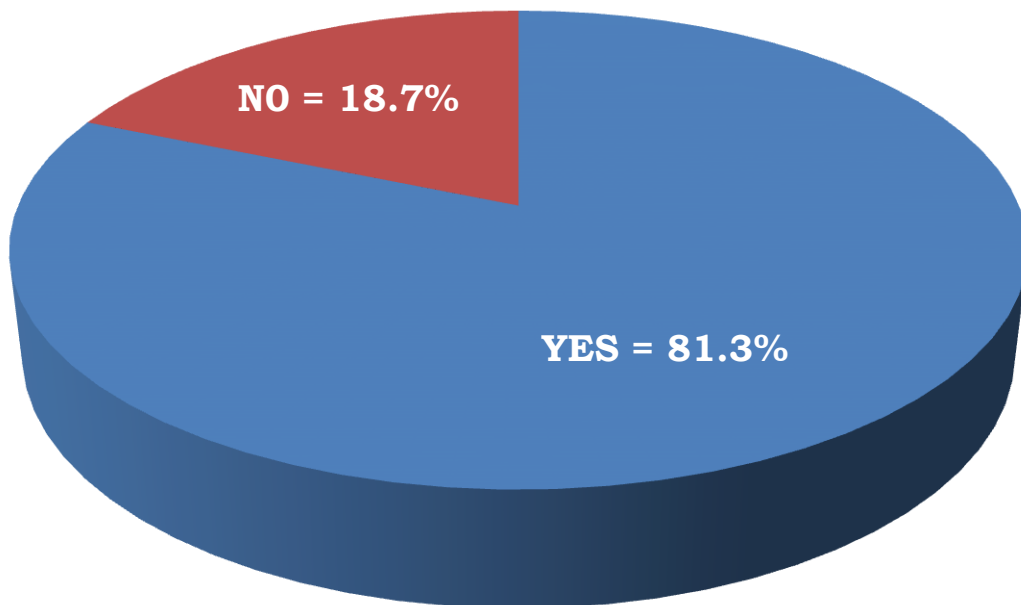
Source (Primary Data, 2024)

From the regression analysis as shown in the table above, it indicates the coefficient of determination $R^2=0.47$ which shows that 47.1 % variation in remedial teaching strategy is explained by existence of pupils' academic achievement. This implies that any changes in remedial teaching strategy would lead to 47.1% chance change in the pupils' academic achievement. These results depict that remedial teaching strategy is significantly related with improved pupils' academic achievement ($\beta_1 =0.686, p<0.01$). This means that any improvement in remedial teaching strategy is significantly and positively associated with improved pupils' academic achievement.

4.5 The Effect of Teacher Motivation Strategy on Pupils' Academic Achievement in Selected Primary Schools in Kyengera Town Council

The research first asked the participants whether teachers always receive motivation inform of incentives or allowances in their schools. Responses were clearly indicated in Figure 4.1 below.

Figure 4.1: Responses to whether teachers receive motivation

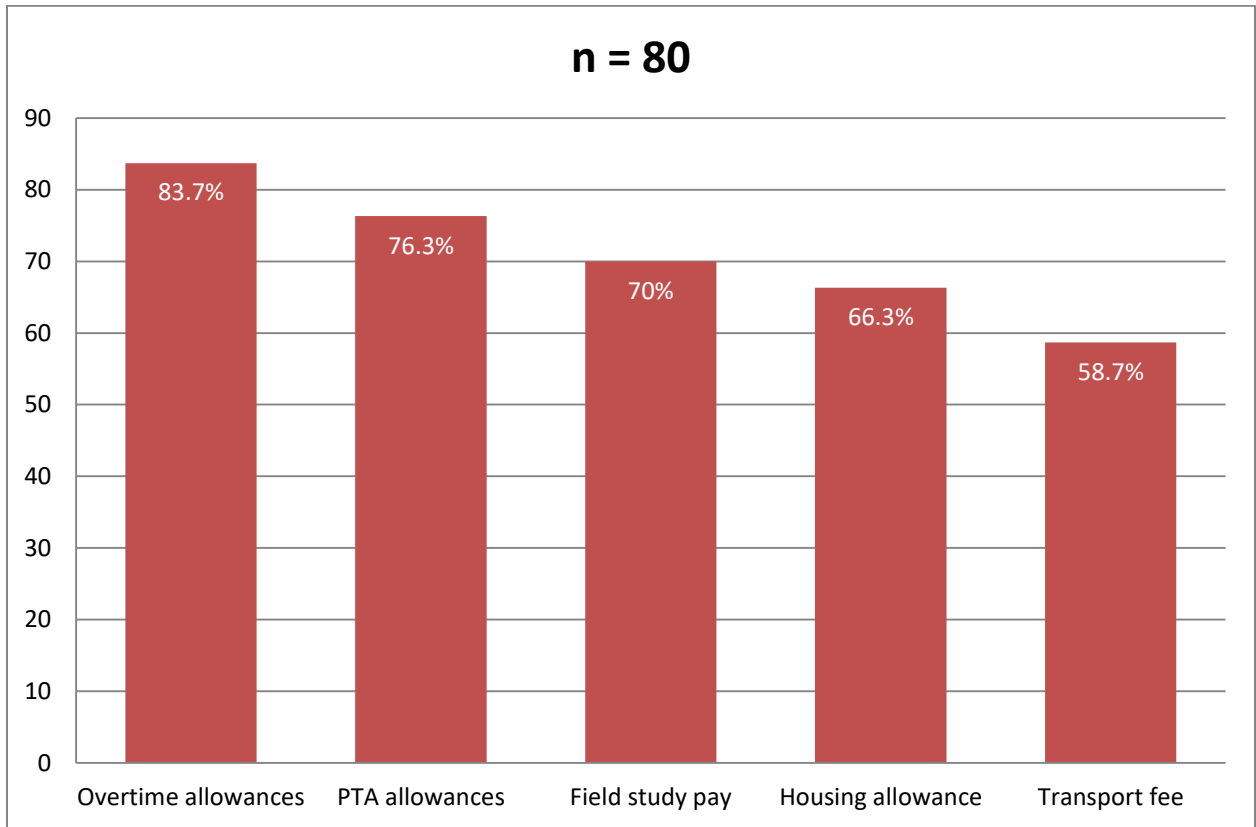


Source (Primary Data, 2024)

The findings indicated that majority of the participants 65(81.3% accepted that they receive teacher incentives or allowances in their schools, while, only 15 (18.7%) of them disagreed with the above stated idea under investigations.

The researcher went a head to ascertain the teacher motivation strategy in their schools as illustrated in Figure 4.2 below.

Figure 4.2: Motivation strategy for teachers



Source (Primary Data, 2024)

The study revealed the teacher motivation strategy in primary schools in Kyengera Town Council. Most of the participants 67(83.7%) mentioned of overtime allowances, followed by PTA allowances with 61(76.3%), then, field study pay with 56(70%), housing allowances with 53(66.3%) and lastly, transport fee/payment with 47(58.7%) of the participants. This clearly indicated that teachers in primary schools of Kyengera Town Council have become a lifeline for pupils, going to extraordinary lengths to keep their pupils learning. Their job is vital with class preparation, homework marking, extra-curricular activities and remedial lessons, on top of teaching classes, teachers; workloads can be relentless with little incentives given to them. However, in several occasions, teachers' salaries and other form of allowances given to them rarely reflect the size and significance of their job.

Similarly, objective two sought to examine the effect of teacher motivation strategy on pupils' academic achievement in selected primary schools in Kyengera Town Council. The structure was measured using different study variables and five-point Likert scale whose results are shown in Table 4.7.

Table 4.7: The effect of motivation of teachers on pupils' academic achievement

Variables (n=80)	Extent of dis(agreement)			Mean	Std. Devt'n
	Accepted	Neutral	Disagree		
In our school, incentives given to teachers motivate them to have lesson plans and scheme of work	71 (88.8%)	3 (3.7%)	6 (7.5%)	3.79	0.982
In our school, teachers given overtime allowances tend to have high syllabus content coverage	65 (81.2%)	6 (7.5%)	9 (11.3%)	3.81	0.921
In our school, allowances tend to enhance teachers' involvement in preparation of pupil to boost their esteem	59 (73.8%)	7 (8.7%)	14 (17.5%)	3.78	0.872
In our school, salary increment leads to teachers involvement in assessment of learners' reading skills	54 (67.5%)	9 (11.3%)	17 (21.2%)	3.71	0.826
In our school, extra time allowance encourage individual teacher to finish his/her syllabus in time	49 (61.3%)	11 (13.7%)	20 (25%)	3.59	0.783
In our school, expression of pupils tend to be influenced by teachers given financial pay	44 (55%)	13 (16.3%)	23 (28.7%)	3.57	0.747

Source (Primary Data, 2024)

Table 4.7 represents the descriptive statistics on the effect of teacher motivation strategy on pupils' academic achievement in selected public primary schools in Kyengera Town Council. The results show that 71(88.8%) of the respondents accepted to the statement that in primary

schools, allowances encourages teachers to have lesson plans and scheme of work (Mean=3.79 and SD=0.982); followed by 65(81.2%) of the respondents who accepted that teachers given overtime allowances tend to have high syllabus content coverage (Mean=3.81 and SD=0.921); the respondents equivalent to 59(73.8%) accepted that allowances tend to enhance teachers' involvement in preparation of pupil to boost their esteem (Mean=3.78 and SD=0.872); and, lastly, 53(67.5%) of the respondents showed that salary increment leads to teachers involvement in assessment of learners' reading skills, with Mean=3.71 and SD=0.826

The second objective was also set to establish the effect of teacher motivation strategy on pupils' academic achievement in selected primary schools in Kyengera Town Council. Interview schedules were used to solicit information from the head-teachers, deputy head-teachers, and Directors of Studies. Respondents were involved in answering interviews.

However, when they were asked: *What is the effect of teacher motivation strategy on pupils' academic achievement in selected public primary schools in Kyengera Town Council?*

In interviews, it was showed that in public primary schools, allowances encourage teachers to have lesson plans and scheme of work; in fact one of the interviewees asserted that;

“.....allowances given to teachers motivate them to develop lesson plans and scheme of work. Lesson plans are essential tools for teachers, aiding in imparting knowledge, skills and competences. They guide teachers in content delivery, communication and assessment. Through careful planning, teachers engage pupils with accessible content, align activities with objectives, and ensure relevance....” (Higenyi Justus pseudo name personal communication, September, 7th 2024).

This implies that a well-structured scheme of work helps teachers feel confident, organized and effective in their teaching practice. As a teacher, having a good scheme of work is essential for teaching. A scheme of work is a document that outlines the leaning purpose, objectives, content

and activities for a particular subject, and class. It helps teachers to plan their lessons in a systematic and coherent way, and ensures that all pupils are exposed to the same learning opportunities.

The study noted that teachers given overtime allowances tend to have high syllabus content coverage. The interviewed deputy head-teacher noted that;

“...overtime allowances motivate teachers to devote more of their time to complete academic syllabus in time. Teachers devote more time to finish syllabus within the planned time schedule. With no option left except complete the due date, teachers might have to go to the extent of making pupils stay back after school hours, cancel their activity classes for generating academic time...” (Mubiru Shaban pseudo name personal communication, September, 7th 2024).

This implies that when teachers are given overtime allowances, they tend to work more-harder. They devote more of their precious time towards completing the assigned roles, none other than syllabus content coverage. A teacher’s role is going to become more and more complex in the years to come, yet what matters is the personal commitment to the primary responsibility especially ensuring learning which is sustainable and not simply teaching. This can eventually be attained only when they are well motivated.

In addition, the study findings showed that allowances tend to enhance teachers’ involvement in preparation of pupil to boost their esteem. Another director of studies asserted that:

“.....in our school, some occasions where teachers receive allowances for doing their job perfectly, leading them to become more loyal than those teachers with no such rewards, recognition or any other form of motivation. Such teachers are also likely to work longer for the school and work with greater dedication to prepare pupil to boost their esteem. They are always the first individuals to complete the academic syllabus, which

eventually encourages their colleagues to work harder....” (Ssebana Stephen pseudo name personal communication, September, 7th 2024).

This implies that with allowances, teachers tend to devote more of their time to work. They are able to apply most effective teaching methods so as to complete the syllabus in time. It is vital to delve into the extraordinary commitment of teachers, the challenges they experience at schools and the need to appreciate their invaluable contributions. The realm of education, there exist a group of remarkable individuals who possess an unyielding passion for their profession. They are unsung heroes, the catalysts for change, and the champions of knowledge. These individuals are teachers, and their dedication often goes beyond the boundaries of what is expected. However, it is essential to recognize that their passion should not be misconstrued as blind loyalty.

The study also showed that salary increment leads to teachers’ involvement in assessment of learners’ reading skills. One of the deputy head-teacher asserted that;

“.....salary increment boosts teacher morale to get involved in assessing of learners’ reading skills. Teachers can teach phonetics to readers of initial stage and help them pronounce the sounds of letters and words properly when well-motivated. Motivated teachers also emphasize writing skills in the primary grade as it is directly associated with reading programs. They can be motivated to teach pupils syllabication to recognize new words....” (Magenyi Duckan pseudo name personal communication, September, 7th 2024).

This indicates that a well-motivated teacher is able to plan and manage the assessment of learners. Motivated teachers devote more of their energy to handle individual pupils’ academic differences. They are able to help those pupils with reading and pronunciation challenges. Teachers’ assessment can provide information about learning processes as well as outcomes. Teachers must emphasize all kinds of reading especially critical reading when well-motivated.

Additionally, the study showed that extra time allowance encourage individual teacher to finish his/her syllabus in time. Another interviewed head teacher noted that;

“...extra time allowance is the key to success in education sector, and it empowers a teacher to work with an affection that contributes to the accomplishment of hierarchical objectives, including finishing syllabus content in time. It drives teachers to be pleased or motivated to achieve exceptional performance. Correspondingly, the teachers’ positive behavior related to teaching increases their level of understanding and interest, eventually improving their job commitment...” (Sebukule Pater pseudo name personal communication, September, 17th 2024).

Therefore, the study noted that extra time allowance drives individuals to move toward accomplishing a goal. It is the key to success for every primary school and empowers a teacher to work with an affection that contributes to accomplishing hierarchal objectives. Thus, when teachers are recognized, motivated and encouraged by his/her immediate supervisors, it motivates them to work more harder, thus able to complete the assigned workload within the shortest time possible.

Lastly, it was showed that expression of pupils tend to be influenced by teachers given financial pay; in fact, one of the directors of studies explained that;

“....expression of pupils in class is greatly influenced by teachers’ ability to help them during reading lessons. Thus, teachers’ ability to help pupils can be attained with increased financial pay. Motivated teachers help pupils to communicate their thoughts, views, ideas, knowledge and feelings. Through their bodies, words and use of materials, pupils develop increasingly complex communication skills thus able to express themselves freely in a classroom...” (Ssengendo James pseudo name personal communication, September, 17th 2024).

This implies that motivated teachers commonly help pupils to use several means of expression in group and interaction situations in a different situations or context.

4.5.1 Correlation Analysis

Results from correlation analysis were run between teacher motivation strategy and pupils' academic achievement is presented in the table 4.8 below.

Table 4.8: Correlation analysis

Correlations		Teacher motivation strategy	Pupils' academic achievement
Teacher motivation strategy	Pearson Correlation	1	.589 **
	Sig. (2-tailed)		.000
	N	80	80
Pupils' academic achievement	Pearson Correlation	.589 **	1
	Sig. (2-tailed)	.000	
	N	80	80

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

Source (Primary Data, 2024)

Results in the table above reveal a significant relationship between teacher motivation strategy and pupils' academic achievement. The correlation coefficient of .589 (**) with a significance value of .000 explain the nature of the relationship in this situation. Since the p.value is 0.000 higher than 0.01 the relationship is significant. This implies that allowances encourages teachers to have lesson plans and scheme of work, and extra time allowance encourage individual teacher to finish his/her syllabus in time.

4.5.2 Regression analysis

A single regression analysis was run between teacher motivation strategy and pupils' academic achievement, and results are presented in the table 4.9 below.

Table 4.9: A single regression

		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	Sig.
1	(Constant)	.989	.110		.000
	teacher motivation strategy	.204	.032	.589	.000

a. Dependent Variable: Pupils' academic achievement

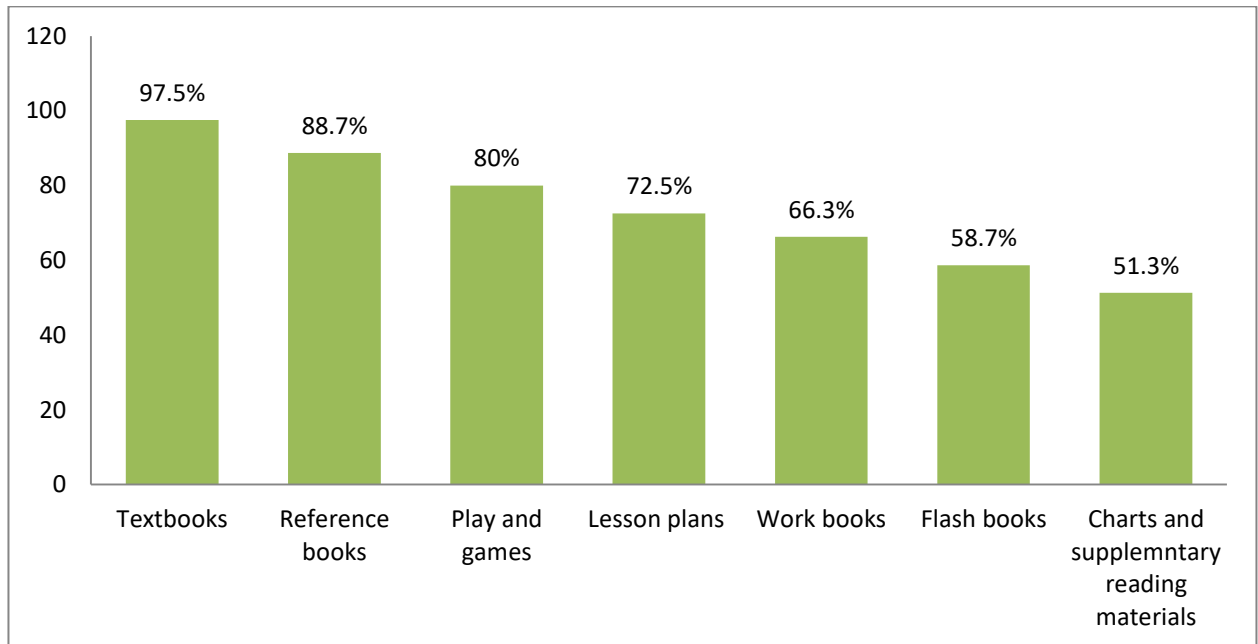
Source (Primary Data, 2024)

From the table above, regression results were obtained with a coefficient of determination $R^2=0.346$ which shows that 34.6% variation in pupils' academic achievement is explained by changes in teacher motivation strategy. This implies that any changes in teacher motivation strategy would lead to 34.6% change in pupils' academic performance if all aspects in academic performance of pupils were squarely addressed. In the study results confirm that teacher motivation strategy is significantly related to improved pupils' academic performance ($\beta_1 = 0.589$, $p < 0.01$). This implies that allowances encourage teachers to have lesson plans and schemes of work, and extra time allowance encourage individual teacher to finish his/her syllabus in time.

4.6 The Effect of Investment in Teaching Material Strategy on Pupils' Academic Achievement in Selected Primary Schools in Kyengera Town Council

The research first investigated and ascertained the interactive materials being used under thematic curriculum in Kyengera Town Council. Findings are presented in Figure 4.3 below.

Figure 4.3: Showing the interactive materials being used under thematic curriculum



Source (Primary Data, 2024)

The study revealed of several interactive materials being used under thematic curriculum in Kyengera Town Council. Majority of the participants 78(97.5%) mentioned of textbooks, followed by reference books 71(88.7%), the play and games by 64(80%) of the participants, lesson plans by 58(72.5%), work books by 53(66.3%), flash books with 47 (58.7%) and charts and supplemental reading materials represented by 41 (51.3%) of the participants. It was also indicated that little is indicated in teaching materials, and all of them were not aware of the exact figures per school, clear indication of lack of participatory budgetary planning.

Further, objective three sought to establish the effect of investment in teaching material strategy on pupils' academic achievement in selected primary schools in Kyengera Town Council. The structure was measured using different study variables and five-point Likert scale whose results are shown in Table 4.10.

Table 4.10: The effect of investment in teaching material strategy on pupils' academic achievement

Variables (n=80)	Extent of dis(agreement)			Mean	Std. Dev't'n
	Accepted	Neutral	Disagree		
In my school, we use interactive teaching materials to enhance reading skills	71 (88.8%)	6 (7.5%)	3 (3.7%)	3.95	0.941
In my school, there is enough materials to encourage self-revision to boost their academic scores	62 (77.6%)	7 (8.7%)	11 (13.7%)	3.81	0.894
In my school, we use updated materials to enhance learners' academic grades	58 (72.5%)	10 (12.5%)	12 (15%)	3.68	0.794
In our school, presence of enough learning materials stimulate pupils to learn	53 (66.3%)	11 (13.7%)	16 (20%)	3.64	0.736
Teachers are able to explain new concepts clearly with presence of teaching materials	45 (56.3%)	12 (15%)	23 (28.7%)	3.32	0.693
In our school, pupils are able to express themselves in class due to accessibility of available materials	39 (48.8%)	15 (18.7%)	26 (32.5%)	3.68	0.794

Source (Primary Data, 2024)

Table 4.10 represents the descriptive statistics on the effect of investment in teaching material strategy on pupils' academic achievement in selected public primary schools in Kyengera Town Council. The results show that 71(88.8%) of the respondents accepted to the statements that in public primary schools, teachers use interactive teaching materials to enhance reading skills

(Mean=3.95 and SD=0.941); followed by 62(77.6%) of the respondents who accepted that there is enough materials to encourage self-revision to boost their academic scores (Mean=3.81 and SD=0.894); the, respondents equivalent to 58(72.5%) accepted that teachers use updated materials to enhance learners' academic grades (Mean=3.68 and SD=0.794); and, lastly, 53(66.3%) of the respondents showed that presence of enough learning materials stimulate pupils to learn, with Mean=3.64 and SD=0.736.

The third objective was also set to establish the effect of investment in teaching material strategy on pupils' academic achievement in selected public primary schools in Kyengera Town Council. Interview schedules were used to solicit information from the head-teachers, deputy head-teachers, and Directors of Studies. Respondents were involved in answering interviews.

However, when they were asked: *What is the effect of investment in teaching material strategy on pupils' academic achievement in selected public primary schools in Kyengera Town Council?*

In interviews, it was showed that in public primary schools, teachers use interactive teaching materials to enhance reading skills; in fact one of the interviewees asserted that;

“.....interactive reading benefits include richer and more vivid book content, improved interest and efficiency in reading or learning, and enhanced user experience through multimedia interaction with image information. Pupils tend to be actively involved in the learning process, they are more likely to stay focused and engaged. Such interactive teaching strategies like games, simulations and role-playing activities help to capture pupils' attention and learning fun....” (Higenyi Justus pseudo name personal communication, September, 7th 2024).

This implies that interactive teaching materials are designed to promote engagement, collaboration and critical thinking. By creating these materials and strategies, teachers can create a dynamic and stimulating classroom environment that fosters a love of learning.

The study noted that there are enough materials to encourage self-revision to boost their academic scores. The interviewed deputy head-teacher noted that;

“...adequate instructional materials encourage the learner to apply new skills and knowledge. The self-learning material’s is a good read for pupils as it provides the requisite knowledge to build different areas of management. Presence of materials helps teachers to simplify their teaching to stimulate pupils to learn...” (Mubiru Shaban pseudo name personal communication, September, 17th 2024).

This implies that adequate materials in the classroom have the potential to help the teacher explain to pupils better. It stimulates pupils to learn and conduct self-revision. Materials help teacher explain new concepts clearly, resulting in better understanding of the concepts being taught.

In addition, the study findings showed that teachers use updated materials to enhance learners’ academic grades. Another director of studies asserted that:

“...the pupils taught with updated materials have excellent achievement scores compared with those without any material. These materials enable both the teachers and pupils to participate actively and effectively in lesson sessions. Such materials give room for acquisition of skills and knowledge and development of self-confidence and self-actualization...” (Ssebana Stephen pseudo name personal communication, September, 13th 2024).

This clearly indicates that updated materials are essential and significant tools needed for teaching and learning of school subjects to promote teachers’ efficiency and improve pupils’ academic achievement. They make learning more interesting, practical, realistic and appealing. Thus, effective teaching requires a teacher to teach the pupils with updated materials and use practical activities to make learning more vivid, logical, realistic and pragmatic. They are always useful in supporting the sense organs, thus knowledge acquisition become easier.

The study also showed that presence of enough learning materials stimulate pupils to learn. One of the deputy head-teacher asserted that;

“.....teaching-learning materials provide pupils with a multi-sensory experience, which improves their ability to retain information. It commonly provide alternative sources of information and organizing course content in smaller chunks to accommodate different learning styles. Learning materials such as presentations and videos help expand pupils’ educational experiences and facilitate their understanding of complicated concepts....” (Magenyi Dukkan pseudo name personal communication, September, 13th 2024).

This indicates that teaching-learning materials significantly assist the progress of pupils’ learning. They offer visual aid that might benefit pupils in comprehending complex ideas, views and contexts. Moreover, such learning materials can improve pupils’ ability to remember the subject content. When knowledge is delivered to pupils through visual aids or hand-on activities, they are more likely to remember it. Pupils are more likely to retain a scientific concept. For example, if they have actually carried out an experiment rather than just reading about it in the textbooks.

Lastly, the study showed that teachers are able to explain new concepts clearly with presence of teaching materials. Another interviewed head teacher noted that;

“...in teaching process, it is vital to generate pupils’ interest. If interest is built properly, the learning process can take place effectively. For this purpose, use of teaching material is important as they have the potentials to arouse interest in teaching-learning process....” (Sebukule Pater pseudo name personal communication, September, 17th 2024).

Therefore, the study noted that teaching materials are essential for effective teaching and learning. They enhance understanding, engage pupils, support differentiation, facilitate assessment, provide structure and motivate learners. Pupils are able to express themselves in

class due to accessibility of available materials. This can make the concept more relatable and easier to grasp. The thoughtful selection and use of these materials can significantly impact educational outcomes.

4.6.1 Correlation Analysis

Results from correlation analysis were run between investment in teaching material strategy and pupils' academic achievement as explained in the table 4.11 below.

Table 4.11: Correlation analysis

		Investment in teaching material strategy	Pupils' academic performance
Investment in teaching material strategy	Pearson Correlation	.465*	1
	Sig. (2-tailed)	.002	
	N	80	80
Pupils' academic performance	Pearson Correlation	.383*	.379**
	Sig. (2-tailed)	.001	.007
	N	80	80

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

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

Source: (Primary data, 2024)

Table 4.11 shows that in the relationship between investment in teaching material strategy and pupils' academic achievement in public primary schools, there was a moderately weak positive Pearson's correlation r of 0.383 and p -value of 0.002, implying that a one interval change in investment in teaching material strategy would signify a 0.383 positive effect on pupils' academic achievement in public primary schools, and also a one positive interval change in pupils' academic achievement would also signify a 0.383 positive change in teaching materials given to teachers.

Furthermore, the Table 4.11 above also shows that in the relationship between investment in teaching material strategy and pupils’ academic achievement, there was a moderate positive Pearson’s correlation r of 0.379 and statistical significance p -value of 0.007, implying that a positive one interval change in the investment in teaching material strategy would signify a 0.379 positive change in the pupils’ academic achievement and vice versa.

Simple regression analysis was used to compute the variation shared by the variables. It was used to identify how much variation lies in the relationship between investment in teaching material strategy and pupils’ academic achievement in selected public primary schools as presented in Table 4.12 and Table 4.13.

Table 4.12: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.713 ^a	.508	.488	.71577679

a. Predictors: (Constant), investment in teaching material strategy

Source: (Primary data, 2024)

From the model summary in Table 4.12, the multiple regression coefficient R was evidenced by 0.713. However, the adjusted R^2 shows that investment in teaching material strategy accounts for 50.8% of the pupils’ academic achievement in public primary schools; implying that the pupils’ academic achievement in selected public primary schools can be explained by 50.8% by the investment in teaching material strategy; and the remaining 49.2% variation in the pupils’ academic achievement in selected public primary schools is due to other factors that were not part of this study.

4.6.2 Regression Analysis

A single regression analysis was run between investment in teaching material strategy and pupils' academic achievement, and results are presented in the table 4.12 below.

Table 4.12: A single regression analysis

		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	Sig.
1	(Constant)	.727	.114		.000
	Investment in teaching material strategy	.248	.031	.687	.000
a. Dependent Variable: Pupils' academic achievement					

From the regression analysis as shown in the table above, it indicates the coefficient of determination $R^2=0.47$ which shows that 47.2 % variation in investment in teaching material strategy is explained by existence of pupils' academic achievement. This implies that any changes in investment in teaching material strategy would lead to 47.1% chance change in the pupils' academic achievement. These results depict that investment in teaching material strategy is significantly related with improved pupils' academic achievement ($\beta_1 =0.687$, $p<0.01$). This means that any improvement in investment in teaching material strategy is significantly and positively associated with improved pupils' academic achievement.

From the field study, different measures were suggested by the participants that should be adopted to improve on the thematic curriculum implementation strategies and pupils' academic achievement in selected public primary schools in Kyengera Town Council, Wakiso in particular so as it is indicated in chapter five of this report.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

The study established the effect of thematic curriculum implementation strategies on pupils' academic achievement in selected public primary schools in Kyengera Town Council, Wakiso District. This chapter presents the discussions of findings and these are presented according to the findings in chapter four.

5.1 Discussion of Findings

The findings are discussed according to the research objectives and details are presented in chapter four in thematic manner as follows:

5.1.1 The Effect of Remedial Teaching Strategy on Pupils' Academic Achievement in Selected Public Primary Schools in Kyengera Town Council

The above study theme aimed at establishing the effect of remedial teaching strategy on pupils' academic achievement in selected public primary schools in Kyengera Town Council and these ranges from:

Study findings showed a positive significant relationship between remedial teaching strategy and pupils' academic achievement in selected public primary schools in Kyengera Town Council ($r = .686^{**}$, $p = 0.001$). Therefore, this implies that with appropriate remedial teaching strategy, they encourage and promote pupils academic grades, and boost pupils' expressions. This concurs with Choppin (2021) who opines that remedial lessons involves tailoring teaching methods to suit the specific needs of pupils. It focuses on reinforcing foundational concepts, building reading skills, and enhancing comprehension. This personalized approach can

significantly benefit pupils who are struggling with expression, reading and other areas of studies. Besides, Kamugisha (2017) argues that diagnostic testing plays a crucial role in the remedial teaching process. This implies that the primary benefit of remedial teaching is its ability to provide a customized learning experience. By identifying the specific challenges faced by each learner, teachers can tailor their teaching methods to address those challenges effectively.

In the regression, it was predicted that 47.1% variation in pupils' academic decisions is explained by changes in remedial teaching strategy. This implies that any changes in remedial teaching strategy would lead to 47.1% chance change in the pupils' academic decisions. This concurs with Kiwanuka (2023) who asserted that remedial lessons are customized to each pupil's needs, ensuring that they receive the support and guidance required to succeed. More to the above, Kemigisha (2022) opines that remedial teaching enhances academic learning outcomes after receiving targeted support. It includes better grades, increased comprehension of subjects, improved study habits, and enhanced confidence in their academic abilities. Teaching lesson improve reading and expression confidence among learners. This implies that remedial classes help prevent learners from falling behind their peers, reducing the likelihood of long-term academic struggles.

The study noted that in public primary schools, teachers use re-teaching to encourage and emphasize reading skills. This concurs with Hompashe (2018) who argued that remedial classes had helped pupils to get motivated as they got individual attention from the teacher. Teachers had given more attention to individual learners to help them grasp reading skills and cope-up with other academic challenges. Besides, Choppin (2021) noted that pupils got more opportunities to speak and enjoyed group activities. Moreover, they shared that attending of

remedial class was interesting as the teaching was done based on the pace of their learning. Further, the teaching strategies were little different and there was no pressure on learning. This implies that pupils gained more knowledge and skills in reading for instance by attending remedial classes. It is expressed that attending of remedial classes had solved the problem of not understanding in the regular classes. Besides, providing pupils with extra skills and knowledge, they also gained extra information related to the topic and learned more vocabularies.

The study noted that teachers use re-teaching to encourage and promote pupils academic grades. This concurs with Altinyelken (2020) who noted that remedial teaching has been found to have a positive impact on pupils' academic performance. It has been effective in improving the academic performance of poorly performing learners. Furthermore, Otim (2021) added that teachers should identify pupils' diverse learning needs before preparing for remedial lessons, so that they may design appropriate plans to facilitate effective teaching and learning. Since learners have different characteristics in learning, teachers must devise different learning activities. This implies that the impact of remedial teaching on learners' academic outcome is that it helps 70% of very weak pupils achieve better academic grade. Academically underprepared pupils who completed remediation earned higher grades in primary exams than those who did not complete remediation. Remedial teaching is one of the acceptable solutions for low achievers. However, Namulondo (2024) disagreed with the above authors (Altinyelken, 2020: Otim, 2021) arguing that low incidences of pupils' academic performance results continue to occur in schools where remedial lessons have been emphasized. Some learners look at remedial lessons as a waste of their time. They just attend remedial lessons as part of school administrative requirement, thus devoting less time to academic concentration. In some occasions, the application of remedial teaching is done with less regular assessment and analysis that is needed to understand its efficiency and effectiveness.

In addition, the study noted that remedial teachings are vital for the sake of academic weak pupils. This concurs with Oryema & Picho (2015) who clearly indicates that pupils are chosen based on their performance in unit test conducted by the concerned subject teacher. Those who perform below the bench mark set by the school are given remedial classes. Besides, Ojilong (2020) who argued that remediation groups together pupils with similar needs, which could enable teachers to better tailor their teaching to the needs of pupils and provide other kinds of support, such as support to individual academic differences. This implies that remedial classes are given to the pupils who have learning problem or difficulties that prevent them master the subject taught. Those learners who require remedial learning have poor memory, short attention span and are easily distracted by other things, have relatively poor comprehensive power, lack learning motivation and self-confidence and exhibit relatively slow self-expectation.

Additionally, the study also noted that remedial tasks help pupils to understand what they never understood clearly during class lessons. This is in agreement with Samuels (2019) who argued that remedial tasks help pupils to carry out self-revision to affect their academic outcomes. It is noted that attending of remedial class had not only improved their skills and knowledge but also gave access to learn more content, engaged in more reading activity whereby developing reading skills and pronunciations of new vocabularies. Remedial class had also engaged them in more group related activities and gave them the opportunities to learn from their friends as ascertained by Otim (2021). This implies that those pupils who attended remedial class showed positive impact. Attending of remedial class provided them with more reading and discussion thus, improved their reading skills. It was found that they performed well in their exam. It is clearly noted that many pupils satisfied with the remedial class as it helped them to enhance their skills and knowledge by providing them a better understanding of the content. Thus, attending of remedial class had enhanced their knowledge and confidence level.

Lastly, the study noted that teachers use re-teaching which helps them to reach the learning targets. This concurs with Natukunda (2018) who argued that remedial teaching improved the competencies of low achievers. The findings revealed that pupils are satisfied with remedial teaching as, it enhanced the content knowledge and they also got better opportunities to engage in different activities. Similarly, Ojilong (2020) noted that potential drawbacks of remedial classes mainly include slower learning pace for weaker pupils, challenges in meeting standard timeliness, and the need for diverse teaching approaches to cater to varying learner abilities effectively. This implies that remedial teaching enhanced skills and knowledge of pupils, they got better opportunity, they were motivated and they portrayed interest in remedial teaching. Remedial tasks help pupils to summarize the work studied in classrooms.

5.1.2 The Effect of Teacher Motivation Strategy on Pupils' Academic Achievement in Selected Public Primary Schools in Kyengera Town Council

The effects of teacher motivation strategy on pupils' academic achievement in selected public primary schools in Kyengera Town Council were established; and these include:

The findings showed that there is a positive significant relationship between teacher motivation strategy and pupils' academic achievement in selected public primary schools in Kyengera Town Council ($r = .589^{**}$, $p = 0.001$). This implies that allowances encourage teachers to have lesson plans and scheme of work, and extra time allowance encourage individual teacher to finish his/her syllabus in time. This concurs with Altinyelken (2020) who noted that motivated teachers can create a stimulating learning environment that fosters pupils' enthusiasm for learning and internal motivation. Motivated teachers use a range of incentive tactics to raise pupils' academic outcome. Otim (2021) is of the view that motivated teachers always look for better ways to do their teaching job and, as a result, they are more productive. These motivated

teachers are determined to give best to achieve the maximum output (qualitative education), thus able to enhance pupils' reading skills, expression and academic grades. Conversely, Choppin (2021) argues that motivation of teachers can be indicated by financial or non-financial benefits, and these includes; basic wage, salary increments, promotions, job rotation and job description, performance appraisal, continuous staff development, bonus, and praises, which inspire teachers to enhance their job commitment. This implies that the highly motivated teachers in a school struggle to be punctual, devote more time for remedial lessons, clear their workload in time, devote most of their time towards attending to individual pupils' academic differences, and complete the syllabus in time, thus able to produce highly compared to their counterparts.

The regression results predict that 34.6% variation in teacher motivation strategy is explained by changes in pupils' academic achievement. This implies that any changes in teacher motivation would lead to 34.6% change in pupils' academic achievement. This implies that in that situation, allowances encourage teachers to have lesson plans and scheme of work, and extra time allowance encourage individual teacher to finish his/her syllabus in time. This concurs with Altinyelken (2020) who argued that teachers given financial benefits like salary increment have a tendency of working harder and complete their assignments in the required time scope. Furthermore, according to research by Hulya (2020), motivation of teachers can either be direct financial or be indirect financial. Therefore, monetary rewards have great impacts towards the teachers' efficiency. In support of the above, Otim (2021) suggests that motivation of teachers build friendly relationships. This implies that teachers' financial benefits have remained a significant factor which brings teachers' satisfaction at their places of work. This could be done by keeping into mind and framing an incentive plan for the benefit of the teaching staff.

The study noted that in public primary schools, allowances encourages teachers to have lesson plans and scheme of work; and this concurs with Kemigisha (2022) who argued that a well-structured scheme of work helps teachers feel confident, organized and effective in their teaching practice. As a teacher, having a good scheme of work is essential in teaching. Similarly, Ghunu (2022) added that a scheme of work is a document that outlines the leaning purpose, objectives, content and activities for a particular subject, and class. It helps teachers to plan their lessons in a systematic and coherent way, and ensures that all pupils are exposed to the same learning opportunities. This implies that allowances given to teachers motivate them to develop lesson plans and scheme of work. Lesson plans are essential tools for teachers, aiding in imparting knowledge, skills and competences. They guide teachers in content delivery, communication and assessment. Through careful planning, teachers engage pupils with accessible content, align activities with objectives, and ensure relevance.

The study noted that teachers given overtime allowances tend to have high syllabus content coverage. This concurs with Mbirizi (2018) who stresses that when teachers are given overtime allowances, they tend to work harder. They devote more of their precious time towards completing the assigned roles, none other than syllabus content coverage. A teacher's role is going to become more and more complex in the years to come, yet what matters is the personal commitment to the primary responsibility especially ensuring learning which is sustainable and not simply teaching. This can eventually be attained only when they are well motivated as ascertained by Kiwanuka (2023). This implies that overtime allowances motivate teachers to devote more of their time to complete academic syllabus in time. Teachers devote more time to finish syllabus within the planned time schedule. With no option left except complete the due date, teachers might have to go to the extent of making pupils stay back after school hours, cancel their activity classes for generating academic time.

In addition, the study noted that allowances tend to enhance teachers' involvement in preparation of pupil to boost their esteem. This is in agreement with Hulya (2020) who argued that with allowances, teachers tend to devote more of their time to work. They are able to apply most effective teaching methods so as to complete the syllabus in time. It is vital to delve into the extraordinary commitment of teachers, the challenges they experience at schools and the need to appreciate their invaluable contributions. Besides, Hompashe (2018) noted that the realm of education, there exist a group of remarkable individuals who possess an unyielding passion for their profession. They are unsung heroes, the catalysts for change, and the champions of knowledge. These individuals are teachers, and their dedication often goes beyond the boundaries of what is expected. This implies that in some school occasions where teachers receive allowances for doing their job perfectly, leading them to become more loyal than those teachers with no such rewards, recognition or any other form of motivation. Such teachers are also likely to work longer for the school and work with greater dedication to prepare pupil to boost their esteem. They are always the first individuals to complete the academic syllabus, which eventually encourages their colleagues to work harder.

The study also noted that salary increment leads to teachers' involvement in assessment of learners' reading skills. This concurs with Altinyelken (2020) who noted that well-motivated teachers are able to plan and manage the assessment of learners. Motivated teachers devote more of their energy to handle individual pupils' academic differences. They are able to help those pupils with reading and pronunciation challenges. Besides, Hulya (2020) noted that teachers' assessment can provide information about learning processes as well as outcomes. Teachers must emphasize all kinds of reading especially critical reading when well-motivated. This implies that salary increment boosts teacher morale to get involved in assessing of learners' reading skills. This implies that teachers can teach phonetics to readers of initial stage

and help them pronounce the sounds of letters and words properly when well-motivated. Motivated teachers also emphasize writing skills in the primary grade as it is directly associated with reading programs. They can be motivated to teach pupils syllabication to recognize new words. Contrary to the above, Sylaj (2020) opines that with salary increment, some teachers devote more of their time to alcoholism. Less time is given to academic work. They have less time and energy for remedial lessons and getting involved in assessment of learners' reading skills.

Additionally, the study noted that extra time allowance encourage individual teacher to finish his/her syllabus in time. This concurs with Kiwanuka (2023) who argued that extra time allowance drives individuals to move toward accomplishing a goal. It is the key to success for every primary school and empowers a teacher to work with an affection that contributes to accomplishing hierarchal objectives. More so, Natukunda (2018) argued that when teachers are recognized, motivated and encouraged by his/her immediate supervisors, it motivates them to work harder, thus able to complete the assigned workload within the shortest time possible. This clearly indicates that extra time allowance is the key to success in education sector, and it empowers a teacher to work with an affection that contributes to the accomplishment of hierarchical objectives, including finishing syllabus content in time. It drives teachers to be pleased or motivated to achieve exceptional performance. Correspondingly, the teachers' positive behavior related to teaching increases their level of understanding and interest, eventually improving their job commitment.

Lastly, the study noted that expression of pupils tend to be influenced by teachers given financial pay; and this concurs with Kemigisha (2022) who argued that motivated teachers commonly help pupils to use several means of expression in group and interaction situations in

a different situations or context. More so, Kobia (2022) noted that expression of pupils in class is greatly influenced by teachers' ability to help them during reading lessons. Thus, teachers' ability to help pupils can be attained with increased financial pay. This implies that motivated teachers help pupils to communicate their thoughts, views, ideas, knowledge and feelings. Through their bodies, words and use of materials, pupils develop increasingly complex communication skills thus able to express themselves freely in a classroom.

5.1.3 The Effect of Investment in Teaching Material Strategy on Pupils' Academic Achievement in Selected Public Primary Schools in Kyengera Town Council

The effect of investment in teaching material strategy on pupils' academic achievement in selected public primary schools in Kyengera Town Council were established; and these ranges from;

The study noted there is a positive significant relationship between investment in teaching material strategy and pupils' academic achievement in public primary schools in Kyengera Town Council (r of 0.687 and p -value of 0.002). This means that any investment in teaching material strategy is significantly and positively associated with improved pupils' academic achievement. This concurs with Ghunu (2022) who argued that teaching-learning materials considerably affect pupils' academic achievement as they enhance pupils' engagement and understanding of complex concepts, improve retention, and increase motivation as well as academic grades. Besides, Oryema & Picho (2015) argues that teaching materials are essential to learning and significantly impact students' academic performance. Moreover, Natukunda (2018) asserts that teaching materials can improve pupils' ability to remember the material. This implies that when knowledge is delivered to pupils through visual aids or hands-on activities, they are more likely to remember it. Pupils are more likely to retain a scientific concept, for

instance, if they have actually carried out an experiment rather than just reading about it in a textbook.

The study noted that in public primary schools, teachers use interactive teaching materials to enhance reading skills. This concurs with Hallinger (2023) who argues that crucial teaching materials used in science classes are laboratory equipment. Pupils can get practical experience conducting experiments and gathering data using this kind of teaching materials. Teaching-learning materials are paramount in improving pupils' academic outcomes since they make the learning process more interesting and stimulating for pupils. Furthermore, Oryema & Picho (2015) argue that teaching materials assist in achieving educational objectives, motivating pupils, and developing creativity. Learning materials aid in communicating knowledge effectively, evoking prior knowledge and encouraging understanding and logical thinking. This implies that interactive reading benefits include richer and more vivid book content, improved interest and efficiency in reading or learning, and enhanced user experience through multimedia interaction with image information. This implies that interactive teaching materials are designed to promote engagement, collaboration and critical thinking. By creating these materials and strategies, teachers can create a dynamic and stimulating classroom environment that fosters a love of learning.

The study noted that there are enough materials to encourage self-revision to boost their academic scores. This concurs with Ghunu (2022) who argued that adequate materials in the classroom have the potential to help the teacher explain in better pupils. It stimulates pupils to learn and conduct self-revision. Materials help teacher explain new concepts clearly, resulting in better understanding of the concepts being taught as ascertained by Ojilong (2020). Similarly, Kiwanuka (2023) argued that adequate instructional materials encourage the learner to apply

new skills and knowledge. The self-learning material's is a good read for pupils as it provides the requisite knowledge to build different areas of management. This implies that presence of materials helps teachers to simplify their teaching to stimulate pupils to learn. However, Ssentanda., Southwood & Huddlestone (2022) asserted that with presence of more materials for revision in schools, pupils tend to develop confusion. Pupils always get confused by presence of more learning materials, and sometimes waste time on reading unnecessary materials.

In addition, the study findings noted that teachers use updated materials to enhance learners' academic grades. This concurs with Otim (2021) who noted that updated materials are essential and significant tools needed for teaching and learning of school subjects to promote teachers' efficiency and improve pupils' academic achievement. They make learning more interesting, practical, realistic and appealing. Besides, Mabirizi (2018) noted that effective teaching requires a teacher to teach the pupils with updated materials and use practical activities to make learning more vivid, logical, realistic and pragmatic. They are always useful in supporting the sense organs, thus knowledge acquisition become easier. This implies that the pupils taught with updated materials have excellent achievement scores compared with those without any material. These materials enable both the teachers and pupils to participate actively and effectively in lesson sessions. Such materials give room for acquisition of skills and knowledge and development of self-confidence and self-actualization.

The study also noted that presence of enough learning materials stimulate pupils to learn. This concurs with Oryema & Picho (2015) who argued that teaching-learning significantly assist the progress of pupils' learning. They offer visual aid that might benefit pupils in comprehending complex ideas, views and contexts. Moreover, Samuels (2019) noted that learning materials can improve pupils' ability to remember the subject content. When knowledge is delivered to pupils

through visual aids or hand-on activities, they are more likely to remember it. Pupils are more likely to retain a scientific concept. For example, if they have actually carried out an experiment rather than just reading about it in the textbooks. This implies that teaching-learning materials provide pupils with a multi-sensory experience, which improves their ability to retain information. It commonly provides alternative sources of information and organizing course content in smaller chunks to accommodate different learning styles. Learning materials such as presentations and videos help expand pupils' educational experiences and facilitate their understanding of complicated concepts.

Lastly, the study noted that teachers are able to explain new concepts clearly with presence of teaching materials. This concurs with Choppin (2021) who argued that teaching materials are essential for effective teaching and learning. They enhance understanding, engage pupils, support differentiation, facilitate assessment, provide structure and motivate learners. More so, Hulya (2020) argued that pupils are able to express themselves in class due to accessibility of available materials. This can make the concept more relatable and easier to grasp. The thoughtful selection and use of these materials can significantly impact educational outcomes. This implies that in teaching process, it is vital to generate pupils' interest. If interest is built properly, the learning process can take place effectively. For this purpose, use of teaching material is important as they have the potentials to arouse interest in teaching-learning process.

5.1.4 Theoretical Discussion

The study was guided by the Operant Conditioning Theory. The Operant Conditioning Theory which was advanced by psychologist B.F. Skinner (2012) which stated that the learning act involves three identifiable stages. Therefore, the theory helped to probe deeply how thematic curriculum stimulates learning and literacy levels in the pupils in lower primary. In these ways,

the activities in the curriculum also stimulate growth in the following skill areas: observing and drawing inferences, interpreting and creating, thinking and deciding, research and analysis, presenting and performing. Thematic curriculum theory which was formed around aspects of five orientations to organizing thematic curriculum: academic rationalism, cognitive processes, self-actualization, social reconstruction, and utilitarianism (Eisner and Vallance, 2014). The theory emphasizes that teachers are the key to the success of curriculum implementation because their knowledge, beliefs, and perception plays a significant role in implementing the effective changes. If the teachers can accept and implement the curriculum based on the procedure design by the government, it can make them formulate their meaning and perception of the new curriculum. Basing on this theory, it means that schools should be receptive and ready to implement the thematic curriculum with the help from the government in the education sector to enhance academic achievement of learners. Therefore, what teachers assumed as the goal in curriculum change is very important to the success of curriculum implementation.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

The study established the effect of thematic curriculum implementation strategies on pupils' academic achievement in selected public primary schools in Kyengera Town Council, Wakiso. This chapter presents the conclusions, and recommendations of the study and these are presented according to the findings in chapter four. The areas for further study are equally presented in this chapter.

6.1 Conclusions

In view of the study findings, a number of conclusions were made from the findings and discussion above in chapter four, the following conclusions were drawn.

6.1.1 Remedial Teaching Strategy and Pupils' Academic Achievement

The overall conclusion from the findings of this study was that remedial teaching strategy has a positive significant effect on pupils' academic achievement in selected public primary schools in Kyengera Town Council. Therefore, it has been evidenced that remedial teaching strategy could improve pupils' academic achievement.

6.1.2 Teacher Motivation Strategy and Pupils' Academic Achievement

The findings of this study have provided enough evidence to conclude that teacher motivation strategy has a positive significant effect on pupils' academic achievement in selected public primary schools in Kyengera Town Council. Therefore, it has been evidenced that teacher motivation strategy could improve pupils' academic achievement.

6.1.3 Teaching Material Strategy and Pupils' Academic Achievement

The findings of the study have revealed that teaching material strategy has a positive significant effect on pupils' academic achievement in selected public primary schools in Kyengera Town Council. Specifically, any investment in teaching material strategy is significantly and positively associated with improved pupils' academic achievement.

Overall, it can be concluded that teacher motivation strategy, remedial teaching strategy and teaching materials strategy could lead the public primary schools into academic improvement and as a result could uplift their pupils' academic achievement.

6.2 Policy Recommendations

Following the analysis of the study, the researcher came up with the following recommendations.

The study recommends that school bodies including government, school administrators and thematic curriculum implementers in Uganda should organize workshops and refresher courses aimed at extending skills to teachers on how best they can implement thematic curriculum in public primary schools.

Basing on the study findings, the study recommended that the school administrators should design a streamlined motivation strategy ensuring that problems related to motivation of teachers are dealt with expeditiously and effectively.

The study recommends that the government, Head teachers and the general public should be able to improve the reward of teachers in both extrinsic and intrinsic form. The school authority should raise the salary and general motivation of teachers and other staff.

As the level of early grade reading skills in the selected area was also fair, then targeting the implementers of thematic program and what they use would help, by having frequent refresher courses. It could be necessary at this point also to have all concerned parties come on board and be well informed. This would improve on the methods and techniques employed by teachers in their instruction. The text books for this program should be availed to schools including the thematic curriculum copies that had completely disappeared.

The study recommends that the teaching and learning materials policy be reviewed to significantly adopt the Human Centered Design (HCD) approach which promotes co-creation at school level where teachers, learners, and community members-especially parents are involved. This shall reduce over reliance on technical experts who design teaching and learning materials at national level. The policy should further provide a structured program of training and supporting teachers to lead the HCD approach of developing materials at school level.

Lastly, the study recommended that there is need for refresher courses to the teachers so as to equip them with new skills required at work places for effective workload coverage and enhance academic achievement of pupils.

6.3 Areas of Further Research

The study focused on “Thematic Curriculum Implementation Strategies and Pupils’ Academic Achievement in Selected Public Primary Schools in Kyengera Town Council, Wakiso”. Future research should explore the following areas:-

1. Challenges in Thematic Curriculum Implementation in Local Communities of Kyengera Town Council Primary Schools, Uganda.
2. Thematic Curriculum Implementation and Language Policy Interference in Central Uganda Public Primary Schools.

3. Choice experiment, ANOVA, regression model and Pearson's' Correlation can be used instead of Thematic Content Analysis in a further study.
4. The study did not include all the thematic curriculum implementation strategies and there is need to analyze effect of other thematic curriculum implementation strategies into academic achievement of pupils.

Need for a comparative study about the thematic curriculum implementation strategies and pupils' academic achievement in selected public primary schools in other parts of Uganda, so as to compare with the results got from Kyengera Town Council, Wakiso, and have a better ground for recommendation.

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APPENDIX A

Table for Determining Sample Size for a Finite Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

APPENDIX B: INFORMED CONSENT FORM

TITLE OF STUDY: THEMATIC CURRICULUM IMPLEMENTATION STRATEGIES AND PUPILS' ACADEMIC ACHIEVEMENT IN SELECTED LOWER PUBLIC PRIMARY SCHOOLS IN KYENGERA TOWN COUNCIL, WAKISO

Principal investigator: Ssendawula Martin

Institution: Uganda Christian University

Introduction

I Ssendawula Martin, doing research titled, “Thematic Curriculum Implementation Strategies and Pupils’ Academic Achievement in Selected Public Primary Schools in Kyengera Town Council, Wakiso” My study is aimed at fulfilling the requirements for the award of a Degree of Masters in Education Administration and Planning. This informed consent document basically explains the nature of the study to you the respondent. In case you have any questions, they will be answered after the study has been explained to you. If you decide to participate in the study, you will be asked to sign a consent document, a copy of which you will be given a copy to keep.

The study is sponsored by the researcher; Ssendawula Martin

Description of the Research: This is a Descriptive Cross-Sectional Survey Design. Quantitative and qualitative approaches will be used. It will be conducted among selected public primary schools in Kyengera Town Council.

Purpose of Study: The purpose of the study is to investigate the effect of thematic curriculum implementation strategies on pupils’ academic achievement in selected public primary schools in Kyengera Town Council, Wakiso.

Study Procedures: Your participation in this research will involve semi-structured individual questions which will involve experience sharing and your opinions regarding the effect of thematic curriculum implementation strategies on pupils' academic achievement in selected public primary schools in Kyengera Town Council, Wakiso. The individual interview will last about 10-18 minutes. These transcripts will be transcribed later for verification purposes and coding.

Potential Risks: This research poses no risks to you personally or your institution except the risk of inconveniencing you for your time during answering the questionnaire.

Benefits: There will be no direct benefit to you for participating in this study. The selected lower primary schools may request a copy of the final report for reference and in agreement with the principal investigator may request for a presentation to aid knowledge sharing sessions with the teachers and other selected key participants

Confidentiality: For the purposes of this research study, your comments will not be anonymous. Every effort will be made by the researcher to preserve your confidentiality including the following: assigning code names/numbers for participants that will be used on all research notes and documents, and keeping notes, interview transcriptions, and any other identifying participant information in a locked file cabinet in the personal possession of the investigator. Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents. These incidents may include, but not limited to, incidents of abuse and suicide risk.

Voluntary Participation: Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be

asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

Contact Information or Questions: If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher whose contact information is provided on the first page. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the Primary Investigator, please contact the Chairperson Uganda Christian University Research Board on Tel:+256(0)772 405357, Email: pwaiswa@musph.ac.ug and the REC administrator on Tel:+256(0)775737627, Email: oahimbisibwe@ucu.ac.ug

Statement of Consent:

Igrant consent that as a participant selected on account of my knowledge, experience and willingness to communicate my opinions do accept that the information I share during my interaction may be used by Ssendawula Martin for research purposes.

I understand that by signing this form, I do not waive off my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate.

A copy of this will be provided to me.

Participant's Name: Participant's Signature:

Name of the Investigator: Ssendawula Martin Signature of the Investigator :

Date :

APPENDIX C: QUESTIONNAIRE (Teachers)

Dear Participants

I am Ssendawula Martin, a student of Uganda Christian University, pursuing a Master Degree of Education in Planning and Administration. This questionnaire is designed to study “Thematic Curriculum Implementation Strategies and Pupils’ Academic Achievement in Selected Lower Public Primary Schools in Kyengera Town Council, Wakiso”. This study is carried out strictly for academic purposes. You are requested as a chosen participant to fully answer the questions to the best of your knowledge. The information to be given by you shall be greatly treated with utmost confidentiality. Please do not write your identity like name anywhere in this questionnaire. Kindly fill in to those space provided or put a tick where applicable.

Section A. Background data

1. Gender.

i). Male

ii). Female

2. Age bracket.

Age	18-27yrs	28-37yrs	38-37	38-47	Others (specify)
Code					

3. Highest level of education.

Education	Certificate	Diploma	Degree	Masters	PhD
Code					

4. How long have you spent serving in this school?

Period	Less than 4 years	5-8 years	Above 9 years
Code	1	2	3

Section B:**Instructions**

In this part and the part that follows, you are required to tick the most appropriate option applicable to you.

You are request to apply a tick where you see a more applicable option.

Strongly Agree (1), Agree (2), Not Sure (3), Disagree (4), Strongly Disagree (5)

1. Establishing the effect of remedial teaching on pupils' academic achievement in selected public primary schools in Kyengeru Town Council.

No. Qns	Statement	5	4	3	2	1
a).	In our school, we use re-teaching to encourage and emphasize reading skills					
b).	In our school, we use re-teaching to encourage and boost pupils' expressions					
c).	In our school, we use re-teaching to encourage and promote pupils academic grades					
d).	In our school, remedial tasks help pupils to understand what they never understood clearly during class lessons					
e).	In our school, we use re-teaching which helps us to reach the learning targets.					
f).	In our school, remedial tasks are promoted through teachers having private fact to face discussion with learners					
g).	In our school, remedial tasks help pupils to carry out self revision to affect their academic outcomes					
h).	In our school, remedial tasks help slow learners to improve on their academic grades through revision and coaching.					
i)	In our school, remedial teachings are vital for the sake of academic weak pupils					
j).	In our school, remedial tasks help pupils to summarize the work studied in classrooms					

Section C:

You are request to apply a tick where you see more applicable.

Strongly Agree (1), Agree (2), Not Sure (3), Disagree (3), Strongly Disagree (5)

Examining the effect of motivation of teachers on pupils’ academic achievement in selected public primary schools in Kyengera Town Council.

No. Qns	Statements	1	2	3	4	5
a).	In our school, allowances encourages teachers to have lesson plans and scheme of work					
b).	In our school, extra time allowance encourage individual teacher to finish his/her syllabus in time					
c).	In our school, salary increment leads to teachers involvement in assessment of learners’ reading skills					
d)	In our school, teachers given overtime allowances tend to have high syllabus content coverage					
e).	In our school, expression of pupils tend to be influenced by teachers given financial pay					
f).	In our school, allowances tend to enhance teachers’ involvement in preparation of pupil to boost their esteem					
g).	Any other (specify) ----- ----- ----- -----					

Section D:

You are request to apply a tick where you see more applicable.

Strongly Agree (1), Agree (2), Not Sure (3), Disagree (4), Strongly Disagree (5)

Establishing the effect of teaching materials on pupils’ academic achievement in selected public primary schools in Kyengera Town Council

No. Qns	STATEMENTS	5	4	3	2	1
a).	In my school, we use interactive teaching materials to enhance reading skills					
b).	In my school, we use updated materials to enhance learners’ academic grades					
c).	In my school, there is enough materials to encourage self revision to boost their academic scores					
d)	In our school, pupils are able to express themselves in class due to accessibility of available materials					
e).	In our school, presence of enough learning materials stimulate pupils to learn					
f).	Teachers are able to explain new concepts clearly with presence of teaching materials					
i).	Any other (specify) ----- ----- ----- -----					

Section E: Pupils' Academic Achievement

You are request to apply a tick where you see more applicable.

SA – Strongly Agree, A- Agree, NS – Not Sure, D – Disagree, SD – Strongly Disagree

No.	Questions	1	2	3	5	5
Qns		SA	A	NS	D	SD
1.	Academic grade of pupils is always high in our school					
2.	Pupils reading skills is perfect in our school					
3.	Pupils in our school express themselves better in reading					
4.	Pupils in our school have high self esteem					
5.	Pupils in our school attend classes regularly					
6.	Pupils in my class are always punctual for classes					

END

THANK YOU VERY MUCH

APPENDIX D: INDIVIDUAL INTERVIEW GUIDE

Head teacher, deputy head teachers and directors of studies)

Guiding Questions

1. In your view, what is the effect of remedial teaching on pupils' academic achievement in your school?

2. In your view, what is the effect of motivation of teachers on pupils' academic achievement in your school?

3. In your view, what is the effect of teaching materials on pupils' academic achievement in your school?

4. How best do you want thematic curriculum implementation strategies to be improved in your school?

5. How best should pupils' academic achievement to be improved in your school?

Thank You for your cooperation

APPENDIX E: OBSERVATION CHECKLIST

Guiding Checklist

1. Attending remedial lessons: Thus, able to observe:

- Pupil-teacher interactions
- Attendance rate
- Teaching approaches used.
- Lesson plans and scheme of work
- Syllabus content coverage

2. Attending Classes and observe the following:

- Pupils' ability to read
- Reading skills
- Expressions in class

3. Visiting schools and observe:

- Available instructional materials
- Teachers' interactions with learners
- Presence of library

Thank You for your cooperation

APPENDIX F: INTRODUCTORY LETTER



UGANDA CHRISTIAN UNIVERSITY

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UG-REC-026 Approval Version 4.0

24th July, 2024

24th July, 2024

Ssendawula Martin
Uganda Christian University
0784857799,
Email: msssendawula2@gmail.com

UG-REC-026 APPROVAL NOTICE

To: Ssendawula Martin, Principal Investigator

Re: UCU-REC Application titled: **Thematic Curriculum Implementation Strategies And Pupils' Academic Achievement In Selected Public Lower Primary Schools In Kyengera Town Council**

WAKISO DISTRICT Application Number: UCUREC-2024-974-1

Version: 4.0

- Type: Initial Review
 Protocol Amendment
 Letter of Amendment (LOA)
 Continuing Review
 Material Transfer Agreement
 Other, Specify:



I am pleased to inform you that the UG-REC-026; UCUREC approved the above referenced application.

Approval of the research is for the period from 24th July, 2024, to 24th July, 2025

This research is considered minimal risk category.

As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and additions to the protocol or the consent form must be submitted to the REC for re-review and approval prior to the activation of the changes. The REC application number assigned to the research should be cited in any correspondence.
3. Reports of unanticipated problems involving risks to participants or other must be submitted to the REC. New information that becomes available which could change the risk: benefit ratio must be submitted promptly for REC review.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by subjects and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.

1 of 2

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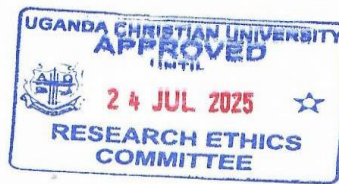
5. Regulations require review of an approved study not less than once per 12-month period. Therefore, a continuing review application must be submitted to the REC eight weeks prior to the above expiration date of 24th July, 2025 in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study, at which point new participants may not be enrolled and currently enrolled participants must be taken off the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. Your research details have been shared with the Executive secretary of Uganda National Council for Science and Technology (UNCST) and you are not required to get clearance since you are a Masters Degree research. Refer to UNCST Research registration and clearance Policy and guidelines (July 2016) in Uganda section 6(e).

The following is the list of all documents approved in this application by UG-REC _026:

	Document Title	Language	Version	Version Date
1.	Protocol	English	1.0	2024-07-21
2.	Data collection tools	English	1.0	2024-07-21
3.	Informed Consent Form	English	1.0	2024-07-21

Signed and Stamped

Prof. Peter Waiswa,
UCUREC Chairperson,
pwaiswa@musph.ac.ug



Thematic Curriculum Implementation Strategies and Pupils' Academic Achievement in
Selected Public Primary Schools in Kyengera Town Council, Wakiso

By Ssendawula Martin

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