

**INVESTIGATION OF TEACHER-ATTITUDES TOWARDS INSTRUCTIONS USING
DHUPADHOLA IN LOWER-CLASSES, NAGONGERA TOWN COUNCIL PRIMARY
SCHOOLS (2022-2023).**

APALAT EVERLYN

BU/UP/2019/3307

**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF SCIENCE AND
EDUCATION IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE AWARD OF DEGREE IN BACHELOR OF EDUCATION –PRIMARY
OF BUSITEMA UNIVERSITY**

APRIL, 2023

DECLARATION

I, **Everlyn Apalat** do hereby declare that this Research Report is my own original work and has never been submitted to any University for the award of a degree. Any other extra information given in this research report by other scholars and authors has been acknowledged and therefore, this shows that the research report was done and compiled by me.

Name of candidate: **APALAT EVERLYN**

Signature..........

Date.....26/05/2023.....

APPROVAL

This is to acknowledge that this work has been under my supervision and is now ready for presentation for the award of a Bachelor of Primary Education (BEP) of Busitema University.

Name of Supervisor: SOLOMON OCHWO-OBURU

Signature..........

Date.....26/05/2023.....

DEDICATION

I dedicate this research to all the people who made my education and this research project a success. I offer special dedication of this Research Report to the following:

My spouse-Nkrumah Titus; and my children-Emmanuel, Joyce, Elijah and Emmanuella who gave me time to study and provided me spiritual and material support.

ACKNOWLEDGEMENT

I would like to appreciate the following people who have tirelessly given me total support and encouragement in my research and the three years of my education struggles in Busitema University.

My spouse- Nkrumah Titus, my sons and daughters- Emmanuel, Joyce, Elijah and Emmanuella. I also acknowledge the support from all my classmates. To my Research Supervisor Mr. Solomon Ochwo-Oburu I am humbled by your scholarly motivation and advice.

May the Lord bless all of you.

Table of Contents

| | |
|---|------|
| DECLARATION | ii |
| APPROVAL | iii |
| DEDICATION | iv |
| ACKNOWLEDGEMENT | v |
| DEFINITION OF TERMS | viii |
| LIST OF ABBREVIATIONS | ix |
| LIST OF TABLES | x |
| ABSTRACT (100 words only)..... | xi |
| CHAPTER ONE | 1 |
| INTRODUCTION | 1 |
| 1.1 Introduction and background | 1 |
| 1.3 Purpose of the study..... | 3 |
| 1.4 Specific objectives | 3 |
| 1.5. Research questions | 4 |
| 1.6 Scope of the study | 4 |
| 1.7 Justification/ relevance of the study..... | 4 |
| 1.8 Theoretical/Conceptual framework..... | 5 |
| CHAPTER TWO | 7 |
| LITERATURE REVIEW | 7 |
| 2.1 Introduction | 7 |
| 2.2 The concept of thematic curriculum..... | 7 |
| 2.3 Teachers’ instructions of lower primary classes in Dhupadhola | 9 |
| 2.4 Teachers’ attitudes towards giving instructions in Dhupadhola | 10 |
| CHAPTER THREE | 12 |
| METHODOLOGY | 12 |
| 3.1 Introduction | 12 |
| 3.2 Research design | 12 |
| 3.3 Population size and type..... | 12 |
| 3.4 Sample size..... | 13 |
| 3.5 Samples and sampling strategies..... | 13 |
| 3.6 Area of the study..... | 13 |
| 3.7 Data collection | 14 |

| | |
|---|----|
| 3.8 Instruments for data collection | 14 |
| 3.9 Procedure for data presentation and analysis..... | 14 |
| 3.9.1 Field work..... | 14 |
| 3.9.2 Data analysis | 15 |
| 3.9.3 Data presentation | 15 |
| CHAPTER FOUR | 16 |
| DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS | 16 |
| 4.1 Introduction | 16 |
| 4.1.1 Interpretation..... | 17 |
| 4.2 Research Question one: Are teachers in lower primary classes using Dhupadhola as LoLT? | 18 |
| 4.2.1 Interpretation: | 19 |
| 4.3 Research Question number two: Do you enjoy using Dhupadhola as a medium of instruction to make infant learners to learn well? | 19 |
| 4.3.2 Interpretation and discussion | 21 |
| CHAPTER FIVE | 23 |
| CONCLUSIONS AND RECOMMENDATIONS..... | 23 |
| 5.1 Introduction | 23 |
| 5.2 Conclusions | 23 |
| 5.3 Recommendations | 24 |
| REFERENCES..... | 25 |
| APPENDICES | 27 |
| APPENDIX A: LETTER OF INTRODUCTION | 27 |
| APPENDIX B: QUESTIONNAIRE..... | 28 |
| APPENDIX C: FIGURES OF INTERVIEW SCENES | 29 |
| APPENDIX D: SKETCH MAP OF NAGONGERA TOWN COUNCIL AND LOCATION OF SCHOOLS | 30 |

DEFINITION OF TERMS

1. Dhupadhola- Language spoken by the Jopadhola
2. Jopadhola: These are Luo-speaking community who live in Nagongera, West Budama
3. Thematic curriculum: It is a language policy in which infant classes – lower primary children are taught in their Mother Tongues.
4. Budama: Land of the Jopadhola which was acquired as nickname. It came from war-cry Widoma which means, you are in for it, today you are a gone case. The enemy troops called Ngaya gave Jopadhola this name as they ran away, saying “Badama are coming, let us run”
5. Badama: Derived from Budama, people who live in Budama or Padhola.

LIST OF ABBREVIATIONS

MTMother Tongue

LoLT Language of Learning and Teaching

UBOS.....Uganda Bureau of Statistics

P.1Primary one class

P.2.....Primary two class

P.3Primary three class

LIST OF TABLES

| | |
|--|-----------|
| Table 1: Summary of sample size and type | 13 |
| Table 2:: Summary of responses as to whether or not thematic curriculum is teaching using themes in primary schools | 16 |
| Table 3: Summary of the findings as to whether teachers in lower primary classes use Dhupadhola as LoTL or not..... | 18 |
| Table 4:: A summary of responses as to whether teachers enjoyed using Dhupadhola as LoLT | 19 |

ABSTRACT

This research report was about Teacher's Attitudes Towards Instructions Using Dhupadhola in Lower Primary Classes in Nagongera Town Council Schools.

Data were obtained from fifty respondents through oral interviews, questionnaires, and focused group discussion tools - following triangulation of qualitative, quantitative, and description design.

Two research questions were used and five primary schools - St. Maria Goretti, St. Joseph, Rock Hill, Mahanga and Kopoi provided the target population.

It was found that 88% confirmed using Dhupadhola for instruction, 77% enjoyed it, 85% weren't sure and 22% never enjoyed it.

It's recommended that Dhupadhola be popularized and strengthened by government policy

CHAPTER ONE

INTRODUCTION

1.1 Introduction and background

This research study is about “Investigation Of Teacher-Attitudes Towards Instructions Using Dhapadhola in Lower-Classes in Nagongera Town Council Primary Schools”. The period covered is (2022-2023). The town council is situated 15 kilometers west of Tororo Municipality. The population of the urban establishment is about 14,000 people according to 2020 UBOS population estimates.

The town is rapidly becoming multi-ethnic in composition due to the thriving business, many schools and tertiary institutions such as Nagongera Minor Seminary, Busitema university (Nagongera Campus) and Nagongera Girls day and Boarding school. There are businessmen from Mt. Elgon region, Bunyole, Busoga and quite a good number of Swahili people who came from as far as Mombasa as railway workers in the late 1920s. Otherwise the dominant population are the Luo speaking Jopadhola.

The Jopadhola are organized in clan system under their King known as the Kwar Adhola. The kingdom was founded in 1990 and His Royal Highness Moses Stephen Owor became the first king in 1990. Economically the Jopadhola are peasant farmers. They grow traditional crops such as millet, sorghum and cassava. Rice is becoming the dominant crop mainly grown for cash. Goat, sheep and cattle are common domestic animals in the homestead.

REFERENCES

Atkinson, D. (1987). The mother tongue in the classroom: a neglected resource? *ELT journal*, 41(4), 241-247.

Eberhad, Gary&Fennig, (2020) *Ethnologue: Languages of the World* (23rd edition), Dallas, Texas

García-Redondo, P., García, T., Areces, D., Núñez, J. C., & Rodríguez, C. (2019). Serious games and their effect improving attention in students with learning disabilities. *International journal of environmental research and public health*, 16(14), 2480.

Handal, B., &Bobis, J. (2004). Teaching mathematics thematically: Teachers' perspectives. *Mathematics education research journal*, 16(1), 3-18.

Kateeba, C. (2009). Thematic curriculum; implications for mother tongue education in Uganda. In *Mother Tongue Day Conference*.

Maba, W. (2017). Teacher's Perception on the Implementation of the Assessment Process in 2013 Curriculum. *International Journal of Social Sciences and Humanities (IJSSH)*, 1(2), 1-9.

Morschheiser, L. M., Justina, L. A. D., &Leite, R. F. (2022). A Look at the Definitions of the Thematic Approach From Paulo Freire's Perspective: What Do the Authors Say?. *Tecné, Episteme y Didaxis: TED*, (52), 65-82.

Ndamba, G. T. (2008). Mother tongue usage in learning: An examination of language preferences in Zimbabwe. *Journal of Pan African Studies*, 2(4).

OGOLA, Y. (2015). *COLONIAL PERIOD, 1900-1962* (Doctoral dissertation, KENYATTA UNIVERSITY).

Ssentanda, M. E. (2014). The challenges of teaching reading in Uganda: Curriculum guidelines and language policy viewed from the classroom. *Apples: journal of applied language studies*.

Ssentanda, M., Huddleston, K., & Southwood, F. (2016). The politics of mother tongue education: The case of Uganda. *Per Linguam: a Journal of Language Learning= Per Linguam: Tydskrifvir Taalaanleer*, 32(3), 60-78.

Twaddle, M. (2021). T°. is a very slippery word for scholars to use. *Tradition and Transition in East Africa: Studies of the Tribal Element in the Modern Era*, 193.

Viliamu, K. L., & Esera, E. (2019). O le Fe'eAvevalu: The Thematic Approach to Teaching. *Pacific-Asian Education Journal*, 31.