THE EFFECTS OF AUTOMATIC PROMOTION ON THE ACADEMIC PERFORMANCE OF PRIMARY SCHOOL PUPILS IN KABARWA SUB COUNTY, BUKEDEA DISTRICT

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DECLARATION

I, the undersigned, declare that this research report is my original work and has not been presented in any other university or institution for academic credit.

Signature  **……Date**21/3/2025

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APPROVAL

This is to certify that Opio James Gabriel compiled this research report under the title "an investigation into the causes of poor performance in PLE subjects in primary schools in Kabwara Sub County Bukedea District" and has been under my supervision and it's now ready to be submitted to the academic board of Busitema University.

Signature.....  **Date**.....21/08/2025

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(SUPERVISOR)

DEDICATION

To my dear wife Amodan Tereza, children; Abore Elizabeth, Okite John, Okello Lawrence and Ocen Gabriel and father Opolot John other parties who supported me in this study. These individuals offered me unwavering support during the study and stay at Busitema University.

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ABREVIATIONS

CPDCs Continuous Professional Development Courses

EFA Education for All

UN United Nations

UPE Universal Primary Education

US United States

ABSTRACT

This study investigated the causes of poor PLE subjects performance in government primary schools Kabwara Sub County, Bukedea District. The study answered the following questions; does Pupil's attendance affect their performance in PLE subjects in Primary Schools in Kabwara Sub County, Bukedea District ?, does teachers' attendance affect the pupil's performance in PLE subjects in Primary Schools in Kabwara Sub County, Bukedea District?, does the coverage in PLE subjects syllabus affect pupil's performance in PLE subjects in Primary Schools in Kabwara Sub County, Bukedea District?, The study was guided by descriptive survey design and targeted a population of 6523 comprising of 7 head teachers, 98 teachers and 6403 pupil's. Both stratified and random sampling was applied to sample the respondents. The data was analysed according to the questions using tables, frequency, percentages, pie charts and standard deviations. It was found that pupil's attendance, teachers' attendance, syllabus completion was not always effective leading to poor performance of PLE subjects and worse was with syllabus completion. Therefore, the study recommended automatic promotion to be curbed by the effort of community and local government in primary schools.

This study employed a difference-in-differences analysis technique to estimate the average treatment effect of automatic promotion on students' cognitive learning outcomes in Bukedea's primary education. Regression results indicate a positive policy effect on learning achievements in literacy and numeracy at primary three (P3) and primary six (P6). Specifically, the implementation of automatic promotion policy has translated in to an increase in learning outcomes in reading and PLE subjects at P3 and P6, all statistically significant at conventional levels. Decomposing the effect along gender and school location (rural or urban) dimensions reveals positive and statistically significant effect on literacy and numeracy in both grades. The effect on students' scores in rural areas is higher than that on students in urban schools. In terms of gender, the effect is relatively similar for female students and their male counterparts. These results are contrary to the popular belief among many Bukedeans, but consistent with earlier scholarly works that have attributed automatic promotion with positive impact on learning outcomes.

Keywords: automatic promotion; students' learning achievements; difference-in-differences.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

1.1 Background

Historical background

Grade retention, the practice of holding back students in the same grade for an extra year if they fail to achieve promotion requirements–either in the form of a performance measure or in the form of minimum attendance–is used in many developing and in some developed countries. It is particularly widespread and pronounced in African and Latin American countries, where repetition rates are often as high as 30% (UNESCO, 2008).[1] Historically grade repetition had a prominent role in Brazil and repetition rates in Brazilian primary schools reached 24% in the first grade and 14% in the fourth grade in 2005.[2]

Retaining students has important consequences both for the individual as well as for schools. Overall, every repeater has the same effect on school resources as enrolling an additional student at that grade and subsequent grades and either leads to compromising per pupil school inputs e.g. through larger class size or to a pressure on public finances through the additional demand for teachers, classrooms, desks and other inputs.[3]

Opponents of grade repetition contend that it negatively impacts the retained individual by stigmatizing them and harming their self-esteem, by impairing established peer relationships and generally alienating the individual from school, which may in turn negatively affect academic achievement and increase the probability of dropping-out of school (Holmes, 1989). Furthermore, repeating grades delays entrance of students into the labour market which poses substantial monetary cost on individuals over the life-cycle. In contrast, proponents argue that

repetition can improve academic achievement by exposing low performing students to additional teaching and by allowing them to catch up on the curriculum and the content of teaching. This is particularly important if school absence for reasons such as illness in a given school year is the reason for retention. Grade retention may also help to make classes more homogeneous in achievement and therefore easier to teach by improving the match between peers in the classroom (Manacorda, 2012).

There is a small but growing literature on estimating the causal effect of retention on subsequent educational outcomes (Dong, 2009, Eide and Showalter, 2001, Glick and Sahn, 2010, Gomes-Neto and Hanushek, 1994, Jacob and Lefgren, 2004, Jacob and Lefgren, 2009 and Manacorda, 2012). The results are mixed, with positive as well as negative estimates of the effect of repetition on academic achievement and school drop-out, and the results seem to depend critically on context and age of students.

Considering these mixed empirical findings on the effect on repeaters, the use of public resources and the undesirable consequences for public finances, the persistence of grade retention regimes in many countries is puzzling. This is particularly the case for developing countries where repetition rates are often very high and pressure on public resources is large. Furthermore, repetition increases the age variation in the classroom and repeaters may also directly lead to negative externalities on their peer students (Lavy et al., 2012, Manski, 1993).

A possible explanation for the persistence of grade retention in many countries may be based on the deterrence effect of grade retention.[4] Grade retention induces students to exert effort as it potentially inflicts substantial costs of repetition on low performers. The ex-ante threat of retention may therefore incentivize students to study in order to avoid being retained. This incentive effect of grade retention may have an important effect on mean student outcomes, as it

is not restricted to repeaters only, but may create incentives for a much wider range of students. While the empirical literature on grade retention focuses on the ex-post effect on repeaters, there exists–to the author's knowledge–no research on the ex-ante effect of the promotion regime on academic outcomes of a wider set of students. This analysis examines the effect of removing the deterrence of retention rather than estimating the effect of repetition on repeaters. Automatic grade promotion has been introduced in Brazil on a large scale since the early 2000s partly to accelerate progress towards meeting the Millennium Development Goal of universal primary education and to reducing the cost of larger student cohorts (UNESCO, 2012). I exploit credible exogenous variation in the timing of the adoption of automatic promotion for identification in a difference-in-differences (DiD) setting.

I find that the introduction of automatic promotion significantly reduces academic achievement measured by math test scores of fourth graders by 6.7% of a standard deviation. Quantile DiD results show that the strongest treatment effect can be found for the lower part of the test score distribution with considerably smaller effects in the tails of the distribution. This is consistent with an interpretation of the estimates as a disincentive effect of automatic promotion and the paper provides additional evidence in support of this interpretation. There is no evidence that the results are caused by teacher or school responses to the introduction of automatic promotion. Teachers are no more or less likely to assign and correct their students' homework, and class size is unaffected by the policy introduction. Because there is only limited information on teaching practices available it is not possible to rule out completely the possibility of unobserved systematic teacher responses to the policy. The timing of the policy change limits the potential for changes in the student composition of the test cohorts and I provide strong evidence that the socio-economic composition is unaffected by the policy and unlikely biases the estimates. There

is also no evidence that the estimates are affected by systematic changes in student mobility across schools or by strategic test taking behaviour.

The remainder of the paper is organized as follows. Section 2 provides information on the school system in Brazil and in the state of Minas Gerais. Section 3 presents the data. Section 4 describes the natural experiment and outlines the assignment of schools to treatment. Section 5 introduces the empirical strategy. The results, their interpretation and falsification exercises are presented in 6 Estimation results,

The practice of allowing students to progress from one class to the next irrespective of their academic performance – otherwise called automatic promotion, has polarized education development stakeholders along the lines of those in support and those against. According to Steiner (1986), the origin of the policy can be traced to the 1930s and it is adopted and implemented in the perceived interest of a student's social and psychological well-being. Arguments for and against automatic promotion are centered on its credibility as a viable alternative to grade retention, in the search for efficiency and better learning outcomes. Empirical and non-empirical studies conducted in both developed and developing countries to estimate the impact of automatic promotion policy and that of grade retention policy on students' learning achievements show mixed and inconclusive results. Arguments in support for the policy as a better alternative to grade retention fall into three broad categories namely; enhancing education quality, improving internal efficiency of education and personal development of students/learners.

Enhancing the quality of education arguments point to the fact that repetition does not improve the achievement of the low-achiever, nor does it reduce the range of abilities, since each grade will carry the retained student into the next year as a source of a difference in ability (Ndaruhustse, 2008; and Peterson et al., 1987). Moreover, retaining students leads to crowding in classrooms, leading to high student-classroom ratios and high student-teacher ratios thus lowering the overall quality of education (Chimombo, 2005). By contrast, automatic promotion fosters equity in learning outcomes especially between male and female students (Ndaruhustse, 2008) and between rural-urban settings (Chen et al., 2010; and McCoy & Reynolds, 1999). In developing countries, female students and students in rural schools tend to register lower learning outcomes, compared to their respective counterparts.

In terms of improving internal efficiency of education, the arguments highlight the policy's ability to save costs for both governments and households since it reduces if not eliminates, grade repetition, increases survival and completion rates by reducing student performance rates, and increases the number of years low achieving students spend in school (Mehrotra, 1998; Verspoor, 2006; and Ndaruhutse, 2008). Regarding personal development of learners, grade repetition is noted as having adverse effect on students' self-esteem and motivation (Xia & Kirby, 2009). Likewise, retention stigmatizes students and impairs their natural ability to relate with their peers. This more often than not culminates into alienation of the students in question, thus resulting in eventual exiting of the schooling cycle (Holmes, 1989). Furthermore, repeating grades prolongs the actual school completion time as well as time to engage productively in the labor market, which represents a monetary cost to students over their life-cycles (Eide & Showalter, 2001).

Counter arguments against automatic promotion state that it negatively affects the overall quality of education since it eliminates competition, de-motivates students and teachers alike hence lowering teaching and learning outcomes (Koppensteiner, 2014; Taye, 2003; and Chohan & Qadir, 2011). By contrast, grade retention is viewed as leading to an improvement in cognitive learning outcomes (Brophy, 2006; Roderick et al., 2002; and King et al., 1999). It is worth noting that studies that have reported academic gains attributable to repetition have gone on to add that the gains are short-term and as a result eventually retained students end up lagging behind, which affects their self-esteem and increases the probability of dropping out (Brophy, 2006; and Jimerson et al., 1997).

1.1.2 Contextual background

Bukedea district adopted and implemented the automatic promotion policy in 2005 as an interventionist strategy aimed at enhancing the internal efficiency and quality of primary education. Implying that it was and is still targeted at eliminating if not reducing grade repetition, reducing school performance, improving pedagogical duration and efficacy, hence improving learning outcomes (see also Ndaruhutse, 2008). Improvements in internal efficiency and quality of education in turn enhance the achievement of Education For All (EFA) goals and Millennium Development Goals (MDGs), especially EFA goals 2, 5 and 6, and MDGs 2 and 3. The policy is implemented only in government primary schools because internal inefficiencies in terms of high repetition rate, high performance rate, low survival rate and low completion rate were on average higher among them. Moreover, government schools form the bulk of primary schools in the country (12,203 out of 18,079) and implement Universal Primary Education (UPE), thus high inefficiencies imply wastage of money for both the government and households, as well as time for the students. Under the UPE program, government pays tuition

for all students enrolled in UPE implementing schools and parents meet costs related to scholastic materials such as school uniform, pens, pencils, exercise books, school meals and so forth. Thus when a child repeats a grade/ grades or drops out of the primary schooling cycle, it represents wastage of not only financial resources for both entities (government and households), but time for students since they will take relatively longer to graduate and enter the workforce (see also Chimombo, 2005; Eide & Showalter, 2001).

As already alluded to, the adoption and subsequent implementation of automatic promotion came on the back of high internal inefficiency prevailing within the primary education sub-sector, coupled with low quality of education. Inefficiency manifested itself through high repetition and performance rates, which by 2004 were recorded at approximately 35% and 21% respectively (EMIS, 2010). The low quality of education was reflected by low academic achievements at all primary grades, and characterized by disparities along gender and rural-urban dimensions. For instance, according to National Assessment of Progress in Education (NAPE) 2004, pass rates for English and PLE subjects at primary three (P3) were respectively 37% and 44% and even lower for primary six (P6), 25% and 27% respectively. By 2010 these rates had improved, albeit still below regional and international averages. While literacy and numeracy at P3 improved to 57% and 72% respectively, at P6 they had improved to 50% and 54% respectively. Bukedea's, learning outcomes in terms of gender and rural-urban dimensions are lower among female students by approximately 5 percentage points (Nannyonjo, 2007; and Kasirye, 2009) and rural areas by approximately 15 percentage points (Kagoda, 2012; and Nannyonjo, 2007). In the Sub-Saharan Africa context, Zhang (2006) and Ndaruhutse & Ways (2022) likewise acknowledge the existence and persistence of these disparities.

1.2 Problem Statement

Automatic promotion of teaching processes enhances the teacher effectiveness towards teaching which promote pupil's academic performance. However, this is not the case with most schools in Kabarwa Sub County in Bukedea District whose pupils have continued to report poor performance in mathematics. It has affected most pupil's to be promoted to next classes hence creating low self-esteem in the subject. Teachers have tried to conduct remedials and extra lesson but still the performance is still low. This has affected the general schools' performance and further denying pupils to join secondary school hence creating drop outs who in turn are developing an illiterate community in the subcounty. And hence forth, the study on the causes of poor performance in mathematics at primary leaving examinations (PLE) in Kabarwa Sub County, Bukedea District, to ameliorate the situation.

1.4 Objectives of the study

1.4.1 Purpose of the study

This study aims to investigate the effects of automatic promotion on the academic performance of primary school pupils in Kabarwa sub county, Bukedea district

1.4.2 Specific Objectives of the study

1. To find out the causes of automatic promotion in primary schools of Kabarwa sub county, Bukedea district.
2. To investigate the effects of automatic promotion in primary schools of Kabarwa sub county, Bukedea district.
3. To tailor out mitigation measures of the effects of automatic promotion in primary schools of Kabarwa sub county, Bukedea district.

1.5 Research questions

1. What are the causes of automatic promotion in primary schools of Kabarwa sub county, Bukedea district?
2. Which effects does automatic promotion have in primary schools of Kabarwa sub county, Bukedea district?
3. How can the effects of automatic promotion be mitigated in primary schools of Kabarwa sub county, Bukedea district?

1.6 Scope of the Study

1.6.1 Geographical Scope

The research was carried out in Kabarwa Sub County Bukedea District. The study targeted the primary government school.

1.6.2. Content Scope

The study investigated the causes of poor performance in all the curricular subjects at primary leaving examinations (PLE) in Kabarwa Sub County Bukedea District. The study established effects of pupil's attendance on their performance in all the curricular subjects, effect of teachers' attendance on the performance of pupils in all curricular subjects, and investigated the effects of the all-curricular subjects' syllabi coverage on pupil's performance in all the curricular subjects. The study was done in St. Aloysious Kodike PS, Kabarwa PS, Kotiokot PS and Amuno Jolwiny PS.

1.6.3 Time Scope

The study took five months.

1.7 Significance of the Study

This study is intended to benefit the following stakeholders:

Community: It shall be used by the community as on awakening tool to get fully involved in school programs to improve on teachers, head teachers, and pupil's attendance.

Administrators: The study will serve as an eye opener to primary school administrators on the best practices that will help them improve performance of All the curricular subjects in their schools. More so checking on their presence at school to effectively supervise daily routines of the school.

Parents shall develop positive attitude towards their schools for better school performance realization. Approval of the matter will be through enhancing children's daily presence at school.

Teachers: In the light of these findings, teachers may be able to plan their teaching in order to complete the recommended academic work within the affected term. It will further out the strategies that enable teacher.

Government policy makers: To come up with school subject policies that will help in enhancing performance of all the curricular subjects in primary schools.

Researchers: Finally, the study findings contribute to the existing literature and serve as a reference point to future scholars who might be interested in this area.

1.8 Justification of the Study

The rationale for this study was to analyze low performance of all the curricular subjects which is at high level caused by distinctive factors of pupil's attendance, teacher attendance and syllabuses. Scanty research has been made in relation to these factors and the need to create a new knowledge to curb the accruing situation. Furthermore, no study presented in the literature review applied descriptive survey as propose in this study.

1.9 Definition of Operational terms

The following terms have been uniquely used by the researcher. They are hereby defined as follows;

Performance – Performance can be defined as the observable and measurable behavior of a pupil in terms of Grade Point Average score in Primary Leaving Examination.

Attendance has been used in this study to mean duty conscious of pupil's, teachers and administrators**.**

1.10 Conceptual Frame Work

The frame work diagrammatized below has been suggested to help conceptualize the independent variable and dependent variable and their relation.

Independent Variable **Dependent Variable**

The Causes ***Poor performance of PLE***

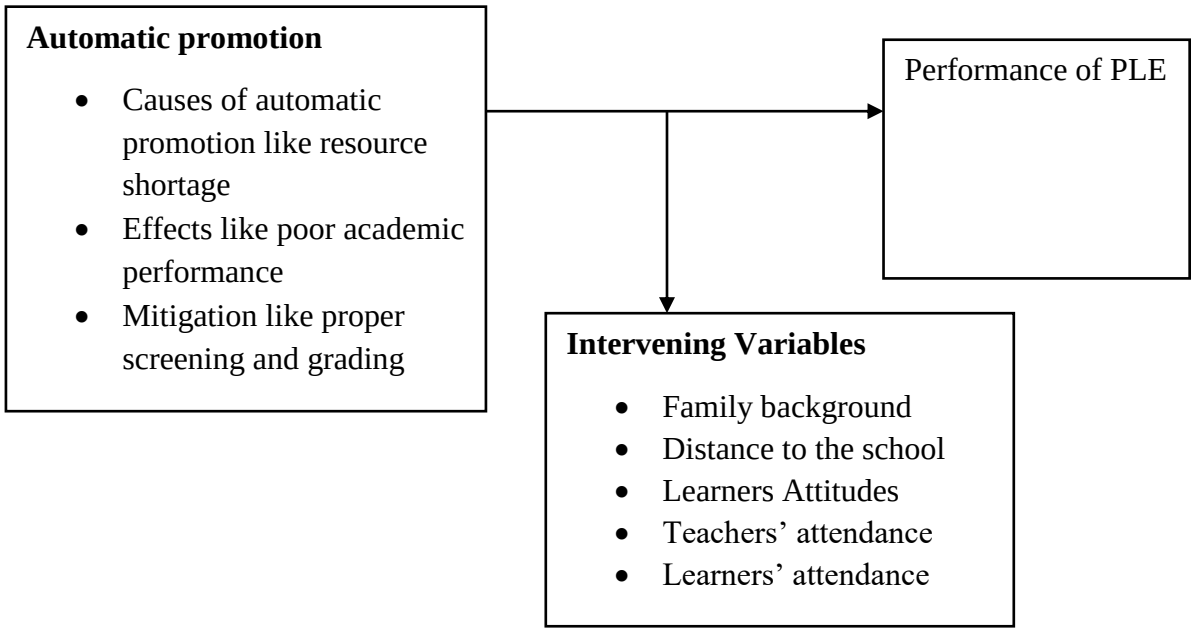

Figure 1: Conceptual Frame work

The researcher structured the independent variable as the causes to attendance of pupil's, attendance of teachers, and all the curricular subjects' syllabi coverage. The dependent variable, poor performance in all the curricular subjects was structured into poor performance of all the curricular subjects in PLE. These factors are hoped to result an organized school, lesson presentation and active learning if they are enhanced at school leading to better performance. The gaps prevail probable cause the poor performance of all the curricular subjects in Kabarwa Sub County, Bukedea District. However, there are factors that may cause poor performance of all the curricular subjects but they are not within the scope of this study like the location of the school, the type of the school and teacher qualification.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This topic will entail the causes of automatic promotion, effects of automatic promotion on the academic performance of the pupils, and ways of mitigation of the effects

2.1 Causes of automatic promotion of primary school pupils

Uganda adopted and implemented the automatic promotion policy in 2005 mainly to counter time wastage in primary schools, redundancy and enhance the efficiency of the Universal primary education (UPE); and the internal efficiency and quality of primary education. Implying that it was and is still targeted at eliminating if not reducing grade repetition, reducing school performance, improving pedagogical duration and efficacy, hence improving learning outcomes. Improvements in internal efficiency and quality of education in turn enhance the achievement of Education for All (EFA) goals and Millennium Development Goals (MDGs).

Inefficiencies in terms of high repetition rate, high performance rate, low survival rate and low completion rate were on average higher among them. Moreover, government schools form the bulk of primary schools in the country and implement Universal Primary Education (UPE), thus high inefficiencies imply wastage of money for both the government and households, as well as time for the students. Under the UPE program, government pays tuition for all students enrolled in UPE implementing schools and parents meet costs related to scholastic materials such as school uniform, pens, pencils, exercise books, school meals and so forth.

Thus, when a child repeats a grade/ grades or drops out of the primary schooling cycle, it represents wastage of not only financial resources for both entities (government and households), but time for students since they will take relatively longer to graduate and enter the workforce

(see also Chimombo, 2005; Eide & Showalter, 2001). As already alluded to, the adoption and subsequent implementation of automatic promotion came on the back of high internal inefficiency prevailing within the primary education sub-sector, coupled with low quality of education.

Inefficiency manifested itself through high repetition and performance rates, which by 2004 were recorded at approximately 35% and 21% respectively (EMIS, 2010). The low quality of education was reflected by low academic achievements at all primary grades, and characterized by disparities along gender and rural-urban dimensions. For instance, according to National Assessment of Progress in Education (NAPE) 2004, pass rates for English and mathematics at primary three (P3) were respectively 37% and 44% and even lower for primary six (P6), 25% and 27% respectively. By 2010 these rates had improved, albeit still below regional and international averages.

While literacy and numeracy at P3 improved to 57% and 72% respectively, at P6 they had improved to 50% and 54% respectively. Uganda's, learning outcomes in terms of gender and rural-urban dimensions are lower among female students by approximately 5 percentage points (Nannyonjo, 2007; and Kasirye, 2009) and rural areas by approximately 15 percentage points (Kagoda, 2012; and Nannyonjo, 2007). In the Sub-Saharan Africa context, Zhang (2006) and Ndaruhutse (2008) likewise acknowledge the existence and persistence of these disparities.

2.2 Effects of automatic promotion on the pupils' academic performance

This section takes stock of some of the earlier research works reviewed in the debate on the pros and cons of both automatic promotion and grade retention. Myung et al. (2013) found that students who are retained in grades 1 to 5 perform in middle schools as well as their propensity

matched, continuously promoted peers, both academically and in terms of behavioral engagement and feeling part of the school. Retention did not appear to offer any advantage to these students, nor did it impede their performance in middle school. Reschly & Christenson (2013) argued that grade retention and automatic promotion are often portrayed as a dichotomy, though this portrayal is a simplification of the issue. According to them, at the center of this debate, is the & question of what to do with students who are not meeting academic and behavioral standards. In their opinion, it is vital that struggling learners receive carefully monitored instruction and supplemental interventions that address their learning needs.

Ndaruhutse & Ways (2008) found that repetition had negative effects on children's learning achievement, attendance record, personal adjustment in school and attitude towards school as they advanced to the next grade. On average, retained students are worse off than their counterparts in both personal adjustment and academic outcomes. She adds that; countries with policies of automatic promotion produced higher results in reading compared to those that practice repetition. Jimerson in his 2007 study concluded that grade retention, when compared with automatic promotion of similar children, is an ineffective and possibly harmful intervention. Promotion plus, which involves combining grade promotion and effective evidence-based interventions is most likely to benefit children with low achievement or behavior problems. Manacorda (2006), in his study on grade retention and performance 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.

Brophy (2006) also noted that grade repetition leads to relative and temporary improvement in learning achievement, though this outcome should not be such a surprise precisely because the repeating students are literally a year older and are working through the same curriculum for the second time. Grade repetition does not provide more general advances in knowledge or cognitive skills that would enable them to make more satisfactory achievement progress in subsequent grades. Hong & Raudenbush (2005) found a null and very small average effect of the kindergarten retention policy, as compared to a policy that banned retention. They found no evidence that the policy would benefit those children who would be promoted if the policy were adopted, though they found evidence that children who were retained would have learned more had they been promoted. This was true in both reading and math.

McCoy & Reynolds (1999) indicated that grade retention is at best an insufficient intervention strategy for promoting student achievement, at least for many children in urban, metropolitan areas such as Chicago. In their view, the major implication is that grade retention does not appear to benefit many of the children it is designed to help. Holmes (1989) found that when promoted and retained students were compared one to three years later, the retained students' average levels of academic achievement were at least 0.4 standard deviations below those of promoted students. Peterson et al (1987) indicated that retention does not have a favorable long-term impact on the academic achievement of primary students as measured by relative class standing in the same year. This is especially true considering that promoted students scored nearly as well as retained students by the third year after retention, but they were taking a test

that was one grade level higher than the retained students and thus were answering questions concerning more advanced material.

Contrary to the above scholars, Koppensteiner (2014) in his study on the relationship between automatic promotion and learning achievements in Brazil found a negative and significant effect of about 6% of a standard deviation. Findings by Taye (2003) on the impact of automatic promotion on learning outcomes in Ethiopia showed that 90.4% of the teachers interviewed said grade retention is better than automatic promotion to help underachieving students perform better in latter grades. Chohan and Qadir (2011) employed qualitative method to explore the impact of automatic promotion policy on the quality of education and found a negative impact. Furthermore, Greene and Winters (2006) found that after two years of the policy, retained students in Florida made significant reading gains relative to the control group of socially promoted students. These academic benefits grew substantially from the first to the second year after retention.

In terms of rural urban discourse, a study by Chen X. et al (2010) on grade retention and school performance in poor areas in rural China showed that there is no positive effect of grade retention on school performance of the students that were retained in rural areas. Whether in the short term or longer term, they reject the hypothesis that grade retention improves the scores of the students that were retained. This result is true for students that were retained in grade 2, grade 3 and grade 4. 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 very a 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.

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

Literature gap

Since its adoption and implementation, automatic promotion has given rise to an engaging debate amongst education stakeholders in Bukedea. The policy is supported by the Ministry of Education and Sports (MoES) and international education development partners (donors) operating in the country. The opponents of the policy comprise parents, school administrators, district education officials, private education providers, and Non-Government Organizations (NGOs). The arguments for and against the policy in Bukedea are similar to those held in developed and other developing countries that have experience with it (i.e. contrasting it with grade retention). The difference being that the debate in Bukedea is happening without either

side presenting any evidence in the context of Bukedea to support their respective claims/arguments. The MoES and education development partners for example base their arguments on positive experiences from other countries that have adopted and implemented the policy, which though basically acceptable, represents an over generalization. Different countries have different education systems and levels of education development, so simply assuming what worked or is working in one country/ region will automatically work in another is a gross misrepresentation. The opponents on their part simply blame the policy for the inefficiencies and low quality of education still prevailing in the primary education sub-sector, without any proof. They also point to the fact that no prior sensitization and/or awareness creation was conducted among the various stakeholders on the relevance and necessity of the policy before its subsequent implementation.

Moreover, previous studies on quality and efficiency of primary education in Bukedea including but not limited to the studies by Muvawala (2012), Ogawa et al. (2011), Tamusuza (2011), Byamugisha (2010), Kasirye (2009), Nishimura & Ogawa (2009), Okumu et al. (2008) and Nannyonjo (2007), have made no reference to the policy at all and those that have, simply report it as potentially leading to either lower or better learning outcomes, but without any empirical evidence. For instance Nannyonjo (2007); and Nishimura & Ogawa (2009) both simply mention automatic promotion even though it was not the main focus of their respective studies. In particular, Nannyonjo (2007) argues in favor of the policy as potentially being good for Bukedea, while Nishimura & Ogawa (2009) cite discontent towards it among sampled parents. Muvawala (2012); Ogawa et al. (2011); Byamugisha (2010); and Kasirye (2009) examined factors affecting learning outcomes in Bukedea's primary education, but make no mention and/ or reference to automatic promotion. Tamusuza (2011); and Okumu et al. (2008) focused on the

determinants of school performance in Bukedea, but likewise make no reference to the policy. On the international scene, some of the scholarly works that have investigated the impact of automatic promotion include; Chohan & Qadir (2011); Fonkeng (2006); and Taye (2003), who employed qualitative approach to explore the impact of automatic promotion on learning outcomes at primary level in Pakistan, Cameroon and Ethiopia respectively. These studies documented only opinions and views of the respondents (teachers) in the three countries regarding the policy and its impact. Koppensteiner (2014) examined the effect of automatic grade promotion on students' performance in Brazil, using a difference in differences approach. However, his analysis focused on 4th grade students and did not assess effect incidence along gender and school location dimensions.

2.1 Theoretical Framework

This study is structured within the human capital theory, which attributes increased productivity of individuals (male or female either in rural or urban areas) to education and training, as a result of acquiring relevant skills and knowledge. Increased productivity ultimately raises workers' future income and their lifetime earnings. Literature on human capital theory identifies different types and/ or means of education and these are formal education (primary, secondary and higher levels of education), non-formal education, on the job training and specialized vocational education (Becker, 1964). Human capital theory thus suggests that individuals and society derive economic benefits from investing in people primarily through education (Sweetland, 1996). According to Boissiere (2004), education is the cornerstone of economic growth and social development, and primary education provides the foundation for secondary and tertiary education and training, and lays the foundation for a more productive labor force through promoting literacy and numeracy.

In this regard, countries all over the world (developed and developing, including Bukedea) strive to maximize human capital development by investing in primary education and education in general. In order to promote efficiency and effectiveness of these investments, governments have and continue to implement various policy initiatives. In the case of Bukedea, one such policy is the automatic promotion policy, which seeks to enhance efficiency in the provision of quality primary education. This study therefore highlights the impact of automatic promotion on students' learning achievements in the country. Proficiency in literacy and numeracy at the primary level is a reliable predictor of students' acquisition of foundational skills and knowledge required for future personal and socio-economic development.

2.3 Mitigation measures of how to deal with effects of automatic promotion and research gap

Given the above mixed and inconclusive discussion, coupled with the lack of national empirical evidence either for or against the policy, this study thus sought to fill the information gap regarding the impact of automatic promotion on students learning achievements in Bukedea. This impact estimation extends to capture effect incidence on female and male students, as well as students in rural and urban schools. This is important since it highlights the effectiveness of the policy in terms of fostering equity in learning outcomes. Moreover, automatic promotion operates efficiently and effectively in complement with other factors that contribute to better teaching and learning outcomes (sees also Ndaruhutse, 2008; Roderick & Nagaoka, 2005; and Palafox et al., 1994). Some of these factors are gender specific, others are rural-urban specific and some overlap between the two. Therefore, by highlighting the incidence of the effect in the context of Bukedea, this study helps draw attention from the currently narrow narrative that

equates learning achievements as a function of only automatic promotion, to a broader and deeper focus on the factors affecting teaching and learning at the primary level of education.

Consequently, the key research question guiding this study is; what is the effect of automatic promotion on students' learning achievements in Bukedea's primary education? To assess the incidence of the effect along gender and school location, this study responds to the following sub-research questions. First, what is the effect of automatic promotion practice on learning achievements of students in rural areas and those in urban settings? Second, what is the effect of automatic promotion practice on learning achievements of female and male students? The answers to these research questions demonstrate the effectiveness of the policy, a key requirement in the field of policy analysis for purposes of knowing whether the policy is working. If not, why not? If yes, in which area or category of people? How can it be improved? This line of analysis is relevant from the point of view of Bukedea's primary education, given that the policy was adopted to ensure both male and female students stay in school and learn, whether in rural or urban settings.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter explains research design, target population, sample size, description of research instruments, sampling technique, data collection instruments to be applied, validity and reliability of research instruments, data collection procedure, data source, description of data analysis procedure and ethical consideration that was employed in the field study.

3.1 Research Design

The design used in this study was descriptive survey. It was applied because it permitted the researcher to study small sample and later generalized the findings to the whole population. Osuala, (2001) was of the view that in survey research small sample is studied and the findings generalized to the population.

3.2 Area of Study

Bukedea District is within Bukedea district and it is made up of 20 sub counties. The district is bordered by Bulambuli in the North, Mbale district in south, Kenya in the east, and Bukedea district to the west district. The District has been preferred in this study as most as most pupils are performing poorly in PLE subjects.

3.3 Target Population

The research study targeted a population of 6523 in 7 government primary schools in the sub county. The population of teachers and pupils were obtained from respective schools present in Kabwara Sub County Bukedea District as shown in the table below;

Table 3:1 Target Population

Government Primary Schools Kabwara Sub County	**Head teacher**	**Teachers**	**Pupil's**	**TOTAL**
School A	1	18	1239	1258
School B	1	15	907	923
School C	1	17	1141	1159
School D	1	13	978	992
School E	1	10	580	191
School F	1	15	933	948
School J	1	10	625	635
TOTAL	**7**	**98**	**6403**	**6523**

3.4 Sampling Size

The sample size was selected basing on Krejcie and Morgan (1970) table for determining sample size as shown below;

Table 3:2 Sample Size

Government primary schools in Kabwara Sub County	**Head teacher**	**Teachers**	**Pupil's**	**TOTAL**
School A	1	7	78	86
School B	1	8	65	74
School C	1	7	80	88
School D	1	8	57	66
TOTAL	**5**	**36**	**327**	**368**

3.5 Sampling Technique

Both simple random sampling and stratified random sampling technique was used in selecting the sample for this study. This is because it permitted the researcher to have representation from both the teachers and the pupils. The head teachers were automatically selected to participate in the study.

3.6 Research Instruments

The researcher used questionnaires as instruments for the collection of data for this study. The questionnaire comprised of demographic questions and questions on variables of the study. The questions asked were both closed and open ended.

Document analysis was carried out in this study. The researcher analyzed administrative record pertaining pupil's performance, attendance of teachers, pupil's, the head teachers and the current coverage of the PLE subject syllabi.

3.7 Reliability of Research Instruments Results

To measure the reliability of the data collection instruments, an internal consistence technique using Cronbach's Alpha was applied. The coefficient difference of less than or equal to 0.1 was considered reliable. In Table 3.3, the Cronbach alpha test showed values ranging from as low as 0.821 to as high as 0.912. These results showed that instruments had a high reliability standard and therefore data collected from pilot study were reliable and obtained acceptable values of internal consistency.

Table 3.3 Reliability Values for the Research

Reliability Aspects	Cronbach's Alpha
Pupil's Attendance	0.821
Teachers' Attendance	0.912
PLE subject Syllabi Completion	0.881
Average Value	0.871

3.8 Validity of Research Instruments Results

Validity of a research instrument is the appropriateness of the research instrument to measure what is intended to establish results given the context in which it's applied. The instruments were amended according to the experts' comments after the pilot study and recommended dates before being administered. In this study the researcher sought help from the supervisor specialized in this particular area of assessment to weigh in possible improvements and thus covering the required content in the study. Then pilot test was conducted on a population similar to the target population in Kabwara Sub County to test the validity of the instruments.

3.9 Data Collection Procedure

The researcher obtained a letter of introduction from the Department of Education, Faculty of Science and Education, Busitema University to obtain permission of the respondents in the schools chosen through their respective head teachers. Thereafter, permission was granted, she visited and explained the purpose and benefits of the research to the respondents from respective schools. The researcher requested the respondents to provide responses voluntarily which are relevant to the study and informed them of voluntary withdrawal from the study in case of any misunderstandings. Questionnaires were completed by teachers and pupil's while the interview

schedule was be completed by head teacher. Thereafter, the researcher perused through school documents like registers, approved record of schemes of work and lesson plan, teachers' attendance books and pupil's attendance books. The researcher spent at least three days in each school collecting data from the respondents and document reviews.

3.10 Data Analysis Procedure

The data collected was analyzed using frequency and simple percentage. The data was presented in tables and pie charts.

An SPSS version 21 was used to analyze the data.

3.11 Ethical Considerations

The researcher observed and adhered to standard ethics as set by the university research committee; considered helpful for smooth process in data collection in this study. The researcher considered the followings ethics in order to establish rapport with the respondents:

Informed Consent. In doing research, the researcher ensured that she seeks permission from the respondents to participate in her research. The researcher picked an authorization letter from the university (Busitema University) permitting her to collect data in the field. The respondents received clear information about the purpose of the study to voluntarily accept or refuse to participate and or withdraw at any stage.

Confidentiality and Privacy. The researcher observed respondents' confidentiality during the data collection process. The researcher didn't allow the respondents to mention their names and the data obtained from the respondents were treated purely for academic purposes.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents, and discusses the findings on the causes of poor performance in all the curricular subjects in primary schools in Kabarwa Sub County, Bukedea District**.** The sources of information for this study were the head teachers, teachers and pupils. The findings are presented and discussed accordingly in relation to the research questions stated. Data presentation was done using frequency tables and percentages.

4.2 Questionnaire Return rate

Table 4.1 Questionnaire Return Rate

Participants	**Targeted sample**	**Number collected**	**Percentage return rate**
Head teachers	5	5	100%
Teachers	36	31	86.1%
Pupil's	327	320	97.86
TOTAL	**368**	**361**	**95.81%**

The researcher distributed a total of 368 questionnaires and a total of 361 were returned, giving a 95.81% return rate. According to Nachmias and Nachmias (2009), 80 to 90 per cent return rate is enough for a descriptive research study. Seven pupils who failed to return the questionnaires were absent and came from both school A and E hence affecting the researcher to realize 100% return of questionnaires within the scheduled period for collecting data from the respondents.

4.3 Presentation of the Findings

4.3.1 Demographic Information of the Respondents

The study sought to determine the respondents' gender, age, level of education and their experience in their current jobs. Table 4 shows the distribution of the responses from teachers and head teachers on their demographic information.

Table 4.2 Demographic Information for Teachers and Head teachers

Demographic Information	Description	Teachers		Head teachers	
		F	%	F	%
Gender	Male	19	61.29	3	60
	Female	12	38.81	2	40
Age	20-29	2	6.45	0	0
	30-40	4	12.90	2	40
	40-50	20	64.52	2	40
	50-60	7	22.58	1	20
Level of Education	GIII Teacher	15	48.39	0	0
	Diploma	10	32.26	1	20
	Bachelor's degree	6	19.35	3	60
	Master's degree	0	0	1	20
Experience in current job	1-5 years	5	16.13	0	0
	6-10 years	4	12.90	3	60
	11-15 years	11	35.48	1	20
	Above 15 years	11	35.48	1	20

Table 4 shows that 42(61.18%) of the teachers were male while 28(38.82%) were female; the male head teachers were 4(66.67%), female head teachers were also 2(33.33%). This meant that both sexes were represented well in the study.

The researcher sought to establish the age bracket of the teachers and head teachers in Kabarwa Sub County; Table 4 shows that 10.29% of the teachers were in the age bracket between 20-29 years, 47.06 % were in the age bracket between 30-40 years of age, 33.82% were between 40-50 years, 8.82% were between 50-60years of age, 83% head teachers were between 40-50 years and 16.67% of them were between 50-60 years of age.

The researcher also sought to establish the education level of the teachers and head teachers and Table 4 showed that majority 31(45.59%) of the teachers had diploma, 20(29.41%) were GIII teachers, 17(25%) of them had bachelor degree and none had masters degree. For the head teachers none had certificate or diploma as highest qualifications, 5(83.33%) had Bachelor's degree and 1(16.67%) had a master's degree.

The researcher also investigated the length of experience of the teachers in their job. From Table 4, 7(10.29%) of the teachers had been in the teaching profession for a period between 1-5 years, 17(25%) were between 6-10 years, 23(33.82%) were between 11-15 years and 21(30.88%) were above 15 years. For the head teachers, 2 (33.3%) had an experience period of 6-10 years, 1(26.67%) had served for 11-15 years and 3(50%) had an experience of 16 years and above.

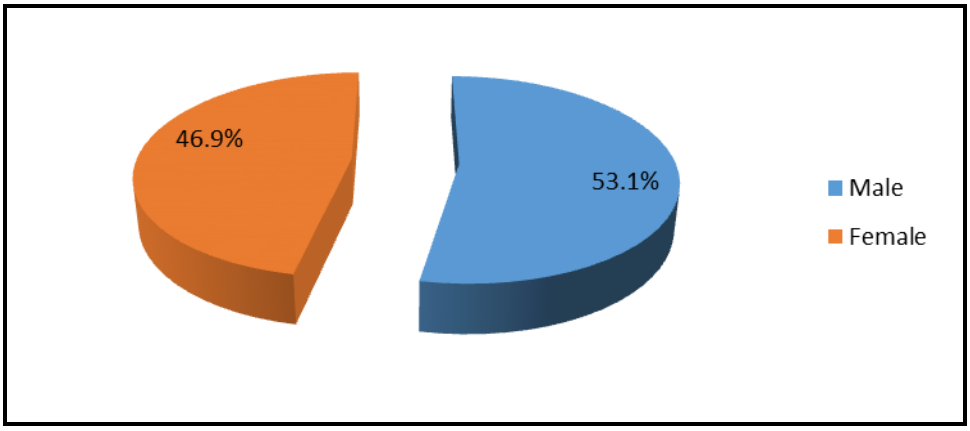

Figure 2: Gender of the Pupil's

Figure 2 shows that 51.2% of the pupils were female while 48.8% were male. The study findings showed more female pupil's than male pupils who participated in the study. The results meant that both sexes were well represented in the study. The study was conducted in mixed day school where results of learners categorized according to sex.

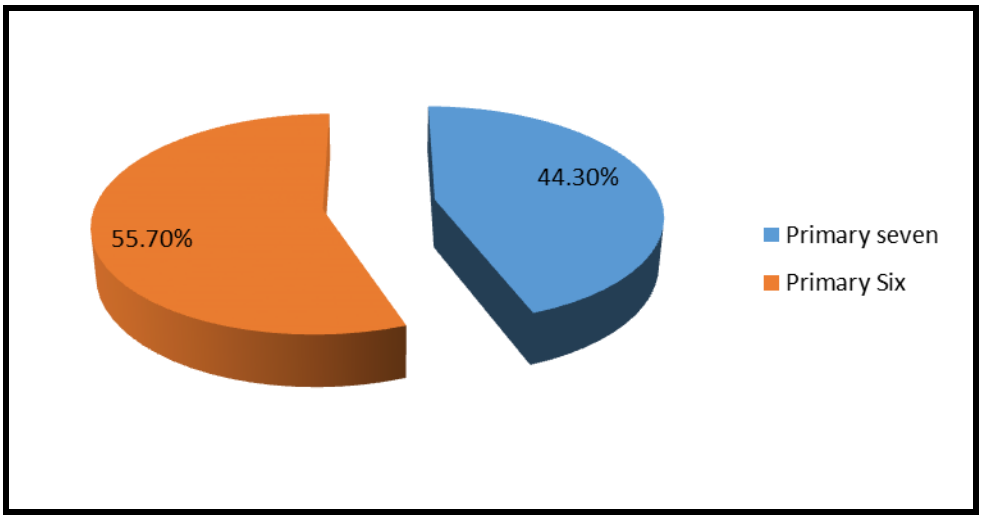

Figure 3: Class Level of the Pupil's

Out of 320 pupils who participated in the study, 55.7% were in Primary six while 44.3% were in Primary seven. The two classes were chosen for reference in this study because they are end focus of the primary level which determines the performance of schools.

Table 4.3 : Descriptive Statistics for Age of Pupil's

	N	Mean	Std. Deviation
What is your age?	320	14.64	1.321

The minimum age of the pupil's was 12 years while the maximum age was 18 years; the mean age was 14.64 years, with a standard deviation of 1.321. The study revealed that minimum age of pupil's was 12 years and maximum was 18 years. Pupil's at different ages perceive environment differently which affect their school attendance hence affecting their performance in All the curricular subjects.

4.3.2 Effects of Pupil's Automatic promotion on all the curricular subjects Performance in Primary Schools.

Table 4.4 Results for Pupil's Automatic promotion

Challenges	Frequency(f)	Percentage (%)
Missed lessons hence low performance	41	100
Difficulty in attempt assignments	39	95.12
Failure to conceptualize content	41	100
Failure to express in all the curricular subjects	35	85.37

According to the table above on pupil's automatic promotion is very high with 41(100%) hence leading to poor performance in all the curricular subjectsin Kabarwa Sub County as compared with other divisions in the District. The findings are in relation with Bamuhair et al. (2016) who observed that Class attendance has an encouraging impact on pupil's' academic achievements, and therefore, a mandatory attendance policy plays a significant role in accelerating academic success among the pupils.

The findings from the field also revealed that as learners continue absenting, they tend to experience difficulties in attempting all the curricular subjects assignment 39(95.12%). This makes them to obtain results that are relatively low.

The research also found that learners' automatic promotion leads to failure of content conceptualization 41(100%).

Failure to express in all the curricular subjects 35(85.37%) was due to rampant automatic promotion among pupils. This makes learners to get low grades since they can't read understand concepts during exams. Similarly, Alghamdi et al., (2016) their study showed the performance GPA mean is influenced by low attendance rates.

4.3.3 Effects of Teacher Automatic promotion on all the curricular subjects Performance in Primary Schools.

Table 4.4 Results for Teachers Automatic promotion

Challenges	Frequency(f)	Percentage (%)
Teachers report of automatic promotion cases negatively affect all the curricular subjects regularly	34	82.93
Inadequate assessment leading to low academic performance	40	97.56
Un stead progress of performance in all the curricular subjects	41	100
Low grade score obtained	40	97.56

According to the table above teachers report of automatic promotion cases negative affect all the curricular subjects regularly was rated 34(82.93%). Similar findings are of Miller, Murnane, & Willett, (2008) who concluded in their study that when elementary school teachers miss 10 or more days of instruction per year, pupil's suffer a significant loss in achievement (Miller, Murnane, & Willett, 2008).

To confirm effects of teacher's automatic promotion, it was found that inadequate assessment leading to low academic performance 40(97.56%) of the respondents. generally, teachers do not assess all the curricular subjects regularly indicating that pupil's miss most of all the curricular

subjects concepts required to be achieved. Similar findings are those of Lilian, (2013) who asserted that only 28% of teachers were available/ready/willing to give and mark the assignment always, and only 43.5% of pupil's would have their homework/assignment marked, the probability that a teacher will give and mark assignment and, a pupil's will have his/her assignment marked always is 0.28*0.435=0.1218 (that is, only 12.18% of pupil's will get and do assignment, and have it marked always.

For teachers report on unstead progress of performance in all the curricular subjects school to regularly to monitor pupil's learning in all the curricular subjects was rated never by 41(100%). The findings are in line with Nithya et al., (2014) who found that chronically absent teachers, were defined as teachers who miss 18 or more days per year, account for 16% of the teaching workforce but account for 33% of total teacher absences.

Generally, the study shows that teachers' automatic promotion has indeed led to low grades as reported by 40(97.56%) of the respondents.

4.3.4 Effects of all the curricular subject syllabi completion all the curricular subjects performance in Primary Schools

Table 4.5 Results for all the curricular subjects Syllabus Completion

Challenges	Frequency(f)	Percentage (%)
Pupil's come to school daily enabling them to learn All the curricular subjects	24	58.5
Teachers cover termly syllabus hence steady progress	32	78.05
Low content coverage leads decreased performance	41	100
Pupil's attend all the curricular subjects remedial to gain lost opportunities for performance elevation	32	78.05
Wide content coverage for increased performance	41	100

According to the table, pupil's come to school daily enabling them to learn all the curricular subjects was rated by 24(58.5%) of the respondents. The results indicated that little is achieved by learners due to their automatic promotion and steady teaching-learning process.

For teachers cover termly syllabus hence steady progress was reported by 32(78.05). The results showed that learners failed to benefit from recommended syllabus. The findings are in line with, Bishop (1985), who found that integrated all the curricular subjects syllabus is too wide hence

most teachers lack sufficient time for studying and examining aspects of all the curricular subjects and literature in a more practical way.

From the above, low content coverage leads decreased performance was disclosed by 41(100%). This indicates that teachers that pupil's low performance is highly affected by partial syllabus coverage in most schools in the division.

Pupil's attendance to all the curricular subjects remedial classes to gain lost opportunities for performance elevation was reported by 32(78.05). The pupil's performance in all the curricular subjects have been affected since pupil's fail to turn up for organized remedials.

Wide content coverage for increased performance was reported by 41(100%) the record of work covered to disclose systematic coverage of the all the curricular subjects syllabus leads to higher achievement in All the curricular subjects. The findings are related to Lilian, (2013) who asserted that only 28% of teachers were available/ready/willing to give and mark the assignment and record always, and only 43.5% of pupil's would have their homework/assignment marked, the probability that a teacher will give and mark assignment and, a pupil's will have his/her assignment marked always is 0.28*0.435=0.1218 (that is, only 12.18% of pupil's will get and do assignment, and have it marked always).

4.3.5 Pupil's Response on Causes of Poor Performance in All the curricular subjects

Table 4.6 Results for Pupil's rating of main variables

Challenges	Low	average	High
Level of performance in All the curricular subjects	101(31.57%)	200(62.50%)	19(5.93%)
Learners' attendance at school	10(3.13%)	153(47.81%)	157(49.06%)
All the curricular subjects teachers' attendance	7(2.19%)	153(47.81%)	160(50%)
Performance of all the curricular subjects teacher	50(15.63%)	120(37.50%)	150(46.88%)

In table 4.6 above, the rating of all the curricular subjects performance was 101(31.57%) as low, 200(62.50%) and low 19(5.93%)high respondents, learners' attendance at school was rated 10(3.13%) low 153(47.81) average and 157(49.06%) was rated high, all the curricular subjects teachers' attendance was rated 7(2.19%) low, 153(47.81%) average and 160(50%) high and performance of all the curricular subjects teacher.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The chapter mainly dealt with summary, conclusions of findings, and recommendations based on the concussions made. This was handled by the researcher systematically following the research questions. Does Pupil's attendance affect their performance in all the curricular subjects in Primary Schools in Kabarwa Sub County, Bukedea District? Does teachers' attendance affect the pupil's performance in all the curricular subjects in Primary Schools in Kabarwa Sub County, Bukedea District? Does the coverage in all the curricular subjects syllabus affect pupil's performance in all the curricular subjects in Primary Schools in Kabarwa Sub County, Bukedea District? The study was guided by descriptive survey design. The target population was 6523 from 10 primary schools. Morgan and Krejcie (1970) sampling technique was adopted to determine the sample size. The researcher used simple random sampling to select 5 head teachers and 36 teachers and 327 pupils who participated in this study.

5.2 Summary of the Findings

This section presents the summary of the findings of the study according to the research questions.

5.2.1 The Automatic promotion of Pupils and Poor Performance of all the curricular subjects in Primary Schools of Kabarwa Sub County Bukedea District.

Based on the findings of the study, the response ranged from 35(85.37%) to 41(100%) indicated pupil's attendance was not good and greatly affected their performance in all the curricular subjects since consistent relation of all the curricular subjects concepts were not achieved by learners.

5.2.2 The Teachers' Automatic promotion and poor performance of all the curricular subjects in Primary Schools of Kabarwa Sub County Bukedea District.

On the second objective, the rating ranged from 34(82.93%) to 41(100%) revealed that teachers were not always present to help pupil's in learning all the curricular subjects hence contributing low performance of all the curricular subjects in the division.

5.2.3 The Completion of all the curricular subjects syllabus and Poor Performance of all the curricular subjects in Primary Schools in Kabarwa Sub County Bukedea District.

Based on this objective, the rating ranged from 24(58.5%) to 41(100%). this variable highly contributed to poor performance of all the curricular subjects in primary schools as compared to other variables. The syllabus coverage cannot be achieved when teachers and pupil's are always absent from school.

5.3 Conclusions

Based on the findings of the study, the following conclusions were made:

From the findings of the first objective, the study concludes that pupil's attendance has a relation with performance of all the curricular subjects. The low performance of all the curricular subjects was as a result of automatic promotion cases practiced by pupils.

According to the second objective, there was habitual automatic promotion realized among teachers as a cause of low performance in all the curricular subjects.

From the findings of the third objective, administrators were found to irregular session of close supervision due automatic promotion cases among them leading to low all the curricular subjects performance.

Finally, the findings of the fourth objective, syllabus coverage variable was the lowest rated in the sampled schools where the respondents participated in the study. This was due automatic promotion of teachers and administrators hence leading to poor performance of All the curricular subjects.

5.4 Recommendations

Based on the findings, the study made the following recommendations:

The department of Primary school in the Ministry of Education through the government should enact laws that reduces automatic promotion among head teachers and teachers for example paying according to days attended or permanent deletion of individuals who have perpetual automatic promotion.

The local councils should sensitize parents on children attendance at school. And further, collaboratively draft community-based laws concerning Education to minimize automatic promotion among pupils to better academic especially in all the curricular subjects subject.

The local councils should work hand in hand with the District Education officers to deal with the pupil's, teachers and head teachers to enhance regular teaching and learning of all the curricular subjects. This can be achieved through CPDCs and regular inspection of schools in the Division.

5.5 Recommendations for Further Research

The study recommended the following areas for further research:

- The level of head Teachers' commitment in improving all the curricular subjects performance in Kabarwa Sub County Bukedea District.
- Effects of all the curricular subjects practice on pupil's academic performance in Kabarwa Sub County Bukedea District.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR HEAD TEACHERS

Kindly answer all the questions by ticking in the appropriate box or filling in the spaces provided.

1. Identify your gender

Male ( ) Female ( )

2. What is your age range?

15-20 years ( ) 21-30 years ( ) 31-40 years ( ) 40 years and above ( )

3. Education level

Grade three ( ) diploma ( ) degree ( ) masters ( )

4. How long have you served as a head teacher.

1-5 years ( ) 6-10 years ( ) 11-15years ( ) 16-25years ( )

Section B: Questions on independent variables

5. How has pupil's automatic promotion affected their all the curricular subjects performance.

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6. What are the effects of teachers' automatic promotion on pupil's performance in All the curricular subjects?

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7. How has all the curricular subjects syllabus coverage affected the performance of pupil's?

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APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Kindly answer all the questions by ticking in the appropriate box or filling in the spaces **Section A: Personal Profile**

1. Identify your gender

   Male ( ) Female ( )

2. What is your age range?

   15-20 years ( ) 21-30 years ( ) 31-40 years ( ) 40 years and above ( )

3. State your designation

   Classroom teacher ( ) senior teacher ( ) deputy head teacher ( )

4. Education level

   Grade three ( ) diploma ( ) degree ( ) masters ( )

Section B: Questions on independent variables

5. How has pupil's automatic promotion affected their all the curricular subjects performance.

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6. What are the effects of teachers' automatic promotion on pupil's performance in All the curricular subjects?

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7. How has all the curricular subjects syllabus coverage affected the performance of pupil's?

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APPENDIX III: QUESTIONNAIRE FOR PUPIL'S

Kindly answer all the questions by ticking in the appropriate box or filling in the spaces

1. Identify your sex

   Male ( ) Female ( )

2. What is your age?

   ……..

3. Which class are you?

   P.5 ( ) P.6 ( ) P.7 ( )

4. State your level of performance in All the curricular subjects?

   Low ( ) average ( ) high ( )

5. What is your attendance level at school?

   Low ( ) average ( ) high ( )

6. What is the attendance level of your all the curricular subjects teacher in terms of teaching?

   Low ( ) average ( ) high ( )

7. Rate the performance of your all the curricular subject teachers in terms of syllabus completion

   Low ( ) average ( ) high ( )

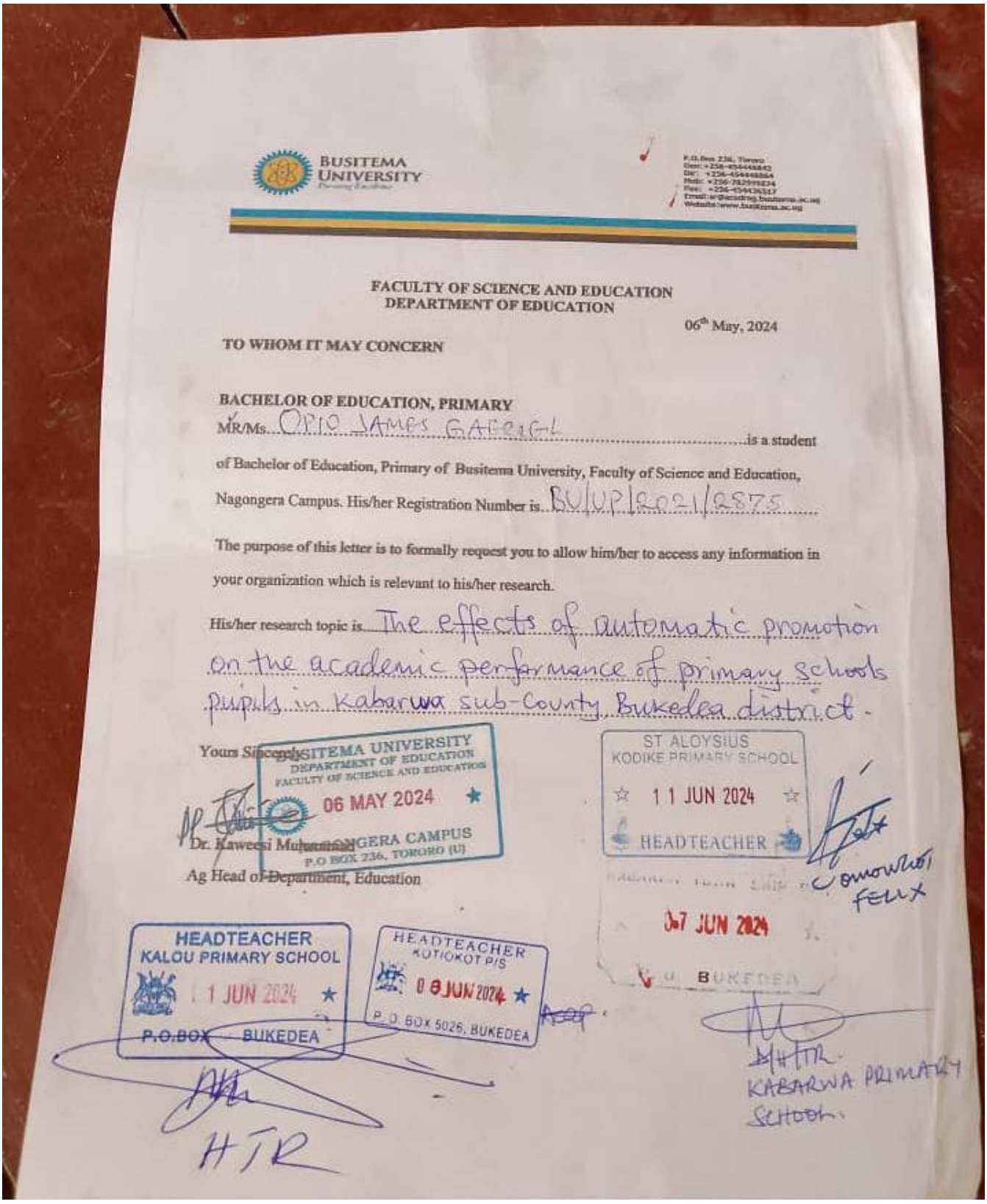
APPENDIX IV: KREJCIE AND MORGAN SAMPLING TABLE

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

APPENDIX V: LETTER FOR DATA COLLECTION



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FACULTY OF SCIENCE AND EDUCATION
DEPARTMENT OF EDUCATION

06th May, 2024

TO WHOM IT MAY CONCERN

BACHELOR OF EDUCATION, PRIMARY

MR/Ms. OPIO JAMES GABRIEL ..... is a student

of Bachelor of Education, Primary of Busitema University, Faculty of Science and Education, Nagongera Campus. His/her Registration Number is BU/UP/2021/2875

The purpose of this letter is to formally request you to allow him/her to access any information in your organization which is relevant to his/her research.

His/her research topic is The effects of automatic promotion on the academic performance of primary schools pupils in Kabarwa sub-County, Bukedea district.

Yours Sincerely,

BUSITEMA UNIVERSITY
DEPARTMENT OF EDUCATION
FACULTY OF SCIENCE AND EDUCATION
06 MAY 2024
NAGONGERA CAMPUS
P.O BOX 236, TORORO (U)

Dr. Kaweesi Muhammad
Ag Head of Department, Education

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KODIKE PRIMARY SCHOOL
11 JUN 2024
HEADTEACHER

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