

**TO ASSESS PRIMARY FIVE PUPILS' COMPETENCES IN READING LUMASABA
LANGUAGE CONCEPTS IN BUYAGA TOWN COUNCIL, BULAMBULI DISTRICT**

BY: NABIFO SHARON

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**A RESEARCH REPORT SUBMITTED TO THE DEPARTMENT OF EDUCATION,
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DECLARATION

I, **NABIFO SHARON** 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.

NABIFO SHARON

Signature.....

(CANDIDATE)

Date10.02.2024.....

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.

Signature: 

Name of Supervisor: WANDA DUNCAN
Date: 10.2.2024

DEDICATION

I dedicate this research to God Almighty, creator, my strong pillar, my source of inspiration, wisdom, and knowledge. He has been my strength throughout this program and on his wings only have I soared. And to my parents, brothers and sisters and my sister-in-law “Mrs. Byonya Flavia Natukunde who gave me time to study and provided me material and financial support I am very much grateful.

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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.

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May the Lord bless all of you.

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DEFINITION OF KEY TERMS

1. Collaboration... means working and learning together as peers to enhance terms in Lumasaba language
2. Local language: refers to Lumasaba indigenous language
3. Bamasaba: Refers to the indigenous community that speaks Lumasaba
4. Read: Means proper pronunciation, intonation and knowing meaning of words

ABBREVIATION

1. MT: Mother Tongue
2. LoTL: Language of Teaching and Learning
3. P/S: Primary schools
4. P.5. Primary Five

Abstract

The shortage of competences in reading, writing and comprehension in the first language in countries which were colonized is an issue of cultural decay in education institutions of the 21st century. The purpose of the study will be to establish the relationship between the effects of the competences in reading Lumasaba and academic performance of p5 learners in primary schools in Buyaga town council. The objectives will be to find out the competences in reading Lumasaba by p5 pupils in primary school in Buyaga town council, to investigate the challenges faced in reading Lumasaba, and to come up with solutions to the challenges in reading Lumasaba by p5 pupils Buyaga town council, Bulambuli district. The cross-sectional research design was used, employing both qualitative, and quantitative approaches. The study population of 10 teachers and 70 learners in government-aided schools participated in the study. a structured questionnaire and interviews will be the instruments for collecting data. The content validity index [CVI] was be computed for reliability, a test to retest method will be used and a Cronbach alpha was computed and used after pretesting and after collection of the whole data.

It was concluded that: that there is lack of competences in reading lumasaba which affected P5 pupils in academic performance of other subjects, the main challenges faced are; comprehension, understanding concepts in English, and parents' attitude plus congested curriculum. Consequently, this affected pupils' mode of communication, confidence and second language development. There was significant relationship between competences in reading lumasaba and academic performance of learners in p5; implying that challenges in competences of reading lumasaba contributed 65% to the status of the academic performance of learners and the remaining 35% was due to other factors.

The researcher highly recommends that the first language be taught exhaustively well, parents and pupils be sensitized adequately and government fund the scholastic materials and all facilitators and curriculum implementors to thoroughly research and publish literature.

CHAPTER ONE

1.0 Introduction

This chapter presents the whole background to the study. It shows statement of the problem, objective to the study, research question, the scope and significance of the study

1.1 Background to the Study

Many scholars have expressed their views about the place of local languages in education in Africa. For example, Trudell (2019) points out that reading skills and habits have been identified as markers in success in Sub Saharan Africa. He continued to observe that for any nation to develop reading as a culture among the citizens is paramount. This statement is universal, not mindful of the direction Uganda in particular should take for success.

In Ugandan context, Thematic curriculum by policy encourages use of local language as means of Teaching and learning. Nyanzi- Kabanda & Omulando (2022) state that it is necessary for Uganda to develop a comprehensive local language policy in the education system. This view is attractive but the scholars do not point out the complex nature of local languages in Uganda, for example there are over 50 dialects in the country.

The area of study is home of Bamasaba and according to preliminary investigation, there is hardly any literature about teaching and learning using Lumasaba. The local population love their language but using it in schools stands questionable. It is the role of this research to fill this gap through a scientific study.

Buyaga Town Council is located to the North-East of Mbale City. It is situated at the fertile foothills of Mt. Elgon. The inhabitants are mainly Bamasaba ethnic group. The population is about 1.7 million according to 2014 census. However, Buyaga is not occupied by purely Bagisu population. Within there are Sabiny and Karamojong communities but the composition is small.

The main medium of communication is Lumasaba (also synonymous with Lugisu). In schools it is the lingua franca for teaching and learning in lower Primary classes but it is also applied by extension to middle and upper primary classes.

Buyaga Town Council has a population of about 3000 people of 1.348 km² (according to the Uganda Bureau of Statistics (UBOS) Report of 2020, town council has about ten schools – which are both government-aided and private.

Government sectors.

The main medium of communication is Lumasaba (also synonymous with Lugisu). In schools it is the lingua franca for teaching and learning in lower Primary classes with reference to the above, this research proposal is designed to find out the reading competences of P5 learners in the selected schools. Lumasaba language which is the common dialect of the town council.

The researcher proposes to use triangulation methods of research design which was involve qualitative, quantitative and descriptive methods. The researcher designed a questionnaire to be administered both directly and through telephone by depending on the reachability of the respondent. The target population was learners of selected five primary schools. The total number of respondents are yet to be determined. The data collected was sorted, categorized and collated in view of the topic, research objectives and research questions.

1.2 Statement of the problem

The problem that excited the researcher to organize this research study was the observable poor culture of reading among the people the people of Buyaga Town Council. In a preliminary research test, researcher noted that 10 pupils picked at random to read a story book about Bamasaba origins only three could read fairly in Lumasaba. One writer claims that pupils in Primary Seven classes fail mainly because of difficulties in reading of English texts books.

Finally, a research study conducted in Nazigo in Central Uganda discovered that out of every 50 pupils in Primary Seven, only 30% can read Primary five concepts, Woniaye (2022). The question is if teachers, former students, farmers/peasants, businesspersons and the general public within and elsewhere find difficulties in understanding texts presented, what could be the situation among Primary Five classes in Primary schools in Buyaga district? What is the situation about reading competences of Primary five pupils regarding Lumasaba, the Local language of instruction? Has the National Language made it obligatory to teach Lumasaba in primaries 1, 2, 3, and 4 Policy impact on the learners under question? the Primary five pupils were taught in Lumasaba in classes 1, 2, 3, and 4. After such educational experiences, can the learners in this category read the local language, Lumasaba competently? This was the problem that disturbed the mind of the researcher to occasion this investigative study.

1.3 Objective of the Study

The main objective of the study was to find out the levels of competences of P.5 pupils in reading selected texts in Lumasaba local language.

1.3.1 Specific objectives

The research is was guided by the following study objectives:

- i. To find out reading competencies of P.5 pupils in reading Lumasaba
- ii. To investigate the challenges pupils in P.5 experience in reading the Lumasaba language
- iii. To suggest the possible solutions to the problem being faced by the p5 pupils in Buyaga Town council

1.4 Research questions

- i. Can P.5 pupils read Lumasaba local language fluently?
- ii. What challenges are experienced by P.5 pupils in reading Lumasaba language?
- iii. How can the challenges in reading competences of Lumasaba by P5 pupils in primary schools of Buyaga Town council be resolved?

1.5 Scope of the Study

This investigative study was concerned with finding out pupil competencies in reading learning materials written in Lumasaba Local language.

The time scope was between October 2023 and February 2024.

Content scope, was selected concepts in Mathematics, Social Studies, General Science and Language education written or translated in Local Lumasaba was identified. The research was purely educational.

The geographical scope of the study was Buyaga Town Council primary schools.

Five schools were visited, and these was Buyaga Township, Bugwanyi, Bunalwere, Muyembe and Nabbogo primary schools. Only primary five classes of these schools will form the population to provide data. This was done in order to fulfill the purpose and specific objectives of the research.

1.6 Justification of the Study

2 Good academic performance is a major indicator of quality education. Quality education in turn is considered the key to economic and industrial growth and ultimately development. The national goals of economic recovery and industrialization are jeopardized by students' inadequacy in their local language which affects their learning of second language". Factors which may enable learning and proficiency in the first language could likely serve a great deal to improve general language abilities and academic performance; which are the center of the

current study and is likely to cause generational evolution towards betterment of language development by primary school beginning with pupils.

2.3 Significance of the study

This study of reading competencies was of benefit many categories of people within and beyond Buyaga Town council.

Teachers benefited by developing insight to improve the reading abilities of the learners. They may do this by introducing new Lumasaba Local language materials and other forms of innovation. They were also encouraged to change pedagogy and approaches in teaching and learning.

The findings will point out loopholes from which recommendations can be made to government agencies and other organizations.

The Town Council authorities was another beneficiary. The report will make them take reading seriously by asking the government and parents to invest more money in education-particularly to boost learning materials such as readers in Lumasaba.

Education experts in Buyaga Town Council and Mbale district in general will wake up and do more research studies. The authorities may likely reaffirm that the foundation of all learning is the key to all educational achievements in the future for the individual.

Furthermore, traditional Bamasaba (People of Masaba origins) leaders will take interest to investigate more why the language is either a darling or a thorn in the curriculum. This will excite them for appropriate action to strengthen the merits or put right the challenges.

Lastly, the learners was the greatest beneficiary because the improved reading systems will enable many of them to achieve their dreams and life careers as they go through the school systems.

2.4 Theoretical framework

In this study, researcher will use the 21st-century learning theory of collaboration to measure reading attainment and competencies. It states that in the 21st century, learning best takes place through collaboration, digital literacy, critical thinking, and problem-solving. The theory that shall be used is that of a 21st century scholar called Collaborative Theory of Learning It states that in order to foster deeper learning and thinking, learners should collaborate with others in the teaching learning situation. This theory was proposed by a Russian scholar Lev Vygotsky. He calls it collaborative dialogue. With reference to pupils in Buyaga Town Council the implication is that learners of Buyaga primary schools should be constantly involved with one another in a collaborative interaction to learn new Lumasaba words and terminologies, pronunciation, and their application in all learning situations.

This is in line with one scholar Salpeter (2003) who doubts if modern students were prepared enough to use 21st-century learning skills that involve mainly technology and collaboration and self-study. This same voice is sounded by O'Sullivan & Dallas (2010) in order to encourage reading competences in an educational institution teacher-librarian should collaborate with other teachers to create information literacy among learners.

This can apply both at lower levels in primary and higher schools including colleges. This observation is important to remedy to the situation of schools where reading is poor- most especially Buyaga. However, the gap is that the author is talking about well-to-do schools where

even libraries are available. The solution to enhance reading culture and mastery of concepts through collaboration is misplaced because it is not universally applicable.

1. 8 Key terms

1. Collaboration... means working and learning together as peers to enhance terms in Lumasaba language
2. Local language: refers to Lumasaba indigenous language
3. Bamasaba: Refers to the indigenous community that speaks Lumasaba
4. Read: Means proper pronunciation, intonation and knowing meaning of words

Abbreviations

1. MT: mother Tongue
2. LoTL: language of teaching and learning
3. P/S: Primary School/s

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, the researcher will investigate the ideas of several scholars about what they say about reading and learning of local language in schools.

2.2 Theoretical reviews

In Mable, Uganda and Africa in general, there have been complaints that schools do not do enough to nurture students in the habits of reading. Some say that a few schools are good while others mind their own businesses in preparing students only to pass, but not to read with competence materials they come across.

For example, Akyeampong, Lussier, Pryor & Westbrook (2013) argue that some schools in Africa are tuned in reading competencies to benefit a privileged few. By implication, the privileged are those who can afford First World schools such as the International Schools where facilities are excellent, and teachers are well-trained.

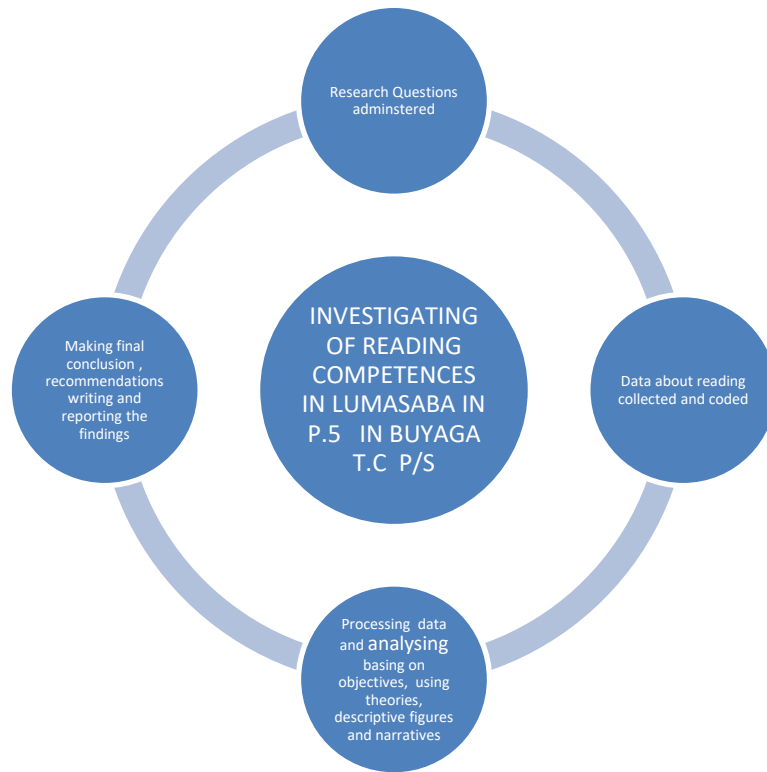
Another writer Phala (2022) after making some research study in South Africa claim that most of schools do not have enough readers, especially in local languages. In addition, many of the learners with disabilities were not taken care of. This claim was crosschecked for validity with findings in Buyaga Town council. Preliminary findings show that the inhabitants in Buyaga and Mbulambuli where the research was staged love their local language although there could be a difference when it comes to learning and reading in educational institutions. Tembe & Norton (2008) point out in their research about promoting of local language that only a handful of both

teachers and learner take keen interest in embracing local language because it is a novelty to them. This research finding was verified by the researcher for its truthfulness- especially concerning the Bamasaba and the education sector in Buyaga.

Lundgren & Botha (2010) point out that language competence is essential in developing reading efficiencies among learners. If this is the case, then Uganda and Buyaga Town Council in particular could be on the right track with the introduction and operationalizing of Mother Tongue (MT) policy as Language of Teaching and Learning (LoTL) in lower primary classes and its application in the Middle Primary class.

2.3 Conceptual review

The mapping of ideas below will indicate how the objectives and research activities will relate to foster the achievement of set targets



CONCEPTUAL REVIEW MAPPING

2.4 Objectives Related review

2.4.1 Introduction

The section will entail review of related literature from the different regions where thematic curriculum is offered in primary schools. The pupils have significant difficulty in reading the first language of the given area of origin of the pupils.

2.4.2 Reading competences in first language by P.5 pupils in primary schools offering thematic curriculum

Pedagogical reforms, specifically, the Thematic Curriculum and the Local Language Policy, have failed to improve literacy in Uganda despite a concerted effort from the Government of Uganda and its international development partners. This paper distills the major literacy programs used

to scale up the reforms nationwide and summarizes what they did and their effects on the different components of reading. It concludes with a discussion on why the reforms and their intervention programs underperformed. It argues for a reform approach that ensures that the system has sufficient capacity to deliver the new content and pedagogy before implementation (Achola 2022)

Wenske & Ssentanda made a comparative study in the use of local languages in schools in Uganda. They surveyed Western and Eastern primary schools in Uganda and discovered disparities. Local language is widely used in Eastern Uganda schools but not in the counterparts.

Again Ssentanda & Wenske (2023) argue that most Bantu local languages (Lumasaba, Lunyuli, Lusamia, Lugwere) spoken in Eastern Uganda has little emphasis in learning or school system. They claim that most of the time churches are the institutions where the language, especially Luganda is used in worship. The researcher is skeptical about this finding. The study is designed to dig into this claim for authenticity.

From researcher's observations, teachers in Buyaga and Greater Mbale District have always complained about poor reading and handwriting in their schools. Piper & Miksic (2011) is confident that children who can read in their mother tongue can transfer the skills in learning of foreign language including English. This claim was tested and tried out by this investigative study on Buyaga primary schools.

From the above literature it can be noted that there are many varied attentions that the primary schools are given regarding learning and teaching using local language. From findings of this research new suggestions were made to attempt to offer new light.

2.4.3 Challenges in reading of first language by P.5 pupils in primary schools offering thematic curriculum

This article seeks to understand the challenges of literacy acquisition under the Thematic Curriculum reform in Uganda, which introduced Mother Tongue instruction in lower primary. We compare teachers' perspectives from two central districts using Luganda and two peripheral districts using Ateso, drawing on a multi-layered approach to understand the interplay between policy, pedagogical, and conceptual-level factors that shape the way Mother Tongue instruction is implemented. We show how teachers cope with the challenges of parallel literacy instruction in two languages against the dilemma of which language to prioritize; By focusing on teachers' agency, we suggest that teachers' language choices demonstrate the bilingual realities of Ugandan schools and societies, which undermine either/or narratives that pit English and local languages against each other Ssentanda (2021).

there are disparities between rural government and rural private school approaches to reading and between rural and urban schools. The disparities arise from the uneven ways in which the language-in-education policy is being implemented and the variation in the nature and quality of the reading pedagogy in the early years. Ugandan children are being taught to read in different circumstances: government schools use mother tongue (MT) from Primary (P) 1 to P3 while English and MT are taught as a subject; private schools use English and teach MTs as subject. In addition, some teachers offer pre-school provision in English, so learners start reading in English, have their first formal schooling from P1 in MT (if they move into a government school) and then need to switch back to English in P4 Geoffrey (2019).

Jones & Mutumba (2019) made investigative study in Uganda about the impact of MT policy in Uganda. They discovered that many teachers and the general public are not interested in the policy. This downgraded the achievement of acquiring knowledge and skills by the learners at an early age.

In addition, the challenge of entrenchment of use of English as the medium of communication and instructions has caused a frontal attack on use of Local language such as Lumasaba. This claim is made by one scholar Mwanza (2020) writing about reclaiming use of MT in telling stories in Zambian primary schools. This observation seems right but the researcher will verify its application to Buyaga primary schools.

Some scholars, Ssentanda, Southwood & Huddleston in their research in Uganda state that teachers' opinions versus the curriculum matter much if education goals are to be achieved. They discovered that in Uganda, teachers have poor attitudes towards the use of Local language in teaching and learning programs. This seems true because personal experiences of the researcher point towards that direction. This was confirmed through the outcome of this study. It has also been a common complain among teachers that curriculum books are not either adequate or available at all. For example, there are very few books of grammar in Lumasaba in the schools of preliminary visitation and survey. These observations was examined when data is collected and interpreted.

Hurwitz & Kambel (2020) writing about punishing children who speak Mother Tongue in schools, show case that it is the most effective way of discouraging love for local language. They state that local language is part of the child's life and lifestyle. To deny a child from enjoying use of local language in schools is to tell the child that the local

culture and customs are evil and should be punishable. This can make the child hate education and all things connected to it.

Furthermore, Nabugomu (2019) argues that forcing use of MT in school learning and teaching is one of the ugly policies that spur the problem of school dropouts in Uganda and other schools. The author argues that whatever policy is introduced should be one that promotes retention and completion of the primary school circle. This opinion causes curiosity in the research with reference to Buyaga Town Council primary schools. It is the hope of the study that such opinions can be sorted out in terms of validity and strength.

From the above opinions, findings and authorship of scholars, researcher will build research strategy so that the reality on the ground about reading competences in Uganda generally, Buyaga was either dispelled or confirmed. It is the hope of the researcher that the challenges being faced by learners, teachers and government offices as well as educationists in Buyaga and beyond was unveiled and solutions published.

2.4.2 Solutions to the challenges in reading competences

Uganda has been developing and revising its curricula since the colonial days of missionary education Muyanda-Mutebi (1996). The changes have depended largely on changing national interests. The most recently developed is the Thematic Curriculum that requires the use of pupils' mother tongues as languages of instruction from Primary One to Three and then English from Primary Five to Seven. Primary Four is a transitional year Kamugisha (2017). This preference for mother tongue as medium of instruction in school is seen in some circles as a form of African renaissance Neville (2003) Uganda is by no

means the first country to use mother tongue as medium of instruction in lower primary. It has been used in many countries of Europe, America and Asia (Skutnabb-Kangas 2000; Benson 2005). The challenge in Uganda is ethnic plurality where districts like Butaleja, Kiryandongo, Kyenjonjo and Omoro, among others, have several languages used as mother tongues in different families living in close affinity to one another. This challenge is, however, not confined to Uganda; Language debates are highly contested and vigorous today in Australia, South Africa, India, USA and many other countries (Lo Bianco 1997; Gupta 1997; Heugh 2006, 2013).

In most cases when challenge related to culture and customs of the people emerges the indigenous people are the immediate solutions. In this case the nature and extent of the challenge matters a lot. One of the immediate challenges from preliminary study is public opinion of parents of schools. One parent told researcher that he took his child to learn new things not old ways. It is unthinkable to instruct a child in Lumasaba when the language is spoken at home 24 hours. In line with his attitude some scholars, Ssentanda & Asimwe (2023) say that from their research study teachers' opinions favor use of MT in learning but parents' attitudes are negative.

It is the interest of this research to verify such claims in Primary Five Buyaga schools. The findings will inform solutions for a progressive use of MT in this case Lumasaba in Buyaga Town council.

2.5 Summary

The above related literature review has handled Mother Tongue policy and usage in schools, status of Lumasaba application as LoTL in Buyaga primary schools especially in primary

Five classes, the challenges faced and possible solutions. Both theoretical and conceptual mappings are given. The central theory that was used is 21st century Collaborative learning propounded by Lev Vygotsky. All these are opinions and possibly findings that was verified for validity and authenticity by the findings of this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter will describe the research design and population, sampling techniques, data collection, procedure and instruments. Data management and data analysis, procedure and ethical considerations employed during the study and limitations of the study

3.1 Research Design

The investigative study was mainly descriptive. It will involve the use of both quantitative and qualitative methods of data collection and analysis. Quantitative methodology will enable the researcher to analyze data using tables, frequencies, and percentages. Qualitative analysis was for detailed data analytical purposes in the research interpretations and processes. This was the core activity of the research.

3.2 Population

The study was conducted in Buyaga Town Council, which is situated in Mbulambuli District. Only 10 pupils in each five selected Primary Schools will form the respondent population. Teachers and parents was involved during Focused Group Discussion (FGD). The following schools namely, Bugwanyi, Bunalwere, Muyembe, Buyaga Township and Nabbogo all situated in Buyaga Town Council was the focus of identifying population of the research study.

3.3 Sample Size

A total of 50 respondents will form the respondent cluster for this study. These were selected using purposive and random sampling strategies. Each of the five schools by use of stratified sampling techniques will provide ten (10) respondents each to make a total of 50 persons to be interviewed. Teachers and headteachers were involved mainly in the focused group discussions to provide personal and group opinions as already noted above.

The selection of respondents was done through random sampling strategies in its final decision. Other methods were strategic sampling, snowball and purposive sampling techniques.

3.4 Sampling techniques

Researcher has chosen temporarily these schools using random methods. They are yet to be confirmed before critical research engagements. Purposive sampling strategy will also be used to identify respondents who are suspected to have required information/ data.

Table 3. 1: Summary of information about names of school, type and respondents

Names of Schools	Category/Type	No. of respondents
Buyaga Township	Government Aided	10
Bunamujje	Government aided	10
Bunalwere	Government aided	10
Bukhalu	Government aided	10
Buwanyanga	Government aided	10
Total	5	50

3.5 Data collection, methods and Instruments

An introductory letter from the Department of Education, Faculty of Science and Education, Busitema University was used to introduce the researcher to the schools selected for the study. Appointments will also be made with the selected respondents for the study. Required pieces of information was collected by use of the instruments by the research assistants. It is estimated to take a month to finish collecting and coding all data in the field.

The researcher will use various instruments in collection of the data from the field. Some instruments was administered directly or by telephones depending on reachability of the respondent/s.

However, some of the instruments may be reversed and others adapted depending on the suitability in given situations and the capacity of comprehension by respondents in the field.

On methods of collecting data, a filling in questionnaire instrument was used by pupils/ respondents. Survey, textbook analysis will help researcher to crosscheck accuracy of data and opinions of scholars. Focused Group Discussions (FGD), open and closed questionnaires, was used to collect data from teachers, school leaders and parents identified through purposive sampling. Telephone interviews was preferred for those not reachable physically and participant observations was preferred. Interviews and discussion guides will also be essential. They will used to collect information from the different respondents.

3.6 Data quality control

There was used validity and reliability tools for quality control in the research process. On Validity, in order to ensure the instruments measure what they are intended to measure they was pre-tested practically for possible adjustments. This will apply mainly to quantitative data. Ambiguous items was removed or modified.

On reliability, to ensure there is consistency and trustworthiness of the instruments designed for use such as FGD, open-ended questionnaire, researcher will strengthen the appropriate ones. In addition, researcher will test-retest, that is giving the same respondents instruments more than once to assert internal consistency. By this quality of research was enhanced.

3.7 Methods of data Analysis

Data collected was analyzed by use of percentages, descriptive figures and narrative explanations of the findings, conclusions and recommendations. Computerized analysis may not be used unless necessary.

3.8 Measurement of variables

Only data from filled questionnaires was coded, and manually analyzed and results presented in tables indicating frequencies and percentages. The results was interpreted and accompanied by a qualitative description of the findings

3.9 Ethical considerations

In this explorational research, the researcher will take care of the ethical principles that are required in carrying out the investigative study. Only the respondents who consent was

approached to provide data. The researcher is expected to ensure that the free will of the respondents are respected. In addition, the ethics of confidentiality was paramount. The data obtained will not be shared with outside parties unless it is imperative in the interests of research and education welfare.

1.1 CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION 4.0

Introduction

This chapter covers the presentation, analysis and interpretation of the study to assess primary five pupils' competences in reading lumasaba language concepts in buyaga town council, bulambuli district.

The results include descriptive statistics in terms of frequencies, percentages and means, and exploratory qualitative findings providing explanations to the descriptive statistics. The findings also include linear regression models.

1.2 4.1 Background Characteristics of the Respondents

This section of the study presents information on background characteristics of teachers and pupils in primary schools in Buyaga Town Council. The results are sex of the respondents, age group, length of time spent in given school, and education qualification, as presented below **Pupils**

Results in Figure 4.1 on gender of the respondents show that the high percentage (54.1%) was of males with females being 45.9%. This meant that male respondents who participated in the study were more than the females.

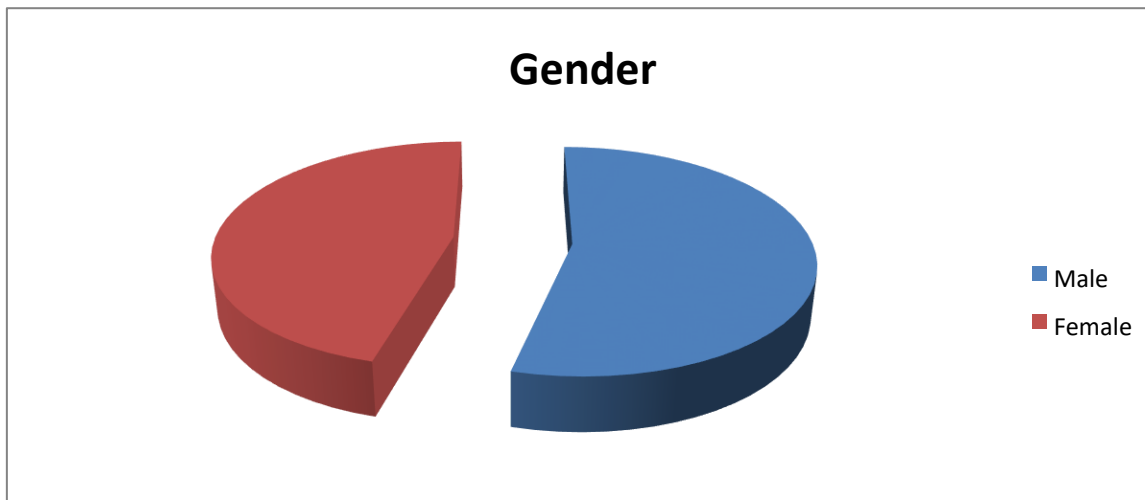


Figure 1: A pie-chart showing Gender of pupils

1.3 Source: Field data (2023)

The output on age group indicated that the largest percentage (54.7%) was of those between 10-12 years, followed by those that were 13-14 years (27.1%) and the least groups was of those that were below 9 years (18.2%). Therefore, the data collected was a representative of different age groups of pupils.

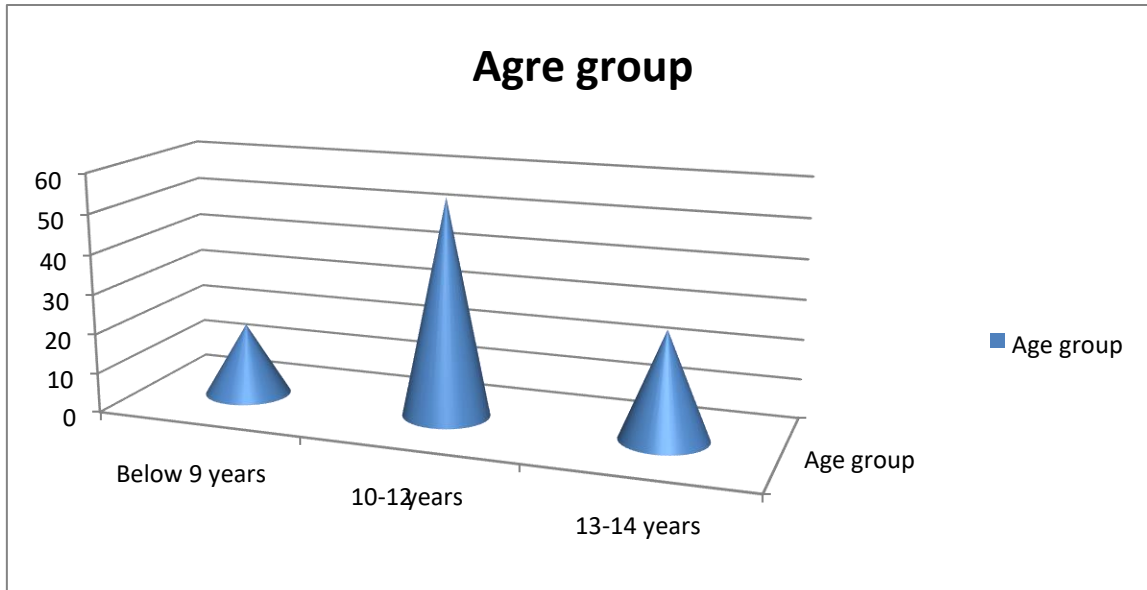


Figure 2: A bar graph showing Age bracket of pupils

1.4 Source: Field data (2024)

Findings from the figure below showed that all the pupils were from primary five.

Findings from the figure 3 below showed that majority of the respondents strongly agreed to the statement that they participate in reading lumasaba literature 55.3% agreed, 44.7% were not able to read lumasaba. Majority of the pupils agreed implying that in different primary schools in Buyaga town council taught the pupils the lumasaba curriculum.

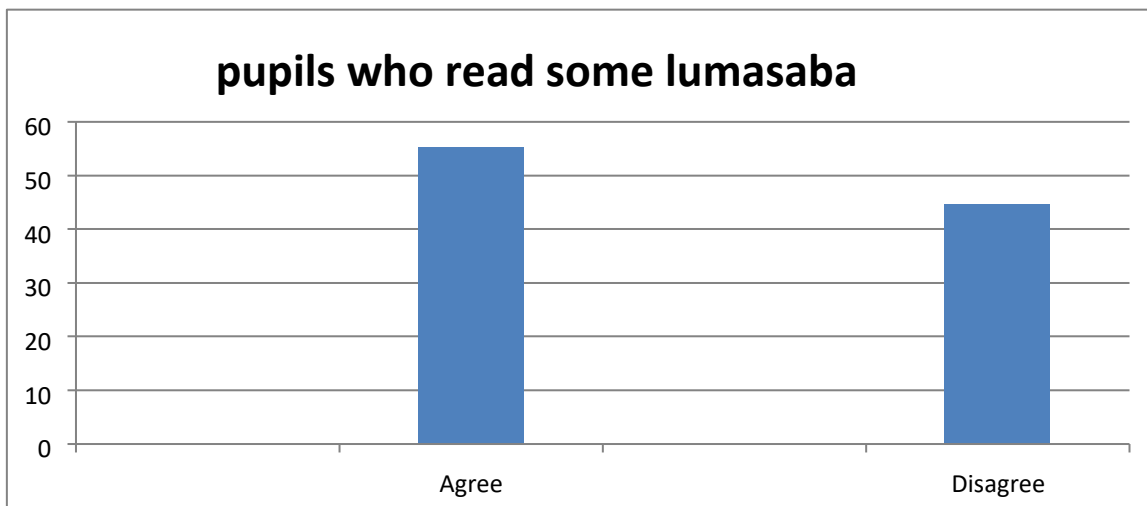


Figure 3: A bar graph showing Pupils who read some lumasaba

1.5 Source: Field data (2024)

Findings from the Figure 4 below showed that majority of the pupils 36% agreed to the statement that they can write examinations in lumasaba, 9.4% were not sure as they had no idea about the statement, 55% disagreed to the statement. Majority disagreed implying that pupils in different primary schools' that there is difficulty in writing examinations in lumasaba hence lowering their academic performance.

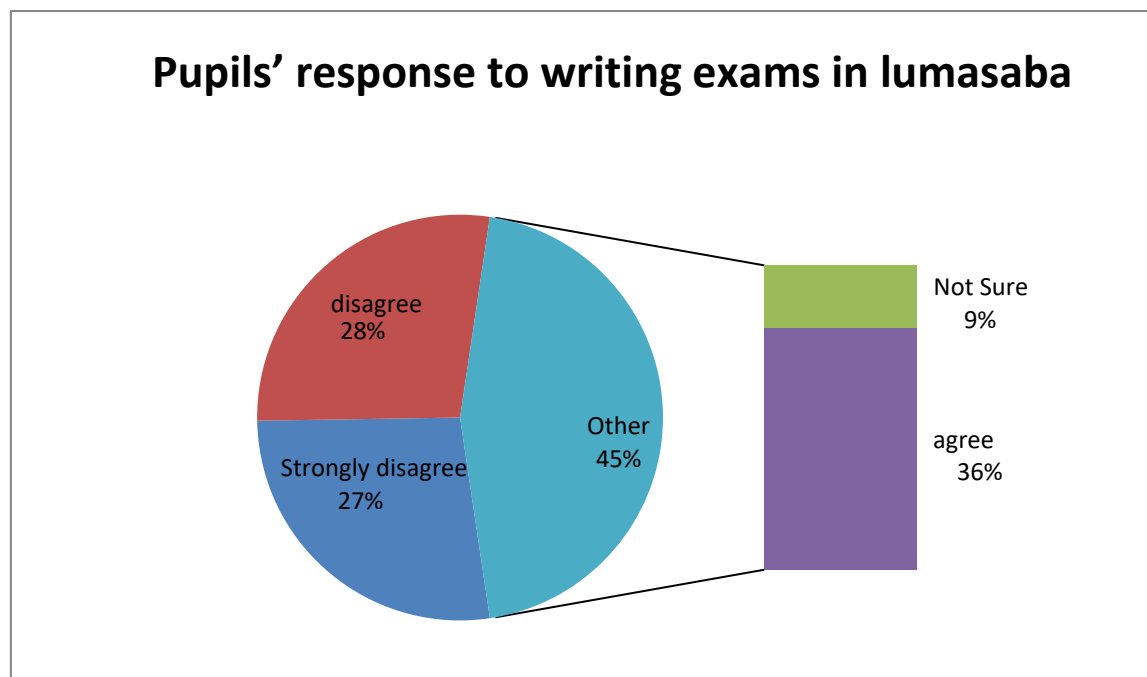


Figure 4: A pie-chart showing pupils' response to writing exams in lumasaba

1.6 Source: Field data (2024)

Table 1: Pupil response on naming objects in lumasaba

Response	Frequency	Percent
Strongly disagree	43	43.1
disagree	18	28.6
Not Sure	7	20.1
agree	2	8.1
Total	70	100.0

1.7 Source: Field data (2023)

Table 1 revealed that 71.7% of the respondents disagreed to the statement that pupils can exhaustively name objects in lumasaba, 20.1% were not sure while 8.1% agreed to be conversant with naming objects exhaustively in lumasaba. Majority disagreed which is indicative that learners were not conversant with their first language.

Table 2: pupils' responses about composition writing in lumasaba by the p5 pupils in primary schools of Buyaga town council.

Response	Frequency	Percent
Strongly disagree	32	45.9
Disagree	14	17.6
Not Sure	10	17.6
agree	6	9.4
Strongly agree	6	9.4
Total	70	100.0

1.8 Source: Field data (2024)

The level of comprehension and use of lumasaba for rewriting and grammar is still low to the extent that less than 40% of the pupils had ability to construct meaningful sentences in Lumasaba. 36.7% of pupils could try to construct some sentences while 63.3% reported inability to do the same. This was indicative of the fact that there was inadequacy in the abilities in grammar and comprehension in the first language.

Table 3: Responses about comprehension of lumasaba by the pupils of p5for addressing assembly in Lumasaba and the ability to use it in comprehension exercises in class.

Response	Frequency	Percent
Strongly disagree	14	17.6
Disagree	32	45.7
Agree	10	17.9
Strongly agree	12	18.8
Total	170	100.0

1.9 Source: Field data (2024)

Results from table 4 showed that majority of the respondents 63.3% disagreed to the statement that the pupils of p5for addressing assembly in Lumasaba and the ability to use it in comprehension exercises in class; while 36.7% agreed that the pupils of p5for addressing assembly in Lumasaba and the ability to use it in comprehension exercises in class. This indicated that the pupils did not have confidence in the process of comprehending and grammatical construction using the first language.

1.10 4.2 Teachers Questionnaires

1.10.1 4.2.1 Bio data

The study sought to determine out the gender of the respondent and therefore requested the respondent to indicate their gender. The study found that majority of the respondent as shown by 55.0 % were males whereas 45.0% of the respondent were females, this is an indication that both genders were involved in this study and thus the finding of the study involved all categories of respondents.

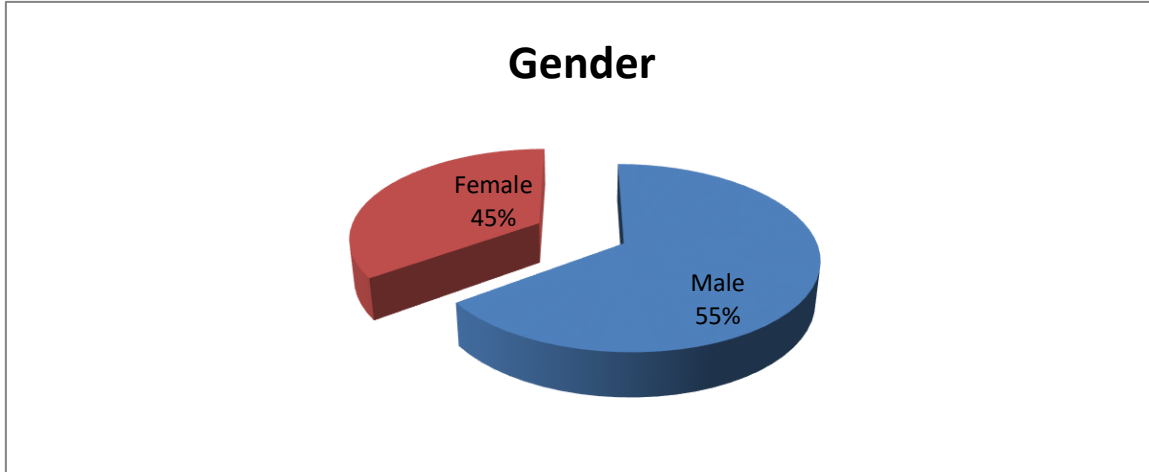
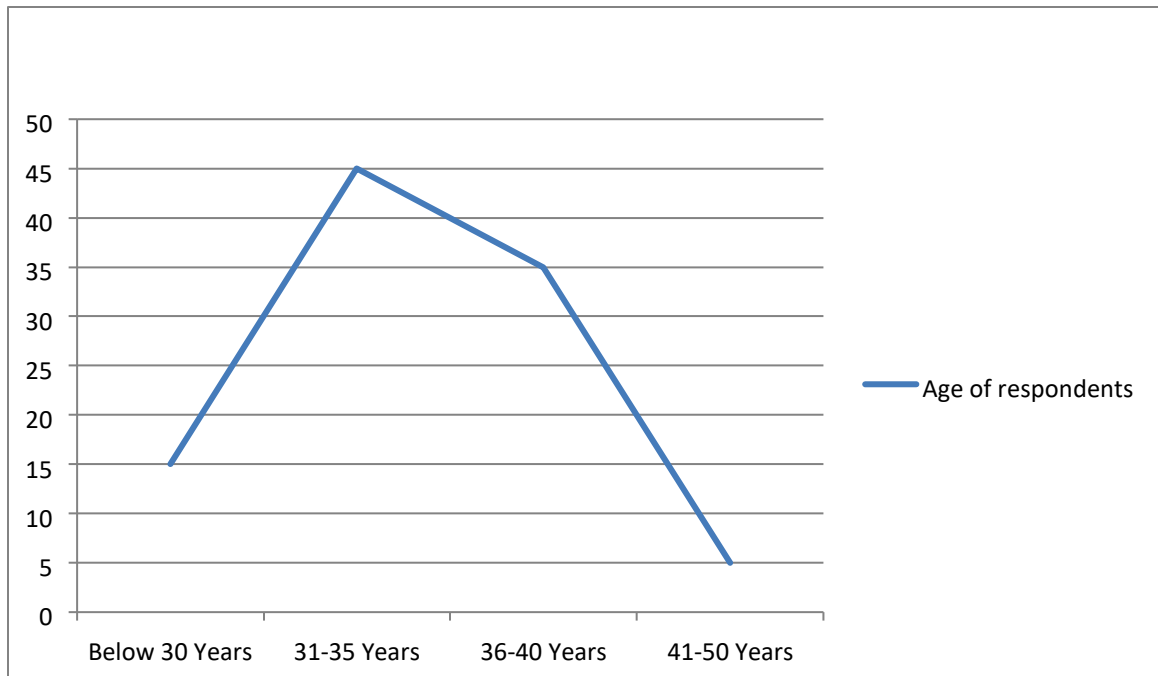


Figure 5: A pie-chart showing Gender of Teachers

1.11 N = 20 Source: Field data (2024)

The study requested the respondent to indicate their age category, from the findings, 15.0% of the respondents were below 30years, 45.0% of the of the respondent indicated they were aged between 31 to 35 years, 35.0% of the respondents indicated were aged between 36 to 40 years, whereas only 5.0% indicated that they were aged between 41-50 years. This is an indication that respondents were well distributed in terms of their age.



1.12 Age of teachers

Figure 6: A line graph showing Age Distribution of teachers

1.12.1 N = 20 Source: Field data (2024)

The study requested the respondent to indicate their highest level of education. From the findings it was established that 35.0% of the respondent indicated their highest level as bachelor's degree, 55.0% of the respondent indicated their highest level as certificate, 10.0% of the respondents indicated their highest level of education as diploma, and 35% Bachelors respectively. This is an indication that most of the respondents focused in this study had university diplomas as their highest level of education implying that most respondents had enough knowledge to understand and respond to the questions.

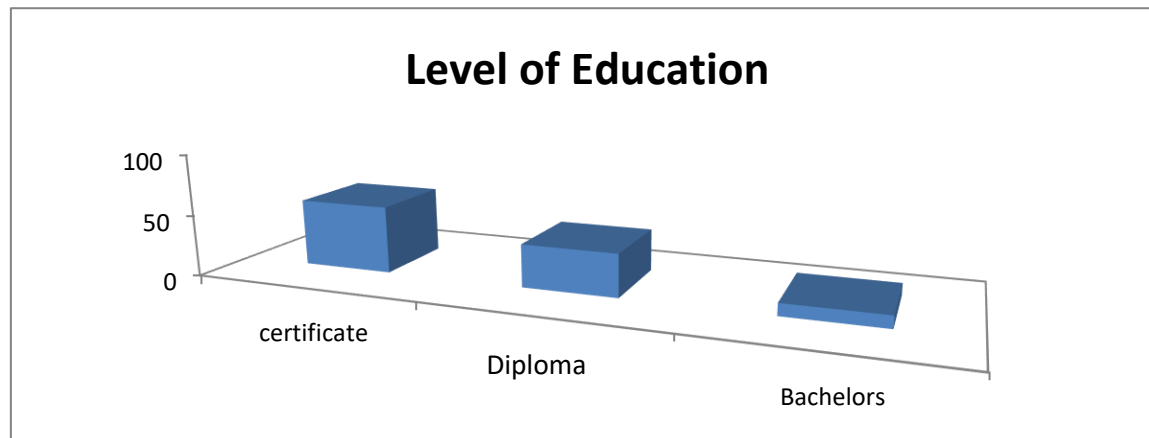


Figure 7: A bar graph showing Level of Education

Source: Field data (2024)

1.12.2 4.3 To examine how primary five pupils have effective reading and writing competences in Lumasaba were analyzed in the tables below.

Findings from the study showed that majority of the respondents 80.0% disagreed that most pupils do practice in Lumasaba reading and writing, while 20.0% agreed that children mainly from low income homes had interest in the language. Majority disagreed implying that most pupils of primary five in different primary schools in Buyaga Town Council needed serious guidance for them to improve on their first language.

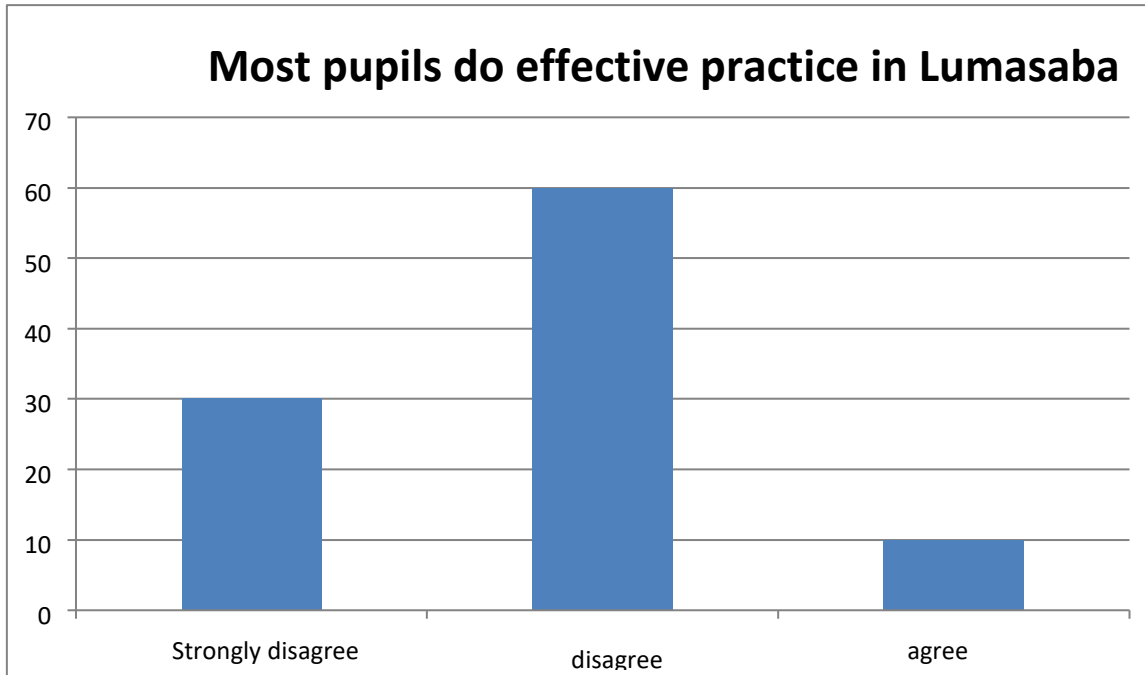


Figure 8: A bar graph showing number of pupils who practiced lumasaba

1.12.3 Source: Field data (2024)

The table above showed that majority of the respondents 80.0% agreed to the statement that there is a direct relationship of performance of the pupils who excelled in Lumasaba and other subjects; whereas, 20.0% disagreed. Majority agreed implying that in different primary schools in Buyaga Town Council, should emphasize and guide the learners to improve on their performance in reading, writing and speaking to further enhance the performance in other languages and subjects.

Table 6: Relationship of performance of the pupils who excelled in Lumasaba and other subjects.

Response	Frequency	Percent
Strongly Agree	3	30.0
Agree	5	50.0
Disagree	2	20.0
Total	10	100.0

1.12.4 Source: Field data (2024)

Findings in the table below showed that majority of the respondents 75.0% agreed to the statement that there is a direct the relationship between parents' attitude, alcoholism and the performance of the pupils in Lumasaba and poor performance of pupils in Lumasaba. Majority agreed implying that Pupil peer group comprise of members who had previously scored good grades.

Table 7: The results showing the relationship between parents' attitude, alcoholism and the performance of the pupils in Lumasaba.

Response	Frequency	Percent
Strongly disagree	5	50.0
disagree	3	30.0
Agree	2	20.0
Total	10	100.0

1.12.5 Source: Field data (2024)

Results from the figure below showed that majority of the respondents 85.0% agreed to the statement that the pupils' intrinsic desire to learn and parents' support with performance in Lumasaba and 15.0% disagreed, this was an indication that the pupils with intrinsic desire learned more than those who were just compelled to practice. Parents' support and intrinsic desire should therefore be nurtured for better performance in the first language.

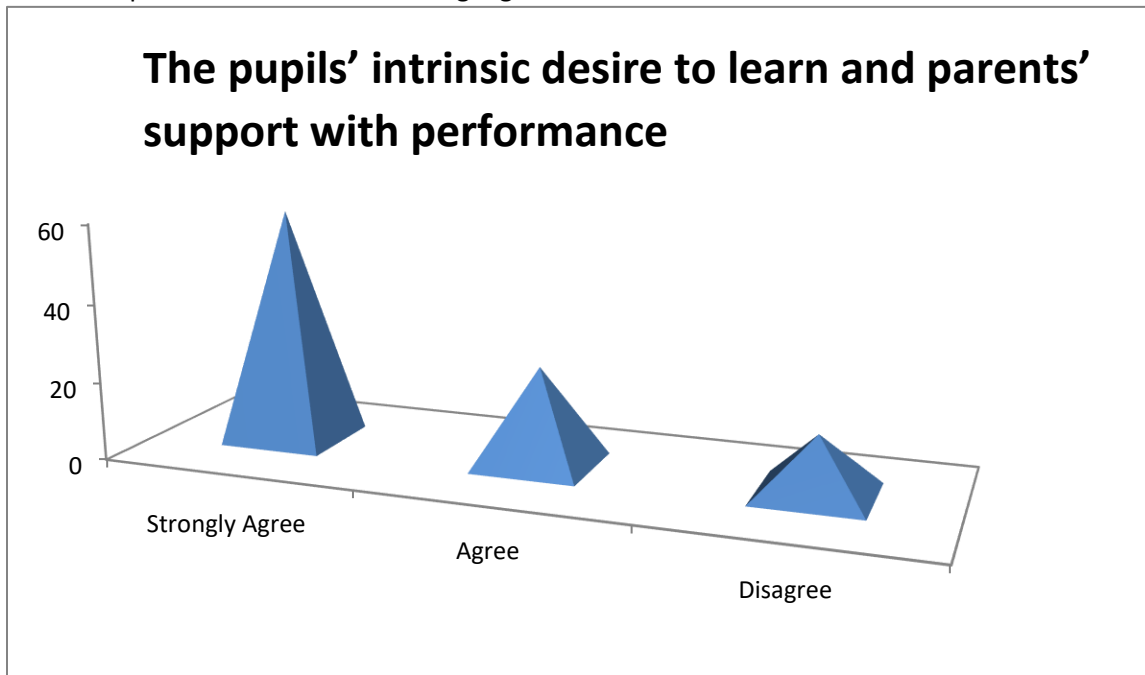


Figure 9: A bar-graph showing the pupils’ intrinsic desire to learn and parents’ support with performance in Lumasaba

Source: Field data (2024)

Findings from the table below showed that 50.0% of the respondents agreed to the statement that the influence of remedial lessons on the performance of primary five pupils in Lumasaba, 30.0% were in disagreement, while 20% were not sure as they had no idea about the statement. Those who agreed were bench marking on the primary schools in the neighboring urban areas; while those who disagreed contended that remedial lessons are extra, unnecessary expenses to the parent.

Table 8: Table showing the influence of remedial lessons on the performance of primary five pupils in Lumasaba High amount of pocket money spend by pupils’ peer group influenced my academic performance

Response	Frequency	Percent
Strongly Agree	4	40.0
Agree	1	10.0
Not Sure	2	20.0
Disagree	3	30.0
Total	10	100.0

1.12.6 Source: Field data (2024)

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS 5.0 Introduction

This chapter presents the summary, conclusions, and recommendations that have been made in this study to address the impact of negative and positive peer pressure on the academic performance in primary schools.

1.12.7 5.1 Summary

1.12.7.1 5.1.1 To examine the competencies among primary five pupils in reading and writing Lumasaba, challenges faced by pupils and the probable solutions.

The study revealed that primary five pupils’ response on on reading and writing in Lumasaba influenced academic performance in primary schools in Buyaga Town Council since majority agreed with statements that; pupils who had poor articulation of speech, reading and writing in the first language should be guided to enhance their language abilities. The causes of poor conception of the first language included parents’ poor attitude, learners’ inconsistency at school, lack of practice, lack of learning materials in the first language among others. The challenges faced by primary five learners in learning the curriculum of Lumasaba included lack of parental support, lack of drive, congested curriculum, poor attitude of the teachers and inadequate motivation of the teachers. The remedies to the challenges

included remedial lessons, sensitization of learners, teachers and parents, increase in motivation of teachers by the authorities and supporting the internally motivated learners.

5.2 Conclusion

Based on the findings the study concluded that pupils' prior achievements influence academic performance, with majority of the respondents agreeing. The study also concluded that pupils peer group prior marks influences pupil's current academic performance, the study further concluded that the text book ratio had a great influence on the pupils' academic performance

1.12.8 5.3 Recommendations

Based on the findings and conclusions, the following recommendations were made:

- 1) The government can improve pupil retention by putting in place clear policies on education and employing more teachers to help keep close supervision on pupil which can help reduce dropout and curb the discrepancies that exist between the teacher pupil ratios.
- 2) While giving the child the best attention in training and teaching them how to live, the parent should specifically teach the child on the importance of the first language as a foundation for all language development and learning. This prior information from the parents would have prepared the child to develop better zeal of culture and identity to increase competences in the first language.
- 3) The school administrators should embark on internal programs that empower learners with talent on language development, institution of language clubs, music galas in first language and competitions.
- 4) Pupils especially those in the candidate class should use the findings of this work to improve on their language development.

1.12.9 5.4 Suggestion for Further Research

The study recommends that a similar study should be conducted in another educational institution so as to compare with the findings of this study. The study also recommends that a single regression analysis study should be conducted to establish the predictive forecast of the cultural and society language set up ten years from current; in an investigative study.

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APPENDICES

Appendix 1: Questionnaire for pupils

Dear respondent, I am Nabifo Sharon a student of Busitema university pursuing a Bachelor in Education Primary, I am conducting a research study *to find out the levels of competences of P.5 pupils in reading selected texts in Lumasaba local language*. You have been selected to be one of the respondents to this study by responding to this questionnaire as honestly as possible. Participation is voluntary, all the information I get will be used only for academic purposes. I thank you in advance.

Section A: Background Information

For pupils only

1. What is your gender?

Male

Female

2. What is your age?

Below 6-10 years

10-12 years

13-15-17 years

Above 16 years

3. Which is your class?

p5

p6

p7

SECTION B: To find out reading competencies of P.5 pupils in reading Lumasaba

Under this section, we shall use the following terms SA-Strongly Agree A-Agree SD-Strongly Disagree D-Disagree kindly tick on the appropriate corresponding term to indicate the level of according to your opinion.

Code	Statement	SA	A	SD	D
B1	The pupils in the school know how to read lumasaba poems				
B2	Pupils in P5 in our school can write exams of lumasaba and pass				

B3	Pupils in our school can identify all objects in the surrounding and write their names				
B4	P5 pupils in our school can do composition writing in Lumasaba				
B5	Pupils in our school can do comprehension of passages in lumasaba				
B6	In our class pupils can address assembly in Lumasaba fluently				
B7	Studying themstic curriculum has greatly improved the performance of pupils in our school in PLE				

Thank you so much, may the Almighty God bless you

APPENDIX II: Questionnaires for teachers

Dear respondent, I am Nabifo Sharon a student of Busitema university pursuing a Bachelor in Education Primary, I am conducting a research study *to find out the levels of competences of P.5 pupils in reading selected texts in Lumasaba local language*. You have been selected to be one of the respondents to this study by responding to this questionnaire as honestly as possible. Participation is voluntary, all the information I get will be used only for academic purposes. I thank you in advance.

Section A: Background Information

1. Indicate your gender

Male Female

2. What is your age bracket?

Below 30 years Between 31 – 35 years

Between 36 – 40 Between 41 – 50 years

Above 50 years

3. What is your highest academic qualification?

Certificate Masters Bachelors

4. For how long have you been in the teaching profession?

Below 1 year 1 – 2 year 3 – 5 years

6 – 10 years over 10 years

iv. **SECTION B: To examine the challenges faced by pupils of P5 in Buyaga town council about reading Lumasaba and suggest possible solutions to the problem.**

Under this section, we shall use the following terms SA-Strongly Agree A-Agree SD-Strongly Disagree D-Disagree kindly tick on the appropriate corresponding term to indicate the level of according to your opinion.

Code	Statement	SA	A	SD	D
B1	Pupils performance in other subjects is affected by failure to read well texts in Lumasaba.				
B2	Pupils have interest in practicing how to effectively read Lumasaba texts.				
B3	Pupils who read Lumasaba well perform well in other tasks offered to them for examinations.				
B4	Pupils from families where parents abuse alcohol and smoke cigarettes read Lumasaba competently				
B5	Pupils intrinsic desire to read Lumasaba improves their abilities to effectively read the language				
B6	Pupils with support from parents have good competence in reading Lumasaba texts				
B7	Indulgence in Social media has affected pupils' performance in class				
B8	Remedial lessons can help improve the performance of learners in reading Lumasaba				
B9	Active parent involvement improves on ability of pupils to read Lumasaba fluently				

Thank you so much, may the Almighty God bless you

Appendix IV: RESEARCH BUDGET

S/no.	Budget items	Quantity	Cost
1	Field work costs (transport, feeding etc.)		550,000/=
2	Stationery		325,000/=
3	Airtime and internet modem for coordination		20,000/=
4	Total		895,000/=

APPENDIX F:

RESEARCH TIME SCHEDULE

S/ N	ACTIVITY	OCTBER 2023	NOV 2023	DEC 2023	DEC 2023	JAN 2024	FEB 2024
1.	TOPIC						
2.	PROPASAL						
3.	RESEARCH TOOLS						
4.	DATA COLLECTION						
5.	ANALYSING DATA						
6.	REPORT WRITING						
7.	SUBMISSION OF THE REPORT						