

**IMPACT OF AUTOMATIC PROMOTION ON THE ACADEMIC PERFORMANCE
OF LEARNERS IN SELECTED PRIMARY SCHOOLS OF BUBIITA SUBCOUNTY,
BUDUDA DISTRICT**

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
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ABSTRACT

The study examined the “Role of school management committees on the academic performance of learners in primary schools in Ngora Town Council, Ngora District.” The study was guided by the following specific objectives; i) to examine how motivation of teachers by School Management Committees influences pupils’ academic performance in UPE schools; ii) to analyse how monitoring of Schools by the School Management Committees influence pupils’ academic performance in UPE schools; iii) to examine how accountability by the School Management Committees impacts on the pupils’ academic performance in Ngora Town Council, Ngora District. The study used a cross sectional research design and data was collected from 080 respondents using self-administered questionnaires and interviews methods. The study used a cross sectional research design and data was collected from 152 respondents using self-administered questionnaires with both quantitative and qualitative methods. Objective one of the study found out that poor motivation of teachers by the school management committees has negative effect on learners’ academic performance, shown by a very high mean and small standard deviation of ($\mu = 3.55$; $SD = 0.48$). The high mean implies that lack of motivation of teachers by the SMC influences the academic performance of learners and it hinders their commitment as teachers which affects the progress of learners 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 lack of effort to monitor the teachers by the SMC members influences the academic performance of learners. The results show a very high mean and small standard deviation of ($\mu = 3.56$; $SD = 0.50$) which implies that respondents stated that minimal monitoring by the SMC is done in schools which minimizes the active participation and academic performance of learners while the small standard deviation shows that most of the respondents agreed to the item questions in the questionnaire. Objective three of the study found out that there exist poor accountability by the SMC. The results revealed a very high mean and small standard deviation of ($\mu = 3.56$; $SD = 0.47$) which implies that respondents agreed to the fact that there is poor accountability by the school management committees which influences the academic performance of learners while the small standard deviation depicts that most of the respondents agreed to the item questions in the questionnaire. The study concluded that motivation; monitoring and accountability are serious roles that must be carried out by school management committees and have potential negative effects on the academic performance of learners.

DECLARATION

I, **Agwang Stella**, do declare that the research report titled “the role of school management committees on the academic performance of learners in primary schools in Ngora Town Council, Ngora District” is entirely my own original work and I acknowledge that it has never been presented to any University/ institution of higher learning for any award.

Sign:

AGWANG STELLA

RJ22/MUC/BED/047

Date:

DEDICATION

I dedicate this piece of work to my beloved family members for their financial, spiritual moral guidance and compassion they rendered to me during my stay at Uganda Christian University.

ACKNOWLEDGEMENT

I am thankful to Almighty God for giving me the chance to embark on and complete this study. I give Him thanks and praise. I would also like to extend my genuine and heartfelt appreciation to the following persons for their valuable support and endless encouragement, my supervisors Mr. Walimbwa Johnson for his guidance expertise and time. He tirelessly accepted to guide and make me see ideas from an interactive academic engagement. His inspiration and guidance were mold qualities value worth imitating. Mr. Walimbwa Johnson made my Degree expedition much easier from first to last very friendly constructive criticism, suggestions and guidance. I thank him for helping me find the way in this degree programme. He enthusiastically pushed me forward and pulled me growing throughout research. Special thanks go to the other lecturers for their encouragement and support that pushed this book far, may the Lord bless them abundantly. To all my family members who supported me financially, ideologically and spiritually, may the Almighty God bless them abundantly. Their presence in my journey of studies was not only attractive and interactive but also kind. All of them made me realize what it takes to be a successful person in the world today. Finally, I thank Abuja for printing my books. May god bless you abundantly.

APPROVAL

This is to certify that this research report about “the role of school management committees on the academic performance of learners in primary schools in Ngora Town Council, Ngora District” has been under my close supervision and is now ready for submission to the department of education of Uganda Christian University for further study with my approval.

Signed:

MR.WALIMBWA JOHNSON

RESEARCH SUPERVISOR

Date:

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LIST OF ABBREVIATIONS /ACROYNMS

AIDS	:	Acquired Immune Deficiency Syndrome
COVID 19	:	Corona Virus Disease
DEO	:	District Education Officer
HIV/AIDS	:	Human Immunodeficiency Virus/ Acquired Immune Deficiency Syndrome
PTA	:	Parents' Teachers Association
PLE	:	Primary Leaving Examination
SMC	:	School Management Committee
SOPs	:	Standing Operating Procedures
UNICEF	:	United Nations Children Fund
UNEB	:	Uganda National Examinations Board
UNESCO	:	United Nations Educational, Scientific and Cultural Organisation
UPE	:	Universal Primary Education

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background to the study, statement of the problem, purpose as well as the objectives of the study, research questions, justification of the study, scope of the study, significance of the study, conceptual framework and operational definitions, limitations of the study and delimitation.

1.1 Background to the Study

This study examines the role of School Management Committees on the academic performance of learners in Primary schools. School Management Committee in this study is conceived to be an independent variable while academic performance is the dependent variable. The role of School Management Committees measured in form of teachers' motivation, school monitoring, good working relationship, routine visits and supervision, accountability and resource mobilization while academic performance was measured in form of improved teaching-learning condition, grades obtained by the pupils, quality results achieved as explained in the conceptual framework in figure.

In the last three decades, the world has witnessed shifts in views on the extent to which the state should provide and control education and other services to its citizens. As part of education and public sector reforms, many countries across the globe chose to decentralize the administration and financing of education services to regional, local and school levels (Opande, 2013). In Britain, the Conservative Party's manifesto for the 1987 national election contained proposals for four major reforms each of which had implications on the management of schools and a shift in the centralization-decentralization continuum towards self-management. It entailed a national core curriculum, control over school budget to be given to governing bodies and head-teachers of all primary and many primary schools within five years. And at the same time, allowing state schools to opt out of Local Education Authority (LEAs) control with grants from the national government being made directly to the schools. School Management Committee then allocate the resources according to the needs at school level (Caldwells and Spinks, 1998).

Opande (2013) carried out a study on the influence of school management committees on public primary schools performance in Migori district, Kenya that revealed that the SMC had not

coordinated and supervised well the provision of necessary learning materials like text books, furniture and classrooms. Most of SMC members were found to be ignorant of their roles as far as academic matters were concerned since the majority of them were either semi-literate or illiterate and were unable to make appropriate decision which translates into better Education (KCPE) results.

In Uganda, according to Passi (1995), SMCs were established by state government after independence from colonial rule in an attempt to reduce the influence of churches on primary education and establish its own administrative system. In 1998, with the introduction of Primary Education (UPE), SMCs were reconfirmed as the statutory organs at school level and represent government and thus formally remain in control of decentralized education (Government of Uganda, Ministry of Education and Sports, 1998:17). According to Section 58, Part V, pp.51-52 of the Education Act, the School Management committees are charged with the following responsibilities:

- i. The SMC shall manage the School for which it has been established in accordance with the Act and its regulations.
- ii. The functions of the committee shall in so far as they relate to the day to day administration and conduct of the School be performed by the Head-Teacher on behalf of the management committee.
- iii. A member of the committee shall not be subject to any personal liability of any contract entered into by or on behalf of the management, in so far as he or she acted in good faith.
- iv. There shall be consultation with the foundation body e.g. Church before transfer or posting of a Head-Teacher and deputy Head-Teacher to a School.
- v. A management committee shall have the right to appeal to the District Council against the posting or transfer of a teacher to or from a School within twenty-one days from the day it is notified of the posting or transfer.
- vi. Where there is an appeal by the management committee under sub-regulation (v), the teacher affected shall be informed of the reasons giving rise to the appeal to enable him or her to respond.
- vii. At the hearing of the appeal referred to in sub-regulation.
- viii. The teacher affected shall have the right to appear and defend him or herself at the hearing of the appeal.
- ix. A management committee may after consultation with the District Education Officer(DEO) in Local Government and the Head-Teacher, declare vacancies of non-

teaching staff for the School to the District Service Commission to recruit the required staff.

- x. A management committee shall make such arrangements as it deems necessary to enable the staff members of the School to submit their views, proposals or representation to the management committee."

The study focuses on the role of School Management Committee (SMC) on learners' academic performance. In this context SMC is a means to achieve the ideal output while the learners' academic performance is the ideal outcome. Role of SMC in this study will be assessed based on teacher motivation, School monitoring, accountability, budgeting, routine visits and supervision and resource mobilization. SMC in this study is the independent variable while learners' academic performance is a dependent variable. Ngora Town Council, Ngora District is endowed with many UPE schools almost in every 1 kilo meter which offer a place for every child to have an opportunity to have good education that will lead him or her to a higher level of education in life but this is becoming a problem because of management issues hence low academic performance due to poor grades. Most of the PLE candidates score fourth grade, third grade and failures (UNEB report 2015). The report points a crucial problem that schools face in terms of outcomes that can be pointed to management as in the school setting the School Management Committees are tasked with the duty of overseeing that the school objective is realized that is measured in terms of learners' academic performance. Based on the real situation in Ngora Town Council, as evidenced by the annual Primary Leaving Examinations results from the Uganda National Examinations Board, there is an urgent need for SMCs to rise and take the mantle by coming up with collaborated strategies to boost the teaching-learning conditions to benefit all the learners.

1.2 Problem statement

Poor performance in primary schools in Uganda remains a puzzle to both the ministry and the citizens as whole. Much as the government of Uganda has done her best in bettering the education system in the country by employing inspectors of schools and foundation bodies to monitor the performance of teachers and school heads, the task of providing quality education for the citizenry is highly demanding and requires a strong effort of the school management to organize the material resources to achieve educational aims and objectives in terms of learning outcomes which is still a problem, (Adeolu 2013). Recent reports indicate that between 2016 and 2020, the number of children in primary schools declined from 100 million to 58 million, while the global primary completion rate increased from 81% to 92% (UNESCO, 2015:13). However, even children who

complete primary school may still lack the basic skills necessary for work and life (World Bank, 2015:43). This points to a deeper management problem as it seems that SMCs that are supposed to oversee that actual learning takes place, seem not to play their roles as evidenced by the poor academic grades as a measure of a learning outcome of any educational process. A report by the Educational Officer of Ngora Town Council of November, 2023 reveals that very little is done by both the SMC and PTA members which probably is the major cause of poor academic performance. Reports show that when board members show up in these schools, it is when there is a grant release. This necessitates the need to conduct a study with a specific focus on examining the role of School Management Committees as a major stakeholder on the academic performance of learners in UPE schools in Ngora Town Council. Most of the previous studies on academic performance in UPE schools in Uganda have focused on issues of teachers, teacher preparation and teaching effectiveness (Akyeampong, Lussier, Pryor, & Westbrook, 2013), lack of adequate government commitment (Mbiti, 2016), impact of HIV/AIDS (Kakuru, 2006), and poor quality of schooling (Vermeulen, 2013). Some studies have also looked at parental involvement but were more focused on the role of Parents Teachers' Associations in education generally (Berg & Noort, 2011) or more broadly the influence of community participation including PTA and SMC on academic performance (Kisembo, 2014). Moreover, most of these studies were carried out using methods different than the proposed methodology and were not conducted in Ngora Town Council. None of these previous studies address the role of SMCs on learners' academic performance in Ngora Town Council and hence the study is set to examine the role of management committee members on the academic performance of learners in primary schools of Ngora Town Council, Ngora District.

1.3 Purpose of the study

The study examined the effectiveness of Schools by school management committees on the pupils' academic performance in Primary Schools in Ngora Town Council, Ngora District.

1.4 Objectives of the study

The study was guided by the following objectives:

1. To examine how motivation of teachers by School Management Committees influences pupils' academic performance in primary schools in Ngora Town Council, Ngora District.
2. To analyse how monitoring of Schools by the School Management Committees influence pupils' academic performance in schools in Ngora Town Council, Ngora District.

3. To examine how accountability by the School Management Committees impacts on the pupils' academic performance.

1.5 Research questions/ Hypotheses

- **Research questions**

The study answered the following questions;

1. How does motivation of teachers by School Management Committees influence academic of pupils in schools in Ngora Town Council, Ngora District Sub-County?
2. How does the Monitoring of the schools by the School Management Committees influence pupils' academic performance in primary schools in the Town Council?
3. How does accountability by School Management Committees influence pupils' academic performance?

- **Hypotheses**

1. There's a positive relationship between the motivation of teachers by School Management Committees and the academic performance of pupils in schools in Ngora Town Council, Ngora District Sub-County.
2. There's a positive relationship between Monitoring of the schools by the School Management Committees and Pupils' academic performance in primary schools in the Town Council.
3. Accountability by School Management Committees influences pupils' academic performance.

- **Propositions**

1. Motivation of teachers by School Management Committees has an influence on the academic performance of pupils in schools in Ngora Town Council, Ngora District Sub-County.
2. Monitoring of the schools by the School Management Committees impacts on the Pupils' academic performance in primary schools in the Town Council.
3. Accountability by School Management Committees influences pupils' academic performance.

- **Propositions**

1. Motivation of teachers by School Management Committees has an influence on the academic performance of pupils in schools in Ngora Town Council, Ngora District Sub-County.
2. Monitoring of the schools by the School Management Committees impacts on the Pupils' academic performance in primary schools in the Town Council.
3. Accountability by School Management Committees influences pupils' academic performance.

1.6 Justification of the study

The majority of the primary schools' academic performance has greatly declined in Uganda despite the high enrolment of the pupils in the schools. Besides that there has been tremendous improvement in the infrastructure in terms of classrooms, textbooks but still the academic performance has continued to deteriorate. Much as the School Management Committees are supposed to oversee the proper running of the schools, they have not effectively played their roles. There has been laxity on the part of the management committee but it also seems not to have very clear demarcations on their roles in school governance. There has not been a critical research carried out to that effect in Ngora Town Council, Ngora District on this subject matter, hence the need for this study. This study examined ways of establishing the roles of SMCs in primary schools, identifying their weaknesses and laying strategies on how to enhance pupils' academic performance in the selected primary schools.

1.7 Significance of the study

This study may be of great significance to a number of stakeholders in the field of education and the following categories may find this study vital to them:

The findings of this research study may help the members of SMC realize how they are important stakeholders in primary schools which might enable them improve on their performance in schools.

This research study may be of great value to the school administrators and use it as basis to engage with the School Management Committee to enhance academic performance.

The study may reveal to the education office the plights of the school management committees and it is expected to provoke them to pay close attention to the committees in schools where there is poor academic performance.

This study might benefit the upcoming researchers interested in conducting research in the related topic. To them this research may be of great value to provide them with literature to be reviewed. The study might unearth the weaknesses of the SMC in primary schools and the foundation bodies to use the research study as a basis for identifying competent and committed members to serve in the School Management Committee.

The study findings may provide the Ministry of Education, Science, Technology and Sports with a benchmark for strengthening the capabilities of the SMCs in the government aid UPE schools for a realization of better academic performance.

1.8 Scope of the study

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

1.8.1 Geographical scope

Ngora District is a district in the Eastern Region of Uganda. The town of Ngora is the site of the district headquarters. Ngora District is bordered by Soroti District to the northwest, Katakwi District to the northeast, Kumi District to the east, Pallisa District to the south, and Serere District to the west. The district headquarters are located approximately 23 kilometres (14 mi), by road, west of Kumi, the nearest large town. This is approximately 230 kilometres (140 mi), by road, northeast of Kampala, the capital of Uganda. Generally, the study was conducted in Ngora Town Council which is bordered by Kapir sub-county to the North, Mukura sub-county to the East, Kobwin sub-county to the South and Ngora sub-county to the North.

1.8.2 Content scope

In terms of content scope, the study examined the role of the School Management Committees on the academic performance of the learners in the primary schools in the Town Council.

1.8.3 Time Scope

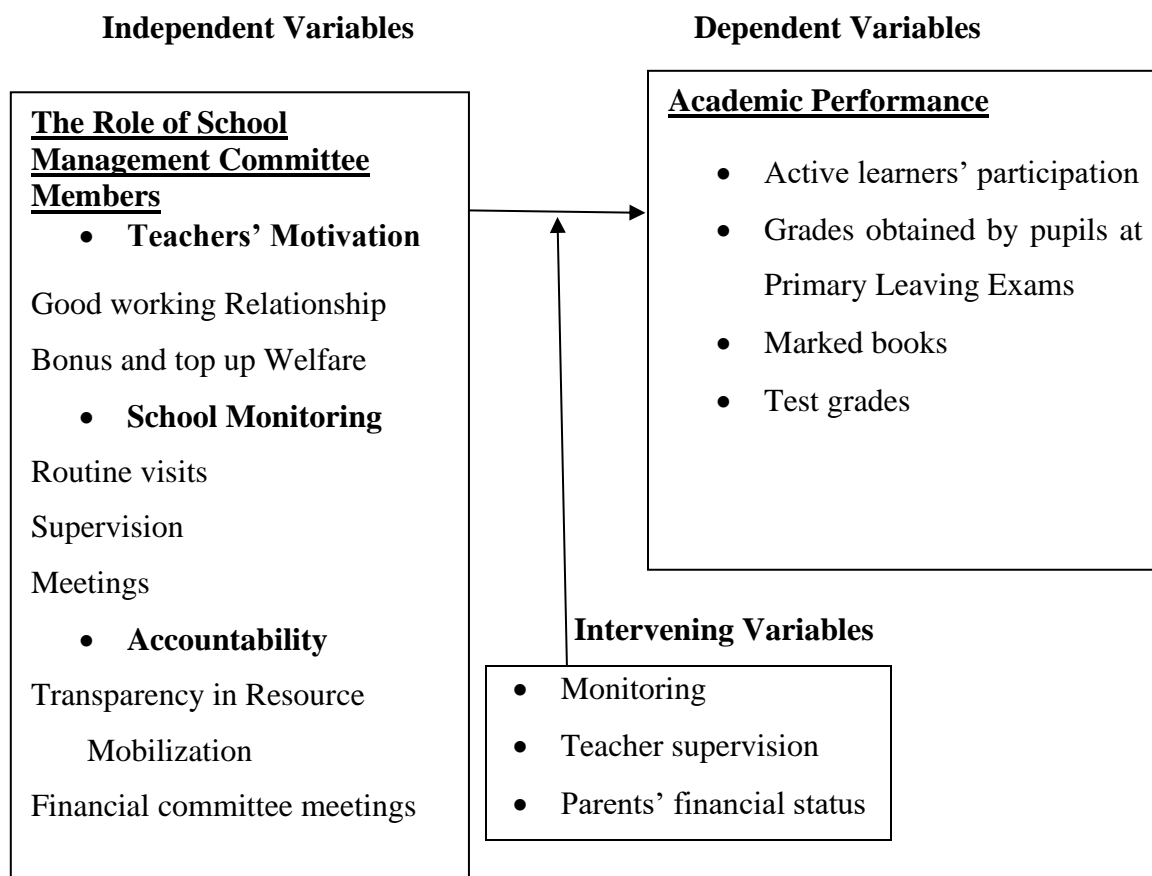
The study was conducted in a period of years five years (2020-2024). This period is considered because it is the time when the Town Council primary schools experienced severe decline in PLE performance.

1.9 Conceptual framework

The conceptual framework on the role of school management committees on learners' academic performance is outlined in figure 1.1

Figure 1.1 Role of school management committees and academic performance

Figure 1: Conceptual framework:



Source: Primary Data; 2024

Figure 1.1 above illustrates a conceptual framework that helped to model a unilateral relationship between the independent variable the role of management committees and the dependent variable academic performance. It further showed an interception of the intervening variables with causal

relationship by spurious associations which resulted from Monitoring, teacher supervision, parents' financial status

1.10 Operational definitions

The following are significance operational definitions in this study:

Academic Performance: Is the outcome of pupils' grading in school assessment wherein pupils are grouped based on their scores obtained in assessments or examinations they sat for. When grading is done, pupils' performance is realized as high, average or low where Town Council 1 students reflect high performance, Town Council 4 signifies low performance and Town Council U indicates failure.

Management: Management refers to the process of working with and through others to attain organizational objectives in a changing environment. Franklin (2002) defines management as a distinct process consisting of activities of planning, organization, activating and controlling performance to determine and accomplish stated objectives with the use of human being and other resources. This means that members of SMCs are therefore expected to work with and through the head-teachers, teachers, parents and other educational stakeholders to enhance learners' academic performance. According to Dakar Framework of Action (2000), the experience of the decade has underscored the need for better governance of school systems in terms of efficiency, accountability, transparency and flexibility so that they can respond more effectively to the diverse and continually changing needs of the learners.

Members: Refers to the people who constitute the school management committees in primary schools.

Learning: UNESCO (2013) defined Learning 'as the process by which people acquire knowledge, skills and attitudes. 'Quality learning' encompasses processes through which people acquire the breadth and depth of knowledge, skills and attitudes necessary to fully engage in their communities, express their ideas and talents and contribute positively to their societies" This performance is evaluated by the mark or grade that students attain in tests or examinations done at the end of the topic, term or year or education cycle.

Primary Leaving Examinations: This is the annual national examinations in Uganda that are set for all primary seven pupils country wide as it is the top most class at primary education level. The performance of pupils in these examinations determines their entry in primary education. In Uganda, these examinations are set by Uganda National Examinations Board.

Role: is defined as a function that any individual or institution can play in society. In this study role is defined as a function of the SMC in enhancing the academic performance of learners. SMCs are obliged to support their learners from helpless childhood to adulthood. They act indirectly, as managers of their respective schools.

School-Based Management: According to Adeolo (2013), School-Based Management is the process of devolution of power and authority to significant stakeholders to perform statutory responsibilities in the administration, monitoring, evaluation and review of education policy issues for sustainable goal-oriented governance and effective teaching and learning activities to achieve set standards and quality learning outcomes in schools.

School Management Committee: Means the legitimate body provided for in the Education Act (2008) that acts as educational policy-making bodies for the primary school and work together with head teachers to provide services that ensure quality teaching and learning.

Primary Education: Refers to free primary education that was introduced in 1997 in all government aided primary schools.

1.11 Limitations of the study

The researcher encountered the following challenges;

Like in any activity, there are always some difficulties associated with it. Likewise in carrying out this study, the researcher was faced with a number of constraints as seen below;

Financial problems; bearing in mind that the research requires a lot of material input and costs as a result of movements from one place to another to collect data, photocopying and typing services, stationary like papers and others not mentioned, finance proved to be a problem.

Time; the researcher faced a problem of time; this was due to the busy schedule of teaching, preparation of reports for students at school.

Suspicion; some of the respondents suspected that the researcher had a hidden agenda due to the insecurity in the area. The respondents at times hesitated to answer questions and thus feared for incorrect answers.

1.12 Delimitation of the Study

The researcher looked at the ways of overcoming the challenges such as; the researcher solicited enough funds from her school SACCO account to enable her do the work. Suspicion, the researcher assured the respondents of confidentiality of information given to her and explained thoroughly as the research was for academic purposes. Finally on the issue of time, the researcher ensured that she timetables herself accordingly making sure that other activities are not affected.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides the presentation of related literature that presents other authors works on the topic. The presentation was done based on the research objectives presented in chapter. This presentation was presented following the objectives of the study which tackled SMC's roles in the Primary Education.

2.1 How motivation of teachers by School Management Committees influences pupils' academic performance

Teacher motivation in schools Motivation has been defined as; the psychological process that give behavior, purpose and direction (Kreitner, 1989); an internal drive to satisfy an unsatisfied need. For the purpose of this study a more operational definition of motivation is defined as the psychological process that causes the arousal, direction and persistence of behavior. Armstrong (2006) defines motivation as the inducement of a desired behavior with in subordinates with a view of channeling their efforts and activity to achieve an organization's goals. He adds that it's an internal drive to satisfy an unsatisfied need in an organization and is also known as an incentive action. Motivational states are called intrinsic and extrinsic motivation (Armstrong, 2009) theorized about both intrinsic and extrinsic motivational states and about correlates of those states. Extrinsic motivation is related to tangible rewards such as salary and fringe benefit, security promotions contract of service the work environment and conditions of work. Such tangible rewards are often determined at the organizations level and largely outside the control of individual managers.

Financial Motivation: When speaking about financial motivators, it means that the employer spends money a lot on the reward directly, or the employee receives some kind of monetary reward. Financial rewards are short-term motivators to employees and are forgotten about later in the employee's careers. This method may not take as long for management, but it also does not have as long as a lasting effect on employees. The most common financial reward is either a cash bonus or a salary raise. More than half the employees surveyed by the Society for Human Resources Management in 2009 said that benefits and compensation by SMCs are important (Dessler, 2013). With the recent economy, compensation may be more important, but it may not serve as a strong

motivator for all. A cash bonus is extra payment on top of the regular salary to encourage employees to work harder and meet company goals. A bonus motivates the employee to understand exactly what the organizational goals are as well as to be a productive employee and make sure the goals are met. There are certain deadlines for bonuses which are usually around Christmas time or in the summer. Bonuses benefit the employee as well as the employer. The employee receives money that they would have not had and the employer gets the best work possible from the employee. An increase in the employee's salary is called a raise. Raises are usually done once or twice a year (Chiu, Luk & Tang, 2002). Another way to motivate employees with regards to pay is commission. Pay can be based purely on commission or can be an addition to a salary. This type of pay is usually used for people in sales and is a percentage of the amount of sales that are completed. Commission pay encourages the employees to make as many sales as possible so they can increase their income (Danish & Usman, 2010).

Training and development: According to Florence (2008) human capital is made up of intellectual capital, social capital and emotional capital. Learning and development have often been hailed as a core organization strategy influencing both employee retention and human capital growth. Economists have different interpretations of the term "human capital" in different ways. According to Foot & Hook, (2008), training plays a key role in employee commitment according to Scott Brum of the University of Rhode Island. The training program must meet expectations and needs of the employees, though. Companies are more likely to retain employees who view their training as relevant to their jobs and subsequently have a positive commitment to their company. A successful training program consists of management providing employees with accurate information and communication about the training as well as a program that ensures that training is relevant to their jobs. (Munsamy & Venter, 2009). Tumuhairwe. (2014) argued that countries in the European Community Household Panel (ECHP) 1994-2001, found that job satisfaction tended to be higher where there was access to workplace training. The relationship between skill acquisition and job satisfaction is not straightforward. First, there is the distinction between general and specific skills. The portability of general skills may raise job satisfaction as it is easier to move to other jobs where satisfaction is higher. In contrast, specific skills bind the worker to the firm and may reduce satisfaction by creating a barrier to exit as workers will lose a portion of the return on such skills if they move. This leads on to the question of the matching of individual skills and levels of education with job requirements. If workers are mismatched in terms

of skill and education requirements, this may lower job satisfaction, as evidenced in the earlier literature.

Job security: Job security is basically income security that can be derived from employment, either dependable employment or self-employment. The security is derived from the level of human capital of the individual on the one hand and the functioning of the labour market on the other, Aswathappa (2013) Employment security generally refers to protection against unfair or unjustified dismissals. According to the most commonly used definition, “employment security means that workers have protection against arbitrary and short notice dismissal from employment, as well as having long-term contracts of employment and having employment relations that avoid casualization. Wayne (2006) state that employment security is not only important for the purpose of providing income security but also that we should not neglect or underestimate “the non-pecuniary benefits of employment - the sense of social participation that it provides, and the psychological effects on self-confidence and self-respect that employment brings. Research on job insecurity is recently focusing on those intervening variables that could mitigate and reduce its negative consequences. It was suggested that individual differences in personality traits such as negative affect and self-care, self-esteem and optimism (Van Wart, 2008) emotional intelligence locus of control and need for security may moderate the negative effects of job insecurity on wellbeing outcomes. According to Norusis (2005) job insecurity have in common the underlying assumption that job insecurity is, intended to be a subjective experience, based on individual perception and 10 understanding of the environment and the situation, and refers to the anticipation of the stressful event of losing the job itself.

Teacher performance in schools Naharuddin and Sadegi (2013) emphasized that employees’ performance depends on the willingness and openness of employees to do their job. Further, they stated that by having this willingness and openness of employees to do their job, it could increase the employees’ productivity which also leads to performance. Foot and Hook (2008) asserted that employees need to be given the ability to contribute to the performance of the firm together with the means and incentive to do so. They further argued that the management should work in partnership with its employees for continuous and increased production through the use of involvement and partnership practices. They also asserted that organizations should attempt to maximize their employees’ contribution to the achievement of organizational goals so that employees have the ability to add value through high-performance working while, at the same time, directly benefiting employees themselves. According to Kusek&Rist (2005) employee

performance is measured in terms of the results that organizations achieve in relation to their objectives. They further argue that, in principle, it can be measured at output, outcome or impact level. Performance should therefore be measured by results (output outcomes) that an organization produces. Other scholars recommend that performance should be measured in terms of efficiency, quality, productivity and timeliness where efficiency is defined as the ability of employees to meet the desired objectives or target. Productivity is expressed as a ratio of output to input quality is the characteristic of products or services that bear an ability to satisfy the stated or implied needs. Teachers' job performance is a concern of everybody in the society. Oxford Advanced Learner's Dictionary defines performance as the act or process of carrying out something or execution of an action or a repetitive act or fulfillment or implementation (Hornby, 2000). In this respect, teacher performance connotes the teachers' role of teaching students in class and outside the class. The key aspects of teaching involve the use of instructional materials, teaching methods, 11 regular assessment of students, making lesson plans, assessment of pupils, conduct of fieldwork, teachers' participation in sports, attending school assembly and guidance and counseling. Teaching is a mass occupation, which accounts for one-half to two-thirds of public sector employment in most developing countries (Bennell, 2004). While other professions (engineers, medical doctors and lawyers) enjoy a high degree of self-regulation and are successful in maintaining high barriers to entry in terms of qualification requirements and registration, teachers on the other hand, tend to have weak, state-dominated professional organizations with several trade unions. In addition, public sector recruitment freezes in many countries during the 1990s have seriously constrained the growth of the number of teachers in government or government-aided schools. According to the synthesis report of a sub-regional workshop and four country monographs (1996), it was found that in Uganda, 40% of all primary teachers are unqualified. Although the percentage of untrained teachers is reported by Buitenlandse (2008) to have reduced to 20% in 2003 and about 11% in 2006, the formally qualified teachers were generally considered to have received professional training of rather poor quality. Coupled with that, a high teacher-pupil ratio is a common phenomenon. Given the fact that in practice it is not uncommon for a primary teacher to have more than 150 pupils, one may be surprised to note that there is a double shift system where one teacher teaching two classes, one in the morning, the other one in the evening as a model of reducing the class size without increasing the teaching force. Yet as teachers' salaries are so low, primary teachers are sometimes obliged to have a second job to make ends meet for them and their family. All these coupled with frequent delays in the payment of these little salaries, absence of

staff accommodation, poor or no staff meals; tend to reinforce absenteeism, low morale and lack of commitment to work.

Ofoegbu (2004) in his study on teachers, motivation in Uganda observed that, teachers' motivation has to do with teachers' attitude to work. It has to do with teachers' desire to participate in the pedagogical process within the school environment. He further noted that the teachers' teaching activities may dilute or enhance students' performance depending on the degree of congruency with classroom practices and school environment. In this case, the working conditions have a role to play in teachers' motivation and the subsequent performance of the learners.

Nantozo, (2006) carried an elaborate motivation study on 31,000 men and 13,000 women in Coca-Cola Company from 1990 to 1995. The study sought to determine the potential desires of a job from the employees. The result revealed that both groups considered security as the most important desire. The others were advancement, the type of work, company (pride of working in it), pay benefits and working conditions was given low rating by both groups. This was contrary to the common belief of perceiving money as a prime motivator.

Herzberg (1965) observed that the feeling of unhappiness at work in Uganda may not be the job itself but the conditions that surround the doing of the job. He referred to these conditions as hygienic factors. In schools these factors include good toilets, subsidized meals, comfortable furniture, television sets and newspapers. It also includes psychological environment with supportive members of staff and cooperative students. Andiva (2007) noted that 10% of her respondents were happy with the working conditions, while Osibwaga (2007) observed 50% dissatisfaction with various school facilities by teachers and hence low morale towards work.

2.2 The influence of School monitoring by the School Management Committees on pupils' academic performance

As the leading management organ in the school, the SMC should provide direction and clear channels of communication for optimal interaction in the school. In order to support teachers and other staff, they should ensure there are appropriate communication policies and procedures in place, and ensure all the parties working in harmonious good relationship fostered within the whole school community. Success in management of the school depends on the ability of the SMCs to rally the need for keeping open communication channels. The quality of leadership makes the difference between the success and failure of a school (Kapen, 2011). Kapen further explains that research and inspection clarify the extent to which the quality of leadership is crucial to

improvement. In highly effective schools, it is the SMC who sets the pace, leading and motivating pupils and staff to perform to their highest potential.

According to Eshiwani (1993), the School Management Committees' functions include the preparation of initial proposals for the schools development, the reception and administration of funds collected for or granted to the school, tendering advice to the District Education Board and the local authority education committee, provision of physical facilities required by school and ensuring that discipline is maintained in the school.

In addition to the above, Naicker and Waddy, (2002) contends that planning is the cornerstone for any improvement initiatives within an educational institution (Naicker and Waddy, 2002: 85). In order for SMCs to enhance academic performance of learners, it is crucial to have a thorough plan to work towards, where high standards and excellent monitoring can be done. It is argued, however, that planning cannot be done in a haphazard manner. According to Naicker and Waddy (2002), planning for enhanced the academic performance of the learner and it is an activity that involves strategic initiatives that will lead the school towards action-oriented goals. In this sense, it becomes the professional role of the SMC to engage in strategic planning, specifically designed to enhance

The Planning and Developing Effective Schools Guide (NDoE, 2002:29), is in agreement. Planning as a management duty is an indispensable part of on-going school improvement that ensures monitoring. It enables planners to concentrate their efforts on improving and achieving their goals. To be effective, the school management committee members need to become proactive rather than reactive to the changing environment (Chetty 1998: 73). Planning for effective learning is a critical feature for the improvement of the academic performance of a learner.

Kreitner Kinicki and Buelens (1998: 3) assert that a strategy can be seen as a deliberate route chosen by an institution to get from where the institution is at the moment to where it would like to be in the future. Bush and West-Burnham (1994: 82), state that for an educational institutions' strategic planning, stakeholders (SMC) are essentially a matter of bridge-building or mapping the route between the perceived present situation and the desired future situation. They suggest that one way of viewing strategic planning is to think of the question asked by the parents of a child about to start primary education; "what will this school be like a year from now?"

Naicker and Waddy (2002: 59) posit that strategic planning of the SMC encompasses six important steps namely, vision mission statement, monitoring, action plans, implementation and evaluation. These steps are discussed in detail below; **School Vision**. According to the report of the Task Team on Education Management and Development in South Africa (NOoE,1996:), strategic planning

involves a value-driven vision. This approach emphasizes that for the school to be successful all its activities must be driven by the values and the vision of the school. These values should be developed and owned by the principal and all major role players namely: parents, educators, SMCs, non-teaching staff, learners and the community in general. These role players must participate constructively in the development of the vision of the school. According to the report, if parents, educators and learners are all properly involved, they are most likely to support the SMC in their attempt to achieve the best for all learners.

Mission Statement: The mission statement describes the reason for the school's existence (Preedy, 1993). SMCs, staff member and learners have a role in developing a mission statement for the school. Jason (1996: 124) states that the mission statement may be regarded as the foundation of the school's purposes and policy. De Wet, Monteith, and Van der Westhuizen (1981), concur that a mission statement is a statement concerning the nature of the school as an organization and does not necessarily include what the school is striving to be. The SMC members may use a mission statement as a strategy to monitor and answer the question, "how will the school enhance the academic performance of learners?"

Action Plan: According to Naicker and Waddy (2002), the action plan helps the school to move towards its vision. This is done through practical and concrete projects. The action plan for the year should show the top three priorities that were chosen by educational practitioners. Van Wyk et al. (1997) as cited by Chetty (1998), a mere analysis of the strengths and weaknesses of the school as well as the opportunities for and threats to the school, is pointless unless the relevant stakeholders can formulate an action plan for school improvement based on resolutions. Chetty (ibid) suggests therefore that a modus operandi must be formed to bind together all three factors, namely vision, mission and prioritization so as to formulate an action plan which is in step with the mission of the school. A school can be said to function adequately, but a conscious action plan to eradicate weaknesses is an important strategy to support the mission for improved academic performance. The action plan is seen as a step to minimize future problems. SMC need to work collaboratively with the staff, learners and parents to make plans for enhanced learners' performance.

Implementation: According to Naicker and Waddy (2002), many teams develop wonderful plans but fail to implement them properly. Naicker and Waddy (2002) identify four important implementation guidelines and observation; namely: •Keep to your action plan. •Make sure that action happens by the due date, and that costs stay within the limits agreed in the action plan. •It is important to be well-organised, monitor and co-ordinate the work of all the volunteers. •Team

members in a well-motivated school will offer to help others if they need help. The SMCs should involve all stakeholders in the implementation. It is important for SMCs to evaluate the whole process to ensure that the goals are in line with the vision of the school.

Evaluation: Chetly (1998), claims that whilst practitioners are primarily responsible for the implementation of the action plan, the role of SMCs in overseeing implementation cannot be undermined. The active role of SMCs in this regard keeps the school accountable. Monitoring the progress therefore, is an intrinsic role of the SMC in enhancing the academic performance of a learner. An SMC's commitment and enthusiasm is crucial to the success of improved learner results.

Monitoring of schools in Uganda is a continuous process that involves data collection and analysis on some specific indicators to track the progress and inform the stakeholders on how implementation of the program is being done in line with the allocated funds. Monitoring is essential because it checks the progress of a program activity to ensure they are done according to the plan. It gives a logical way in which decisions are made and guides the way resources are efficiently utilized ((Marriott & Goyder, 2009).

Community participation through SMCs in Uganda are regarded by the government as vital in management of schools through mobilization and monitoring of school resources to ensure there is effective teaching and learning in schools to provide quality education (UPE Handbook,2007). Various studies show that School Based Management (SBM) has proved to be the best policy that has registered an improvement in management of schools to the hopes of all stakeholders of the school, which has resulted into creating conducive environment and increase in pupils' performance and accomplishments (Cheng & Mok, 2007).

It is believed that SBM is the best mode that serves pupils best since it meets the various expectations of stakeholders of the school in the provision of better education services (Bandur & Gamage, 2009; Cheng & Mok, 2007). This is witnessed in both developed and developing countries such as Uganda where school based management has led to effective management of schools through formulation of clear mission, vision, and strategic plans by the school committees or boards that are relevant for efficient education service delivery (Smith & Piele, 2006).

Suzuki (2002) indicated that with the implementation of Primary Education, the attention was placed on the 'local school management'. The School Management Committee is charged with the duty of ensuring the day to day school operation. Accordingly, the Government of Uganda (GoU) formalized community participation as an innovation to ensure the supervision, management and implementation of all the aspects of Primary Education (UPE stakeholder Handbook, 2004). And

emphasis was put on School Management committee in schools. These foregoing facts reviewed from different literature suggest that School Management Committee greatly influences the academic performance of the learners in the UPE schools. It is against this background that the researcher is interested in establishing whether the SMCs in Ngora Town Council, Ngora District Sub-County have actively participated and played their statutory roles and responsibilities in monitoring the UPE schools, how their participation in the programme has influenced learners' academic performance. In 2013, a report by the Dutch agency SNV indicated that the declining academic standards of Primary Education (UPE) schools were largely due to teacher absenteeism caused by poor inspection of schools, as well as ineffective school management committees.

2.3 Accountability by the School Management Committees impact on pupils' academic performance

The term accountability in its regular usage has developed option connotation such as employee inspection , auditing to ascertain degree to which responsibility laid down are fulfilled by workers (Okitsu,2011) .Steward (1984) as cited by Okitsu (2011:230), differentiates two forms of accountability, accountability component and accountability evaluation. According to him, accountability component encompasses a detailed examination of what activities were done i.e. an account of steps undertaken to fulfill tasks.

For Kagon (1984), views accountability as an interaction process involving two individual groups where in one set the actions or tasks to be fulfilled by the other groups. This creates hierarchy between two groups. The outcome of this hierarch, the group setting tasks will maintain authority in inspecting the action passed by the other individual; where the higher authority holds the others accountability. In a school setting based on this, the school head-teachers are accountable to the School Management Committee that constitutes a higher authority .But at the same time, the SMC is accountable to the parents and others stakeholders usually in Annual Parents' General Meetings.

The New Vision paper of Wednesday March 2, 2016 page.33 cited an accountability gap when it was reported of angry parents of Mukuju Primary School in Tororo district who stormed the school demanding the immediate transfer of the school head-teacher and the withdrawal of appointment of the Chairperson of the school' Management Committee. The parents accused the two of frustrating the school's development and academic performance. The head-teacher was accused of conniving with the Chairperson School Management Committee not to call for annual general meeting for the last two years. The New vision further established that the school had in the last

three years not had children passing in either first or second Town Council, with most of them getting Town Council U in Primary Leaving Examinations.

The attention of accountability is focused on the end or outcome of programs implemented in schools (Okitsu, 2011). The outcome is derived from the nature of school products; the outcome in this case being learner's performance in school assessments to ascertain the level of pupil's academic performance. Empirical studies In Kenya, Kariabu did a research on the roles of school management committees in the implementation of inclusive education in public schools in Kasarani district. The research found out that the school management committee had contributed significantly towards the procurement of teaching and learning resources, mobilized the parents to fund the improvement physical facilities and acquisition of Special Needs Education learning aids. What the research missed out how did the roles of the SMCs identified impacted on the learners' academic performances.

In West Africa (Ghana), Osei-owusu and Kwame carried out a study on the roles of school management committees in improving quality and learning in Ashanti Mampong Municipal Basic schools. The study involved the head-teacher, teachers, parents, and members of SMC as well as the officials of the Municipal Authority. The methodology of the study was basically quantitative; questionnaires were used as well as descriptive survey design, using non-experimental as it studies relationships between non-manipulated variables in a natural setting (Gay 1998). The key research finding indicated that the SMCs were ineffective in the monitoring and supervision of head-teachers, teachers and pupils' attendance. And that the SMCs were not doing enough to assist teachers to improve teaching and learning. And based the study conducted by Kariabu in Kenya above, this study too did not clearly bring out how the ineffectiveness in the SMCs in Mampong Municipal in relation to the academic performance of the learners in the basic schools.

Nationally, Kisembo conducted a research on the impact of community participation on academic performance in Uganda with a case study of School Management Committee and Parents Teachers In discussing who is expected to account, though cases of overlaps may be visible, the researcher has attempted to draw a dichotomy between internal and external stakeholders. In accounting for educational achievement at the school-site level, the OECD (2008) emphasises that the head teacher is the cornerstone of leadership, and is thus responsible for the school achievements and is, ultimately, charged with ensuring that school attainments are in line with national priorities (Merchant, et al., 2012). While discussing the principals' accountability in the Netherlands, Honingh and Hooze (2009) advance the (Good Governance, Good Education, 2010) legislation demands of schools to build stronger controls, manned by head teachers and governors, that lead

to the enhancement of student performance levels. With regard to the Swedish principal, the main area of accountability was that of pedagogical leader (Ljunggren, 2014; Merchant et al., 2012). Other areas, as Skolinspektionen (2010) articulates, include: nurturing a healthy school culture; human resources optimisation; sustaining productive community relations; contributing to the generation of the curriculum; and developing strong instructional leadership. School managers are accountable to higher education offices and political leadership on behalf of communities (McGuinn & Manna, 2013). Accountability from principals may be demanded by the community through SGBs and through citizens, who seek to understand how their taxes are being used to support public education

In Uganda the Education Act (2008) has empowered SMCs to be the statutory owners of individual public primary schools on behalf of the government. The Act was inspired by the ethos to ensure accountability in schools and enhance UPE implementation specifically. The reconstituted SMCs allowed a greater role for individual members' responsibility for their constituencies and the committee as a whole. In this study, accountability was explored through measures of access, quality and equity to UPE achievement. The Act also requires SMCs to write a report annually, reflecting attainments and gaps, and to arrange meetings to discuss school accountability. This was meant to create a forum for site-based education partners, through representation on SMCs, to account for their stewardship (Farrel, 2010).

In addition, reports of informal means of accountability, including reports in the local media and newsletters, were reported (Levacic, 2009). In furthering the discussion on educational accountability, the Education Act (2008) provides for sanctions ranging from suspension to dismissal of an individual or an entire committee where they are found to have misbehaved or not executed their roles. The Education Act (2008) gives SMCs specific responsibilities on the basis of which, as Suppovitz (2015) suggests, there should be rewards for excellent performance and consequences for poor performance to hold them more accountable. However, as pointed out by Levacic (2009), the sanctions of removing a member or disbanding an entire committee were rarely applied. Furthermore, evidence in Uganda indicates that SMCs have erred (Uwezo, 2012) yet such sanctions have not been imposed. This may be in part a result of low motivation by government education inspectors.

Another external authority responsible for educational accountability is the municipal or district level governments. The Education Act (2008) enhanced the responsibility of the District Education Standing Committees (DESCs) to play the oversight role; while evidence from England (Bush, 2016) shows that in 1991, municipalities in England were granted responsibility for oversight

supervision of local schools. Rasmussen and Zou (2013), while referring to Denmark and China, and Helgoy and Homme (2016), while alluding to Norway, add that responsibilities at municipalities included building, finance and staff management.

Association in Kayunga District. The sample consisted of the Deputy Chief Administrative Officer, District Education Officer, Inspector of schools, Local Council III Chairpersons, head-teachers, teachers, pupils, parents and UNICEF staff. The research employed a qualitative methodology that involved interviews and direct observation primarily in addition to documentary analysis as a primary evidence to obtain the data for the research report. The research finding was that community participation whether high or low had implication on the performance of the pupils. It further stated that when communities are active, then the provision is made for school facilities and scholastic needs and it also found out that teachers' absenteeism is lowered when school management is effective as opposed to when the management is inactive. The non-involvement of the SMC and PTA members as samples in the study made the research miss out on vital data as this target group provided to enrich the research study.

2.4 Literature Gap

Most of the literature reviewed in the course of preparing this report dwelled much on the role of the parents, school managements committees in the performance of the learners. The literature reviewed was drawn from different places globally USA, England ,Jamaica, United kingdom, at continental levels of researchers reviewed related students from Kenya ,Ghana, Nigeria Malawi, among others but all focused on the roles of stakeholders in education . Uganda's related literature reviewed for example Kisembo (2014); did his research in Kayuga with focus on community participation in school education. According to Kadondi (2014), in his study on parental involvement in Pallisa district primary schools, therefore, there is a gap in conducting an independent study with focus on School Management committees in Eastern Uganda more so in Ngora Town Council, Ngora District where there seems to be no single and in-depth study carried out to examine the role of SMCs on the learners academic performance ever since the inception of UPE in 1997.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This Chapter describes the procedures that were used in conducting the study. The chapter entails; research design, study population, determination of the sample size, sampling techniques and procedure, data collection methods and instruments. It also describes; pre-testing, procedure of data collection, analysis and ethical considerations.

3.3.1 Research Design

The study used a cross sectional survey design based on both qualitative and quantitative research approaches, because according to Fraenkel & Wallen (1996), cross sectional research describes an existing relationship between variables. It is also encouraged by Amin (2005) for studies that involve collecting data from a large population. This design was found appropriate as it involves analysis of respondents from across a wide spectrum, it also acts as the best design to decipher the required study findings and use of qualitative method that helps one to yield more information, Vessels and Huitt (2005). Based on the explanations, this design is found suitable to the study since it allows a cross of respondents and aims at establishing the role of School Management Committees on the academic performance of learners.

3.3.2 Area of Study

Ngora District is a district in the Eastern Region of Uganda. The town of Ngora is the site of the district headquarters. Ngora District is bordered by Soroti District to the northwest, Katakwi District to the northeast, Kumi District to the east, Pallisa District to the south, and Serere District to the west. The district headquarters are located approximately 23 kilometres (14 mi), by road, west of Kumi, the nearest large town. This is approximately 230 kilometres (140 mi), by road, northeast of Kampala, the capital of Uganda. Generally, the study was conducted in Ngora Town Council which is bordered by Kapir sub-county to the North, Mukura sub-county to the East, Kabwin sub-county to the South and Ngora sub-county to the North. The following schools were included in the study; Ngora Township primary School, Ngora Girls' primary school, Ngora Demonstration primary school and Ngora Okoboi primary school.

3.3.3 Sources of information

The information was collected from both primary and secondary sources.

- **Primary sources**

Primary data was obtained from respondents using self administered questionnaires and interviews to get data on the study variables.

- **Secondary sources**

This was got from Textbooks, Journals, Newspapers, Reference books, Websites, Internet among others inform of literature and this literature helped during the review in chapter two of this report.

3.3.4 Study population and Sampling techniques

Mugenda and Mugenda (2003) describe study population as the population to which a researcher wants to generalize the results of a study and should be defined according to the study. The researcher used a cross sectional survey of the population that included: School Management Committee (SMC) members of the four selected primary schools in Town Council where one member of SMC was interviewed in each of the selected schools that constituted a total of 5 SMC members. 4 Head-teachers of the four selected involved in this study, 40 teachers including those who were teachers' representatives on SMC, 50 learners and one (1) Education officer from the City Education Office totaling to 100 respondents.

3.3.5 Sample Size

According to Mugenda (2010) and Peter (2012), 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 study was drawn from the total population of 100 respondents which comprised 44 students, 36 teachers, 04 head teachers, 05 members of SMC and 01 City Education Officer totaling to 80 respondents. The sample size was determined using Morgan and Krejcie (1970), table as given by Amin, (2005) (Appendix VI).

Table 3. 1: Sample size and distribution

Table 1: Sample size and distribution:

Respondent category	Target population	Sample size	Sampling Technique
Teachers	40	36	Random
Learners	50	44	Random
Head teachers	04	04	Purposive
SMCs	05	05	Purposive
Education Officers	01	01	Purposive
Total	100	080	

3.3.6 Sampling techniques and procedure

Sampling is the act, process or techniques of selecting a suitable sample for the purposes of determining the characteristics of the whole population. Koul (1990), stated that the simplest and most common system of allocating of sample units among strata is in proportion of size of the strata. Kombo and Tromp (2006), opined that stratified random sampling involves dividing your population into homogenous sub groups and taking a simple random sample in each sub group.

3.3.7 Simple Random Sampling

According to Cohen, et al (2000), simple random sampling appears when each unit of the sample has been selected entirely by chance where each subject or unit in the population has an equal chance of being selected. This technique was used to select the teachers and learners from the selected primary schools in the Town Council. After the pieces of papers had been mixed up in a basket and researcher asked all the selected teachers and learners from the primary schools to randomly pick up four pieces of papers one at a time until a sample of four schools is obtained. Simple random sampling procedure was preferred because of its power to minimize biasness in sample selection and therefore maximize sample representativeness.

3.3.8 Purposive Sampling

Purposive sampling technique was used to obtain head teachers, City Education Officers and the members of the school management committees who were expected to provide information on the role of instructional materials on the academic performance of learners in the Town Council. The technique was used to sample the head teachers, City education officers and Management Committee Members in the selected schools. Purposive sampling was suitably chosen for this study because it best enables the researcher to answer the research questions. The choice of purposive sampling was based on characteristic or quality of the respondents for the purpose of this research. For example, the Chairpersons of SMC in each of the schools were selected because they were the head of the committee. The head-teachers of the selected schools were selected for the study as they are directly in-charge of the school administration and under the SMC. The head-teachers were essential in this research study as they granted the researcher permission to carry out the research and at the same time provided some of the documents that were reviewed by the research in the course of the research study. The Town Council Education Officers were purposely selected based on their direct link to the primary schools; they were directly in-charge of the education system in the district.

3.3.9 Data Collection Instruments

To come up with the findings, the researcher was used self-administered questionnaires. The questionnaire was designed as follows; Section A had demographic data, Section B, C and D had questions on the study variables with closed ended questions and section E had open ended questions. The questionnaire was used to gather information from the teachers and learners. The researcher then developed a questionnaire based on a five point Likert scale as follows: Strongly Disagree 1, Disagree 2, Not Sure 3, Agree 4, and Strongly Agree 5.

3.3.10 Questionnaire

The study used questionnaires with both open ended and close ended questions. Data was collected from all respondents forming the necessary study population. Pre-testing was done involving 05 respondents in the study area. Self-administered questionnaire was used on learners and teachers where by the respondent were required to read and answer the questions given, while at a given condition i.e. inability to read, the researcher would ask a respondent a series of questions.

3.3.11 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 are essentially and verbally administered questionnaires in which a list of predetermined questions were asked to the head teachers, SMCs and District Education Officers with no variation but with some scope for follow-up questions to responses that warranted further elaboration. Interviews also gave the researcher an opportunity to revisit some of the issues that had been over-looked in other methods and yet they are deemed vital for the study.

3.3.12 Data Quality Control

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

3.3.13 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 Ngora Girls' Primary School located in the Town Council since this had the same characteristics with the schools under study. The questionnaires and interviews were piloted to 8 teachers and 5 students before the larger actual survey was conducted in Ngora Town Council. This was done to discover the ambiguities and some grammatical errors in the question items before they were 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 because the value of 0.6 and above is achieved.

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

3.3.14 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 reasonable measure of internal reliability. The score obtained was 0.8 and therefore the instrument was adopted as being reliable. The points are 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

Table 2: Reliability statistics

Cronbach's Alpha	No of Items
0.818	21

Source: Primary Data, (2024)

3.3.15 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 Ngora Town Council helped the researcher to collect data by giving her a go ahead. The researcher then collected the data in the Town Council.

3.3.16 Data Processing and Analysis

Data analysis is a systematic process involving working with organizing data and breaking them into manageable unity (Bagdon & Biklen, 1992). It is also concerned with systematizing data searching for patterns, discovering what is important, what is to be learnt and deciding what to tell others (Cohen et al, 2007). All information that was collected from interviews and questionnaires was subjected to content analysis which involved identifying coherent and important examples, themes and patterns in data collected from the field work. Qualitative approach therefore, was analyzed through thematic analysis where data is categorized according to their relevant themes and patterns developed accordingly. Quantitative data from the questionnaires was analyzed through simple descriptive statistics after tabulation and conversion into frequencies and

percentages for descriptive purposes. In the first place data was cleaned from errors and then coded. After coding, data was analyzed through content analysis to examine its influence on pupils' academic performance.

3.3.17 Ethical Considerations

Research ethics refers to moral principles guiding research (Horman, 1991). It means conducting research in a way that goes beyond merely adopting the most appropriate research methodology, but conducting research in a responsible and morally defensible way.

To ensure these ethical considerations were taken into account, the consent of the respondents and confidentiality was sought and they were assured that the data they provided was strictly for purposes of the study.

In addition, to enhance the participant's privacy, the respondents' names were not used thus; Confidentiality was practiced by avoiding the use of names but rather initials or codes.

The researcher respected the rights of the respondents in the process of getting the information; sought for permission from the local leadership before carrying out the study.

Coercive approach was as much as possible be avoided in trying to access information from the respondents but rather observe professional ethics in conducting the study. It can be emphasized that this study is original work, and that no known study regarding the role of School Management Committees on the pupils' academic performance in Primary Schools in Ngora Town Council, Ngora District had been done.

3.3.18 Methodological constraints

The researcher anticipated a challenge in receiving all questionnaires filled from some respondents because of the fear of releasing classified information as a result of suspicion that the researcher had a hidden agenda due to the insecurity in the area.

Financial problems; bearing in mind that the research required a lot of material input and costs as a result of movements from one place to another to collect data, photocopying and typing services, stationary like papers and others not mentioned, finance proved to be a problem.

The time for the study too may not have been adequate to provide a more comprehensive study to the problem.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents and discusses the role of School Management Committee on the pupils' academic performance specifically within the context of Universal Primary Education (UPE) in Ngora Town Council, Ngora District. The study was guided by the following objectives: to examine how motivation of teachers by School Management Committees influences pupils' academic performance; to analyse how monitoring of Schools by the School Management Committees influence pupils' academic performance; to analyze how accountability by the School Management Committees impacts on the pupils' academic performance in Ngora Town Council, Ngora District. 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

Table 3-1: Respondents Demographic characteristics

Response Rate		Frequency	Percent
Age	Less than 25years	16	11
	26-35 years	40	26
	36-45 years	31	20
	46-55 years	35	23
	56 years and above	20	13
Marital status	Single	38	25
	Married	71	47
	Divorced/separated	24	16
	Widowed	19	13

Education level	Certificate	51	34
	Bachelor's Degree		
	Bachelors	70	46
	Masters / PhD	31	20
Duration of service	Less than 5 years	26	17
	5-10		
	11-16	47	31
	17 and above	79	52

table 3 1: Respondents Demographic characteristics

N= 152

Table: 4.1 shows the findings on the demographic characteristics of the respondents in terms of age, marital status, education level and duration of service. The study found out that 16 (11%) of the respondents were aged 25 years, 40 (26%) were aged between 26 and 35 years, 31 (20%) were aged between 36 and 45 years, 35 (23%) were aged between 46 and 55 years and 20 (13%) were aged 56 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 duration of service, 26 (17%) of the respondents had worked in the district for less than 5 years, 47 (46%) had been there for between 11-16 years while 79 (52%) of the respondents had worked at the district for 17 and above years and had information authentic enough for the study.

4.2 How motivation of teachers by School Management Committees influences pupils' academic performance

The first objective of the study was to examine how motivation of teachers by the school management committees influences pupils' performance in the Sub-County. The variable investigated under this objective was motivation, it was analyzed using mean and standard deviation and it was hypothesized that there is no relationship between the role of School Management Committee and the pupils' academic performance in Ngora Town Council, Ngora District-Uganda. The results are presented in this sub-section of the report.

Table 4.2 showing the effect of motivation on learners’ academic performance

Table 4:Effect of Motivation on learners’ academic performance

Response Rate	μ	SD
The management has a positive attitude towards motivating teachers	3.60	0.43
The SMC has a well-defined structure that includes rewarding of best performing teachers at school level financially	3.42	0.49
There is a strong working relationship between SMC and teachers that leads to teacher growth	3.59	0.45
The SMC has an organized system of providing teachers with bonus and top up in UPE schools in the district	3.42	0.49
The School Management Committees work with the teachers as a team to achieve positive results from the learners	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 study findings on how motivation of teachers by School Management Committees influences pupils’ academic performance. The results 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 lack of motivation of teachers by the SMC influences the academic performance of learners and it hinders their commitment as teachers which in turn affect the progress of learners and the small standard deviation shows that most of the respondents agreed to the item questions in the questionnaire.

4.2 How monitoring of Schools by the School Management Committees influence pupils’ academic performance

The second objective of the study was to analyse how monitoring of schools by the school management committees influence pupils’ academic performance in Ngora Town Council, Ngora District. The variable investigated under this objective was monitoring, it was analyzed using mean and standard deviation and it was hypothesized that there is no relationship between the role of

The variable investigated under this objective was accountability. It was analyzed using mean and standard deviation and it was hypothesized that there is no relationship between the role of School Management Committee and the pupils' academic performance in the sub-county. The results are presented in this sub-section of the report.

Table 4.4: Showing the effect accountability on learners' academic performance

Table 6: Effect of accountability on learners' academic performance

Response Rate	μ	SD
SMC has got ability to provide an oversight on UPE capitation grant	3.62	0.52
The SMC has skilled personnel with adequate capacity to analyze UPE capitation grant expenditure	3.72	0.47
The management actively participate in budgeting for school funds and monitors its utilization	3.42	0.49
The accountability of school funds is mainly the work of the head-teacher and the SMC has little role in most of the UPE schools when it comes to this aspect	3.57	0.44
The management committees have satisfactory performed their oversight roles in school	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 how accountability by the School Management Committees impacts on the pupils' academic performance Ngora Town Council, Ngora District. 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 they poor accountability by the school management committees influence the academic performance of learners while the small standard deviation depicts that most of the respondents agreed to the item questions in the questionnaire.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

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 of findings

Objective one of the study found out that poor motivation of teachers by the school management committees has negative effect on learners' academic performance, shown by a very high mean and small standard deviation of ($\mu = 3.55$; $SD = 0.48$). The high mean implies that lack of motivation of teachers by the SMC influences the academic performance of learners and it hinders their commitment as teachers which affect the progress of learners 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 lack of effort to monitor the teachers by the SMC members influences the academic performance of learners. The results show a very high mean and small standard deviation of ($\mu = 3.56$; $SD = 0.50$) which implies that respondents stated that minimal monitoring by the SMC is done in schools which minimizes the active participation and academic performance of learners while the small standard deviation shows that most of the respondents agreed to the item questions in the questionnaire.

Objective three of the study found out that there exist poor accountability by the SMC. The results revealed a very high mean and small standard deviation of ($\mu = 3.56$; $SD = 0.47$) which implies that respondents agreed to the fact that there is poor accountability by the school management committees which influences the academic performance of learners 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 motivation; monitoring and accountability are serious roles that must be carried out by school management committees and have potential negative effects on the academic performance of learners. Coupled with societal perception that teachers are poor and least educated; monitoring, motivation and accountability could have a serious bearing on the learners' academic performance.

5.3 Recommendations

It was recommended that the school management committees should carry out regular monitoring of schools to foster performance of learners

The study recommended that motivation of teachers is done through providing allowances; break tea, lunch, evening tea for candidate class teachers' weekend allowances, etc. to motivate them for best performance.

It was also recommended that transparency on especially UPE capitation grant is made so as to avoid suspicions of teachers not catered for.

5.4 Areas for further Study

A study should be conducted to examine the role of teachers on the academic performance of Learners.

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APPENDICES

APPENDIX: 1

QUESTIONNAIRE FOR TEACHERS

Appendix 1 1: Questionnaire for Teachers

Dear respondent,

I am Agwang Stella, a student of Uganda Christian University, pursuing a Bachelors Degree in Education. I am conducting this academic research on: “**Role of School Management Committees on the learners’ academic performance in primary schools in Ngora Town Council, Ngora District**”, as a partial fulfillment of the requirement for award of a Bachelors Degree. Your permission is being sought to participate in this study by filling in this questionnaire. The information provided will be used for only academic purpose and will be treated with utmost confidentiality.

PART A:

BACKGROUND INFORMATION

Please tick the appropriate boxes and fill in where necessary.

1. Name of school: _____
2. Age: (Years) Less than 25 years 26-35 years 36-45 years 46 -56 years
[] 56 years & above
3. Sex: Female Male
4. Title: Head teacher Teacher SMC Member others (specify)
5. Education qualification (Highest level attained) PhD Masters Bachelors Bachelor’s Degree Certificate Others (specify)[
6. Duration of service at Ngora Town Council (Teaching experience) Less than 5 years 5-10 years 11-16 years[17 years and above[
7. Duration of service as a head teacher; Less than 5 years 5-10 years 11-16 years 17 years and above
8. Duration of service as a head teacher at the current school; Less than 5 years 5-10 years 11-16 years 17 years and above

PART B: VIEW ON THE CONTRIBUTIONS OF THE SMC ON ACADEMIC PERFORMANCE

From questions 1-26, tick or circle the number that best indicates your opinion on the question using the following scales:

Scale: Strongly Disagree (SD), Disagree (D), Not Sure (NS), Agree (A), Strongly Agree (SA),

No.	Statement					
	SECTION B: MOTIVATION OF TEACHERS	SD	D	NS	A	SA
1.	The management has a positive attitude towards motivating teachers	1	2	3	4	5
2.	The SMC has a well-defined structure that includes rewarding of best performing teachers at school level	1	2	3	4	5
3	There is a strong working relationship between SMC and teachers	1	2	3	4	5
4	The SMC has an organized system of providing teachers with bonus and top up in UPE schools in the district	1	2	3	4	5
5	The school managements organize get together for teachers at the end of the year	1	2	3	4	5
6	The School Management Committees work with the teachers as a team to achieve positive results from the learners	1	2	3	4	5
7	There exists a well-structured drive by the management to reward the best performing learners.	1	2	3	4	5
8	The management organizes motivational talks to teachers and learners	1	2	3	4	5
9	The management creates a conducive school working environment for teachers and learners	1	2	3	4	5

	SECTION C: MONITORING	SD	D	NS	A	SA
10	The Management conducts routine and regular monitoring of school activities	1	2	3	4	5
11	The SMC carries out assessment of the overall academic performance and give reports to the different stakeholders	1	2	3	4	5
12	There is routine supervision of the school activities by the management	1	2	3	4	5
13	SMCs conduct follow up meetings on planned school activities/programs	1	2	3	4	5
14	The management usually follow up with the head-teachers and teachers to ensure that there is effective teaching in UPE schools	1	2	3	4	5
15	Discussion of pupils' results are jointly done by SMCs, teachers and parents in UPE schools in the district	1	2	3	4	5
16	The majority of SMC members mostly visit schools when they have been called for meetings by the head-teacher	1	2	3	4	5
17	The SMC have adequate technical capacity to monitor schools' academic program	1	2	3	4	5
18	SMC organizes and conducts regular constructive meetings with the stakeholders.	1	2	3	4	5
	SECTION D: ACCOUNTABILITY	SD	D	NS	A	SA
19	SMC has got ability to provide an oversight on UPE capitation grant	1	2	3	4	5
20	The SMC has skilled personnel with adequate capacity to analyze UPE capitation grant expenditure	1	2	3	4	5

21	The management actively participate in budgeting for school funds and monitors its utilization	1	2	3	4	5
22	The overall expenditure in UPE school is usually carried out with full authorization of SMC	1	2	3	4	5
23	The accountability of school funds is mainly the work of the head-teacher and the SMC has little role in most of the UPE schools when it comes to this aspect	1	2	3	4	5
24	The majority of SMC members understand that their statutory roles	1	2	3	4	5
25	The SMCs are generally supporting and promoting school programmes.	1	2	3	4	5
26	The management committees have satisfactory performed their oversight roles in school	1	2	3	4	5

SECTION E

27. How do you rate the overall performance of SMCs in your school/district?

Poor [] Fair [] Good [] Excellent []

28.a) Have the SMCs in your school/district helped in enhancing academic performance in the in schools? Yes [] No []

b) If yes, please state how?

.....

c) If no, state the reasons

.....

29. Do you discuss academic performance with SMC members? Yes [] No []

30. What challenge(s) do SMCs encounter in UPE schools that affect academic performance?

.....

31. In your own views, how best can we improve on the effectiveness of School Management Committees in Ngora Town Council, Ngora District?

.....
.....

END
THANK YOU

APPENDIX II

QUESTIONNAIRE FOR LEARNERS

Appendix 1 2: Questionnaire for Learners

Dear respondent,

I am Agwang Stella, a student of Uganda Christian University, pursuing a Bachelors Degree in Education. I am conducting this academic research on: “**Role of School Management Committees on the learners’ academic performance in primary schools in Ngora Town Council, Ngora District**”, as a partial fulfillment of the requirement for award of a Bachelors Degree. Your permission is being sought to participate in this study by filling in this questionnaire. The information provided will be used for only academic purpose and will be treated with utmost confidentiality.

PART A:

BACKGROUND INFORMATION

Please tick the appropriate boxes and fill in where necessary.

1. Name of school: _____
2. Age: (Years) Less than 10 years [] 11-15 years [] 16-20 years [] 20 years & above []
3. Sex: Female [] Male []
4. Education qualification (Highest level attained) P5 [] P6 [] P7 [] Others (specify) []
5. Duration of existence in Ngora Town Council Less than 5 years [] 5-10 years []

PART B: VIEW ON THE CONTRIBUTIONS OF THE SMC ON ACADEMIC PERFORMANCE

From questions 1-26, tick or circle the number that best indicates your opinion on the question using the following scales:

Scale: Strongly Disagree (SD), Disagree (D), Not Sure (NS), Agree (A), Strongly Agree (SA),

No.	Statement					
	SECTION B: MOTIVATION OF TEACHERS	SD	D	NS	A	SA
1.	The management has a positive attitude towards motivating teachers	1	2	3	4	5
2.	The SMC has a well-defined structure that includes rewarding of best performing teachers at school level	1	2	3	4	5

3	There is a strong working relationship between SMC and teachers	1	2	3	4	5
4	The SMC has an organized system of providing teachers with bonus and top up in UPE schools in the district	1	2	3	4	5
5	The school managements organize get together for teachers at the end of the year	1	2	3	4	5
6	The School Management Committees work with the teachers as a team to achieve positive results from the learners	1	2	3	4	5
7	There exists a well-structured drive by the management to reward the best performing learners.	1	2	3	4	5
8	The management organizes motivational talks to teachers and learners	1	2	3	4	5
9	The management creates a conducive school working environment for teachers and learners	1	2	3	4	5
	SECTION C: MONITORING	SD	D	NS	A	SA
10	The Management conducts routine and regular monitoring of school activities	1	2	3	4	5
11	The SMC carries out assessment of the overall academic performance and give reports to the different stakeholders	1	2	3	4	5
12	There is routine supervision of the school activities by the management	1	2	3	4	5
13	SMCs conduct follow up meetings on planned school activities/programs	1	2	3	4	5

14	The management usually follow up with the head-teachers and teachers to ensure that there is effective teaching in UPE schools	1	2	3	4	5
15	Discussion of pupils' results are jointly done by SMCs, teachers and parents in UPE schools in the district	1	2	3	4	5
16	The majority of SMC members mostly visit schools when they have been called for meetings by the head-teacher	1	2	3	4	5
17	The SMC have adequate technical capacity to monitor schools' academic program	1	2	3	4	5
18	SMC organizes and conducts regular constructive meetings with the stakeholders.	1	2	3	4	5
	SECTION D: ACCOUNTABILITY	SD	D	NS	A	SA
19	SMC has got ability to provide an oversight on UPE capitation grant	1	2	3	4	5
20	The SMC has skilled personnel with adequate capacity to analyze UPE capitation grant expenditure	1	2	3	4	5
21	The management actively participate in budgeting for school funds and monitors its utilization	1	2	3	4	5
22	The overall expenditure in UPE school is usually carried out with full authorization of SMC	1	2	3	4	5
23	The accountability of school funds is mainly the work of the head-teacher and the SMC has little role in most of the UPE schools when it comes to this aspect	1	2	3	4	5
24	The majority of SMC members understand that their statutory roles	1	2	3	4	5

25	The SMCs are generally supporting and promoting school programmes.	1	2	3	4	5
26	The management committees have satisfactory performed their oversight roles in school	1	2	3	4	5

SECTION E

27. How do you rate the overall performance of SMCs in your school/district?

Poor [] Fair [] Good [] Excellent []

28.a) Have the SMCs in your school/district helped in enhancing academic performance in the in schools? Yes [] No []

b) If yes, please state how?

.....

c) If no, state the reasons

.....

29. Do you discuss academic performance with SMC members? Yes [] No []

30. What challenge(s) do SMCs encounter in the primary schools that affect academic performance?

.....

31. In your own views, how best can we improve on the effectiveness of School Management Committees in Ngora Town Council, Ngora District?

.....

END

THANK YOU

APPENDIX III

INTERVIEW GUIDE FOR THE EDUCATION OFFICER

Appendix 1 3: Interview guide for the Education Officer

Dear respondent,

I am Agwang Stella, a student of Uganda Christian University, pursuing a Bachelors Degree in Education. I am conducting this academic research on: “**Role of School Management Committees on the learners’ academic performance in primary schools in Ngora Town Council, Ngora District**”, as a partial fulfillment of the requirement for award of a Bachelors Degree. Your permission is being sought to participate in this study by filling in this questionnaire. The information provided will be used for only academic purpose and will be treated with utmost confidentiality.

1. How often do you motivate teachers to improve on their academic performance?

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

2. How do you rate the overall performance of SMCs in your school/district?

Poor [] Fair [] Good [] Excellent []

3.a) Have the SMCs in your school/district helped in enhancing academic performance in the in schools? Yes [] No []

b) If yes, please state how?

.....
.....

c) If no, state the reasons

.....
.....

4. Do you discuss academic performance with SMC members? Yes [] No []

5. What challenge(s) do SMCs encounter in the primary schools that affect academic performance?

.....
.....

6. Do the SMC members make adequate accountability to the teachers?

.....
.....

7. In your own views, how best can we improve on the effectiveness of School Management Committees in Ngora Town Council, Ngora District?

.....
.....

We Appreciate

APPENDIX IV

INTERVIEW GUIDE FOR HEAD TEACHERS

Appendix 1 4: Interview guide for Head Teachers

Dear respondent,

I am Agwang Stella, a student of Uganda Christian University, pursuing a Bachelors Degree in Education. I am conducting this academic research on: “**Role of School Management Committees on the learners’ academic performance in primary schools in Ngora Town Council, Ngora District**”, as a partial fulfillment of the requirement for award of a Bachelors Degree. Your permission is being sought to participate in this study by filling in this questionnaire. The information provided will be used for only academic purpose and will be treated with utmost confidentiality.

1. How often do you motivate teachers to improve on their academic performance?

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

2. How do you rate the overall performance of SMCs in your school/district?

Poor [] Fair [] Good [] Excellent []

3.a) Have the SMCs in your school/district helped in enhancing academic performance in the in schools? Yes [] No []

b) If yes, please state how?

.....
.....

c) If no, state the reasons

.....
.....

4. Do you discuss academic performance with SMC members? Yes [] No []

5. What challenge(s) do SMCs encounter in the primary schools that affect academic performance?

.....
.....

6. Do the SMC members make adequate accountability to the teachers?

.....
.....

7. In your own views, how best can we improve on the effectiveness of School Management Committees in Ngora Town Council, Ngora District?

.....
.....

We Appreciate

APPENDIX V

INTERVIEW GUIDE FOR SCHOOL MANAGEMENT COMMITTEE

Appendix 1 5: Interview guide for School Management Committee

Dear respondent,

I am Agwang Stella, a student of Uganda Christian University, pursuing a Bachelors Degree in Education. I am conducting this academic research on: “**Role of School Management Committees on the learners’ academic performance in primary schools in Ngora Town Council, Ngora District**”, as a partial fulfillment of the requirement for award of a Bachelors Degree. Your permission is being sought to participate in this study by filling in this questionnaire. The information provided will be used for only academic purpose and will be treated with utmost confidentiality.

1. How often do you as SMC members motivate teachers to improve on their academic performance?

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

2. How do you rate the overall performance of your presence in your school/district?

Poor [] Fair [] Good [] Excellent []

3.a) Have you helped in enhancing academic performance in the in schools? Yes [] No []

b) If yes, please state how?

.....
.....

c) If no, state the reasons

.....
.....

4. Do you discuss academic performance with teachers, learners and head teachers?

Yes [] No []

5. What challenge(s) do you as SMC members encounter in the primary schools that affect academic performance?

.....
.....

6. Do you as members of SMC make adequate accountability to the teachers?

.....
.....

7. In your own views, how best can we improve on the effectiveness of School Management Committees in Ngora Town Council, Ngora District?

.....
.....

We Appreciate

APPENDIX: VI

Kjercie and Morgan Population Table (1970)

Appendix 1 6: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

APPENDIX: VII

ACCEPTANCE LETTER

Appendix 1 7:Acceptance Letter



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

Office of the Academic Registrar

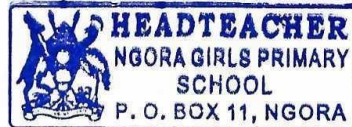
To ALICAT DIDMUS

Received on 12/06/2024

Dear Sir/Madam,

Re: Academic Research

Christian greetings!



We are honored to introduce to you Mr. Mrs./Miss ALWANU STELA

Of Registration Number; R122/muc/bed/047 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree BACHELOR'S DEGREE

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

IMPACT OF SCHOOL MANAGEMENT COMMITTEES ON THE ACADEMIC PERFORMANCE OF LEARNERS IN PRIMARY SCHOOLS IN Ngora Town Council

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,

[Signature]

28 FEB 2024

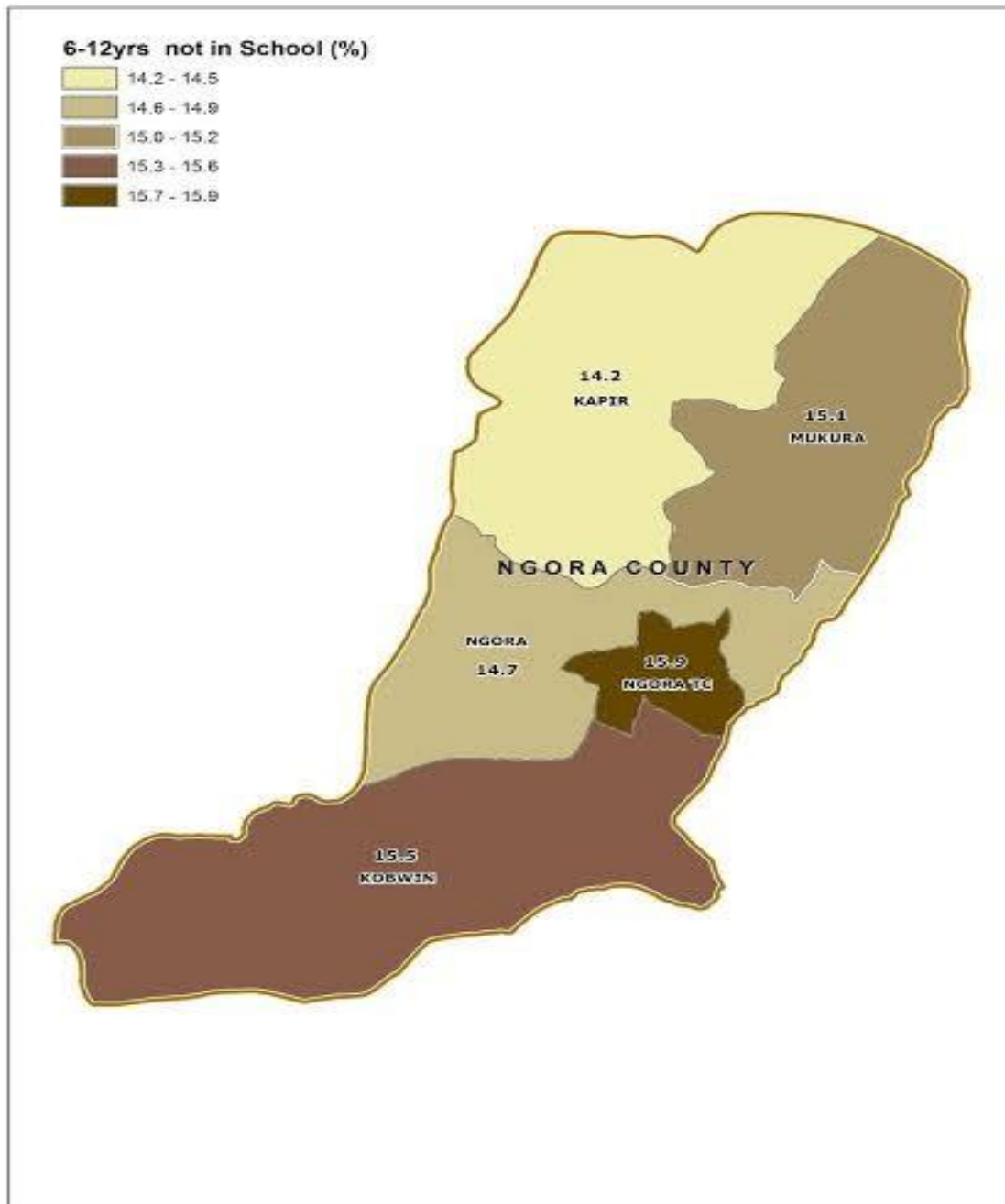
Mr. Akampurira Timothy

Academic Registrar

APPENDIX VIII

A MAP OF NGORA DISTRICT SHOWING THE AREA OF STUDY

Appendix 1 8:A Map of Ngora District showing the study area



**IMPACT OF AUTOMATIC PROMOTION ON THE ACADEMIC PERFORMANCE
OF LEARNERS IN SELECTED PRIMARY SCHOOLS OF
BUBIITA SUBCOUNTY, BUDUDA DISTRICT.**

WAMBELE KARIM

RJ22/MUC/BED/042

**A RESEARCH REPORT SUBMITTED TO THE EDUCATION DEPARTMENT
IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE AWARD OF BACHELORS DEGREE
OF EDUCATION OF UGANDA
CHRISTIAN UNIVERSITY**

AUGUST, 2024

DECLARATION

I, WAMBELE KARIM, 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 

WAMBELE KARIM

RJ22/MUC/BED/042

Date 21.08.2024

APPROVAL

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 

Rev DISON WADEMBA

RESEARCH SUPERVISOR

Date 22/8/2024

DEDICATION

I dedicate this piece of work to my beloved wife and my parents for their financial, spiritual moral guidance and compassion they rendered to me during my stay at Uganda Christian University

ACKNOWLEDGEMENT

To God without whose sufficient grace and divine provision, I couldn't have accomplished this laborious work. I express my humble gratitude to my supervisor Rev Dison Wadamba for his scholarly guidance and perpetual encouragement. Acknowledgements will be incomplete without profound regards to my respondents, teachers and head teachers from the sampled schools in Bubiita sub county, Bududa district for their academic support that enabled me to reach this far. 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 ACRONYMES

CVI	Content Validity Index
EFA	Education for All
MoE	Ministry Of Education
MoES	Ministry Of Education and Sports
NGOs	Non-Government 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 'International Children's Education Fund
UNESCO	United Nations Education Scientific and Cultural Organisation
UPE	Universal Primary Education

ABSTRACT

The study was about the “impact of automatic promotion on the academic performance of learners in selected primary schools in Bubiita sub-county Bududa District. The study was guided by the following objectives; to find out the extent to which automatic promotion policy is being implemented in Bubiita; to establish the effect of automatic promotion policy on academic performance in Bubiita sub-county; to establish the measures to improve performance. The study used a descriptive research design. Data was collected from 152 respondents using self-administered questionnaires with both quantitative and qualitative methods. Objective one found out that the extent to which automatic promotion policy was implemented in Uganda was great. Respondents confirmed that automatic promotion demotivates learners. This was leading by 60(39.5%) respondents, followed by the assertion that all learners are promoted to the next class by 40(26.4%), automatic promotion leads to poor grades 30(19.7%), automatic promotion leads to increased dropout which was proposed by 16(10.5%) and that automatic promotion leads to overcrowded classes which was proposed by 06(3.9%). Objective two of the study found out that automatic promotion negatively affects the learner’s future socially and academically which was leading by 58(38.2%), this was followed by the fact that automatic promotion reduces the power of teachers 44(28.9%), automatic promotion does not differentiate between the bright and the dull learners which was proposed by 30(19.7%), 17(11.2%) of the respondents said that automatic promotion lowers the quality of education with 03(02%) of the respondents affirming that automatic promotion policy is for the next class. Objective three of the study revealed that much as automatic promotion affects the academic performance of learners, involvement of both parents and teachers which was proposed by 52(34.2%) was the leading remedy which was followed by health status of the learners 38(25%), this was followed by promoting the children on merit 30(19.7%) , abolishing the automatic promotion policy by 22(14.5%) and creating awareness which was supported by 10(6.6%). The study concluded that the extent to which automatic promotion is implemented teachers’ effects of automatic promotion and the measures to improve academic performance in the selected primary schools are serious variables that affect learners’ performance, teachers’ performance and need to be addressed. The study recommended that school administrators sensitize parents on the dangers of automatic promotion in order for them to take right decisions.

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, limitations and delimitations of the study

1.1 Background to the study

Automatic promotion is a policy where by all children are systematically promoted to the next grade except in exceptional circumstances (for example, extended absenteeism due to illness) (UIS, 2012:17). Dictionary of education (2000) defines automatic promotion as “the practice in primary 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, p38). Moreover, Hong and Raudenbush (2005) acknowledged automatic promotion as that “education practice under which all students are promoted to maintain homogeneity of age within classrooms”.

The government emphasized illiteracy and ignorance as the main problems to tackle through education (Moses and Caine, (2007). Therefore, improving primary education was the main interest and this led to the introduction of universal primary education policy in 1997 which the government white paper on education (1992) recommended education for all school going age children, in May 1996, his excellence 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 a right to primary education. Everyone should be provided with education with accordance to the ability of children to benefit from it rather than on the basis of parental ability to pay for it.

Mukasa, (2016) used an example of a ladder to advise stating that if the ladder has only two stands, it has to be leaned against a tree or wall to serve its purpose of weak pupils used to be supported. Automatic promotion causes permanent damage to a child who is a slow learner to academic attainment.

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 a 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 to the next one, (Carnoy 1999).

In most parts of the world, primary 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, (the voice of teachers 2016).

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 performances 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 primary 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 two. This project had a main objective, to experiment on the reduction of repetition to about 10% through the introduction of compensatory or remedial education, competence based teaching and automatic promotion in some selected primary schools in the country. Compensatory teaching with the context of the

education project two refers to any supplementary teaching outside the official school time (MINEDUC, education project two, (2001)

Findings from the study carried out in Afghanistan by Mansory (2007) revealed that teachers are concerned about the low level of attainments in lower primary grades due to automatic promotion which according to them is due to the high prevalence of repetition of grade four, Bonvin et al, (2008), Witmer, Hoffman and Nottis,(2004) found out that teachers believe in retention but the authors argue that past enquiries have found out that the teachers' beliefs about retention are influenced by peers rather than by research, Burkam et al,(2007), Canon 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 background.

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 primary education (UPE) to start by 1980.

In Uganda, the government white paper on education, (1992) recommended education for all school going children, commonly referred to as universal primary education (UPE). 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!!! The voice for teachers, (2016), stresses that the UPE component of automatic promotion has contributed a lot to the decline of education quality in public schools in Uganda. It was against this background that the researcher sought to investigate the effects of automatic promotion on academic performance of learners in

Bubiita sub county Bududa district because it was one of the areas that had declined in education quality

1.2 Statement of the problem

Since its adoption and Implementation, automatic promotion has given rise to an engaging debate amongst education stake holders in Uganda. The policy is supported by the ministry of education and sports (MoES) and international education development partners(donors) operating in the country at the disappointment of the parents, school administrators, district education officers, private education providers and Non-Government Organisations (NGOs). It is evidently revealed that in senior one, most students struggle because of the automatic promotion at their lower primary levels. It is imperative to note that, despite the fact that every child could access education for all (UPE) in Uganda; the quality of the education was meagre! The government's objective of rescuing the problem of illiteracy by introducing universal primary education in 1997 was null and void. UPE had a policy of automatic promotion which favours only those above average, those below average are passed to the next class half baked. Therefore the study sought to establish the impact of automatic promotion on academic performance of learners in Bubiita Sub County, Bududa district

1.3. The purpose of the study

The study examined the effect of automatic promotion on academic performance of learners in selected primary schools in Bubiita Sub County, Bududa district

1.4. Research objectives

The study was guided by the following objectives;

- ✓ To find out the extent at which automatic promotion policy is being implemented in Bubiita sub county
- ✓ To establish the effect of automatic promotion policy in the academic performance of learners in Bubiita sub county.

- ✓ To analyse the measures taken to improve the performance of pupils in Bubiita sub county, Bududa district

1.5. Research questions

The study answered the following questions;

- To what extent has automatic promotion policy been implemented in Bubiita sub county?
- What are the effects of automatic promotion on the academic performance of learners in Bubiita Sub County?
- What measures are being taken to improve the performance of pupils in Bubiita Sub County, Bududa district?

1.6. Significance of the study

The study may be of great significance in the following ways;

- ❖ The information may be helpful to education policy makers so that they can make policies that promote quality education
- ❖ The results of the study may provide useful information to teachers and head teachers who are the primary implementers of automatic promotion policy
- ❖ The findings of the study may be helpful as they may serve as an eye opener to the parents and pupils who are the main beneficiaries of the education system

1.7. Scope of the study

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

1.7.1. Geographical scope

The study was carried out in Bubiita Sub County, Bududa district. This is an area that embraced wholesomely the automatic promotion policy in primary schools hence most affected in academic performance

1.7.2. Content scope

The study found out the extent at which automatic promotion policy is being implemented, establish the effects of automatic promotion policy on academic performance and analyse the measures being taken to improve academic performance in primary schools

1.7.3. Time scope

The study was limited within the period of five years as from 2020-2024, the time that witnessed full implementation of automatic promotion policy and great decline of pupils performance in almost all primary schools in the sub county

1.8. Limitations of the study

Some teachers viewed the researcher as a fault finder and an agent of the ministry of education creating trouble by reporting whatever would not be right in their schools to the ministry. In the schools where this attitude was prevalent, the researcher was neither welcomed nor given audience and upper class teachers claimed to be very busy. They neither responded to the questionnaire nor allowed the researcher to interview them

The researcher was at the same time a working person, he did not have enough time hence delaying to complete the research in time

Financial constraints also posed a threat especially transport to the field for data collection, material for research and processing

1.9. Delimitations of the study

The research tools with difficult terms to respondents to interpret made responses scanty. However, the researcher simplified the difficult terms through interpretation

As regards the time, the researcher came up with a time table schedule on which time was allocated appropriately to research work and activities as well

The researcher acquired a loan from a nearby bank to overcome some of the financial constraints hence enabling him to secure research materials.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section of the literature review included;

- The extent at which automatic promotion policy is being implemented in primary schools
- Effects of automatic promotion policy on academic performance in primary schools and
- Measures for improving academic performance in primary schools.

2.1a The extent at which automatic promotion policy is being implemented in primary schools

Automatic promotion is a wide spread and controversial educational practice both in developed and developing countries. Dictionary of education (2000) defines automatic promotion as “the practice in primary 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, 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. (Educators argue that if a teacher, for example, has apposite attitude towards automatic promotion, they tend to react favourably towards it and

they are more likely to expand much effort for its effective implementation. When educational policy is formulated, the assumption is that it will influence what happens in classrooms and schools) however the opponents believe that it affects quality of education by eliminating competition and motivation for students and teachers as well.

Myung et al. (2013) indicated that students who are retained in grades 1 to 5 perform in middle schools as well as their propensity matched but continuously promoted peers both academically and in terms of behavioural engagement do much better in school. Retention did not appear to offer any advantage to these students nor did it impede their performance in middle school

Reschly and Christenson (2013) urged 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 centre of this debate, is the question of what to do with students who are not meeting academic and behavioural standards. In their option, it's vital that struggling learners receive carefully monitored instruction and supplemental interventions that address their learning needs.

Ndaruhutse (2008) asserts 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 out comes. She adds that, countries with policies of automatic promotion produce higher results in reading compared to those practice repetition.

Jimerson in his (2002) study concluded that grade retention, when compared to 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 behaviour problems

Manacorda (2006), in his study on grade retention and drop out in Uruguay, confirmed that grade retention leads to lower educational attainment 4 to 5 years after the time when failure first occurred. Silbergitt 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 a 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 could be one of the reasons for emphasizing automatic promotion in Bubiita Sub County

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 and 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 was adopted though they found evidence that children who were retained would have learned more than those who had 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's designed to help. Holmes (1989) found that when promoted and retained students were compared 1 to 3 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 retention does not have a favourable long term impact on the academic performance of primary students as measured by relative class standing in the same year.

This is especially true considering that promoted students scored nearly 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 Bubiita sub county where teachers think that children who are retained may do better by the end of a certain class level

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 students that were retained in rural areas whether in short or long 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, 3, and 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 the 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 eight. They found that retention does not equalise 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.

2.1b Effects of automatic promotion policy on academic performance in primary schools.

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.

Westbury (1994) an educationist opposes automatic promotion policy on the basis that continually passing unfit pupils to the next class only pushes the achievement further to the next teacher in the next class. Lorence. Et-al, (2002) confirms 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.

However, 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 student aimed at investigating whether teacher's 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 criticised that due to this policy, all pupils are promoted to the next class. So the discrimination between good and poor pupils 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 Bubiita Sub County, 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 way time comes

Koppensteiner (2014) in his study on the relationship between automatic promotions 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 later grades.

Eisenhart.et al, (1998) reviewed the literature on the role of teachers attitudes in policy implementation. He found out that teachers' believes 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 programmes proposed by policy makers. Although automatic promotion entails a change in in teachers in all practices at the classroom level, they need to individually instruct and promote academically sound learners (Roderick. (1993) smith and shepard (1987))

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 this perspective, Phillip (2004) concluded that 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 the pupils whether or not academically sound. In this way, many law achievers are advance to classes where they find more difficulties

2c. Measures for improving academic performance in primary schools

Borealis (2002) in his research “teachers’ responsibility” discovered that actually 80% of the respondents strongly agree that teachers share responsibility, and other 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, however primary 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 to 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.

According to (Shepard, 1994; Roderick, 1993) teachers believe that retention is more beneficial than automatic promotion since this helps learners to achieve 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 pupil's performance and self-esteem in later grades which maybe the same with Bubiita Sub County.

Alvarez, Roces and Garcia (2002) emphasised the role of parents and stated that without the children's parental support, it is hard for teachers to devise academic experience to help pupils learn meaningful content. In latin America, parents are assigned a 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 school (Thurler.2006)

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.

Children by Anderson (2000) she demonstrated that poor conditions of physical plan decreases reading and math scores, and increases the likelihood of repletion. According to 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 paediatricians, 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 schools is undoubtedly the most appropriate approach taken in the attempt to ease automatic promotion and improve the achievement of children in primary 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 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 voice 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 the next level is condemning that child to a life of failure. If that is done, that child cannot even 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 need for the government and education development and education development partners 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 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 since the formal education in the country in the 1890's, a "merit based" system of promotion operated until 2005 when automatic promotion was adopted. Therefore, parents, teachers and administrators (national, local government/ district and school level) are all products of 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)).

According to Muvawala J, (2012), there's need for 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' accommodation, instructional material, parents/ community participation, absenteeism by both teachers and students, number of primary 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.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the procedure and techniques used to collect data. It will cover 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. The study was descriptive in that it described the impact of automatic promotion on academic performance of learners in selected primary schools. Qualitative research method were 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

Bududa district is boarded by Sironko District to the north, Kenya to the east, Manafwa District to the south and Mbale district to the west. The district headquarters at Bududa are located approximately 36 kilometres (22.5miles), by road, south east of Mbale city, the largest city in the sub region. Generally, the study was conducted in Bubiita sub-county which is boarded by Buwali sub-county to the north, Bukalasi Sub County to the east,

Nalwanza sub-county to the south and Bushigayi Town Council to the west. The following schools were included to the study; Bubiita primary school, Busooto primary school, Namurwe primary school, Bushimali primary school and Bumakita primary 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. Pupils were selected because they were victims who bare the impact of automatic promotion and could sincerely express their experience and those of others without coercion or favour. 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 are 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), 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 study was drawn from the total population of 80respondents which comprised 59 teachers, 103 pupils and 44parents 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

Category	Target population	Sample size	Sampling technique	Reason
Head teachers	05	05	Purposive	Convenient
Pupils	140	103	Random	Unbiased
Teachers	65	56	Random	Unbiased
Parents	50	44	Random	Unbiased
Total	260	152		

Source: primary Data, (2023)

3.5 sampling procedure

The teacher 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 pupils, teachers and parents. The researcher selected respondents randomly from the selected population. The list of the teachers, parents and learners, both female and male was 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 approximately and proportionately represented and free from sampling bias.

3.5.2 Purposive Sampling

Purposive sampling on the 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 schools of Bubiita sub county, Bududa District.

3.6 Data Collection Instruments

The following instruments were used to collect data.

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 liker scale questionnaire were 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 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 also gave the researcher an opportunity to revisit some of the issues that had been over looked in other methods and yet they are 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 Buwali primary school located in Buwali Sub County since this had the same characteristics with the schools under study. The questionnaires and interviews were piloted to eight teachers and five learners before the larger actual survey was conducted in Bubiita Sub County. 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 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 of the items from the questionnaires and interviews. The content validity index (CVI) of the Instruments 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 consistence and precession 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) is used to ascertain it. Cronbach's Alpha of a minimum reliability analysis of 0.70 and above was taken as reasonable of internal reliability. The score obtained was 0.818 and

was above 0.7; the instrument was adopted as being reliable. The points were achieved after the valid items were divided by the total number of items times one hundred as below

$$17/2 \times 100 = 80.95$$

Table 3.2: Reliability statistics

Cronbach's Alpha	Number of items
0.818	21

Source: primary Data (2024)

3.8. Data collection procedure

The researcher went to the field after getting an authorisation letter from the head of department Uganda Christian University, Mbale University College which introduced him as a student of the university from the department of education. The head teachers of selected schools of Bubiita Sub County helped the researcher to collect data by giving him a go ahead. The researcher then collected the data in the sub county

3.9. Data processing and analysis

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

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 to measure that data is accurate, consistent with other facts gathered and uniformly entered. This was helpful in remembering all the events conducted in the field.

Coding or raw data: it refers to the process of converting or reducing data. This is to verify if the data which is generated by field activity is in raw form. In the study, raw data was transformed into codes which are 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 organising 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 has been transformed to numerical codes and later the researcher tabulated the work. Objectives 1 to 3 was analysed using descriptive statistics namely mean and standard deviation

3.10. Ethical considerations

The research study from the stage of proposal preparation to the writing of the final proposal was guided by the four major ethical tenets of honesty, accuracy, efficiency and transparency.

Therefore the following procedures was followed to achieve the ethical tenets.

The researcher obtained an introductory letter from Uganda Christian University. This letter enabled the researcher to introduce him 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 are made. The letter informed respondents of the purpose of the study, their expected roles and why they are 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 didn't involve any coerciveness.

Participants were requested to sign consent and assent forms confirming their acceptance to take part in the study. It can be emphasized that this study is original work and that no known study regarding the impact of automatic promotion on academic performance in selected primary schools had been done in Bubiita Sub County, Bududa district had been conducted.

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 primary schools had been done in Bubiita sub-county, Bududa District. 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	Primary	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 extent to which automatic promotion policy is being implemented

The first objective of the study was to find out the extent to which automatic promotion policy is being implemented in Bubiita sub-county. The variable investigated under this objective was the extent to which automatic promotion policy is being implemented, it was analysed as seen in the table below and hypothesized that there is no relationship between the impact of automatic promotion and pupils' academic performance in Bubiita sub-county. The results are presented in this sub-section of the report.

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

Response	Frequency	Percentage
Automatic promotion demotivates learners	60	39.5
All learners are promoted to the next class	40	26.4
Automatic promotion leads to poor grades	30	19.7
Automatic promotion leads to increased dropout	16	10.5
Automatic promotion leads to overcrowded classes	06	3.9
TOTAL	152	100

Source: Primary Field Data (June, 2024)

From the table above, 4.2 it indicated that automatic promotion greatly affects learners' performance. Automatic promotion demotivates learners and is supported by 60(39.5%). This is supported by Ndaruhutse (2008), who found out that repetition demotivates students and at the same time affects the 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.

The situation of automatic promotion holds that all learners are promoted to the next class. This was reported by 40(26.4%) of the respondents. This was in agreement with what Hong and Raudenbush (2005), says that automatic promotion as that "educational practice under which all students are promoted to maintain homogeneity of age within classrooms". 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 primary 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).

In addition, 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 (Mehndiratta, 2000).

Automatic promotion leads to poor grades 30(19.7%). They asserted that due to the policy, there is an increasing enrolments in primary schools with students who cannot academically measure to the expected standards of the education system. This was supported by Manacorda (2006), who 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. Silberglitt 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 Bubiita sub-county because of the profound conclusions.

From the above analysis, it is important to note that automatic promotion leads to increased dropout which was proposed by 16(10.5%) of the responses. The respondents contended that when learners are retained, they lose interest in studies and may end up dropping out of school. This is supported by Jimerson (2002), who says that grade retention frustrates the learners and may lead to school dropout. Accordingly, promotion which involves combining grade promotion and effective evidence-based interventions is most likely to benefit children with low achievement or behavior problems.

As far as enrolment is concerned, respondents reported that automatic promotion leads to overcrowded classes. This assertion was supported by 06(3.9%) respondents who confirmed that classes are crowded because all learners from a lower level are pushed to the next level

without critically looking into their performance. Taye (2003), on the impact of automatic promotion on learning outcomes in Ethiopia showed that 90.4% of the teachers interviewed said grade retention crowds classes although it helps underachieving students perform better in latter grades.

4.3 Effect of automatic promotion policy on academic performance

The second objective of the study was to find out the effect of automatic promotion policy on academic performance in Bubiita sub-county. The variable investigated under this objective was effect of automatic promotion and it was hypothesized that there is no relationship between automatic promotion and learners’ academic performance in Bubiita sub-county. The results are presented in this sub-section of the report.

Table: 4.3: Effect of automatic promotion policy on academic performance

Response	Frequency	Percentage
Automatic promotion negatively affects the learner’s future socially and academically	58	38.2
Automatic promotion reduces the power of teachers	44	28.9
Automatic promotion does not differentiate between the bright and the dull learners.	30	19.7
Automatic promotion lowers the quality of education	17	11.2
Automatic promotion policy is for the next class.	03	02
TOTAL	152	100

Source: Primary Field Data (June, 2024)

Results from table 4.3 were obtained through an interview with head teachers and parents. Based on Terry (2011), while examining the beliefs of kindergarten through fourth grade teachers regarding effects of automatic promotion 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 automatic promotion is an appropriate intervention for students and

that it has a very negative effect on a student's future socially or academically. Respondents agreed that automatic promotion negatively affects the learner's future socially and academically which was supported by 58(38.2%) of the respondents. In an interview with the researcher, the head teachers said;

“Automatic promotion is a government policy and is implemented in all government aided schools. The policy caters for only bright learners who are academically strong. On a sad note, you realise that some of the learners who are pushed to the next level by the policy but are not capable suffer both social and academic implications. They face challenges especially when it comes to national examinations. Such learners can't even express themselves when it comes to class discussions, they are raw....”

According to Anderson (2000), 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. This was supported by 44(28.9%) of the respondents in the study.

“A teacher is professional and uses his/her professional skills to gauge the learner's performance at every level. In the teaching profession, a teacher knows which child to promote and who to retain. When the automatic promotion policy is practised, a teacher loses control and power on a learner. Because the policy has been explained

to all the Ugandans, some parents go on to implicate the teacher who tries to retain a child in a class making the teacher completely powerless...”

Dummerandparker. (2004), stresses that teachers are criticized that due to this policy, all pupils are promoted to the next class. So the discrimination between good and poor pupils' 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 Bubiita sub-county, which imparts the vice of lack of competition.

Automatic promotion does not differentiate between the bright and the dull learners. This assertion was supported by 30(19.7%) of the respondents. When asked, parents said;

I don't educate my children in government aided schools because of the policy of automatic promotion. When low and high achievers are mixed up, one side will overpower the other. Those children who are promoted on policy pull back those that are bright. The fact that my children are in these schools and are always lowering in their performance, I condemn the policy.

This assertion was in agreement with Phillip (2004), who states that 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.

Closely related to the above, 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.

In addition, Lorence.et-al, (2002), suggested that the practice of automatic promotion is detrimental and lowers the quality of education. This is based on the fact that low-performing pupils who are promoted without requisite skills since such pupils are presumed to fall further behind academically proficient classmates may never improve. Therefore the base of poor performers remains weak and not improving. This was supported by 17(11.2%) of respondents in the study.

“Another head teacher said that the policy of automatic promotion lowers the quality of education simply because at the end of the primary level, all those learners that were pushed to other levels without considering their better performance will not make it to the next level after a summative assessment. Those who try to make it will keep lagging behind. This perhaps is the reason for the poor education quality in Uganda....”

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.

3(02%) of the respondents pointed out that automatic promotion is for the next level. This was in agreement with Eisenhart.et.al, (1988), who found out that when educational policy is formulated, the assumption is that it will influence what happens in classrooms and schools. To this course, teachers, much as they believe that retention is more beneficial than automatic promotion since this helps learners to achieve and/improve their academic performance, they have gone ahead to implement the policy in these schools. However, they think that there is a relatively positive benefit for pupils to repeat classes.

“A head teacher commented that the policy is being implement. In our classes, so many of our candidates can’t read a sentence in English. Some of them can’t express

themselves yet they have been registered by UNEB to sit for national exams. As a teacher, I believe that retention can help some learners to do better....”

Shepard, 1994; Roderick, (1993), are in support when they say that teachers believe that retention is more beneficial than automatic promotion since this helps learners to achieve and/improve their academic performance.

4.3 To establish the measures to improve academic performance

After interaction with respondents on different fora’s, they reported that automatic promotion affects the academic performance of learners and responses were shown as discussed in table 4.4 below.

Table 4.4: Measures to improve academic performance

Response	Frequency	Percentage
Involve teachers and parents	52	34.2
Ensure health status of a child	38	25
Promote on merit	30	19.7
Abolish the policy	22	14.5
Creating awareness	10	6.6
TOTAL	152	100

Source: Primary Field Data (June, 2024)

From table 4.4, it is indicated that automatic promotion policy greatly influences learners’ academic performance. Results indicated that to boost learners’ performance amidst the policy, teachers and parents must be involved. 52(34.2%) of the respondents supported this in the study. Borealis (2002) in his research “teachers’ responsibility” discovered that actually

80% of the respondents strongly agree that teachers share responsibility, and other 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, however primary school teacher has not been given due respect by the concerned authorities.

Furthermore, Alvarez, Roces and Garcia (2002), emphasised the role of parents and stated that without the children's parental support, it is hard for teachers to devise academic experience to help pupils learn meaningful content. In latin America, parents are assigned a 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 school (Thurler.2006).

Consequently, 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.

Ensuring health status of a child was supported by 38(25%) of the respondents who said that good child health increases the likelihood for better performance. This was in agreement with Anderson (2000), who demonstrated that poor conditions of physical decreases affect reading and math scores, and increases the likelihood of repletion. According to 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 paediatricians, children with disabilities and parents opportunities need to collaboratively

generate goal directed activity prescription to their children to boost their retention of knowledge.

In addition to the above, Nassali, (2017), indicates that the ministry of education aims to ensure that all children go through the school system well 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 voice of learner retention in particular classes. This was supported by 30(19.7%) who proposed that to ensure quality education, the government ought to promote students on merit. 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 the next level is condemning that child to a life of failure. If that is done, that child cannot measure even at the next level because the foundation would not have been set.

Abolishing automatic promotion policy was proposed by 22(14.5%) of the respondents. The respondents believe that if children can't be promoted on merit, then the policy be eliminated. According to Charles (2007), abolishing automatic promotion is undoubtedly the most appropriate approach taken in the attempt to ease the child's academic performance in primary schools. A wide variety of early childhood intervention has appeared focused on child literacy. At least one objective of this approach is to help prepare the child for entry into another level when they are ready and competent. Although this program has 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 that a child who is promoted to another class is ready for the level.

According to Brophy, J. (2006), in his study on the relationship between automatic promotion and learning achievements in Brazil, he found out that there is need for the government and education development and education development partners 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 or programs on the relevance, strengths and weaknesses of automatic promotion policy, targeted at the various stakeholders. In the study, this idea was proposed by 10(6.6%) of the respondents. Respondents believed that if pilot studies are made, all the stakeholders would be in position to know the purpose of the policy and rightly express it.

On the contrary, Byamugisha,(2010), opines that the need for extensive consultation and awareness creation programs cannot be emphasized enough, especially given the fact since the formal education in the country in the 1890's, a "merit based" system of promotion operated until 2005 when automatic promotion was adopted. Therefore, parents, teachers and administrators (national, local government/ district and school level) are all products of 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)).

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 the extent to which automatic promotion policy was implemented in Uganda was great. Respondents confirmed that automatic promotion demotivates learners. This was leading by 60(39.5%) respondents, followed by the assertion that all learners are promoted to the next class by 40(26.4%), automatic promotion leads to

poor grades 30(19.7%), automatic promotion leads to increased dropout which was proposed by 16(10.5%) and that automatic promotion leads to overcrowded classes which was proposed by 06(3.9%).

Objective two of the study found out that automatic promotion negatively affects the learner's future socially and academically which was leading by 58(38.2%), this was followed by the fact that automatic promotion reduces the power of teachers 44(28.9%), automatic promotion does not differentiate between the bright and the dull learners which was proposed by 30(19.7%), 17(11.2%) of the respondents said that automatic promotion lowers the quality of education with 03(02%) of the respondents affirming that automatic promotion policy is for the next class.

Objective three of the study revealed that much as automatic promotion affects the academic performance of learners, involvement of both parents and teachers which was proposed by 52(34.2%) was the leading remedy which was followed by health status of the learners 38(25%), this was followed by promoting the children on merit 30(19.7%) , abolishing the automatic promotion policy by 22(14.5%) and creating awareness which was supported by 10(6.6%).

5.2 Conclusion

The study concluded that the extent to which automatic promotion is implemented teachers' effects of automatic promotion and the measures to improve academic performance in the selected primary 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 primary research to investigate on the general factors that lead to poor performance in primary schools.

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APPENDICES

APPENDIX: I

QUESTIONNAIRE FOR LEARNERS AND TEACHERS

IMPACT OF AUTOMATIC PROMOTION ON THE ACADEMIC PERFORMANCE OF LEARNERS IN BUBIITA SUB-COUNTY BUBIITA DISTRICT

Dear respondent,

I am wambele karim a student of Uganda Christian University 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.

SECTION A (PERSONAL INFORMATION)

Sex: male () Female ()

1. Age: 10-16 (), 17-26(), 37-46 (), 47-above()
2. Marital status: (), married(), widowed (), separated ()
3. Educational level: primary (), 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. Automatic promotion demotivates learners				
2. All learners are promoted to the next class				
3. Automatic promotion leads to poor grades				
4. Automatic promotion leads to increased dropout				
5. Automatic promotion leads to overcrowded classes				
Effect of automatic promotion on academic performance	SA	A	D	SD
6. Automatic promotion negatively affects the learner's future socially and academically				
7. Automatic promotion reduces teachers' powers				
8. Automatic promotion lowers academic performance				
9. Automatic promotion makes teachers not to differentiate between bright and dull students				
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. Create healthy child status				
13. Promote the learners on merit				
14. Abolish the automatic promotion policy				
15. Pilot studies under taken to create awareness				

SECTION C

2. Give other problems of automatic promotion in Bubiita Sub County.

.....

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

.....

4, Give your own view about automatic promotion

.....

APPENDIX: II

INTERVIEW GUIDE FOR THE PARENTS

I am wambele Karim 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 purpose of 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 appreciated. This will take just a little of your time and am grateful for giving your fortified audience.

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

.....
.....

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

.....
.....

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?

.....
.....

APPENDIX: III

INTERVIEW GUIDE FOR THE HEAD TEACHERS

I am wambele Karim 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 purpose of 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.

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

.....
.....

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

.....
.....

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

.....
.....

9. Do you as a head teacher like it; yes or No?

b) If yes, support your answer

.....
.....

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

.....
.....

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

APPENDIX V

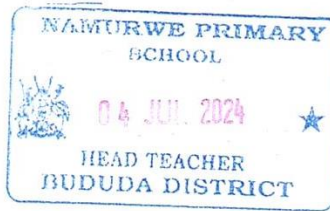
ACCEPTANCE LETTER



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

Office of the Academic Registrar

To HEADTEACHER
NAMURWE P/S



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

We are honored to introduce to you Mr. Mrs./Miss. WAMBELI KARIM

Of Registration Number; RJ22/MUC/BE/042 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree IN EDUCATION

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 PRIMARY SCHOOLS OF BUBITA S/COUNTY, BUDUDA DISTRICT

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,

26 MAR 2024

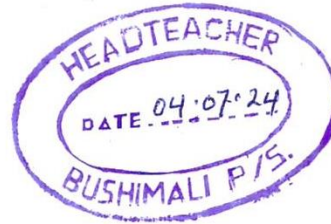
Mr. Akampurira Timothy
Academic Registrar



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

Office of the Academic Registrar

To HEADTEACHER
BUSHIMALI P/S



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

We are honored to introduce to you Mr./Mrs./Miss WAMBELE KARIM
Of Registration Number; RJ22/muc/BED/042 pursuing a Masters'
Degree/Postgraduate Diploma / Bachelor's Degree IN EDUCATION

He/ she is required to carry out an academic research on the topic
IMPACT OF AUTOMATIC PROMOTION ON THE ACADEMIC
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We shall be grateful for the help you may offer to him or her accordingly.
Thank you.

Yours faithfully,

26 MAR 2024

Mr. Akampurira Timothy
Academic Registrar



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

Office of the Academic Registrar

To HEADTEACHER
BUMAKITA P.S.

*Warmly welcomed
 and accepted*

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



We are honored to introduce to you Mr. Mrs./Miss WAMBELI KARIM
 Of Registration Number; RS22/MVC/BEA/1042 pursuing a Masters'
 Degree/Postgraduate Diploma / Bachelor's Degree IN EDUCATION

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 PRIMARY SCHOOLS OF RUBIRITA
SUBCOUNTY, BUDUDA DISTRICT
 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,

26 MAR 2024

Mr. Akampurira Timothy
 Academic Registrar



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

Office of the Academic Registrar

Received for Action

To HEADTEACHER
BUBITA P/S



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

We are honored to introduce to you Mr. Mrs./Miss WAMBELE KARIM

Of Registration Number; PJ.22/1mve/BE/1042.....pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree I.N. EDUCATION.....

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 PRIMARY SCHOOLS OF BUBITA SUBCOUNTY, BUVUDA DISTRICT

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.

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UNIVERSITY
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MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To HEADTEACHER
BUSDO TO PRIM SCHOOL



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

We are honored to introduce to you Mr. Mrs./Miss. WAMBELE KARIM

Of Registration Number; RJ22/INUC/BE/042 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree IN EDUCATION

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 PRIMARY SCHOOLS OF BUBITA SUBCOUNTRY, BUDUDA DISTRICT

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,



Mr. Akampurira Timothy
Academic Registrar

APPENDIX VI

A MAP OF BUDUDA DISTRICT SHOWING THE AREA OF STUDY

