

**IMPACT OF AUTOMATIC PROMOTION ON THE ACADEMIC PERFORMANCE
OF LEARNERS IN SELECTED SECONDARY SCHOOL OF NORTHERN CITY
DIVISION MBALE CITY**

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**UGANDA CHRISTIAN
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DECLARATION

I, Kimuli Florence Wobudeya, declare to the best of my knowledge, that the information in this work is original and a result of my own effort. This report has not been published or submitted to any institution of higher learning for any award of a degree.

Signed: *Florence*.....

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Date: *20/06/2024*.....

APPROVAL SHEET

I affirm that this research report has been carried out under my supervision and is now ready for submission to the board of examiners of Uganda Christian University for the intended award.

Signed: Musgo.....

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DATE 23/06/2024.....

DEDICATION

I dedicate this piece of work to my beloved brother, Mr. Mataka Rogers, my dear children Serubili Timothy, Walubende Elijah and Walubende John and other family members for their financial, spiritual moral guidance and compassion they rendered to me during my stay at Uganda Christian University.

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To God without whose sufficient grace and divine provision I could not have accomplished this laborious work. I express my humble gratitude to my supervisor Ms Musingo Sarah for her scholarly guidance and perpetual encouragement. Acknowledgements will be incomplete without profound regards to my respondents; teachers, and head teachers from the sampled schools in Northern City Division, Mbale City for their academic support that enabled me to reach this point. I extend my sincere thanks to my lecturers for their professional and academic nurturing. I also extend my sincere thanks to my course mates notably for their fruitful academic discussions, professional encouragement and support. I wish to extend a vote of thanks to my relatives for their moral and spiritual guidance that made me bold and have focus on my studies. Finally, I extend my heartfelt gratitude to my lovely mother for her parental care and love that inspired me throughout my academic life.

God bless you all.

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LIST OF ABBREVIATIONS AND ACRONYMS

CVI:	Content Validity Index
EFA:	Education for All
MoE:	Ministry of Education
MoES:	Ministry of Education and Sports
NGOs:	Non-Governmental Organisations
PTA:	Parents' Teachers Association
SMCs:	School Management Committees
SOPs:	Standard Operating Procedures
UIS:	UNESCO Institute for Statistics
UBOS:	Uganda Bureau of statistics
UNICEF:	United Nations Children's Fund
UNESCO:	United Nations Educational, Scientific and Cultural Organisation
USE:	Universal Secondary Education

ABSTRACT

The study is about the “impact of automatic promotion on the academic performance of learners in selected secondary schools in Northern City Division Mbale City. The study was guided by the following objectives; to examine the problems associated with automatic promotion policy; to analyse the teachers’ response on automatic promotion policy; to examine the appropriate measures to the right implementation of automatic promotion policy. The study used a descriptive research design. Data was collected from 152 respondents using self-administered questionnaires and interviews with both quantitative and qualitative methods. Objective one found out that a very high mean and small standard deviation of ($\mu = 3.55$; $SD = 0.48$) according to the scale used in the study. The high mean implies that pupils recognize the fact that automatic is evident in Northern City Division and the small standard deviation shows that most of the respondents agreed to the item questions in the questionnaire. Objective two of the study found out that a very high mean and small standard deviation of ($\mu = 3.56$; $SD = 0.50$) according to the scale used in the study. The high mean implies that respondents stated that they do undergo hard times under unrealistic policies such as automatic promotion which minimize their active participation in the teaching and the small standard deviation shows that most of the respondents agreed to the item questions in the questionnaire. Objective three of the study revealed a very high mean and small standard deviation of ($\mu = 3.56$; $SD = 0.47$) according to the scale used in the study. The high mean implies that respondents agreed to the fact that automatic promotion could be abolished while the small standard deviation depicts that most of the respondents agreed to the item questions in the questionnaire. The study concluded that the problems of automatic promotion, teachers’ response to the policy and the suggestions for mitigation of the policy in the selected secondary schools are serious variables that affect learners’ performance and need to be addressed.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter focuses on the background of the study, statement of the problem, purpose of the study, objectives, research questions and scope of the study, significance, conceptual framework, operational definitions and limitation and delimitations of the study.

1.1 Background to the Study

Fonkeng, (2006) reports that in Cameroon the school system continues to suffer from inefficiency witnessed in the repetition of classes, poor pass rates in official examinations with large differences in performance between urban and rural schools. Indeed, many studies (UNICEF, 2001; Amin M.E.(1999), reveals high repeating rates (more than 40%) at the level of secondary schools in Cameroon. To confront this problem, the government of Cameroon through the former Ministry of National Education initiated with the assistance of the African Development Bank, the Education project II. This project had as a main objective, to experiment on the reduction of repetition to about 10% through the introduction of compensatory or remedial education, competency-based teaching and automatic promotion in some selected secondary schools in the country. Compensatory teaching within the context of Education Project II refers to any supplementary teaching outside the official school time (MINEDUC, Education Project II, (2011).

Findings from a study carried out in Afghanistan by Mansory (2007) reveal that teachers are concerned about the low level of achievement in lower secondary grades due to automatic promotion which according to them is due to the high prevalence of repetition in grade 4 Bonvin

et al, (2008), Witmer, Hoffman and Nottis, (2004) found out that teachers believe in retention but the authors argue that past inquires have found that teachers' beliefs about retention are influenced by peers rather than by research. Burkam et al, (2007), Cannon and Lipscomp, (2011) and Range et al., believe that this has caused teachers to recommend retention for students who have similar characteristics such as being male, minority and from low socioeconomic backgrounds.

Sub-Saharan Africa had been among the lowest achieving regions in terms of Education for all (EFA). In 1961, African ministers of education met in Addis Ababa and endorsed Education as a fundamental ingredient in economic and social development of a nation. They recommended Universal Secondary Education (UPE) to start by 1980. After Uganda got her independence in 1962, the government immediately realized the importance of expanding the education to meet the national interests and needs.

The government recognized illiteracy and ignorance as the main problems to tackle through education (Moses and Caine, (2007). Therefore, improving secondary education was the main interest and this led to the introduction Universal Secondary Education policy in 1997 which the government white paper on education (1992) recommended education for all school going age children. In May 1996, His Excellency Y.K Museveni the president of the republic of Uganda in his presidential campaign pledged UPE to four children per family and it was implemented immediately following the assertion that everyone has right to secondary education. Everyone should be provided with education in accordance to the ability of children to benefit from it rather than on the basis of parental ability to pay for it. However the quality of education provided is still questionable even as the government tried to offer new subsidies and the parents

are let to cover the costs of their children's stationery, accommodation and uniforms among others.

A lot has been said by education stakeholders that public education has gone to the dogs!!! However what is not being noted is who is responsible for this poor performance in public schools (voice of teachers 2016). Experience has shown beyond doubt that the UPE component of automatic promotion has been the cause for the decline of education quality in public schools in Uganda.

Automatic promotion is a policy where by all children in school are promoted to the next class with exceptional circumstances; for example, extended absenteeism due to illness (UIS UNESCO, 2012). Pupils in every country are evaluated annually more often by the teachers. This evaluation measure on the basis of how a teacher or school designs examinations, whether the pupil has attained the prescribed curriculum expected in those countries where there is automatic promotion or not, they determine whether pupils repeat the grade or move on the next one, (Carnoy1999).

In most parts of the world, secondary education is the first stage of compulsory education, and is normally available without charge. For education objectives to be achieved, according to public demands, to understand the roles each of them plays, (voice of teachers 2016), Mukasa .S (2016) confirmed that if the ladder has only two legs, it has to be leaned against a tree or a wall to serve its purpose. Automatic promotion causes a permanent damage to a child who is a slow learner to academic attainment. It was against this background that the researcher will investigate the effects of automatic promotion on academic performance of learners in Northern City Division Mbale City because it is one of the areas that have declined in education quality due to the policy of automatic promotion.

1.2 Statement of the problem

Since its adoption and implementation, automatic promotion has given rise to an engaging debate amongst education stakeholders in Uganda. The policy is supported by the Ministry of Education and Sports (MoES) and International education development partners (Donors) operating in the country. The opponents of the policy comprise parents, school administrators, City education officials, private education providers, and Non-Government Organizations (NGOs). A report by the City education officer of 2017 indicated that for Mbale City, as it was evident in other Cities of Uganda, over 80% of learners who reach Secondary Seven had difficulty with numeracy and literacy skills. Automatic promotion in Northern City Division just like in any other part of the country was thought to be the cause of low performance of learners. The impact revealed at the end of the secondary cycle when learners sit for their Uganda Certificate of Education (UCE). It was evidently revealed that in senior one, most students struggle because of the automatic promotion at their lower secondary levels. It is imperative to note that, despite the fact that every child could access education for all (USE) in Uganda; the quality of the education was meager! The government's objective of rescuing the problem of illiteracy by introducing Universal Secondary Education in 2007 was null and void. USE had a policy of automatic promotion which favoured only those above average. Those below average were passed to the next class half-baked. Therefore, the study seeks to establish the impact of automatic promotion on the academic performance of learners in Northern City Division Mbale City.

1.3 The purpose of the study

The study examined the impact of automatic promotion on the academic performance of learners in selected secondary schools in Northern City Division, Mbale City.

1.4 Research Objectives

The study was guided by the following objectives;

1. To examine the effect of automatic promotion policy on the academic performance of learners in Northern City Division.
2. To analyse the teachers' response on automatic promotion policy
3. To establish the appropriate measures to the right implementation of automatic promotion policy in Northern City Division.

1.5 Research Questions

The study answered the following questions;

1. What is the effect of automatic promotion on the academic performance of learners in Northern City Division?
2. What is the teachers' response towards automatic promotion policy?
3. What appropriate measures can be taken to mitigate the problems caused by automatic promotion policy in Northern City Division, Mbale City?

1.6 Justification of the Study

Automatic promotion is a policy where by all children in school are automatically promoted to the next class with exceptional circumstances for example extended absenteeism due to illness (UIS UNESCO, 2012). Much as every child can access education for all (USE) in Uganda; the quality of the education is poor and the government's objective of rescuing the problem of illiteracy by the introducing Universal Secondary Education in 2007 is not apprehended. This is because the funders of these learners do not want to waste funds on those who repeat (Carnoy1999). In a long run, the impact of automatic promotion is revealed at the end of the

secondary level. Besides, to the best of my knowledge, no study about the impact of automatic promotion on academic performance has been conducted in Northern City Division, Mbale City.

1.7 Significance of the Study

This study was developed to have relevance in the improvement of the education system of not only Northern City Division but also Mbale City and other educational institutions in Uganda and Africa. The study will create awareness to educationists about automatic promotion which will help them to understand that the role played as regards academic performance.

The results of the study may provide useful information to teachers and head teachers in secondary schools on the effects of automatic promotion in terms of academic performance and school attendance.

The findings of the study might be helpful as they may serve as an eye opener to the education officers and the other stakeholders to address the effects of automatic promotion on education in general.

The study may also therefore be of great help to school administrators, teachers, parents, and educational planners at both national and City level.

1.8 Scope of the Study

The scope of the study was limited in terms of content, time and geographical scope.

1.8.1 Content Scope

The study examined the effect of automatic promotion on the academic performance of learners in selected secondary schools in Northern City Division, Mbale City.

1.8.2 Geographical Scope

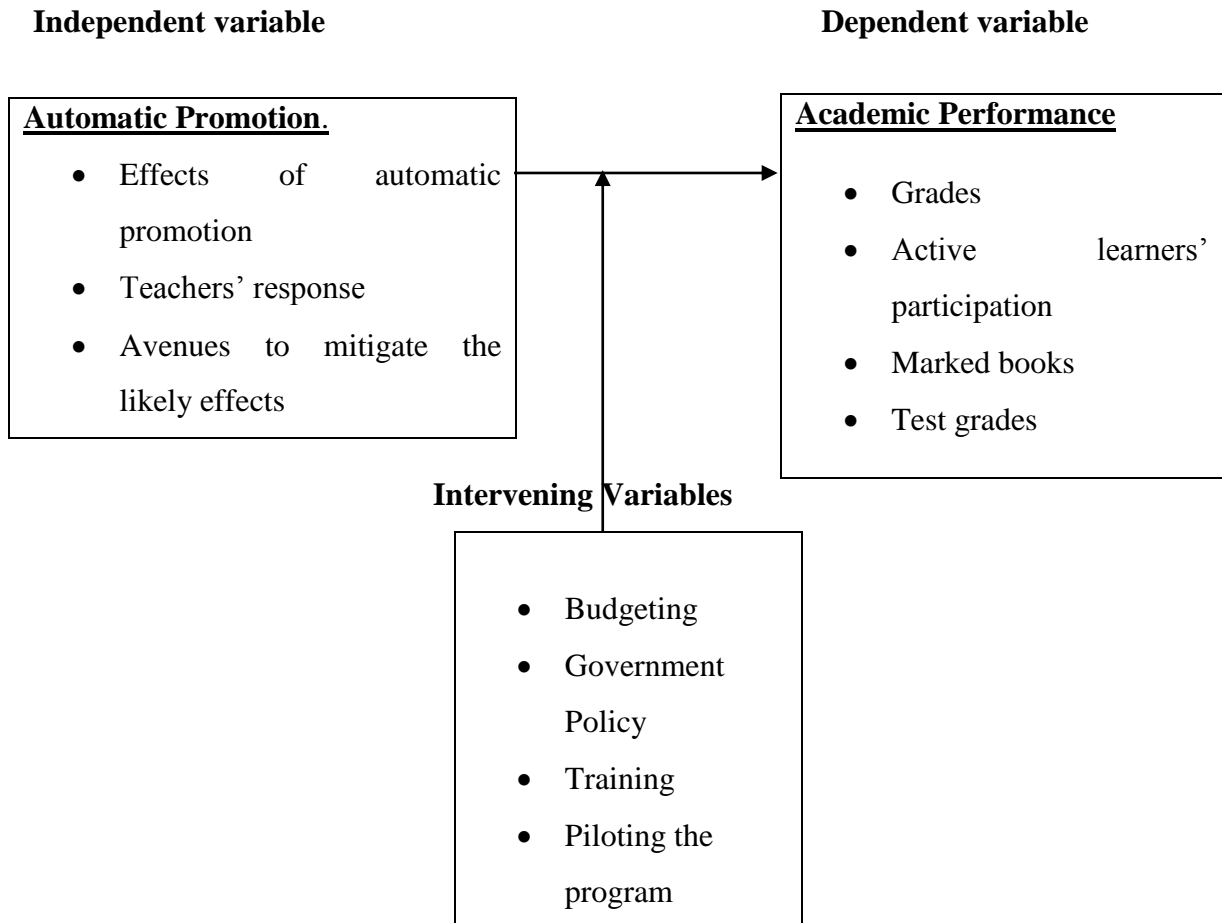
Geographically, Mbale is approximately 25 kilometres (16 miles) by road, northeast of the city of Mbale on the highway between Mbale and Moroto. This is approximately 245 kilo metres (152 mi), by road, northeast of Kampala, Uganda's capital and largest city. Generally, the study was conducted in Northern City Division which is bordered by Mafudu Division to the north, Dahami Division to the east, Namagumba town council to the south and Namanyonyi Division to the west.

1.8.3 Time Scope

The study was limited to a period of three years which is from 2022 to 2024. This period was considered because it is the time during which Northern City Division has not only experienced high rates of literacy and numeracy failures but also poor academic performance at the end of secondary education.

1.9 Conceptual Framework

Figure 1.1: Conceptual framework showing the relationship between automatic promotion and academic performance.



Source: Secondary Data, 2024

The conceptual framework above shows the relationship between automatic promotion and academic performance. It demonstrates that the relationship between independent variable, automatic promotion and dependent variable academic performance is linear. The negative effect of automatic promotion could be controlled by coming up with policy guides, and piloting the program, training more teachers on how to handle and appreciate the programme and a national budget for carrying out the program successfully.

1.10 Definition of terms

Impact: the term impact describes all the changes which are expected to happen due to the implementation and application of a given policy option/intervention. Such impacts may occur over different timescales, affect different actors and be relevant at different scales (local, regional and national). In this study, impact is used to refer to the changes associated with weather changes in the Division.

Academic performance; "Knowledge attained or skills developed in school subjects usually designated by test scores"(Good, 1973, p. 7).

Performance: "Accomplishment or proficiency of performance in a given skill or body of knowledge" (Good, 1973).

Automatic promotion: A policy whereby all children are systematically promoted to the next grade except in exceptional circumstances (e.g. extended absenteeism due to illness) (UIS, 2012: 17). Dictionary of Education (2000) defines automatic promotion as “the practice in secondary and secondary schooling of advancing pupils from one grade to the next higher grade at the end of the school year regardless of the educational attainment of the pupils” (Mehndiratta, 2000, p.38). Moreover, Hong and Raudenbush (2005) acknowledged automatic promotion as that “educational practice under which all students are promoted to maintain homogeneity of age within classrooms”

1.11 Limitations to the Study

The researcher encountered the following challenges:

Some respondents were biased during the time of giving their responses on the research tools.

Weather changes in Mbale for example during rainy season limited accessibility to some respondents.

Limited time to collect data as the researcher was on course as well as executing daily school duties and family obligations.

Financial constraints posed a threat especially during printing, collecting data from respondents and transport costs.

The study is also carried out during the Covid 19 pandemic which caused a problem in both transport and difficulty in accessing the respondents as they were told to observe social distance.

1.12 Delimitation of the Study

The study was limited to Northern City Division due to limited time and funds that did allow the researcher explore the whole Mbale City.

The research tools had difficult terms to respondents to interpret which made responses scanty.

However, the terms were simplified through a translation

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section took stock of some of the earlier research works reviewed in the debate on the effects of both automatic promotion. The review was done following the objectives of the study that were formulated in chapter one; to examine the effect of automatic promotion policy; to analyse the teachers' response on automatic promotion policy; to establish the appropriate measures to the implementation of automatic promotion policy.

2.1 Effects of automatic promotion policy

Automatic promotion is a widespread and controversial educational practice both in developed and developing countries. Dictionary of Education (2000) defines automatic promotion as “the practice in secondary and secondary schooling of advancing pupils from one grade to the next higher grade at the end of the school year regardless of the educational attainment of the pupils” (Mehndiratta, 2000, p.38). Moreover, Hong and Raudenbush (2005) acknowledged automatic promotion as that “educational practice under which all students are promoted to maintain homogeneity of age within classrooms” (p.206).

The decision to promote the students to the next grade depends partly on promotion policies in the education system of a country. Some countries systematically promote students to the next grade by automatic promotion policy, while others apply strict achievement criteria for promotion. The policy of automatic promotion is considered as most appropriate and cost effective alternative of grade retention. It is the simplest way to reduce repetition of students and is beneficial for children to carry their studies with their age fellows. Advocates of this practice

affirmed it as more cost effective whereas; the opponents believe that it affects quality of education by eliminating competition and motivation for students and teachers as well.

Myung et al. (2013) found that students who are retained in grades 1 to 5 perform in middle schools as well as their propensity matched, continuously promoted peers, both academically and in terms of behavioral engagement and feeling part of the school. Retention did not appear to offer any advantage to these students, nor did it impede their performance in middle school.

Reschly & Christenson (2013) argued that grade retention and automatic promotion are often portrayed as a dichotomy, though this portrayal is a simplification of the issue. According to them, at the center of this debate, is the question of what to do with students who are not meeting academic and behavioral standards. In their opinion, it is vital that struggling learners receive carefully monitored instruction and supplemental interventions that address their learning needs.

Ndaruhutse (2008) found that repetition had negative effects on children's learning achievement, attendance record, personal adjustment in school and attitude towards school as they advanced to the next grade. On average, retained students are worse off than their counterparts in both personal adjustment and academic outcomes. She adds that; countries with policies of automatic promotion produced higher results in reading compared to those that practice repetition.

Jimerson in his (2002), study concluded that grade retention, when compared with automatic promotion of similar children, is an ineffective and possibly harmful intervention. Promotion plus, which involves combining grade promotion and effective evidence-based interventions is most likely to benefit children with low achievement or behavior problems.

Manacorda (2006), in his study on grade retention and dropout in Uruguay, found that grade retention leads to lower educational attainment 4 to 5 years after the time when failure first occurred. Silbergliitt et al. (2006) used longitudinal analyses and revealed that grade retention did

not yield advantages in reading trajectories from first- to eighth-grade. In particular, the results indicated that; compared to their prior growth rate, retained students did not experience either a benefit or deficit in their growth rate during the repeated year. Compared to similarly performing promoted students, retained students did not experience any benefit or deficit in their growth rates as a result of retention; and the growth curve of the randomly selected group was significantly greater than the progress of the retained students. This was true in Northern City Division because of the profound conclusions.

Brophy (2006) also noted that grade repetition leads to relative and temporary improvement in learning achievement, though this outcome should not be such a surprise precisely because the repeating students are literally a year older and are working through the same curriculum for the second time. Grade repetition does not provide more general advances in knowledge or cognitive skills that would enable them to make more satisfactory achievement progress in subsequent grades.

Hong & Raudenbush (2005) found a null and very small average effect of the kindergarten retention policy, as compared to a policy that banned retention. They found no evidence that the policy would benefit those children who would be promoted if the policy were adopted, though they found evidence that children who were retained would have learned more had they been promoted.

McCoy & Reynolds (1999) indicated that grade retention is at best an insufficient intervention strategy for promoting student achievement, at least for many children in urban, metropolitan areas such as Chicago. In their view, the major implication is that grade retention does not appear to benefit many of the children it is designed to help. Holmes (1989) found that when promoted and retained students were compared one to three years later, the retained students' average

levels of academic achievement were at least 0.4 standard deviations below those of promoted students.

Peterson et al (1987) indicated that retention does not have a favorable long-term impact on the academic achievement of secondary students as measured by relative class standing in the same year. This is especially true considering that promoted students scored nearly as well as retained students by the third year after retention, but they were taking a test that was one grade level higher than the retained students and thus were answering questions concerning more advanced material. This was true with Northern City Division where teachers think that children who are retained may do better by the end of a certain class level.

Contrary to the above scholars, Koppensteiner (2014) in his study on the relationship between automatic promotion and learning achievements in Brazil found a negative and significant effect of about 6% of a standard deviation. Findings by Taye (2003) on the impact of automatic promotion on learning outcomes in Ethiopia showed that 90.4% of the teachers interviewed said grade retention is better than automatic promotion to help underachieving students perform better in latter grades.

Chohan and Qadir (2011) employed qualitative method to explore the impact of automatic promotion policy on the quality of education and found a negative impact. However, Chohen, B. I. (2015), found that after two years of the policy, retained students in Florida made significant reading gains relative to the control group of socially promoted students. These academic benefits grew substantially from the first to the second year after retention.

In terms of rural urban discourse, a study by Chen X. et al (2010) on grade retention and school performance in poor areas in rural China showed that there is no positive effect of grade retention on school performance of the students that were retained in rural areas. Whether in the

short term or longer term, they reject the hypothesis that grade retention improves the scores of the students that were retained. This result is true for students that were retained in grade 2, grade 3 and grade 4.

Battistin and Schizzerotto (2012) investigated the effect of grade retention on student achievement among upper secondary schools in Italy and concluded that the reform had a negative effect on motivation and engagement of the most struggling students, thus exacerbating existing inequalities. In particular, they observed negative effects for female students in technical and vocational schools, for both reading and science test scores. Westbury (1994) stated that males are far more likely than females to repeat an elementary school grade, with the gender difference persisting when achievement is controlled. Meisels and Liaw (1993) examined the phenomenon of retention in kindergarten through Grade 8. They found that retention does not equalize outcomes even when retained students have been in school a year longer. In particular, they asserted that retention is associated with more negative outcomes for female, White, and higher SES students which actually similarly may happen in Northern City Division, Mbale City.

2.2 Teachers' response on automatic promotion policy

In fact, in the analysis of some students that were retained, grade retention was shown to have a statistically significant and negative effect on school performance. Terry (2011) while examining the beliefs of kindergarten through fourth grade teachers regarding effects of retention on academic, emotional, and social areas, as well as alternative interventions to retention in a rural school in Ohio - USA, found that teachers felt that grade retention is an appropriate intervention for students and that retention has a very negative effect on a student's future socially or academically. This is despite the strong empirical evidence against grade retention and calls for automatic promotion.

Anderson (2000), stated that the decision to repeat a class is made mostly by the teacher and because the child is not considered by the teacher to be prepared to benefit from the next class. Therefore, teachers consistently indicated that they feel completely powerless in the presence of this policy. The dignity of teaching profession is adversely affected by this policy and the role of a teacher is limited. A study aimed at investigating whether teachers' powers are hindered towards child education automatic promotion policy limits them due to the fact that the authorities or bodies play a great role in influencing the policy (Dummerandparker.2004). Teachers criticized that due to this policy, all pupils are promoted to the next class. So the discrimination between good and poor learners' performance no longer exists now. The Teacher believes that this policy discourages the hard work among the pupils and they don't struggle to excel in studies and once implemented in Northern City Division, which imparted the same vice of lack of competition.

According to Boru, K. (2016), on his research about the performance of a school child, concluded that promotion on best grades motivates hard work among the pupils. Therefore when a good pupil observes that a poor one is promoted, they are disappointed and behave the same way time to come.

According to Phillip (2004), it is hard to distinguish between a bright and dull pupil based on the increasing number of pupils in UPE schools and their policy of automatic promotion. Therefore, many teachers think that it does not create any impact for a teacher to sort the bright and dull pupils. Automatic promotion policy makes pupils not to be ready for the higher classes. Teachers are compelled to promote all pupils whether or not academically sound. In this way, many low achievers are advance to classes where they find more difficulties.

Westbury (1994), an educationist opposes automatic promotion policy on the basis that continually passing unfit pupils to the next class only pushes the achievement problem further to the next teacher in the next class.

Lorence et al, (2002), suggested that the practice of automatic promotion is detrimental to low-performing pupils who are promoted without requisite skills since such pupils are presumed to fall further behind academically proficient classmates. Therefore the base of poor performers remains weak and not improving.

The theory of reasoned action cited in Simonson, et al. (1996) suggests that the behavior is a person's intention to engage in the behaviour. Attitude influences behavior by their influence intention which is a decision to act in a particular way. Intention was explained to be the person's motivation to exert effort to carry out a behaviour. Therefore, people are assumed to behave as they intend.

Based on this, educators argue that if a teacher, for example, has a positive attitude towards automatic promotion, they tend to react favorably towards it and they are more likely to expend much effort for its effective implementation. When educational policy is formulated, the assumption is that it will influence what happens in classrooms and schools. This influence in fact took place in Northern City Division, depending on the attitude of teachers towards the activities involved in the policy.

Eisenhart et al, (1988) and his colleague reviewed the literature on the role of teachers' attitudes in policy implementation. They found out that teachers' beliefs on this were biased since decisions are not made by them. If teachers have a negative attitude towards a given reform in any education system, they may behave purposely or unconsciously in ways that alter or undermine the programs proposed by policy makers. Although automatic promotion entails a

change in teachers' instruction all practices at the classroom level, they need to individually instruct and promote academically sound learners (Roderick, (1993) smith and Shepard (1987).

According to (Shepard, 1994; Roderick, 1993), teachers believe that retention is more beneficial than automatic promotion since this helps learners to achieve and/improve their academic performance. Teachers think that there is a relatively positive benefit for pupils to repeat classes. Teachers do not see the negative impact of retention on learners' performance and self-esteem in later grades which was the same with Northern City Division.

2.3 Measures against automatic promotion policy

The secondary school teacher has not been given due respect by the concerned authorities. They are just compelled to obey official orders, without knowing their aims and objectives and consequences. The authorities to involve the teachers or at least share the aims and objectives of any new implemented policy with them, the rate of the success of these policies are much better. In this way, the teachers feel confident and work more efficiently.

Borealis (2002) in his research "teachers' responsibility" discovered that actually 80% of respondents strongly agree that teachers share responsibility, and another 16% who somewhat agree." Apparently with only 4% of the respondents who didn't show responsibility at all. The role of a teacher is very crucial in bettering performance of the pupil. Research studies reported that if schools offer some special interventions and teachers give special attention to poor performers, this policy may produce better result.

Rivk in Hanushek and kani (2005), concluded in their study that achievement gains systematically related to observable teacher and school characteristics. Whether this policy is carried on or not, involvement of parents in school matters always play an effective role in children's studies.

Alvarez, Roces and Garcia. (2002), indicated that without the children's parental support, it is hard for teachers to devise academic experience to help learners learn meaningful content. In Latin America, parents are assigned the major responsibilities on the school affairs and thus all matters related to the school have to be approved on their guidance and thus passing of a child to the next class does not depend on automatic promotion policy but a standard set by the parents and the school (Thurler.2006)

Children by Anderson (2000) also demonstrated that poor conditions of the physical plans decrease reading and math scores, and increases the likelihood of repetition. According to the UN report of (2013) on health status, individual activity preferences, safety precautions, availability of appropriate programs and equipment boost the learners' performance. Health supervision visits afford pediatricians, children with disabilities and parents opportunities need to collaboratively generate goal-directed activity prescription to their children to boost their retention of knowledge.

According to Charles (2007), hanging the child's school is undoubtedly the most appropriate approach taken in the attempt to ease automatic promotion and improve the achievement of children in secondary schools. A wide variety of early childhood intervention has appeared focused on child family. At least one objective of these approaches is to help prepare the child for entry into another level. Although these programs have often been effective, this strategy, if taken as the exclusive approach to easing automatic promotion, must be viewed with caution as well as with promise.

Nassali, (2017), indicates that the Ministry of Education aims to ensure that all the children go through the school system while minimizing wastage and ensuring quality. She said government was to invest a lot in terms of UPE capitation grant, instructional materials,

teachers' salaries in order to curb the vice of learner retention in particular classes. This was supported by Charles, (2007), who asserts that the responsibility of the teachers is to ensure the children learn by offering remedial lessons to increase their chances of passing. This is because Nassali (2017), thinks that promoting a child who has not grasped anything to another level is condemning that child to a life of failure. If that is done, that child cannot even learn at the next level because the foundation would not have been set.

Brophy, J. (2006), in his study on the relationship between automatic promotion and learning achievements in Brazil found out that there is a need for the government and education development partners in the to conduct awareness campaign for the public about automatic promotion, why it is necessary and relevant for the long term provision and development of education in the country. One of the issues emerging (based on print and electronic media in Uganda) is the absence of prior consultations and awareness campaigns and/ or programs on the relevance, strengths and weaknesses of automatic promotion policy, targeted at the various stakeholders.

According to Byamugisha, (2010), opines that the need for extensive consultation and awareness creation programs cannot be emphasized enough, especially given the fact that since the start of formal education in the country in the 1890s, a "merit based" system of promotion operated until 2005 when automatic promotion was adopted. Therefore, parents, teachers and administrators (national, local government/ City and school level) are all products of the performance based promotion system. He adds that in the absence of comprehensive policy consultation and adequate public awareness campaigns, it's plausible that the opponents to the policy in Uganda are rallying against change in the education system, which they do not fully understand (Roderick. (1993) smith and Shepard (1987).

Muvawala J, (2012), the need for the government and education development partners (donors) to assess the existence and adequacy of other factors or variables that influence the quality of education. This is because automatic promotion does not operate in isolation, but rather complements other equally vital components in provision and development of education. According to him, a number of these factors overlap the two components (gender and school location), some are gender specific and others are rural – urban specific. Examples of other equally important factors complementary with policy include the following teachers’ salaries, teachers’ accommodation, instructional material, parents/ community participation, absenteeism by both teachers and students, number of secondary schools and their distribution between rural and urban settings, number of teachers, and proportion of teachers by gender (male and female), to mention but a few. Ensuring that necessary and sufficient conditions for productive teaching and learning processes are established, will in turn enhance automatic promotion practice as a viable option.

2.4 Literature Gap

In the reviewed literature, most of authors and authorities contend that automatic promotion affects the academic performance of learners who suffer from numerous poor grades. This results into poor performance and negative attitude towards teachers in implementing the policy. While this is true, in Northern City Division learners also bore the consequences of automatic promotion although there were no studies into how it impacted on their academic performance. It was against this backdrop that the study sought to examine the impact of automatic promotion on the learners’ academic performance in selected secondary schools in Northern City Division Mbale City.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the procedure and techniques used to collect data. It covers the research design, area of study, sample size, sampling techniques, data collection methods and, data processing and analysis, report writing and format.

3.1 Research Design

The study adopted a descriptive research design with both qualitative and quantitative approaches. Aaker et al (2002) defines a research design as the detailed blue print used to guide a research study towards its objectives. The study was descriptive in that it described the impact of automatic promotion on the academic performance of learners in selected Government Aided Secondary Schools in Northern City Division, Mbale City. According to Mugenda and Mugenda (2003), a descriptive design entails systematic and empirical inquiry in which the researcher does not have a direct control of independent variables as their manifestation has already occurred. The main rationale for using this design was that it allowed in-depth study of the subject matter. Secondly, the design was suitable for describing the attitudes, opinions and behavior patterns of people. A descriptive design allows a researcher to study how the independent variables affect the dependent variable. Qualitative research method was used to describe life experiences and give meaning to them, while quantitative approach involved conversion of data into numeric forms for analysis and interpretation.

3.2 Area of Study

Geographically, the study was conducted in Northern City Division which is bordered by Budake City to the south, Mutoto Division to the North, Nakaloke Town council to the west and Bukende Industrial City Division to the east. The study was conducted in the following schools; Mbale Secondary School, Nkoma Secondary School, Mbale High School, Nakaloke Secondary and Bukonde Secondary School.

3.3 Population of the Study

The population of the study consisted of 260 respondents which included 140 pupils, 70 teachers and 50 parents. Students were selected because they were victims who bore the impact of automatic promotion and could sincerely express their experience and those of others without coercion or favor. Teachers on the other hand were selected because they worked closely with the learners in their classes and could provide pertinent information for the study while parents were included given the role they play in bringing up their children and how automatic promotion affected them.

3.4 Sample Size

According to Mugenda (2010) and Peter (2012), identified that, sampling is the process of choosing the research units of the target population, which are to be included in the study. The sample size of respondents was selected out of the population of 260 respondents which comprised 59 teachers, 103 pupils and 44 parents giving a total sample of 152. The sample size was determined using Morgan and Krejcie (1970), table as given by Amin, (2005) (Appendix IV).

Table 3.1: Sample size and distribution

Respondent Category	Target Population	Sample Size	Sampling Technique	Reason
Head teachers	05	05	Purposive	Convenient
Students	140	103	Random	Unbiased
Teachers	65	56	Random	Unbiased
Parents	50	44	Random	Unbiased
Total	260	152		

Source: Secondary Data, (2024)

3.5 Sampling Procedure

The researcher used both random and purposive sampling techniques to select the study respondents.

3.5.1 Random Sampling

Random sampling was used to select the respondents in order to give them an equal and known chance of participation in the study. The technique was used to select students, teachers and parents. The researcher selected respondents randomly from the selected population. The list of the teachers, parents and learners, both female and male provided and their names written on pieces of paper, folded and then mixed thoroughly then picked. In this case, every name was given an equal chance to be picked. The simple random sampling technique was used because

the sample size contained a big number of respondents that required being appropriately and proportionately represented and free from sampling bias.

3.5.2 Purposive Sampling

Purposive sampling on the other hand was used because the respondents had enough experience and true information regarding the impact of automatic promotion on the academic performance of learners in selected secondary schools of Northern City Division, Mbale City.

3.6 Data Collection Instruments

3.6.1 Questionnaire

A questionnaire is defined as a list of questions which are designed to solicit specific responses that are required, Sarantakos, (2005) which used in this study. This method is used to aid in the collection of data from teachers and parents. According to Amin, (2005), a questionnaire is a self-report instrument used for gathering information about variables of interest in an investigation. Closed ended likert scale questionnaire was designed and used in accordance with the objectives one and two and the key variables of the study. A questionnaire is appropriate for large samples and respondents could fill them at their own convenience as recommended by, (Mugenda & Mugenda, 1999). The questionnaire was designed as follows; section A had demographic data, Section B questions on the study variables with closed ended questions and section C had open ended questions. The researcher developed a questionnaire based on a four point Likert scale as follows: Strongly Agree 4, Agree 3, Disagree 2 and Strongly Disagree 1.

3.6.2 Interview

According to Gubrium, (2012), an interview is essentially a structured conversation where one participant asks questions, and the other provides answers. Commonly, the word "interview"

refers to a one-on-one conversation between an interviewer and an interviewee. Interviews are discussions, usually one-on-one, between an interviewer and an individual meant to gather information on a specific set of topics (Gubrium, 2012). The researcher used semi-structured interviews, which were essentially and verbally administered questionnaires in which a list of predetermined questions were asked to the parents and head teachers with no variation but with some scope for follow-up questions to responses that warranted further elaboration. Interviews gave the researcher an opportunity to revisit some of the issues that had been over-looked in other methods and yet they were deemed vital for the study.

3.7 Data Quality Control

In an attempt to achieve quality data, the researcher made an analysis with respect to instrument validity and reliability.

3.7.1 Validity of the Instruments

Validity refers to quality of data gathering instrument or procedures that enables it to measure what it sought to measure (Best and Kahn, 2004). To determine the validity of instruments, the researcher conducted a preliminary survey at Nabumali High School located in Mbale City since this had the same characteristics with the schools under study. The questionnaires and interviews was piloted to 8 teachers and 5 students before the larger actual survey was conducted in Northern City Division. This was done to discover the ambiguities and some grammatical errors in the question items before they are corrected. This helped to cross check the validity of the instruments. The researcher had an opportunity to discuss with the respondents especially on difficult vocabularies or grammatical errors or rather with ambiguity statements in order to rephrase or delete them. In addition, the researcher sought for expertise advice from his supervisor who helped to improve on the clarity on the items from the questionnaires and

interviews. The Content Validity Index (CVI) of the instrument was calculated using the formula below. The instrument was considered valid if the value of 0.6 and above is achieved.

$$\text{CVI} = \frac{\text{total number of relevant items}}{\text{Total number of items}}$$

3.7.2 Reliability of the Instrument

Reliability means the degree of consistency and precision in which the measuring instruments demonstrates. Reliability of the instrument is the measure of consistence over time and over similar sample (Cohen et al, 2007). The Statistical Packages of Social Scientists (SPSS) was used to ascertain it. Cronbach’s Alpha of a minimum reliability analysis of 0.70 and above was taken as a reasonable measure of internal reliability. If the score obtained is 0.818 and above 0.7; the instrument was adopted as being reliable. The points were achieved when the valid items are divided by the total number of items times one hundred;

$$17/21 \times 100 = 80.95.$$

Table 3.2: Reliability statistics

Cronbach's Alpha	No of Items
0.818	21

Source: Secondary Data, (2024)

3.8 Data Collection Procedure

The researcher went to the field after getting an authorization letter from the Head of Department Uganda Christian University, Mbale University College, which introduced her as a student of the University from the Department of Education. The head teachers of the selected schools of

Northern City Division helped the researcher to collect data by giving her a go ahead. The researcher then collected the data in the Division.

3.9 Data Processing and Analysis

Data processing is a stage where a researcher organizes or transforms the gathered data into tables or figures that have importance, while data analysis is a process of categorizing, ordering, manipulating, breaking down and summarizing data to obtain answers to research questions. It involves;

Editing: This is the process of examining the collected raw data to detect errors and omissions to correct them when possible. In the study, this called for careful scrutiny of the questionnaire or the interview schedules. The researcher edited the work to ensure that data was accurate, consistent with other facts gathered, and uniformly entered. This was helpful in remembering all the events conducted in the field.

Coding of Raw Data: It refers to the process of converting or reducing data. This is to verify if the data which was generated by field activity is in raw form. In the study, raw data was transformed into codes which was given codes suitable for computer processing. This step was applied in the study by converting data, which the researcher collected from the field in the way a computer responded.

Tabulation: Is the process of sorting, counting, and organizing statistical facts in a systematic order in a table or tables or arrangement of data the concise and logical order for the purpose of statistical analysis and this was done after raw data had been transformed to numerical codes and later the researcher tabulated the work. Objectives 1-3 was analyzed using descriptive statistics namely mean and standard deviation.

3.10 Ethical Considerations

The research report preparation was guided by the four major ethical tenets of honesty, accuracy, efficiency and transparency. Therefore the following procedures were followed to achieve the ethical tenets

The researcher sought to obtain an introductory letter from Uganda Christian University. This letter enabled the researcher to introduce her to the expected respondents in the area of study.

The researcher then made prior contacts with the people to be sampled through paying visits to those areas from where consultations were made. The letter informed respondents of the purpose of the study, their expected roles and why they were chosen.

Piloting of the interview guide for the parents was carried out to test the reliability and validity of the instruments.

Clients were assured of their confidentiality through a researcher's self-formulated letter of introduction to the participants.

Participants were informed of their right to withdraw from the study at any time of the study since this doesn't involve any coerciveness.

Participants were requested to sign consent and assent forms confirming their acceptance to take part in the study. It is emphasized that this study is original work, and that no known study regarding the impact of automatic promotion on academic performance in selected secondary schools had been done in Northern City Division, Mbale City.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents and discusses the findings on the impact of automatic promotion on academic performance in selected secondary schools had been done in Northern City Division, Mbale City. The study was guided the following objectives; to examine the problems of automatic promotion policy; to analyse the teachers' response on automatic promotion policy; to establish the appropriate measures to the right implementation of automatic promotion policy. Data was collected from 152 respondents using self-administered questionnaires with both quantitative and qualitative methods.

4.1 Socio- Demographic Characteristics

The study looked at the respondents' demographic characteristics in terms of gender, age, marital status, education level and occupation. The main objective for studying the respondents' personal information was to find out whether there were variations in the responses in regard to personal, information. The results of the findings are presented in this sub-section of the report.

Table 4.1: Showing respondents demographic characteristics

		Frequency	Percent
Age	10-16 years	16	11
	17-26 years	40	26
	27-36 years	31	20
	37-46 years	35	23
	47 years and above	20	13
Marital status	Single	38	25
	Married	71	47
	Divorced/separated	24	16
	Widowed	19	13
Education level	Secondary	51	34
	Secondary	70	46
	College/University	31	20
Occupation	Employed	26	17
	Self-employed	47	31
	Unemployed	79	52

N= 152

Table 4.1 shows the findings on the demographic characteristics of the respondents in terms of age, marital status, education level and occupation. The study found out that 16 (11%) of the respondents were aged between 10 and 16 years, 40 (26%) were aged between 17 and 26 years, 31 (20%) were aged between 27 and 36 years, 35 (23%) were aged between 37 and 46 years and 20 (13%) were aged 47 years and above. Regarding marital status, 38 (25%) of the respondents single, 71 (47%) were married, 24 (16%) were divorced or separated while 19 (13%) were widowed. When it comes to occupation, 26 (17%) of the respondents were employed, 47 (46%) were self-employed while 79 (52%) of the respondents were unemployed.

4.2 The problems of automatic promotion policy

The first objective of the study was to find out the problems of automatic promotion in Northern City Division. The variable investigated under this objective was problems of automatic promotion, it was analyzed using mean and standard deviation and it was hypothesized that there is no relationship between the impact of automatic promotion and learners' academic performance in Northern City Division. The results are presented in this sub-section of the report.

Table 4.2: showing the problems of automatic promotion policy on academic performance.

Items Rated	μ	SD
Lack of knowledge and skills	3.60	0.43
Poor performance	3.42	0.49
Learners' laziness	3.59	0.45
Increased dropout	3.42	0.49
Overcrowded classes	3.72	0.54
Aggregate μ and SD	3.55	0.48
Mean Scale:	1.00-1.74: Very low	2.50-3.24: High
	1.75-2.49: Low	3.25-4.00: Very high

Table 4.2 shows the problems of automatic promotion and learners' academic performance; study findings on this objective show a very high mean and small standard deviation of ($\mu = 3.55$; $SD = 0.48$) according to the scale used in the study. The high mean implies that pupils recognize the fact that automatic promotion is a big problem and hinders their academic progress and the small standard deviation shows that most of the respondents agreed to the item questions in the questionnaire.

4.3 The teachers' response on automatic promotion policy

The second objective of the study was to find out the teachers' response on automatic promotion policy and learners' academic performance in Northern City Division. The variable investigated under this objective was teachers' responses, it was analyzed using mean and standard deviation and it was hypothesized that there is no relationship between automatic promotion and learners' academic performance in Northern City Division. The results are presented in this sub-section of the report.

Table: 4.3: Showing the teachers' response on automatic promotion policy

Items Rated	μ	SD
Automatic promotion is for the financially disadvantaged learners	3.72	0.44
Automatic promotion reduces the power of teachers	3.42	0.49
Automatic promotion does not differentiate between the bright and the dull learners.	3.63	0.50
Automatic promotion lowers the quality of education	3.54	0.59
Automatic promotion policy is for the next class.	3.50	0.47
Aggregate μ and SD	3.56	0.50
Mean Scale:	1.00-1.74: Very low	2.50-3.24: High
	1.75-2.49: Low	3.25-4.00: Very high

Table 4.3 shows the study findings on the teachers' response on automatic promotion policy. The results show a very high mean and small standard deviation of ($\mu = 3.56$; $SD = 0.50$) according to the scale used in the study. The high mean implies that teachers stated that they do undergo hard times with unrealistic policies such as automatic promotion which minimizes their active participation in teaching and the small standard deviation shows that most of the respondents agreed to the item questions in the questionnaire.

The appropriate measures to the right implementation of automatic promotion policy

The third objective of the study was to find out appropriate measures to the right implementation of automatic promotion policy and learners' academic performance in the selected secondary schools in Northern City Division could be improved.

The variable investigated under this objective was measures, it was analyzed using mean and standard deviation and it was hypothesized that there is no relationship automatic promotion and learners' academic performance in Northern City Division. The results are presented in this subsection of the report.

Table 4.4: Showing appropriate measures to the right implementation of automatic promotion policy

Items Rated	μ	SD
Involve teachers and parents	3.62	0.52
Form ordinances	3.72	0.47
Abolish the policy	3.42	0.49
Promote on merit	3.57	0.44
Pilot studies undertaken	3.49	0.46
Aggregate μ and SD	3.56	0.47

Mean Scale: 1.00-1.74: Very low 2.50-3.24: High
1.75-2.49: Low 3.25-4.00: Very high

Table 4.4 shows the study findings on the suggestions for mitigation of automatic promotion and learners' academic performance. The results revealed a very high mean and small standard deviation of ($\mu = 3.56$; $SD = 0.47$) according to the scale used in the study. The high mean implies that respondents agreed to the fact that automatic promotion affects learners' academic performance and should be abolished while the small standard deviation depicts that most of the respondents agreed to the item questions in the questionnaire.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter contained the organized, presented and discussed results in the preceding chapters. The summary and conclusions were drawn from the discussed findings, in line with the objectives of the study.

5.1 Summary

Objective one found out that a very high mean and small standard deviation of ($\mu = 3.55$; $SD = 0.48$) according to the scale used in the study. The high mean implies that pupils recognize the fact that automatic promotion affects the learners' academic performance and hinders their academic progress and the small standard deviation shows that most of the respondents agreed to the item questions in the questionnaire.

Objective two of the study found out that a very high mean and small standard deviation of ($\mu = 3.56$; $SD = 0.50$) according to the scale used in the study. The high mean implies that respondents stated that they do undergo hard times with unrealistic policies such as automatic promotion which minimize their active participation in academics and the small standard deviation shows that most of the respondents agreed to the item questions in the questionnaire.

Objective three of the study revealed a very high mean and small standard deviation of ($\mu = 3.56$; $SD = 0.47$) according to the scale used in the study. The high mean implies that respondents agreed to the fact that automatic promotion affects learners' academic performance and should be abolished while the small standard deviation depicts that most of the respondents agreed to the item questions in the questionnaire.

5.2 Conclusion

The study concluded that the problems associated with automatic promotion, teachers' response on automatic promotion policy and the suggestions for mitigation of the policy in the selected secondary schools are serious variables that affect learners' performance, teachers' performance and need to be addressed

5.3 Recommendations

It was recommended that the school administrators should be sensitized through the ministry of education about the dangers of automatic promotion that can equally affect the learners' academic performance.

The study recommended that school administrators sensitize parents on the dangers of automatic promotion in order for them to take right decisions.

It was also recommended that new policies and ordinances be formed about restricted promotion of learners.

The study recommended that the policy of automatic promotion be abolished

5.4 Areas for further Study

The study should be carried out in various districts to have a comparative analysis of the finding from different views of teachers in order for the government to make right decisions.

It would also require more secondary research to investigate on the general factors that lead to poor performance in secondary schools.

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APPENDICES

APPENDIX I:

QUESTIONNAIRE FOR LEARNERS AND TEACHERS

IMPACT OF AUTOMATIC PROMOTION ON THE ACADEMIC PERFORMANCE OF LEARNERS IN NORTHERN CITY DIVISION BUKIYI CITY

Dear respondent,

I am Kimuli Florence Wobudeya a student of Uganda Christian University from the department of education is conducting a research project on the above stated topic. The aim of carrying out this research is purely for academic purposes. I kindly request you to read and answer the questions that best describe your views, opinions and understanding. All information you provide will be highly *confidential*, thus, your name will not appear anywhere. Your response will be highly appreciated. This will take just a little of your time and am grateful for giving your fortified audience.

SECTION A (PERSONAL INFORMATION)

Sex: Male () Female ()

1. Age: 10-16 (), 17-26 (), 27-36 (), 37-46 (), 47-above ()
2. Marital status: Single (), Married (), Widowed (), Separated ()
3. Educational level: Secondary (), Secondary (), College/University ()
4. Occupation: Employed (), Self-employed (), Unemployed ()

SECTION B: Questions on the study variables

Please tick what best applies to you.

Key: 4. strongly agree (SA) 3. Agree (A) 2. Disagree (D) 1. Strongly disagree (SD)

Problems of Automatic Promotion	SA	A	D	SD
1. Lack of knowledge and skills.				
2. Poor performance				
3. Increased dropout.				
4. Learners' laziness				
5. Overcrowded classes				
Teachers' response on automatic promotion theory	SA	A	D	SD
6. Automatic promotion reduces teachers' powers				
7. Automatic promotion is for the disadvantaged poor learners				
8. Automatic promotion lowers academic performance				
9. Automatic promotion makes teachers not to differentiate between the bright and dull learners				
10. Automatic promotion policy is for the next class				
How to deal with automatic promotion policy	SA	A	D	SD
11. Involve parents and teachers				
12. Form education ordinances				
13. Abolish the policy				
14. Promotion must be done on merit				
15. Pilot studies under taken.				

SECTION C

2 Give other problems of automatic promotion in Northern City Division

.....

3. What do you think can be done to effectively deal with the automatic promotion policy?

.....

4. Give your own view about automatic promotion.

.....

THANK YOU

APPENDIX II:

INTERVIEW GUIDE FOR THE PARENTS

IMPACT OF AUTOMATIC PROMOTION ON THE ACADEMIC PERFORMANCE OF LEARNERS IN NORTHERN CITY DIVISION BUKIYI CITY

I am Kimuli Florence Wobudeya a student of Uganda Christian University from the department of education conducting a research project on the above stated topic. The aim of carrying out this research is purely for academic purposes. I kindly request you to read and answer the questions that best describe your views, opinions and understanding. All information you provide will be highly *confidential*, thus, your name will not appear anywhere. Your response will be highly appreciated. This will take just a little of your time and am grateful for giving your fortified audience.

1. How have you as a parent responded to the policy of automatic promotion?

.....
.....
.....

2. What do you think are the effects of automatic promotion policy?

.....
.....
.....

3. In which way have the teachers responded to the policy of automatic promotion?

.....
.....
.....

4. Do you as a parent like it; Yes or No?

a) If yes, support your answer

.....
.....
.....

5. What appropriate measures are required to be employed to foster the right implementation of the policy?

Thank you

APPENDIX III:

INTERVIEW GUIDE FOR THE HEAD TEACHERS

IMPACT OF AUTOMATIC PROMOTION ON THE ACADEMIC PERFORMANCE OF LEARNERS IN NORTHERN CITY DIVISION BUKIYI CITY

I am Kimuli Florence Wobudeya a student of Uganda Christian University from the department of education conducting a research project on the above stated topic. The aim of carrying out this research is purely for academic purposes. I kindly request you to read and answer the questions that best describe your views, opinions and understanding. All information you provide will be highly *confidential*, thus, your name will not appear anywhere. Your response will be highly appreciated. This will take just a little of your time and am grateful for giving your fortified audience.

5. How have you as a head teacher responded to the policy of automatic promotion?

.....
.....
.....

6. What do you think are the effects of automatic promotion policy?

.....
.....
.....

7. In which way have the teachers responded to the policy of automatic promotion?

.....
.....
.....

8. Do you as a head teacher like it; Yes or No?

b) If yes, support your answer

.....
.....
.....

5. What appropriate measures are required to be employed to foster the right implementation of the policy?

.....
.....
.....

Thank you

APPENDIX IV:

Kjercie and Morgan Population Table (1970)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Key: N= Population. S= Sample



UGANDA CHRISTIAN
UNIVERSITY
A Centre of Excellence in the Heart of Africa
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To HONORABLE

MBALE SECONDARY SCHOOL



Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss KIMULI FLORENCE WOBUSUMU

Of Registration Number; 022100013501079 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree

He/ she is required to carry out an academic research on the topic


IMPACT OF AUTOMATIC PROMOTION ON THE ACADEMIC PERFORMANCE OF LEARNERS IN SELECTED SECONDARY SCHOOLS OF NORTHWESTERN CITY DIVISION, MBALE CITY

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,


.....
19 FEB 2024

Mr. Akampurira Timothy
Academic Registrar

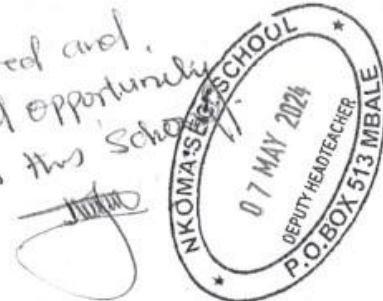


Office of the Academic Registrar

To THE HEADTEACHER
NKOMA S.S

Dear Sir/Madam,
Re: Academic Research
Christian greetings!

*Received and
Granted opportunity
from this school*



We are honored to introduce to you Mr. Mrs./Miss KIMULI FLORENCE WERUHEYA
Of Registration Number; 2522/MUCISEN/019.....pursuing a Masters'
Degree/Postgraduate Diploma / Bachelor's Degree

He/ she is required to carry out an academic research on the topic
IMPACT OF AUTOMATIC PROMOTION ON THE ACADEMIC
PERFORMANCE OF LEARNERS IN SELECTED SECONDARY SCHOOLS OF
NORTHERN DIVISION, MBALE CITY.

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undergraduate and three (BLACK) copies for Postgraduate students as a University
requirement for the award of a degree/diploma in the academic discipline that he / she is
pursuing.

We shall be grateful for the help you may offer to him or her accordingly.
Thank you.

Yours faithfully,

Mr. Akampurira Timothy 19 FEB 2024
Academic Registrar

APPENDIX VI:

A MAP OF MBALE CITY SHOWING THE AREA OF STUDY

