Student's Journal of Health Research Africa
e-ISSN: 2709-9997, p-ISSN: 3006-1059
Vol. 5 No. 3 (2024): March2024 Issue
https://doi.org/10.51168/sjhrafrica.v4i3.1018
Original Article

PLANNING AS A MANAGEMENT FUNCTION AND THE IMPLEMENTATION OF THEMATIC CURRICULUM (ITC) IN PRIMARY SCHOOLS IN DABANI SUB-COUNTY IN BUSIA DISTRICT. A CROSS-SECTIONAL STUDY.

*Joyce Nafula , Muhammad Ssendagi**
School of Graduate Studies and Research Team University.

ABSTRACT.

Background:
The study investigated how planning as a management function affects the implementation of the Thematic Curriculum (ITC) in P/S in Dabani Sub-County, Busia District.

Methodology:
The study randomly sampled a population of one hundred and eighty (180) people to form a sample size of one hundred and twenty-three (123) respondents.

Results:
89 (74.2%) of the respondents were male and 31 (25.8%) were female which implies that there were more male teachers than female. There is a strong positive correlation between planning (providing more learning materials) and implementation of a Thematic Curriculum (doing exercises on a blackboard). This can be seen clearly from the correlation significance at 0.01 levels of 0.34 ($r=0.34$, $p<0.01$) This means that planning affected the implementation of a thematic curriculum, especially in the provision of teaching and learning materials.

Conclusion:
The major conclusion of the study was that planning as a management function affected ITC.

Recommendation:
The recommendations were that the Ministry of Education and Sports in collaboration with District Education Officials should carry out more studies on; the recruitment and deployment of teachers in schools, the teachers' preparations, the teaching and learning process, and then factors that affect the setting of the minimum performance standard and making corrections from deviations in the ITC.

Keywords: *Planning, Management Function, Thematic Curriculum, Primary Schools, Dabani Sub-County, Busia District.*
Submitted: 2024-01-29 Accepted: 2024-02-05

Corresponding author: *Muhamad Ssendagi**
Email: sendagimoh@gmail.com
School of Graduate Studies and Research Team University.

BACKGROUND TO THE STUDY.

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

In Uganda, the Ministry of Education and Sports through the National Curriculum Development Center introduced the Thematic Curriculum at the primary school level to address the complex, overloaded content and repetitions within and across subjects in 2007. The Thematic Curriculum came as a result of the review of primary schools' curriculum which was conducted by

the Government of Uganda. The report of the curriculum review, (2004) revealed that the level of basic literacy and numeracy skills was the major learning problem in Uganda's primary schools. The implementation of the Thematic Curriculum was operationalized in terms of the medium of instructions, activities that bring about pupils' involvement in the teaching/learning process, and continuous assessment

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

Often, these curricula are well-designed and highly directed to achieve the intended targets. However, in the majority of cases, their implementation has resulted in less-than-desirable outcomes and led to a waste of considerable resources, time, and effort since well-intentioned policies were never translated into classroom reality (Rogan & Grayson, 2003). (Altinyelken &Hulya Kosar (2010) The literature on education reforms in developing countries has been increasingly focusing on the extent to which numerous educational reform initiatives were rarely effectively implemented.

According to Mafabi et al, (1993), management is a process of working with and through people to accomplish organizational goals. The scholars argued that management involves planning activities that aim at fulfilling the objectives of a particular organization such as:- describing the work to be done to achieve the stated objectives, assigning the work to carefully selected and trained personnel, making the personnel perform efficiently by using the tools provided for them, coordinating the different units which make up the organization such as departments, units, divisions among others, allocating responsibilities to these various units, and lastly establishing and maintaining a good channel of communication. Working with and through people and other resources can also be applicable in the implementation of the Thematic Curriculum. However, the following need to be put into consideration: - quality of people to work with, clear description of the work to be done, distribution of responsibilities and necessary materials to be used, and proper coordination of different units with good communication channels.

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

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

RESEARCH METHODOLOGY.

Research design.

The study was carried out using both qualitative and quantitative research designs. This was done by using triangulation so that unbiased data were collected. The qualitative approach was used to carry out in-depth interviews and personal observations to describe the phenomena in their natural settings. The quantitative method, on the other hand, was used to collect data from individual respondents to show the trend of responses to the research questions, Correlation design was preferred because it could establish the relationship between variables.

Study setting.

The study was carried out in Busia District. The District was chosen because there had been reports of low levels of proficiency in terms of literacy and numeracy in the primary schools in Busia District. The study covered a period of 5 years, ranging from 2007 to 2023. This was because it was in 2007 that the policy of using the Thematic Curriculum was rolled out.

Target Population.

The study population ranged from Teachers, Headteachers, District Educational Officers, and Members of SMC members in 9 public primary schools in Dabani Sub-County, Busia District. An accessible population of 100 respondents was the target of the study. The study was carried out in 9 public primary schools in Dabani Sub-County, Busia District.

These included; Dabani Boys Primary School, Dabani Girls Primary School, Buyengo Primary School, Buwumba Primary School, Budecho Primary School, Nangwe Parents' Primary School, Busumba Primary School, Elim Namaubi Primary School, Mayombe Primary School. This particular area was chosen for the study because it was easily accessible to the researcher. The study sought to identify the factors affecting the Implementation of Thematic Curriculum in lower primary classes.

Student's Journal of Health Research Africa
e-ISSN: 2709-9997, p-ISSN: 3006-1059
Vol. 5 No. 3 (2024): March2024 Issue
https://doi.org/10.51168/sjhrafrica.v4i3.1018
Original Article

Sample Size and Sampling Strategies.

The study targeted a total of one hundred and eighty (180) people from the Busia district. The categories comprised of District Education Officer, Centre Coordinating Tutors, Head Teachers, and Teachers from which a sample size was obtained. The categories were purposively and randomly selected as District Education Officer (1), Centre Coordinating Tutors (2), Headteachers (24), and Teachers (96). A total of 123 respondents were used as a sample determined using Krejecie and Mrgan's (1970) table.

The procedure of data collection.

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

Data Collection Methods.

To facilitate the collection of adequate and accurate data for the study, the following instruments were used: - Questionnaires, interviews, and observation.

Questionnaires.

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

Interview guide.

In-depth interviews were conducted with the District Education Officer, Centre Coordinating
Tutors and head teachers regarding the management challenges in the implementation of Thematic Curriculum in the district. The interview was important because it gave opportunities required for probing which led to the realization of good returns from the respondents.

Observation kit.

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

Validity and Reliability.

Validity.

Validity is conceptualized as the measure of what the instrument purports to measure. It is the extent to which the instrument measures correctly what it is supposed to measure. The instrument was measuring the implementation of the Thematic Curriculum correctly as it was supposed to be.
Face and content Validity: Face validity refers to the degree to which the instrument appears on the surface to measure what it is meant to measure. It is a measure through a glance which can be done by the researcher and experts. Content validity refers to the measure of the degree to which an instrument contains the content of the total and balanced domain. The Expert judgment of Team University-based supervisors was relied upon to check the face and content validity of the research instruments. Draft formats were discussed, refined, and agreed upon with the supervisors, and then pretested in the Busia district.
Expert raters: The experts (i.e. supervisors) reviewed all of the items for readability, clarity, and comprehensiveness and came to some level of agreement as to which items should be included in the final instrument. This further added to the content validity of the research instruments.

Reliability.

The reliability of a research instrument is a measure of how consistence the instrument is in measuring what it is supposed to measure. It is about the dependability and stability of an instrument.
Inter-rater reliability — This is the ability of a research tool to provide the same information when used by different people. The inter-rater reliability was conducted by a research assistant who interviewed some CCTs and managed to collect the same responses.
Test-retest reliability — This is the ability of the research tool to provide the same information if used at different times, for example, the research was conducted on Tuesday morning and again on Friday afternoon and it provided the same information.
Keeping detailed notes on decisions made throughout the process added to the project's audit ability and reliability.
Intensive engagement with the data; The researcher moved back and forth between the data, interpreting it and making firm links between the interpretations of

the data, by using verbatim examples of participants' comments in written accounts of the findings, all increased reliability and readability of the research report.

Data analysis.

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

Measurement of Variables (Quantitative studies).

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

RESULTS AND DISCUSSION.

Response rate.

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

Table 1: A response rate of respondents according to gender.

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

Source: Primary data, (2023)

Table 1 shows that 89 (100%) of the male respondents and 31 (91.2%) of the female respondents returned questionnaires given to them. This implies that most respondents were males. The table also shows that a total of 120 (97.6%) of respondents returned the questionnaires. By implication, the data collected is reliable since there was a high percentage of returns of the questionnaires. According to Roscoe (1975), any sample between 30 and 500 is sufficient to give credible results. Hence with the effective response rate of 97.6%, it was considered an acceptable level of reliability.

Age of Respondents.

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

Table 2: Age of respondents.

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

Source: Primary data, (2023)

Table 2 shows that 73 (61%) of the respondents were in the age bracket of 0-34 years old, 20 (17%) were 35-39 years of age bracket, 12 (10%) were 45-49 years of age bracket, 10 (8.3%) were 50 and above years of age and 5 (4%) were in the40-44 years of age bracket. This implies that the majority of the respondents were within 34 years and below of age bracket. By implication, the respondents belong to that energetic and productive age bracket of 34 years and below which might have had a

Student's Journal of Health Research Africa
e-ISSN: 2709-9997, p-ISSN: 3006-1059
Vol. 5 No. 3 (2024): March2024 Issue
https://doi.org/10.51168/sjhrafrica.v4i3.1018
Original Article

significant impact on the implementation of Thematic Curriculum.

Education qualification of respondents.

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

Table 3: Education qualification response distribution.

Education Qualification	Gender of respondents		Total
	Male	Female	
Licensed Teacher	5 (100%)		
Grade Ill teacher	63(75.9%)	20(24.1%)	
Grade V teacher	21(65.65	1 1 (34.4^0/0)	
Total	89(74.2%)	31(25.8%)	120000%)

Source: Primary data, (2023)

Table 3 shows that 63 (75.9%) of the male respondents and 20 (24.1%) of the female respondents were grade three teachers. A total of 21 (65.60%) of the male respondents and 1 1 (34.40%) of the female respondents were grade five teachers while 5 (100%) of males were licensed teachers. The table also shows that a total of 89 (74.2%) of the respondents were male and 31 (25.8%) were female which implies that there were more male teachers than female. This should have enhanced the effective and efficient implementation of the Thematic Curriculum if those male teachers were teaching the thematic classes.
Further analysis of the statistics reveals that 83(69%) of the respondents were grade three (Ill) teachers, 32 (27%) were grade five (V) teachers and 5 (4%) were licensed teachers. In conclusion, therefore, much as the majority of the teachers might be in a better position to implement the Thematic Curriculum, it might not necessarily mean that they had training in the implementation of the Thematic Curriculum in Agago district.

Teaching experience of respondents.

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

Table 4: Teaching experience response distribution.

Teaching Experience	Gender of respondents		Total
	Male	Female	
Less than a year	66%)		
1-3 years	1905.8%)		27(22.5%)
4-6 years			27(22.5%)
7-9 years			16(13.3%)
10 and above years		1300.8%)	43(35.8%)
Total	89(74.2%)	31 (25.8%)	120(100%)

Source: Primary data, (2023)

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

Terms of appointment of respondents.

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

Table 5: Terms of appointment response distribution.

Appointment of respondents	Gender of respondents		Total
	Male	Female	
Temporary	2208.3%)		27(22.5%)
Permanent	55(45.8%)	2107.5%)	76(63.3%)
Contract	1200%)		1704.2%)
Total	89(74.2%)	31(25.8%)	120000%)

Source: Primary data, (2023)

Table 5 shows that 76 (63.3%) of the respondents were appointed on permanent terms, 27(22.5%) were appointed on temporary terms and were appointed on contract. By implication, it means that a greater number of teachers with permanent appointments promotes the effective implementation of thematic curriculum whereas those on temporary and contract appointments negatively affect the implementation of Thematic Curriculum as their salary might not be sufficient and their permanent job is not certain.

Empirical presentation of findings.

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

Table 6: The existence of school plans to boost thematic curriculum implementation response distribution.

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

Source: Primary data, (2023)

Table 6 shows that 119 (99.2%) of the respondents agreed that schools had school plans to boost the implementation of Thematic Curriculum while I (0.8%) said schools had no school plans. This implies that most schools had plans to boost the implementation of the Thematic Curriculum. By implication, this should have enhanced the level of proficiency of learners in literacy and numeracy.

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

Student's Journal of Health Research Africa
e-ISSN: 2709-9997, p-ISSN: 3006-1059
Vol. 5 No. 3 (2024): March2024 Issue
https://doi.org/10.51168/sjhrafrica.v4i3.1018
Original Article

Table 7: Plans put in place for response distribution.

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

SourTabprimary data, (2023)

The findings in Table 8 above show that 90 (75%) of the respondents had in their schools a plan of recruitment of more teachers while 72 (60%) had provided more learning materials as their plans. On the other hand, 49(41%) reported creating a boarding section whereas 49 (41%) agreed on conducting extra lessons. In addition, some 39 respondents representing 33% had to build teachers' capacity and stocking libraries respectively as their plans. Again, 28 respondents representing 23% agreed to the construction of more classrooms whereas 25 (21%) had fencing the school as their plan. This is an indication that schools have inadequate teachers and teaching/learning materials including books and classrooms. It also shows that lessons are not being conducted as per schedules which is why they had planned to create a boarding section and conduct extra lessons. The fencing of the school shows that there is a lot of interference in the teaching/learning process because of the movement of teachers, pupils, and trespassers in and out of school. The findings were consistent with the interview held with some head teachers who said;

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

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

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

The information obtained is shown in the table 8. A significant value less than 0.01(1%) was interpreted to be significant showing the incidence of a strong relationship between planning as a management function and implementation of Thematic Curriculum.

Table 8: Pearson correlations between planning and implementation of Thematic Curriculum.

	Statistics	Creating boarding section	Recruitment of more teachers	Conducting extra lessons	Building teachers ' ca aci	Stocking libra	Providing more learning materials
When reading from textbooks	Pearson Correlation		0.1 1		0.01	0.15	-0.04
	Si . (2-tailed)	0.00	0.25	0.00	0.93	0.10	0.66
		120	120	120	120	120	120
Answering questions	Pearson Correlation	0.22*	0.41	0.15		0.16	0.3
	Si . (2-tailed)	0.01	0.00	0.1 1	0.01	0.08	0.00
		119	1 19	1 19	1 19	1 19	1 19
Repeating in group after teacher	Pearson Correlation	0.21*	0.27		0.16	O .24 * *	O. 28 *
	Si . (2-tailed)	0.02	0.00	0.02	0.08	0.01	0.00
		119	1 19	1 19	1 19	1 19	1 19
Doing exercises on a blackboard	Pearson Correlation	0.16		0.16		0.19	
	Si . (2-tailed)	0.08	0.01	0.08	0.04	0.04	0.00
		119	119	1 19	1 19	119	1 19
Demonstrating certain lesson skills	Pearson Correlation	0.17	0.00		0.12		
	Si . (2-tailed)	0.07	0.97	0.0 1	0.19	0.00	0.01
		1 19	1 19	1 19	1 1 9	1 19	1 1 9
Follow-up of each pupil	Pearson Correlation	0.02	O .21 *	0.16	0.17	0.17	0.3**
	Si, (2-tailed)	0.80	0.02	0.08	0.06	0.06	0.00
		120	120	120	120	120	120
Recording their progress	Pearson Correlation	0.16		0.16	-0.01	0.16	
	Sig. (2-tailed)	0.08	0.00	0.08	0.94	0.09	0.00
		120	120	120	120	120	120

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

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

Source: primary data, (2023)

Student's Journal of Health Research Africa
e-ISSN: 2709-9997, p-ISSN: 3006-1059
Vol. 5 No. 3 (2024): March2024 Issue
https://doi.org/10.51168/sjhrafrica.v4i3.1018
Original Article

Table 8 shows that there is a strong positive correlation between planning (creating a boarding section and conducting extra lessons) and implementation of a Thematic Curriculum (use of English when reading directly from textbooks). This position is confirmed by the correlation significance at 0.01 levels of 0.261 (r=0.261, p< 0.01) for both creating boarding sections and conducting extra lessons which are strongly and positively correlated with reading directly from textbooks. This means that creating a boarding section and conducting extra lessons affected using English when reading from textbooks,

The table also shows that there is a strong positive correlation between planning (recruitment of more teachers, building teachers' capacity, and providing more learning materials) and implementation of the Thematic Curriculum (answering questions in class). This is confirmed by the correlation significant at 0.01 levels of 0.41 0=0.41, p<0.01), 0.24 0=0.24, p<0.01), and 0.37 0=0.37, p<0.01). This implies that answering questions in class has been affected by the number of teachers in schools, teachers' capacity, and the provision of more learning materials.

There is also a strong positive correlation between planning (recruitment of more teachers. stocking the library and providing more learning materials) and implementation of Thematic Curriculum (repeating answers in groups after the teacher). This is confirmed by the correlation significant at 0.01 levels 0.27 0=0.27, p<0.01), 0.21 0=0.21, p<0.01), and 0.28 0—0.28, 13<0.01). The implication is that the number of teachers, the stocking of the library, and the provision of learning materials affected the implementation of the Thematic Curriculum.

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

Strong positive correlations also exist between planning as a management function (conducting extra lessons and stocking the library) and implementation of a Thematic Curriculum (demonstrating certain lesson skills). This is indicated by the correlation significance at 0.01 levels of 0.24 0=0.24, p<0.01) and 0.27 (1=0.27, p<0.01) for conducting extra lessons and stocking the library respectively. It is an indication that planning affected the implementation of the Thematic Curriculum in the area of creating a boarding section and stocking a library.

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

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

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

to explore how planning as a management function affects the implementation of the Thematic Curriculum, linear regression was also used.

Table 9A: Linear Regression of Planning as a management function and implementation of Thematic Curriculum.

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta		
(Constant)	.699	.328		2.134	.035
Conducting extra lessons	.179	. 104	.177	I .725	.087
Creating boarding section	.143	.1 13	.141	1.263	.209
Stocking library	.107	103	101	1.042	.300
Recruitment of more teachers	.095	.109	.083	.877	.382
a. Dependent Variable: When reading from textbooks					
(Constant	.1 1 1	.258		.429	.669
Recruitment of more teachers	.310	.086	.307	3.61 8	.000
Providing more learning materials	.257	.076	.288	3.383	.001
Creating boarding section	.112	.089	.126	I .259	.21 1
Building teachers' capacity	.089	.083	.095	I .075	.285
a. Dependent Variable: Answering questions					
Constant	. 104	.295		.353	.724
Recruitment of more teachers	.216	.098	.201	2.212	.029
Providing more learning materials	.189	.087	1 99	2.179	.031
Conducting extra lessons	.122	.094	.129	I .307	.194
Stocking library	.114	.093		I .224	.224
a. Dependent Variable: Repeating in group after teacher					

Student's Journal of Health Research Africa
e-ISSN: 2709-9997, p-ISSN: 3006-1059
Vol. 5 No. 3 (2024): March2024 Issue
https://doi.org/10.51168/sjhrafrica.v4i3.1018
Original Article

Table 9B: Linear Regression of Planning as a management function and implementation of Thematic Curriculum.

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta		
(Constant)	.066	.3 14		.2 1 1	833
Providing more learning materials	.262	.092	.257	2.836	.005
Recruitment of more teachers	.178	. 1 04	54	1 .710	.090
Fencing the school	.168	1 15	.137	I .456	1 48
Construction of more classrooms	.152	. 1 04	.129	1.464	• .146
a. Dependent Variable: Doing exercise on a blackboard					
(Constant)	.205	.314		.651	.516
Stocking library	.201	.099	.191	2.031	.045
Conducting extra lessons	.168	.100	.168	I .682	.095
Providing more learning materials	.161	.093	161	1.737	.085
Construction of more classrooms	.152	104	132	I .460	.147
a. Dependent Variable: Demonstration of certain lesson skills					

Source: Primary data, (2023)

Planning as a management function and implementation of Thematic Curriculum (i.e. Use of English when reading from textbooks)

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

Planning and answering questions

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

The beta coefficient of 0.307, 0.288, 0.126, and 0.095 respectively.

Planning as a management function and repeating in groups after the teacher

The findings revealed that the Beta coefficient of recruitment of teachers is 0.201, providing more learning materials is 0.199, conducting extra lessons is 0.129, and stocking the library is

0.114. This implies that the recruitment of more teachers, provision of more learning materials, conducting extra lessons, and stocking of the library affected significantly the implementation of the Thematic Curriculum.

Planning as a management function and doing exercises on the blackboard

The findings also showed that the provision of more learning materials had a Beta coefficient of 0.157. recruitment of more teachers had 0.154, fencing school had 0.136, and construction of more classrooms had 0.129. This indicates that the number of learning materials, teachers, and classrooms and then fencing

the school affected the implementation of the Thematic Curriculum.

Planning as a management function and demonstrating certain lesson skills

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

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

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

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant)	1.149	.274		4.198	.000
Creating boarding section	.182	.091	.240	1.999	.048
Building teachers' capacity	.085	.082	.106	1.034	.303
Recruitment of more teachers	.057	.084	.066	.676	.501
Providing more learning materials	.016	.075	.022	.219	.827
a. Dependent Variable: Daily observation					
Constant	.469	.348		1.348	.1 81
Providing more learning materials	.235	.095	.231	2.476	.015
Conducting extra lessons	.183	103	.1 80	1.786	.077
Recruitment of more teachers	.198	.107	1 72	I .854	066
a. Dependent Variable: Follow-up of each pupil					
Constant)	.505	.206		2.445	.016
Providing more learning materials	.192	.061	.285	3.165	.002
Recruitment of more teachers	.215	.068	.281	3.140	.002
Conducting extra lessons	.070	.065		1.073	.286
a. Dependent Variable: Recording their progress					
(Constant)	.844	.319		2.650	009
Building teachers' capacity	.205	102	.201	2.006	.047
Construction of more classrooms	.082	.106	.072	.772	.442

Student's Journal of Health Research Africa
e-ISSN: 2709-9997, p-ISSN: 3006-1059
Vol. 5 No. 3 (2024): March2024 Issue
https://doi.org/10.51168/sjhrafrica.v4i3.1018
Original Article

Creating boarding section	.124	.110	.128	1.125	.263
a. Dependent Variable: Taking home assignment					
(Constant	.539	.289		I .862	.065
Stocking library	.105	.090	1 13	1 1 55	.25 1
Conducting extra lessons	123	092	.140	.343	1 82
Building teachers' capacity	.106	.093	.1 14	1.138	.258
a. Dependent Variable: In-class assessment					

Source: Primary data, (2023)

Planning as a management function and daily observation.

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

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

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

Planning as a management function and taking home assignments.

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

Planning as a management function and in-class assignment.

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

Summary of findings.

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

teachers' capacity has been consistence with what the researcher got from head teachers. They said.
the plans we have is the recruitment of parents' teachers and training of teachers. This is because teachers are not enough and when you report this to the district education officials, they normally say that due to staff sealing, they are unable to post more teachers to our school. In the training of teachers, we normally try to train teachers of upper classes so that if a teacher of P. l, P. 2, or P. 3 has any problems those teachers can be assigned the class to take care of though most of them usually don't willingly accept to do the work because of the workload in those classes… …"

LIMITATIONS.

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

ACKNOWLEDGMENT.

Conducting research is neither a one-day activity nor an ordinary simple task. Indeed, it requires commitment, inspiration, guidance, patience, and above all determination and absolute trust in the Creator of the entire Universe.
Likewise, it is very hard to undertake such a study independently without the assistance and support from different people. Therefore, I am duly obliged to extend my sincere gratitude to my immediate supervisor, DR. SSENDAGI MUHAMAD, whose guidance has made me produce this research proposal.
I am thankful to all my lecturers in the School of Graduate Studies and Research for their encouragement and guidance offered to me.
I am duly obliged to extend my sincere gratitude to my Head Teacher, Mr. Okumu Charles for the support and encouragement offered to me.
Further gratitude is extended to my Center Coordinator, Dr. Atwine Godwin who has assisted me in realizing this dream.
At the outset, I thank God for guiding me throughout the process of this study and for granting me extraordinary wisdom, strength, and health, and indeed to Him everything is possible.
May the almighty God bless you abundantly!

LIST OF ABBREVIATIONS AND ACRONYMS.

MOES: Ministry of Education and Sports
UNEB: Uganda National Examination Board
NAPE: National Assessment of Progress in Education
P/S: Primary School
SPSS: Statistics Package for Social Sciences
ANOVA: Analysis of Variance
ITC: Implementation of Thematic Curriculum

REFERENCES.

1. Chisholm L. and leyendecker, R. (2008) Curriculum reform in post -1990S sub-Saharan Africa. International Journal of Education Development 28, 195-205.
2. Rogan, J. M., & Grayson, D. J. (2003). Towards a theory of curriculum implementation with particular reference to science education in developing countries. *International journal of science education*, *25*(10), 1171-1204.
3. Mafabi, H. (1993). Education management and administration.
4. Altinyelken, H. K. (2010). Curriculum change in Uganda: Teacher perspectives on the new thematic curriculum. *International journal of educational development*, *30*(2), 151-161.

Student's Journal of Health Research Africa
e-ISSN: 2709-9997, p-ISSN: 3006-1059
Vol. 5 No. 3 (2024): March2024 Issue
https://doi.org/10.51168/sjhrafrica.v4i3.1018
Original Article

Publisher details.

SJC PUBLISHERS COMPANY LIMITED

Category: Non-Government & Non-profit Organisation
Contact: +256775434261(WhatsApp)
Email: admin@sjpublisher.org, info@sjpublisher.org or studentsjournal2020@gmail.com
Website: https://sjpublisher.org
Location: Wisdom Centre Annex, P.O. BOX. 113407 Wakiso, Uganda, East Africa.