

**AUTOMATIC PROMOTION POLICY AND ACADEMIC PERFORMANCE
IN SELECTED PRIMARY SCHOOLS IN KABALE MUNICIPALITY**

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DECLARATION

I, **Drake Kisheija**, declare that this dissertation entitled “**Automatic Promotion Policy and Academic Performance in Selected Primary Schools in Kabale Municipality**” is my original work and has never been submitted to any institution for any award.

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APPROVAL

This is to certify that this research dissertation presented titled “**Automatic Promotion Policy and Academic Performance in Selected Primary Schools in Kabale Municipality**” has been prepared under my supervision and it is now ready for submission to Kabale University for examination.

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DR. CONRAD MIKE MUBARAKA (PhD) **DATE**
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DEDICATION

This work is dedicated to my beloved wife and my sons, Miracle Niwamanya, Drecksom Niwaha, Calvin Ajuna and Perfect Redeemer; and my daughter, Faith Abaasa, for their endurance and the care they missed up to the completion of the course.

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LIST OF ABBREVIATIONS

AFA:	Education for All
AfL:	Assessment for Learning
AoL:	Assessment of Learning
BIGS:	Brazilian Institute of Geography and Statistics
BOT:	Beginning of Term
CVI:	Content Validity Index
DES:	Department of Education and Skills
DiD:	Difference-in-Differences
EMIS:	Education Management Information System
EOT:	End of Term
ERC:	Education Research Centre
FGREEHE:	Federal Government Review of Efficiency and Effectiveness in Higher Education
GDP:	Gross Domestic Product
INEP:	National Institute for Educational Studies and Research
Km:	Kilometre
MDGs:	Millennium Development Goals
MoES:	Ministry of Education and Sports
MOT:	Middle of Term
NAPE:	National Assessment Progress in Education
PIRLS:	Progress in International Reading Study
PLE:	Primary Leaving Examination
RAE:	Regional Authorities for Education
SPSS:	Statistical Package for Social Scientists
SSE:	State Secretariat of Education
TIMSS:	Trends in Mathematics and Science Study
UNESCO:	United Nations Education Scientific and Cultural Organization
UPE:	Universal Primary Education

ABSTRACT

The study examined the effect of automatic promotion on academic performance in government aided primary schools in Kabale municipality. Specifically, the study investigated the assessment mode for promotion in primary schools, assessed the academic performance indicators in primary schools; and established the relationship between automatic promotion and academic performance in government-aided primary schools in Kabale Municipality. The study used cross sectional survey design supported to collect and analyse both qualitative and quantitative data. A sample size of 252 respondents was selected from a population of 415 study units using purposive and simple random sampling. Descriptive statistics using frequencies, percentages, mean and standard deviation were used to describe the mode of assessment and academic performance indicators. Correlation was also used to test for the relationship between automatic promotion and academic performance, while regression was used to predict the effect of automatic promotion on academic performance. The study found that examinations are the key mode of assessing pupils for automatic promotion in Kabale Municipality; final exams and regular take home exercises improve pupils' academic performance. The study concluded that automatic promotion negatively affects pupils' academic performance. In recommendation, the Ministry of Education and Sports should consider training teachers in a range of assessment modes since automatic promotion heavily rests on teachers. At district level, there is need to motivate teachers through seminars, workshops, etc., to win their commitment to improving learners' academic performance.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, definition of operational terms and conceptual framework.

1.2 Background to the Study

The background to the study comprises the historical, theoretical, conceptual, and contextual background options as indicated hereunder.

1.2.1 Historical Perspective

According to Steiner (1986), the origin of the promotion 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 centred 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 effect of automatic promotion policy and that of grade retention policy on students' learning achievements show mixed and inconclusive results. Arguments in support of 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.

Sub Saharan Africa had been one of the lowest achieving regions in terms of Education for All (EFA). In 1961, Africa 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. After Uganda got her independence in 1962, government immediately realized the importance of expanding the education to meet the

national interests and needs. The government recognized illiteracy and ignorance as the main problem to tackle through education (Oketcho and Holleston, 2007). Therefore, improving primary education was the main interest and this led to the introduction Universal Primary Education policy in 1997 and later the government White Paper on Education (1992) recommended education for all school-going-age children. In May 1996, President Museveni in his presidential campaign pledged UPE to four children per family and it was implemented immediately following the assertion that everyone has right to primary education. Everyone should be provided with education in accordance to the ability of children to benefit from it rather than on the basis of parental ability to pay it.

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 (Ndaruhutse, 2008; Jeje, 2016). 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 (Ndaruhutse, 2008; Jeje, 2016) and between rural-urban settings (Chen, Liu, Zhang, Shi, and Rozelle, 2010). 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 dropout 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 their 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 labour 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 pupils and teachers alike hence lowering teaching and learning outcomes (Koppensteiner, 2014 and Chohan & Qadir, 2011). By contrast, grade retention is viewed as leading to an improvement in cognitive learning outcomes (Brophy, 2006). 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).

Dyson and Hick (2015) state that assessment modes in schools involve the use of classroom exercises, tests and home work/projects to gather numerical marks which are added to the end-of-term and year examination to serve as pupils' records. Additionally, in implementation of continuous assessment, Quansah (2015) found that the current assessment system in primary schools involves class tests and class exercises. Furthermore, Omoifo (2012) states that what is termed "assessment in many schools today is summative, final, administrative, rigorous and content-driven rather than formative, diagnostic, private, suggestive and goal oriented, as such can be regarded as grading." Summative assessment entails the focus on final examinations by teachers, parents and students. Surprisingly, formative assessment is geared towards the consolidation of students' performance in the final examinations rather than inculcating students with problem solving, critical thinking, and life skills.

Christiana (2015) were of the opinion that the key requirements for successful formative assessment include the use of quality assessment tools and the subsequent use of the information derived from these assessments to improve teaching and learning instructions. Ajogbeje (2017) emphasises that the utilization of formative testing in the teaching-learning process involves breaking up the subject matter content or course into smaller hierarchical units for instruction; specifying objectives for each formative test; offering a group-based remediation in areas where students are deficient before moving to another unit and then administration of summative test on completion of all units. Ojugo (2013) stated that the breaking up of subject or course into small

units makes for adequate preparation for the test by the pupil. Moreover, such frequent tests enable the students to get more involved and committed to the teaching-learning process, thereby enhancing their performance.

In primary schools, assessment of pupils' learning in the classroom has been an integral component of the teaching-learning process because there is much effort by the teacher to teach a lot of content to pupils. However, to Kellaghan and Greany (2016), that kind of assessment is subjective, informal, immediate, ongoing, and intuitive as it interacts with learning as it occurs. Although the main argument behind the adoption of continuous assessment is to avoid focusing all efforts, time and energy on exams, this is not true in Uganda. Teachers and pupils put their focus on final examinations called Primary Leaving Examinations (PLE). This is because PLE results are an important determinant of future opportunities for secondary education. Since teachers' assessment of pupils' learning in the classroom plays a central role in the learning process of all pupils, it merits our serious attention.

1.2.2 Theoretical Perspective

The study was based on The Human Capital Theory by Schultz (1961) who postulates that education and training are a form of investment in human beings. The underlying belief then is that education creates assets in form of knowledge and skills which in turn increase the productivity of the worker. 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. 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 labour force through promoting literacy and numeracy.

In this regard, countries all over the world (developed and developing, including Uganda) 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 Uganda, 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.

1.2.3 Conceptual Perspective

Automatic promotion is referred to as the practice of allowing students to progress from one class to the next irrespective of their academic performance (Steiner, 1986). According to Steiner (1986), automatic promotion had polarized education development stakeholders along the lines of those in support and those against. The definition of automatic promotion in this study is adapted from Chen (2010).

Automatic promotion is argued to be an advance into levels of education in all ways regardless of the decision made by the stakeholders on the quality of education wanted by gazetted institutions of learning (Dong, 2009). In this study, promotion was characterized by learning environment (size of the classroom, pupil-teacher ratio, availability of learning resources), external support (capitation grant and PTA allowances).

Dunnell and O'Loughlin (2017) define academic performance as standards put in place by education institution to enhance realization of results of the learners looking at how to give an overall impression in a learning environment in relation to significant aspects of the education system using benchmarks for measuring progress. Cave (2008), however, defines academic performance as a batch of the following including: internal performance indicators (graduation rates), operating indicators (class size), indicators related to research (publications), and external performance indicators (employment destinations). Grigg & Sheehan (2011), on the other hand, assert that the paucity of theoretical underpinnings and the pragmatic nature of performance is

properly articulated and they do not allude to the sociological reasons for devising means to enhance education prospects at greater heights. The concept of academic performance adopted in this study is derived from Dunnell and O'Loughlin (2017).

In this study, academic performance was characterized by grades (scores) that include weekly, beginning of term, mid-term, end of term and final results from the examinations done by pupils; and behaviour or motivation to learn that encompasses class participation and timely submission of the assignments respectively. These were the absolute factors that the selected schools were based on to uplift the standards of education since when properly harnessed they may cause change in the way children learn as well as teachers' perspective of doing things the right way.

1.2.4 Contextual Perspective

The Government White Paper on the Education Policy Review Commission Report of 1992 is considered to be the basic document outlining the educational policies and programmes in Uganda. It still plays the function of a priority guideline for the education sector today when education in the country has much improved (Kamya, 2019). This White Paper defines the national aims for education as cited below (Uganda, 1992).

- To promote understanding and appreciation of the value of national unity, patriotism and cultural heritage with due consideration of internal relations and beneficial interdependence;
- To inculcate moral, ethical and spiritual values in the individual and develop self-discipline, integrity, tolerance and human fellowship;
- To inculcate a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community;
- To promote scientific, technical and cultural knowledge, skills and attitudes needed to enhance individual and national development;
- To eradicate illiteracy and equip the individual with basic skills and knowledge to exploit the environment for self-development as well as national development; for better health, nutrition and family life, and the capacity for continued learning;

- To equip learners with the ability to contribute to the building of an integrated, self-sustaining and independent national economy manifest, and the government's commitment to achieving two sets of international goals, i.e. EFA and MDGs, constitute the traction force to advance the development of education (Purcell, 2011).

Pre-primary education in Uganda features two or three-year-olds through five-year-olds and is outside the scope of compulsory education. The entry age to primary education is six years. Primary education lasts for seven years from P1 to P7 while secondary education lasts for six years from S1 to S6, creating a 7-6 system. In short, basic education in Uganda consists of pre-primary education, primary education and lower secondary education.

Primary education is divided into three phases: lower primary (P1 through P3), transition year (P4) and upper primary (P5 and P7). On completing P7, pupils sit the PLE. After the introduction of Universal Primary Education (UPE) in 1996, primary education for seven years became free in 1997. In 2008, primary education became compulsory. Free secondary education was included in the election manifesto of President Museveni in November 2005 and secondary education gradually became free through the implementation of the Universal Secondary Education (USE) Initiative and Universal Post Primary Education and Training (UPPET) Programme since 2007 (UNESCO, 2010).

Uganda 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 dropout, 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 dropout 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 programme, 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 (Eide & Showalter, 2001).

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 dropout rates, which by 2004 were recorded at approximately 35% and 21% respectively. 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 rural areas by approximately 15 percentage points (Nannyonjo, 2007).

Primary three pupils in urban private schools perform relatively better than their counterparts studying in government primary schools. By 2010 the proportion of pupils rated proficient in literacy had improved to 57% (i.e. 64% for private schools and 50% for government schools). In 2010 the proportion of students rated proficient improved to 72% such that those in urban schools accounted for 80% and those in rural schools accounted for 64%. In the Sub-Saharan Africa context, Ndaruhutse (2008) likewise acknowledge the existence and persistence of these disparities.

Western Uganda has it that when a child repeats a class 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 children since they will take relatively longer to graduate and enter the workforce. Under the Universal Primary Education (UPE) programme, government pays tuition for all children 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 (Eide & Showalter, 2001).

Universal primary education schools in Kabale Municipality experience low quality education because of the presence of the automatic promotion. Children are aware that even when they don't perform better, they would be promoted to next classes. Low quality education is reflected by low academic achievements at all primary level characterized by disparities along gender and rural-urban dimensions. Inefficiency manifested itself through high repetition and dropout rates, which by 2004 were recorded at approximately 35% and 21% respectively (Gomes and Hanushek, 2014).

In Kabale Municipality, statistics show that some primary schools have been declining in academic performance. For example, Kigezi High School Junior Primary School had 26 pupils in division one out of 82 pupils in 2017 Primary Leaving Examinations, in 2018 PLE, it had 12 pupils out of 68 pupils in division one while in 2019 PLE, the school had 17 pupils in division one out of 87 pupils which indicated that the number of pupils in division one was declining. In Hornby Junior and Primary School, 1 pupil out of 40 pupils appeared in division one in 2017 Primary Leaving Examinations, twenty three pupils were in division two, twelve were in division three while the remaining four were in division four and U, none of the pupils out of twenty six appeared in division one in 2018, twenty one were in division two, three were in division three, one was in grade four while the remaining was in division U.

1.3 Statement of the Problem

The government of Uganda introduced automatic promotion in the primary education sub-sector to overcome the associated challenges of low quality of education, high repetition and dropout rates. The points of view in favour of the policy as a better alternative to grade retention fall into three broad categories namely: enhancing education quality, improving internal efficiency of education, and promoting personal development of students. 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 would carry the retained student into the next year as a source of a difference in ability. Moreover, retaining pupils leads to crowding in classrooms, leading to high pupil-classroom ratios and high pupil-teacher ratios thus lowering the overall quality of education (Ndaruhutse, 2015). However, the performance of schools in Kabale demonstrates the contrary. Primary Leaving Examinations performance for the years 2017 through 2019 indicate a declining pass rate of 22.9% among primary schools in Kabale Municipality (Kabale District Education Report, 2019). Whether the decline in the pass rate is associated to automatic promotion remains unclear to academics and policy researchers. This study therefore, examined this association by focusing on the internal efficiency and external support among government-aided primary schools in Kabale Municipality.

1.4 Purpose of the Study

To examine the relationship between automatic promotion and academic performance in primary schools in Kabale Municipality

1.5 Objectives of the Study

- i. To investigate the assessment mode for promotion in primary schools in Kabale Municipality;
- ii. To assess the academic performance indicators in primary schools in Kabale Municipality;
- iii. To establish the relationship between automatic promotion and academic performance in government aided primary schools in Kabale Municipality.

1.6 Research Questions

The following research questions were instrumental to this study:

- i. What are the assessment modes for promotion in primary schools in Kabale Municipality?

- ii. What are the academic performance indicators in primary schools in Kabale Municipality?
- iii. What is the relationship between promotion mode and academic performance in primary schools in Kabale Municipality?

1.7 Scope of the Study

The study took into account geographical scope, content scope and time scope as indicated below.

1.7.1 Geographical Scope

Kabale Municipality lies in South Western part of Uganda and is located approximately 420 Km (260 miles) by road South-West of Kampala Uganda's Capital and largest City. The town lies 6600ft above sea level. The co-ordinates of Kabale were 01 15 00S, 29 59 24E (Latitude: 1.2500.9900). The study used four selected primary schools during data collection.

1.7.2 Content Scope

The study focused on the relationship between automatic promotion and academic performance in universal education schools towards the performance of children in both UPE and non-UPE schools in Kabale Municipality. The focus of the study was on assessment modes for promotion; the academic performance indicators and finally; the relationship between promotion mode and academic performance in primary schools in Kabale Municipality.

1.7.3 Time Scope

The study utilized a period of two years between 2017 and 2019 to examine the performance levels in the Universal Primary Education and non-UPE schools at Primary Leaving Examinations. The period was selected because two years were enough to provide adequate statistics required to give valid deliberations regarding the topic at hand. The study was therefore carried out in a scope of six months from March to August 2019.

1.8 Significance of the Study

The study findings and recommendations will help the Ministry of Education and Sports to understand the relevant policies and their mission in school programmes and will take chance to scoop what policies are better for learners but not those that regress the achievements of the learners. This will develop good grounds for learners to benefit from education sector and earn a living in future.

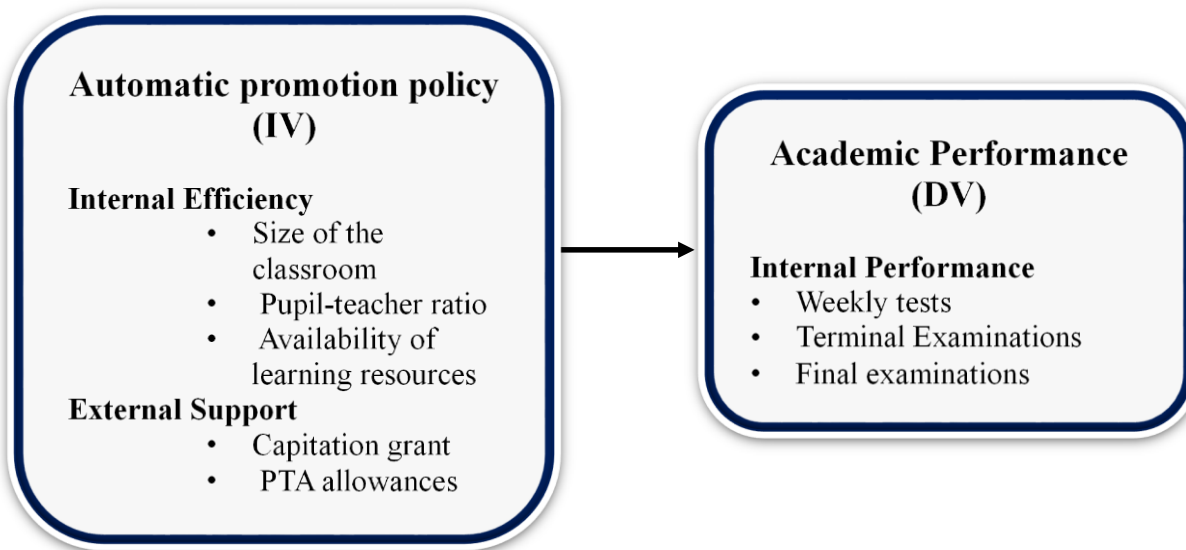
The department of Education at District level will benefit from the study findings by helping the schools to advance in education by organizing meetings with teachers and other stakeholders to fight automatic promotion, thereby encouraging remedial teaching so that they promote brilliant learners to other levels according to their classes.

Primary schools will also benefit from the study recommendations and findings by incorporating themselves in fruitful ventures of hard work and commitment that will alleviate performance levels regardless of the issues to do with promotion policy.

1.9 Conceptual Framework

The study illustrated the conceptual framework that clearly explains the gist of the matter in as far as the inter-connection of variables is concerned. The independent variable together with the dependent is method employed. Operational variables from the independent variable were constructed to create a link with the dependent variable to enhance quality work. The figure shows that internal efficiency in terms of size of the classroom, pupil-teacher ratio and availability of learning resources and external support in terms of capitation grant and PTA allowances are among the factors which guide the decision to promote pupils in their respective subsequent classes. Once the decision is reached, it consequently influences the pupils' grades as indicators of academic performance in terms of weekly tests, termly examinations and final examinations and employment destiny. A decision to promote may be informed by the size of the class, the available number of teachers and the teaching-learning resources. More so, the government and parents' contributions are vital in this decision. Also, the cultural background and stigmatization effect are handy in deciding on promoting a pupil or not. The identified drives are hypothesized to affect the grades and the outward expression of the pupil as he/she grows.

Figure 1: Conceptual framework for promotion and academic performance



Source:Adapted from Steiner (1986), Grigg & Shechan (2011), and modified by the researcher (2020).

In the diagram above, the independent variable was automatic promotion; the dependent variable was academic performance. Changes in automatic promotion practices explain the changes in academic performance. In particular, internal efficiency (classroom size, pupil-teacher ratio, and learning resources) determine the extent to which pupils excel in weekly tests, termly exams and final exams. Pupils from schools with small size of the classrooms are likely to perform better than their counterparts because classroom management and control is easy. This is similar to pupil-to-teacher ratio. Schools where the pupil-to-teacher ratio is small are likely to perform academically than their counterparts in schools with high pupil-to-teacher ratio. The same is true for availability of learning resources. Pupils from schools with accessible learning materials are likely to perform better in tests and exams than their counterparts from schools without learning materials. Though internal efficiency might predict academic performance, capitation and PTA allowances are likely to predict academic performance. Schools where the capitation grant is sizable are likely to perform better than their counterparts where the capitation grant is small. Capitation grant can be used to procure learning materials, which give an upper edge to pupils in

such schools. Similarly, pupils from schools which pay PTA allowances to teachers are likely to perform better than schools which do not pay any PTA or what they pay as PTA is very small.

1.10 Definition of Operational Terms

Automatic promotion: is a practice in first-cycle of primary schools which is advancing of pupils from one grade to the next higher grade at the end of the school year regardless of the educational attainment of the pupils.

Grade repetition/retention: refers when pupils are given an additional year to repeat a grade to go over the same academic content, often taught the same way, that they failed to master the previous year.

External Support: giving encouragement to an activity underway or to a group of people doing something in terms of effort consortium, financial or advisory.

Grading: is a degree or step in a scale, as of rank, advancement, quality, value, or intensity especially in institutions of learning where achievements/results reveal different scores obtained by different individuals.

Capitation grant: the capitation grant is a type of formula funding scheme aimed at replacing abolished school fees at basic education levels. These school fees are levies that pupils' parents have to pay in order to send their children to school, and are used for purposes such as school repairs, and teaching and learning materials.

Learning Environment: is an educational approach, cultural context, or physical setting in which teaching and learning occur.

Universal Primary Education: UPE means that all children of primary school age participate in the school system and complete primary school.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

In the previous chapter, the researcher identified the Human Capital Theory by Schultz (1961) which postulates that education and training are a form of investment in human beings. Basing on the theory, the researcher designed three objectives to guide this study: to investigate the assessment mode for promotion in primary schools in Kabale Municipality; to assess the academic performance indicators in primary schools in Kabale Municipality; and to establish the relationship between automatic promotion and academic performance in government aided primary schools in Kabale Municipality. In this chapter, the researcher presents detailed literature review of the research objectives. Much of the literature was sourced from academic research reports, dissertations, and theses, government reports, journal articles and NGO reports on education.

2.2 Assessment Mode for Promotion in Primary Schools

Studies have shown three main modes of assessment which are summative, interim and formative assessment. The type of assessment to be used is based on the intended purpose of the valuation and the practice of the information gained by the assessment. Formative assessment is done by the teacher in the classroom so as to determine, identify breaches in the students' wisdom and considerate which would help the teacher and the pupils improve learning. The assessment is embedded within the learning activity (Black &William, 2018). An essential component of formative assessment is that it provides meaningful elaborated feedback, modifying instruction to meet the student where they are at in terms of understanding or indicate to the teacher where further instruction is needed.

Much as assessment has much purpose in understanding the extent to which teachers' instructions have met the needs of the students, it is generally used for reporting, selection and promotion, classroom teaching and learning and programme evaluation (Popham, 2015). The purpose of assessment has changed or is changing to allow pupils to demonstrate content as well

procedural knowledge of a range of tasks; assess a wider range of learning outcomes, assimilate valuation with the programme and evaluate in more trustworthy framework. Assessment needs to be supple in order to encounter the wants of the individual learner (Taber, 2017) and include a variety of tasks aimed to bringing about understanding, conceptual change and interest. While Taber, and Popham emphasize the purpose of assessment in generalities, their studies lack a focus on the modes of assessment in primary schools, more so under free education. Given the above gap, this study was conducted to find out the assessment modes for promotion used in primary schools in Kabale Municipality.

In terms of performance, assessment is an appropriate strategy for assessing students' concepts and skills in science, and it prepares students for a productive future within a technologically complex world (Ainley, Hidi, & Berndorff, 2014). Additionally, Atkin, Black, and Coffey (2016) show that the current Science reform has moved students to be actively involved in science rather than reactive reading or listening. Biondi (2015) shows that performance-based assessment is a valid, equitable measurement of student progress. Many educationalists however propose that performance-based assessment should be considered not merely as a process for assessing students' understanding, but also as a learning process; one that teaches students concepts and requires them to explain and communicate their interpretations of the information, and their methodology for solving problems (Morrison & Akerson, 2016). All these studies are empirical evidences of the impact of performance assessment on the quality of students' learning and attitudes and interest. However, empirical evidence from primary schools in Kabale Municipality is still necessary.

An essential component of formative assessment is providing meaningful elaborated feedback, modifying instruction to meet the students where they are at in terms of understanding or indicate to the teacher where further instruction is need. Formative assessment was used to measure students' understanding using performance task (Huba and Freed, 2000). It would assist both teacher and pupils in what the pupils know, identify misconception and help the teacher in identifying what needs to be done to clarify, bridge gap in the student understanding and determine what intervention is needed to improve pupils' learning. Similarly, collaborative learning allows active exchange of ideas within small groups which not only increases interest among students but also promotes critical thinking. Collaborative learning is active learning as

students are integrating new material with what they already know. Keith and Cool (2015) found that their cooperative teams retain information longer, more stratified with their classes than students who work individually. Sharing and working as a group to solve problems helps build self-efficacy. Students bring to the group multiple perspectives based on their background, experiences and learning styles. It enriches the lesson which enhances pupils' academic performance. Despite the importance of formative assessments and corroborative learning in giving feedback on the progress of learners, automatic promotion seems to lower the legitimacy of assessment.

Previous studies have shown that homework benefits students' learning and their achievement (Bembenutty & White, 2013). According to Cooper (2017), homework is the tasks assigned to students by school teachers that are meant to be carried out during non-school hours to improve on academic performance. Cooper (2017) points out that the academic purposes of homework are to make students acquire factual knowledge, improve academic study skills and raise positive attitudes towards homework, and realize that learning can take place anywhere, not just only in school classroom. In addition, homework can be used to measure students' learning achievements, develop independent study skills and advanced classroom learning preparation (Muijs & Reynolds, 2015). The authors talk about homework as an assessment mode used in primary schools, but leave out examinations, written tests, oral tests and recap exercises. Given the performance challenges in primary schools in Kabale Municipality, this study brought the modes of assessment in primary schools of Kabale Municipality.

Cooper (2017) conducted a meta-analysis on three types of homework and their effects on students' achievement. The study compared achievement between two groups of students who were receiving homework and receiving no homework. The research compared homework with in-class supervised study. Correlating students' time spent on homework with their achievement, the results showed that homework has respectively greater advantages on students' achievement when they move to higher levels of education. The findings support Núñez (2015), and Krashen (2015) who showed that good homework can help teachers predict students' academic achievement, motivate them for learning and raise self-regulation and the more time they dedicate on homework is associated with better academic performance. Graded assignments are also considered to have positive impacts on students' learning and can improve their academic

performance (Latif & Miles, 2017; Letterman, 2013). While these students showed good results on assessment based on university students, they lack articulations on the modes of assessment in primary education. The current study sought to assess the modes of assessment in primary schools in Kabale Municipality.

2.3 Academic Performance in Primary Schools

According to Dunnell and O'Loughlin (2017), performance indicators are usually looked at in terms of how to give an overall impression in a learning environment. They are statistically valid information related to significant aspects of the education system. They are benchmarks for measuring progress or regression over time or differences across geographical areas or institutions at one point of time such that substantive reference can be drawn from presentation of the data. Cave (2008) understands performance indicators in terms of internal performance indicators (graduation rates), operating indicators (class size), indicators related to research (publications), and external performance indicators (employment destinations). Performance indicators are "authoritative measures -- usually in quantitative form -- of an attribute of the activity of a higher education institution". These authors show how diverse measuring academic performance in schools is. And given this diversity, the current study attempted to examine academic performance in primary schools in Kabale Municipality.

Blatchford and Mortimor (2016) examined the impact of class size on pupil attainment in USA and UK. Basing on a four-year longitudinal study carried out in 80 schools from 42 school districts and involving 7000, Student-Teacher Achievement Ratio (STAR) was found to be significant in explaining academic performance. Wilson (2014) examined the association between class size and pupils' achievement. He found that as class size reduced pupils' attainment increased. This study was carried out in North America. Egelson, Harman, Hood & Achillies (2015) showed that the more years spent in reduced class size classrooms the greater the academic benefit and the longer it is sustained. This report was based on the STAR Projects. However, some other research findings show that class size does not automatically correlate with students' learning by providing evidence that, students place more emphasis on the quality of teaching and may not mind being in a large class contrary to what the teacher might think (UNESCO, 2015). Given the different opinions on the importance of class size on pupils'

achievement, the current study sought to understand academic performance in government-aided primary schools where class size is unmonitored. The other need for understanding class size was the declining performance among government-aided primary schools with high class sizes.

Goldstein and Blatchford (2017) evaluated reading and mathematics in small classes (13 - 17) and large classes (22 - 26) in the UK. Performance in smaller classes was found to be better than performance in larger classes. Kruiger (2015) and Sparks (2013) found that students who had been in small classes in their early years had better academic and personality outcomes throughout their school years and beyond. This suggests that there are more benefits in small class size compared to larger ones, hence justification that children need close interaction with the teacher to improve their reading levels. These studies showed important statistics on the sizes of the classes. In Uganda, the average class is 45 pupils, common in private schools. In government-aided primary schools, however, classes are as big as over 100 pupils. This suggests that pupils' achievement is likely to be suffocated by size. However, this needs examination in Kabale Municipality in particular.

Relative to the situation of class size in Uganda, Bandiera (2015) shows that the effect of class size on students' performance is, as expected, negative; students always do worse in big classes. To get a sense of magnitude of this effect, their estimates imply that when standard deviation increase in class size from the mean (that is going from the average class of 56 to a class of 89) would decrease the mark by 9% of observed variation in marks within a given student. These estimates, however, mark two forms of heterogeneity: (i) the impact of class size vary a cross the range of class sizes. (ii) the effect of class size vary a cross students, that is to say the way a high achiever student is going to be affected in large class is quite different from how the low achiever student is going to be affected.

Similarly, McDaniel (2015) conducted a study on class size; the findings of the study revealed that class size whether large or small was not related to academic achievement of pupils in a standardized achievement test in mathematics, reading and language. The author refutes previous findings that class size has an effect on academic performance. In this regard, other factors beyond class size are likely to affect academic achievement. For example, Lyons (2016) asserted that availability of instructional materials at school facilitates students to learn abstract concepts

and ideas. Similarly, Bartos (2009) applied performance indicators to all schools and found them to lack convincing power on influencing performance. He found that these indicators miss the nuances of success and failures of each school, and can become too related to gross overall indices. Whilst there is a need for such a global view, it must be balanced with detail. Underlying the use of most indicators is a statement of relative quality and a norm rather than an assessment of some absolute or a standard. An underlying concern is whether the users wish to compare to an average or distribution or whether they wish to compare to some criterion. It would be hard to justify the claim that half the teachers must reach some average and all is well as opposed to the claim that there is some minimum set of standards that all teachers must attain.

Holmes (2009) mentions coherence (there must be a balance between indicators of teaching, research, and service); dependability (valid and reliable over departments and institutions); and durability (valid and reliable over time). He shows that performance measures that meet the technical criteria relate variously to the purposes for which schools stand in terms of academic excellence. However, Hattie (2014) maintains that performance indicators could become part of the material available for independent reviews; preferring the judgement of knowledgeable and independent people. He asserts that experts need not conduct the review but their opinions should be sought. Grigg and Sheehan 2009 identified a possible model for performance indicators by differentiating between inputs, processes and outcomes. Inputs detail the human and financial resources; processes involve the nature of how content is taught and researched and how inputs are converted to outcomes; and outcomes are the consequences on the students, or research. The interesting point is not only to have all reasonable and dependable indicators included, but also to look at the relationships between, and weighting of the various indicators. Given the current study, it is important to understand a multitude of factors and how they influence academic performance, especially among primary pupils.

2.4 The Relationship between Automatic Promotion and Academic Performance

Koppensteiner (2014) examined the relationship between automatic promotions and learning achievements at grade 4 in Brazil found a negative and significant effect of about 6% of a standard deviation. This result is interpreted as the disincentive effect on student effort associated with the introduction of automatic promotion. Ahmeda and Mihiretieb (2015) substantiate

findings by Koppensteiner (2014) in their studies conducted in primary schools in Ethiopia to assess the effect of automatic promotion on learning achievements. Ahmeda and Mihiretieb (2015) found that a majority of the teachers (93%) and parents (74%) believed that it is hardly possible for automatically promoted students to catch up to their peers in the next grade level, which in turn has an adverse effect on their interest for learning. Also, large proportions of teachers (93%) and parents (83%) reported that the promotion policy does not enable students to improve their achievement in the next grade level as it does not give enough time for them to recapture what they missed in the previous grade. What is more, a majority of the parents (57%) do not think that automatic promotion negatively affects the students' psychosocial development.

While the two studies conducted in Ethiopian primary education employed qualitative method i.e. documenting views and opinions of the respondents regarding the effect of automatic promotion on learning achievements, Koppensteiner (2014) and this study employed the quantitative analysis technique (Difference in Differences). There is a difference between the regression result generated in this study and the ones obtained in Brazil and Ethiopia.

Also, Blatchford (2017) asserts that class size differences affect both the pupils and the teacher in that, large classes present the teacher with more class control difficulties such as more pupils' inattentiveness and off-task behaviour which may affect pupils' promotion to the next classes while in smaller classes, there is more individual teacher contact with pupils and more support for learning. In addition, when faced with large classes, teachers may be tempted to give up, thinking that there is no chance of getting so many pupils to learn. This observation therefore indicates that teachers in small classes experience better relationship with the children and have more knowledge of individual pupils which influence pupils' promotion to the next classes. This happens as pupils interact in an active way with teachers by initiating, responding and sustaining contact. However, for a reading lesson to be perfect, as pupils practice reading English material, it is also important for the teacher to engage pupils in short speaking, listening and writing activities whenever possible. This is aimed at enabling pupils who are good in other aspects of English language to still participate and feel confident in their abilities while working to improve an area they are weak at to enable them get promoted to the next classes. Unfortunately, in large classes such opportunities are limited as pupils are more likely to simply listen to the teacher, hence the teaching-learning process is less interactive and ineffective (Blatchford, 2017).

Unlike the shortcomings of large-size classes, a survey done on 150 first and second grade teachers in SAGE schools reviewed that smaller class sizes allowed individualized instruction, classroom discussion, hands-on activities, more content coverage and less time dealing with disruptive behaviours which may influence decision for automatic promotion (Blatchford, 2017). In addition, students in smaller classes describe themselves as having better relationships with their teachers which improves on academic performance and pupils' promotion (Wert, 2016).

Adeogun (2015) states that there is a very strong positive significant relationship between instructional resources and academic performance that consequently increases the number of promoted pupils. According to Adeogun, schools endowed with more materials performed better than schools that were less endowed. This corroborated the study by Babayomi (2017) that private schools performed better than public schools because of the availability and adequacy of teaching and learning materials. Mwiria (2015) also supports that students' performance is affected by the quality and quantity of teaching and learning materials. The author noted that institutions with adequate facilities such as textbooks stand a better chance of performing well in examinations than poorly equipped ones and this increases chances for students' promotion to the next classes. Therefore, poor performance and pupils' retention could be attributed to inadequate teaching and learning materials and equipment.

Mantzicopoulos (2015) examined the role of cognitive, perceptual, visual-motor, behavioural, achievement, and demographic factors affecting non-promotion at kindergarten in a sample of 34 non-promoted and 34 promoted kindergarten children of a suburban area in Northern California, USA. Their findings are contained in their study titled —Non-promotion in Kindergarten: The Role of Cognitive, Perceptual, Visual-Motor, Behavioral, Achievement, Socioeconomic, and Demographic Characteristics. They draw link between elementary school retention and kindergarten retention, which shows that children of low SES, boys, and minority children are retained with greater frequency. Consistent with studies on elementary school non-promotion, retained children in this study lagged behind their promoted peers on measures of pre-academic reading achievement obtained through both group and individually administered tests. It is noteworthy that as early as kindergarten, a child's performance in academic tests is an important factor that differentiates between retained and promoted pupils. This study was also conducted in

primary schools in Kabale Municipality and employed correlation coefficient to find out if the situation could be different.

Chohen (2015) analysed teachers' perceptions in Pakistan and concluded that automatic promotion policy facilitated quantitative improvement but showed negative consequences on the quality of primary education. It reduced the struggle for getting better position among hardworking students and lowered the motivation among teachers as well. Moreover, teachers' responses reflected that merely promoting students to next class does nothing positive with their well-being. Peterson (2017) examined the long-term impact of retention/promotion decisions on the academic achievement of primary grade students in the US. First, second and third-grade detainees were matched on several variables with same-age students who were not retained. Results of same-year comparisons indicated that retained students significantly improve their relative class standing by the end of the retained year, and in some cases they maintain this advantage over a 2-year period; however, after 3 years there are no differences between retained and promoted students. Comparisons of same-grade level performance provided some evidence that second and third-grade detainees experience more sustained benefits from retention, although these benefits are delayed one year.

Additionally, Peterson (2017) states that instructional materials, teaching resources, learning aids and audio visual aids are aids that teachers use to assist learning and also increase interest of learners in the learning process. Teachers use resources to enhance learners' participation in class for effective learning. Instructional materials have been defined by various authors.

However, Nannyonjo (2014) asserted that enrolling children into primary education at the appropriate age and promoting them each year is a good policy measure for Uganda. However, in tandem with enforcement of automatic promotion, it may be necessary to administer regular tests and homework that would identify pupil's weaknesses, and address them through remedial teaching to ensure acquisition of the desired levels of competence. Moreover, she found no overall significant difference between Ugandan boys and girls in their primary 6 English test scores. What is interesting is that Nannyjojo (2014) used the same dataset as this study – National Assessment of Progress in Education (NAPE). However, unlike this study, Nannyonjo (2014) used data for only Primary Six (P6) and her study did not examine the effect of automatic

promotion on academic performance in primary schools of Kabale Municipality. Thus, this was done to fill this knowledge gap by establishing the relationship between automatic promotion on academic performance in primary schools of Kabale Municipality

The effect of retention on learning achievements along gender in the US was further evaluated by Gottfried (2016), with a focus on Philadelphia School District over a 6-year period. Specifically, the scholar carried out an empirical examination of how classroom gender composition relates to the standardized-testing performance of grade-retained students in their post-retained years. The analysis was carried out using a sample of entire cohorts of urban elementary school children in the district. The results are consistent with those arrived at by Meisels and Liaw (2018) – when retained students are placed in classrooms with higher average and greater standard deviation in peer ability, they tend to achieve lower testing outcomes in their post-retention years compared to their continuously promoted counterparts.

Gottfried (2016) further showed that these relationships are not solely driven by having low levels of achievement. In as far as this study is concerned; the negative effect of grade retention on male and female learning outcomes reported above is justification for assessing the effect of automatic promotion on learning outcomes along gender from the point of view of primary schooling in Uganda. This is especially so, given the overall outcry against the practice of automatically promoting students.

Historically, automatic promotion discourages grade repetition which has a prominent role in Brazil. Repetition rates in Brazilian primary schools reached 24% in first grade and 14% in fourth grade in 2005 letting students spend more years in the primary school learning level. However, 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 pressure on public finances through the additional demand for teachers, classrooms, desks and other inputs (Angrist & Lavy, 2009). The study by Angrist and Lavy (2009) was done in primary schools in Brazil and the situation was different from Uganda and it did not indicate the methodology used in the study. Therefore, this study was one in Kabale Municipality using cross-sectional research design with both

quantitative and qualitative nature to reveal the relationship between automatic promotion and academic performance of pupils in primary schools of Kabale Municipality.

Automatic promotion suppresses negative effects that would be experienced by the retained individual by stigmatizing them and harming their self-esteem. It relieves impairments in mindset and establishes peer relationships and generally alienates dropout tendencies of the individual from school, which may in turn negatively affect academic achievement (Holmes, 2009). Furthermore, repeating grades delays entrance of students into the labour market which poses substantial monetary cost on students over the life-cycle and thus the need to have automatic promotion for the good of students. 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 (Firpo, 2009).

More so, Imbens and Wooldridge (2009) comment that automatic promotion reduces the age variation in the classroom and students may also directly lead to positive externalities on their peer students, a possible explanation for the persistence of automatic promotion in many countries may be based on the deterrence effect.

According to Donald and Lang (2007), it is found 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 Difference-in-Differences (DiD) setting 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 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.

Donald and Lang (2007) maintain that primary school completion and youth literacy rates have improved notably, but the country continues to suffer from high repetition and drop-out rates. The national conditional cash transfer programme Bolsa Família, formerly Bolsa Escola, which is a means-tested monthly cash transfer to poor households conditional on school enrolment and regular attendance among other conditions, plays a significant role for the rise in school enrolment and attendance of school-age children. This analysis focuses on the state of Minas Gerais, the second most populous state in Brazil with an estimated population of about 19 million (BIGS, 2007). Minas Gerais contributes 10% to the Brazilian GDP and is among the most developed states in Brazil. However, Dong (2009) comments that because there is only limited information on teaching practices available, it is not possible to rule out completely the possibility of 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 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. Primary school is compulsory in Brazil for children between the ages of 7 to 14 and consists of eight years of schooling. Public schooling is free at all ages and enrolment in primary and secondary school is open to students of all ages (Brazilian Institute of Geography and Statistics, 2007).

Thus, an education of high quality should have high quality students, teachers, infrastructures, school's curriculum and government policies as inputs. The manner in which the inputs are processed from the beginning to the final years of an educational programme and the quality of assessment of the entire teaching-learning activities, also constitute important aspects of quality assurance (Fasasi, 2016).

Students constitute a vital input into the education system. Without them, all other inputs cannot achieve educational objectives. At the entry point of the educational system, the students are expected to be of high quality. That is, they should meet the expected standard of the level or class in which they are to be enrolled. Incidentally, students of poor ability have been admitted or promoted into higher class in our educational institutions (Fasasi, 2016). Therefore, quality factors demand that students should be of required standard before they are admitted into schools. They also demand that they should not be promoted if they are of low standard

(Ezezobor, 2018). The school performance can also be determined by entry qualifications, as the number of secondary schools increase due to interventions such the Secondary Education Development Programme (SEDP), aimed at ensuring that there are secondary schools in each ward. However, the challenge is that not all primary school leavers pass the standard VII national examination would be able to join secondary school with confidence. Of those who join secondary school, only a small fraction manages to pass in divisions, I, II and III in their national Form Four examination (Lyakurwa, 2015). This also, draws the attention of Mosha (2017) that a school without a good and careful selection of students for admission was likely to obtain poor results. In private schools, the diagnostic tests given to aspiring students before admission serve this purpose of ensuring that qualified candidates with good potential get admission.

The teaching and learning process is one of the areas focused on by quality factors, therefore to attain good academic performance, school should provide necessary materials. In addition, Adegbesan (2017) contends that quality assurance focused on the teaching / learning processes including the structure of the curriculum and learning environment. When compared to other students elsewhere, students are trained in a poorly facilitated environment. A number of public schools in Tanzania have no libraries and there is an acute shortage of textbooks to the extent that you can find one book being shared among twenty students. This leaves the teacher the sole source of information. This might result in producing students of a limited scope (Mushashu, 2015). Moreover, the number of teachers per subject in most of secondary schools is alarmingly too small to allow proper teaching. There are very few teachers in science and mathematics subjects. This has been aggravated by the fact that some graduates avoid teaching and are employed elsewhere, where they can be paid handsomely (Mushashu, 2015). Therefore, a caring, competent and qualified teacher for every child is the most important ingredient in education. Success of a school system depends on its teacher.

But for the teachers to do this they must be adequately prepared and motivated (Agu, Manda and Tukai, 2013). For example (OECD, 2010), many countries pay lipservice to the importance of attracting and retaining a high-quality teacher force, but few have pursued this goal as single-mindedly as Finland. Finland has managed to make teaching the single most desirable career choice among young Finns through a combination of raising the bar for entry into the profession and granting teachers greater autonomy and control over their classrooms and working

conditions than their peers enjoy elsewhere. Consequently, teaching is now a highly selective occupation in Finland, with highly-skilled well trained teachers spread throughout the country. The quality of the teaching force seems very likely to be the major factor that accounts for the high level of consistent performance across Finnish schools. However, the teacher's role is crucial to effective and efficient learning, the teacher is expected to provide essential inputs like adequate planning of lesson notes, effective delivery of lessons, proper monitoring and evaluation of students' performance, providing regular feed-back on students' performance, improvisation of instructional materials, adequate keeping of records and appropriate discipline of students to produce and enhance expected learning achievement in secondary schools (Ayeni, 2014).

Abagi and Odipo (2017) define internal efficiency in education as the measure of level learning that is accomplished amid the schooling age participation, contrasted with the resources that are given. In this manner, internal productivity alludes to the estimation of execution of the training framework by demonstrating the extent of students effectively finishing a certain grade of the Educational framework while avoiding wastage of resources. At the point when accomplishments by students are low, as observed from the school's low test score in national examination, such a school would be thought to be of low quality and along these lines wasteful (Abagi and Odipo, 2017). Interior effectiveness tends to the topic of how subsidies inside the Educational segment ought to be best allotted. It is worrying about getting the best Educational yields for any point of expenditure. Financial experts have a basic Conceptual run to decide how the available resources ought to be dispensed within elective Educational exercises: The change in instructive execution that outcomes from the last measure of resources spent on an instructive movement ought to be equivalent over every conceivable action. For instance, deliberate on a school that is settling on purchasing new Work books for learners and employing low maintenance instructor to show singular learners.

More or less, inside effectiveness of any teaching framework is accepted to have high connection with instructive sources of information, procedures, and yields of the framework. Then again as per Sanothimi and Bhaktapur (2016), the topic of the quality of teaching is likewise an issue of internal proficiency in teaching framework. In this way, internal productivity and nature of the teaching framework can be shown by ascertaining the advancement, redundancy and dropout

rates at different review levels. Besides effectiveness, it incorporates cycle consummation and the survival rates at some interval and cycle to cycle transfers' rate. In other words, enhancing the internal proficiency of education framework is naturally enhancing nature of training in the light of the fact that they concentrate on the relationship of teaching information sources, procedures and yields of the framework.

Nega (2016) carried out an investigation on Improving Internal proficiency in elementary school of Tigray Regional State: Challenges and Prospects done in Ethiopia and had the purpose of examining the challenges and prospects of primary education in Tigray. The objective was to find out measures for improvement of the internal proficiency of the elementary education framework in the region. A descriptive survey research design was employed. Questionnaires, document review and semi-structured interview schedules were utilized in collecting data. According to the research findings, some main factors that caused students to fall out of school and repeat in some classes were: significant students were over-age; principals and teachers were less qualified; parents were illiterate/ limited parents educational awareness; shortage of text-books/school facilities and students who came from low economic background had negative attitude to education and health problems. Whereas the study by Nega (2016) was based on elementary school of Tigray Regional State, and also looked at the challenges and prospects of improving internal efficiency, the current study focused on primary schools in Kabale Municipality using cross-sectional research design to establish how internal efficiency affected academic performance in primary schools.

Ncube (2014) in a study on Managing the Quality of Education in Zimbabwe had the purpose of analysing how the administration of the nature of instruction of Rural Day Secondary Schools had been influenced by the internal productivity of the educational system. The objectives of the study were: to find out the indicators such as survival rates; dropout rates; m repetition rates and pass rates, to establish the differences in levels of indicators of internal effectiveness for students of various genders, ages and levels of schooling, to explore the perspectives of school directors (inclusive of some senior instructors) on factors that influence the internal proficiency in Rural Day Secondary Schools and to discover the perspectives of school heads on systems that can be executed to enhance the internal productivity of Rural Day Secondary Schools. The investigation utilized quantitative and qualitative outlines. The examination discovered that the internal

effectiveness of Rural Day Secondary Schools was low. Whereas in the reviewed study internal efficiency is the independent variable, in the current study it is the dependent variable. The reviewed study looked at how internal efficiency of school systems affected the management of the quality of education of rural day secondary schools while the current study focused on the influence of internal efficiency on academic performance of primary schools in Kabale Municipality in order to fill the existing gaps.

More so, Adeyemi (2017) in a study on the school elements and internal proficiency of secondary schools in Ondo State, Nigeria had the purpose of investigating the relationship existing between school variables and internal proficiency of secondary schools. The study targets were: to determine whether or not secondary schools in Ondo State, Nigeria were internally efficient; and to determine whether or not a relationship exists between school variables and internal efficiency of the schools in order to correct erroneous impressions. The study used inventory and questionnaire as data collection instruments. This study adopted the ex-post facto and correlation research designs. The study found out that secondary schools in Ondo State, Nigeria were internally efficient. Teachers' qualification was found to be the best predictor of internal efficiency in the schools. The study reviewed aimed at finding out whether the schools under study were internally efficient or not, and if a relationship existed between school variables and internal efficiency, whereas the current study looked at how increased enrolment affected internal efficiency. The study reviewed used ex-post facto and correlation research designs while the current study used descriptive survey research design.

Furthermore, Boru (2016) in a study on factors which impact the internal proficiency in Public elementary schools of Moyale District, Marsabit County, Kenya had the purpose of establishing the factors influencing internal proficiency in public elementary schools in Moyale District. The targets of this study included: to determine how competence of teaching/learning materials influence internal proficiency; to establish how school physical facilities influence internal proficiency; to assess how pupils family background influence internal proficiency; and to establish how drop out of pupils in the schools influences internal proficiency. The study found out that adequacy of teaching and learning materials affected internal efficiency; teachers qualifications and in-servicing of teachers can help improve internal efficiency; and that schools did not have adequate teaching and learning materials which affected teaching and learning and

hence internal efficiency. Further, physical facilities influenced internal efficiency because they encouraged meaningful learning and teaching. Schools' internal efficiency was found to be affected by pupils' dropout. Further, the findings also revealed that pupils' family background such as household poverty affected internal efficiency of schools. Boru (2016) did not talk about automatic promotion and academic performance in Kabale Municipality but the current researcher filled this gap by investigating how automatic promotion influenced academic performance of pupils in primary schools.

Promotion of quality education has also been associated with parents' involvement in the activities of schools. Mahmood, Majoka, Basharat & Syed (2014) carried out a study on the role of PTAs for promoting quality education in Islamabad. The main aim of the study was to establish the effectiveness of PTA in Islamabad. The study involved 50 government secondary schools in Islamabad that were selected through stratified sampling. A questionnaire was used to collect data from 5 teachers in each school and 50 PTA chair persons. The teachers were selected using simple random sampling technique, while PTA chairpersons were picked using purposive sampling. The findings from the study confirmed that overall, the role of PTA is positive for promoting quality education in Islamabad. Other than the positive effects of PTA, it was also established that there were negative effects of PTA such as involvement of politics in schools. The overall position though indicates that PTA showed good performance in helping the management of schools on various issues but not on discipline matters. Although the study findings showed that PTA performed well in helping the management of schools in Islamabad, it did not involve all the stakeholders like head teachers and students in the study. They used only one instrument, questionnaires, to collect data which did not bring out indepth details of what was happening in the real situation. More so, the study did not focus on how PTA allowances affected academic performance. These prompted the researcher to conduct this study.

Ekundayo and Alonge (2017) carried out a study on strengthening the roles of parent teacher association in secondary schools for better community participation in educational development in Nigeria. The study examined the traditional role of PTA in secondary schools in Nigeria. It used all the public and private secondary schools in Ondo State, Nigeria as the target population. Stratified random sampling was used to select 65 public schools and 49 private schools across the three districts in the state of Ondo. Data collected were analysed using Pearson Product

moment correlation and t-test. The findings confirmed that schools where the involvement of PTA was not strong had some serious problems to be addressed. The problems ranged from: inadequate financial support to the school; lack of appropriate cooperation between the school and parents; shortcomings in the management of school activities, and many others. The study recommended that the roles of PTA should be strengthened through giving the PTA more involvement in educational financing and giving them more responsibilities in school administration. However, the study omitted the crucial role of PTA in maintaining discipline in the schools. The researcher tried to establish if the PTAs in Kenya, and in particular Ongata Rongai Zone, were active and fully involved in their schools' students discipline issues. It is seen most studies on PTA did not focus on allowances and were also done in other countries where the situation may be different from that of Uganda. In addition, this study focused on Pearson product moment correlation and t-test and was conducted in Ongata Rongai Zone, Kenya. However, the current study was conducted in primary schools and used Pearson correlation and regression to explain the relationship between automatic promotion and academic performance in primary schools in Kabale Municipality.

Senkaali (2016) conducted a study to identify the challenges of accounting for the universal primary education capitation grant. The study revealed that head teachers of UPE schools encountered control, coordination, and production challenges when accounting for the UPE capitation grant. The control challenges include: delays in disbursement, misappropriation, capture, ineffective monitoring and supervision. The coordination challenges were identified as: lack of commitment, full empowerment and capacity of school communities with local leaders to challenge any misuse of funds. The production challenges were identified as insufficient funding which compromises quality and accessibility of primary education. The study concluded that there are control challenges encountered by head teachers when accounting for the UPE capitation grant. Whereas Senkaali's (2016) study focused on the challenges of accounting for the Universal Primary Education Capitation Grant, the current study established the effect of capitation grant on academic performance in primary schools in Kabale Municipality.

A study by Kibuuka (2014) sought to establish whether availability of educational resources had an effect on the internal efficiency in form of human resources, instructional materials and financial resources. The study revealed that the availability of educational resources had a

positive correlation with the internal efficiency in the schools. Many schools lacked adequate educational resources in form of instructional materials and funds and this greatly contributed to their internal inefficiency in form of increased school dropouts, increased repetition and poor performance. In areas where educational resources were relatively available, internal efficiency was at a relatively improved level. It was therefore concluded that the availability of educational resources greatly boosted internal efficiency in the schools. Consequently, the following recommendations were made: instructional materials should also be availed to the schools so as to improve on the daily classroom interaction; and, the government should improve funding of the UPE schools so as to access educational resources.

According to Kilonzo (2017), 94% of primary school head teachers who implement the FPE programme found the cash to be inadequate which, coupled with delayed disbursement, hampered the effective implementation of the programme. According to a research done by Musalia, even the areas funded by the government had inadequate funds. She cites the example of Quality Assurance, whose funds were found to be very minimal in meeting set requirements (Musalia, 2015). This happens yet there are no guidelines on how to bridge the gap or deficit in underfunded areas by the government leaving the head teachers in a dilemma.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter covered the research design, population and sampling, instruments for data collection, data quality control, research procedure, data analysis, ethical consideration and limitations.

3.2 Research Design

Research design is an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Kothari, 2004). The study adopted a cross-sectional survey design. Quantitative and qualitative approaches were used to support the research design. Qualitative approach was of particular importance to this research because of its ability to penetrate into the different expressions and experiences of respondents to the subject matter. Quantitative approach was used due to the desire of establishing the magnitude of the problems using statistical data and evidence (Amin, 2005). Cross-sectional design was used because it was appropriate for collecting data from a sample of respondents at one point in time and it allowed the collection of both quantitative and qualitative data as open-ended questions were included in the research tools (Creswell, 2009).

3.3 Study Population

Kabale Municipality has 52 primary schools, both private and government-aided. However, four primary schools were purposively selected to constitute the target population of 415 study units, comprising teachers, head teachers and pupils (see Table 3.1). Head teachers were considered because they were school administrators who were involved in policy formulation and implementation. Teachers were selected because they taught and executed testing and examination of pupils. Pupils were also selected because they were the beneficiaries of automatic promotion and it was also the pupils that sat for the final examinations.

Table 1: Population size

School	Category	Number
Kigezi High School Junior Primary School	Pupils	80
	Teachers	20
	Head teacher	1
	Total	101
Kabale Universal Nursery And Primary School	Pupils	80
	Teachers	26
	Head teacher	1
	Total	110
Child Africa Junior School	Pupils	80
	Teachers	23
	Head teacher	1
	Total	107
Hornby Junior and Primary School	Pupils	80
	Teachers	22
	Head teacher	1
	Total	106

Source: School enrollment records, 2019

3.4 Sample Size

Kothari (2004) defines sample size as a small group of respondents drawn from a population about which a researcher is interested in getting the information so as to arrive at a conclusion. The study used a sample of 252 respondents from a population of 415. The researcher derived the sample size of the study using the table of Krejcie and Morgan (1970) for sample determination. The table was preferred for accuracy reasons during sample determination.

Table 2: Sample determination and sampling technique

Category	Number	Sample size	Sampling technique
Head teachers	4	4	Purposive sampling
Teachers	91	73	Simple random sampling
Pupils	320	175	Simple random with purposive sampling
Total	415	252	

Source: Primary Data, 2019

3.5 Sampling Procedure

The study population was quite homogeneous in the sense that teachers, head teachers and pupils were involved. The researcher used stratification to divide the population into teachers, pupils and head teachers. Stratification is the process of partitioning the study population into subpopulations to allow for proportional selection of participants. The researcher used proportional allocation to determine the minimum number of participants that could be selected from each sub population.

Head teachers were purposively selected basing on the role they play. However, the study used probability sampling that involved simple random sampling to select pupils and teachers. The reasons behind this technique was that these selected respondents could not be out of the study as they were the ultimate officers to allow the researcher to carry out research project. Also, they occupied their positions as the researcher could not have the substitutes for their positions. Simple Random Sampling was used to select 175 pupils and 73 teachers from the four selected primary schools in Kabale Municipality. The schools whose names were picked randomly participated in the study.

3.6 Sources of Data

Data was collected from two major sources i.e. primary and secondary by the use of questionnaires and interviews. Primary information was generated from respondents as the researcher physically interacted with them about researchable issues. Secondary data was collected from academic performance reports.

3.7 Instruments for Data Collection

The research instruments that were used for data collection were Questionnaire and Interview Guides. These aimed at providing different but reliable information that delivered the study to successful arena.

3.7.1 Questionnaires

A questionnaire is a method used for collecting data where a set of written questions calls for responses. This method of data collection was used to collect data from pupils and teachers. It was used because of its ability to reduce any bias and the collection of authentic data important for data analysis. A questionnaire for teachers was developed by the researcher and was the main research instrument. The questionnaire was preferred as an instrument of research because it was easy to administer. Most of the questions required direct answers based on the Likert scale (5=strongly; 4= agree; 3= undecided; 2= disagree and 1= strongly disagree).

3.7.2 Interview Guide

Data was also collected from head teachers and using an interview guide. It was used to collect data from head teachers for more qualitative data. The method enabled the researcher to get intimate feelings of the staff about the problem of the study which the questionnaires could not elicit.

3.7.3 Documentary Review

Some data was reviewed from written documents such as District Education Officer's Annual Release Performance, books and other published sources. The use of documents alongside other data collection instruments allowed comparisons to be made for validation and uniformity of results.

3.8 Data Quality Control

The study used quality control measures which included validity and reliability.

3.8.1 Validity

Creswell (1994) defines validity as the extent to which an instrument measures what it is supposed to measure and whether it measures it accurately. To ensure validity, the research instrument covered all the dimensions of the phenomenon under study as clarified in the conceptual framework.

The questionnaire was discussed with colleagues and the supervisors to assess its structure, contents, clarity, consistency and relevance in relation to the research objectives. The study was also carried out in a natural setting of the selected secondary schools. The level of accuracy of the instruments was also determined through computation of content validity index (CVI), an indicator of level of accuracy of the instrument.

The CVI formula by Amin (2005) was applied $CVI = \text{Number of items declared valid} / \text{total Number of items}$. After computing the CVI as a way of determining the level of accuracy of the instrument, the researcher interpreted the CVI on the basis of George and Mallery's (2003) rule of thumb:

$$CVI = \frac{\text{Number of relevant items}}{\text{Total number of items in the instrument}}$$

$$CVI = \frac{37}{42} = 0.88$$

The content validity index for a questionnaire for teachers was found to be 0.88 which was good, implying that the instrument was valid for data collection

According to George and Mallery (2003 a) content validity ranges are as in the table below:

Table 3: Showing Content Validity Index Ranges

CVI Range	Interpretation
0.9-1	Excellent
0.8-0.89	Good
0.70-0.79	Acceptable
0.60-0.69	Questionable
0.50-0.59	Poor
0.00-.0.5	Unacceptable

3.8.2 Reliability

Reliability tests extent to which the measuring instrument produces consistent scores when the same groups of individuals are repeatedly measured under the same conditions. Reliability of the research instruments was also tested through a pilot study that was conducted among respondents purposively and simple randomly chosen from the target area. Questionnaires were pilot tested on four teachers from each of the selected primary schools of Kabale Municipality. They were requested to check the questionnaire on the following aspects: question construction, language, clarity and comprehensiveness. These comments were used to effect the necessary changes. Items that were found irrelevant or vague were removed and language was clarified and was found necessary. Reliability of the instruments was further established using Cronbach's Alpha coefficient (1951). The scores were found at 0.76 using Statistic Package for Social Scientists (SPSS) version 20 and this indicated that the instruments were reliable and better for use.

3.9 Data Management and Analysis

Data analysis is the process of examining what has been collected in a survey and making deductions and inferences (Kothari, 2010). It involves scrutinizing the acquired information and searching for patterns of relationship that exist among the data groups (Kothari, 2010). The researcher employed both quantitative and qualitative research paradigms in data analysis for purposes of methodological triangulation in order to enhance the validity and reliability of the study findings.

3.9.1 Quantitative Data Analysis

Data collected from the field was examined for its accuracy and completeness of information given. It was cleaned, sorted and entered into the SPSS computer software (Version 20), explored and analysed. Descriptive statistics such as frequencies, percentages, mean, and standard deviation were used to generate reports for discussion. Descriptive statistics (mean, standard deviation, frequencies and percentages) were used to portray the sets of categories formed from the data. Descriptive statistics enable the researcher to meaningfully describe a distribution of measurements and summarize data (Kothari, 2009; Mugenda & Mugenda, 2003). Pearson linear correlation analysis was used to establish the relationship between automatic promotion policy and academic performance of pupils. Frequencies and percentages were used because they easily communicate research findings to the majority of the readers. Frequencies easily showed the number of times a response occurred and the number of respondents in a given category.

Frequencies, percentages, mean and standard deviation were also used to indicate whether automatic promotion and academic performance had a high, moderate or low effect on academic performance of pupils in primary schools in Kabale Municipality while the mean was used to indicate the average score of a range of scores. Standard deviation was used to assess the degree of dispersion of the values around its mean, and was also employed in assessing the error to which the mean of the sample was subjected when estimating the mean of the population from which the sample was taken

3.9.2 Qualitative Data Analysis

Qualitative data analysis was done through thematic content analysis as was recorded during face-to-face interview and through observation. The researcher used a quick summary in analysing qualitative data: he summarized key findings by noting down the frequent responses of the respondents during the interview on various themes concerning automatic promotion and academic performance of pupils in primary schools of Kabale Municipality. This technique of qualitative data analysis was chosen because it saves time and it is not very expensive.

Interviews were listened to attentively, in order to identify the emerging themes and through sorting, recording, reflection and interpretation of the meaning of data.

3.10 Data Gathering Procedures

Before the administration of the questionnaires, an introductory letter was obtained from the Directorate of Graduate Studies to conduct the study. The researcher explained about the study so that the respondents do not take it in bad faith. During the administration of the questionnaires, the respondents were requested to answer completely and not to leave any part of the questionnaire unanswered. Due to the large number of pupils, the researcher employed research assistants.

The study employed basically two instruments of data collection that is the questionnaire and interview guide. The questionnaire for teachers was self-administered. However the questionnaire for pupils was in form of a schedule. Pupils provided answers to different questions, which the research assistant filled in the information schedule.

The researcher and assistants emphasized retrieval of the questionnaires within five days from the date of distribution. On retrieval, all returned questionnaires were checked to ascertain that all the questions had been answered. After the administration of the questionnaires, the data gathered was correlated, encoded into the computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

3.11 Ethical considerations

As a research requirement, the researcher obtained an introductory letter from the Directorate of Postgraduate Studies which was presented to the authorities in the study area. Confidentiality, anonymity and safety were assured to the participants. They were informed that the research was purely for academic purposes. To maintain anonymity, questionnaires did not provide the option for respondents' names and filling them in.

Since the study was academic and did not involve any health hazard whatsoever, the researcher obtained the consent of the children through the head teachers of the schools involved. The

researcher explained to the head teachers the purpose of the study. Due to the importance of the information collected from the pupils, the head teachers allowed the researcher to interact with the pupils. With the permission granted from the head teachers, the researcher obtained information from pupils by completing schedules.

3.12 Limitations of the Study

Some respondents feared to disclose information concerning poor performance of pupils for fear of anticipated repercussions and to return questionnaires. Other respondents concealed vital information for fear of being accused. The researcher laboured to assure them of confidentiality and anonymity.

Certainly a research of this nature required a lot of resources in terms of stationery, transport fares, feeding, accommodation costs, time, telephone, internet fee, typing costs/secretarial assistance, printing, binding and photocopying costs and many other miscellaneous expenses which required a firm financial stand. The researcher secured a simple loan to cover all research expenses so that his research project becomes successful.

There were delays in data collection due to the problem of Covid 19 as some respondents who were to provide data were not at their schools. However, researcher engaged them using phones and requested head teachers to provide documentary sources regarding academic performance.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the analysis and discussion of findings. The data collected through the questionnaires were tallied and analysed using percentage. The information obtained through the checklists was tallied and directly presented for analysis. The data obtained through interview, on the other hand, was summarized and qualitatively presented in words. The objectives investigated were: assessment mode for promotion in primary schools in Kabale Municipality; academic performance indicators in primary schools in Kabale Municipality; and the relationship between automatic promotion and academic performance in government-aided primary schools in Kabale Municipality.

4.2 Response Rate

The researcher started by ascertaining the response rate from both the interview and the returned questionnaires before undertaking the analysis in order to ensure that the findings were representative of the sample.

Table 4: Response Rate of Respondents

Category of respondents	Expected number	Response	% proportional Response rate
Teachers	73	68	26
Head teachers	4	4	1
Pupils	175	170	67.4
Sample size	252	238	94.4

Source: Researcher's computation

As indicated above, the expected sample size for the study was 252 but actual respondents were 238, which was an approximation of 94.4%. Of this percentage, 26% were teachers, 1% head

teachers and 67.4% were pupils. This response rate was high enough for generalization and conclusion. Researchers (Nulty, 2008; Baruch & Holton, 2008) contend that a high response rate assures accuracy and builds confidence in the results.

4.3 Biographic Characteristics of Respondents

The biographic characteristics of respondents that were considered were gender, age, education and marital status and the following were the results of the findings:

4.3.1 Gender of Respondents

The frequency table below shows the gender of head teachers and teachers who took part in this the study.

Table 5: Sample of Teachers and Head teachers by Gender

Head teachers			Teachers		
Gender	Freq	%	Gender	Freq	%
Male	4	100	Male	52	76
Female	0	100	Female	16	24
Total	4	100	Total	68	100

The findings indicate that all the head teachers were males. On the other hand, 76% of the teachers teaching in the selected primary schools were males and the rest 24% were females implying that males dominate primary teaching profession as compared to females. The dominance of men compared to women in implies that most of the teachers in the government-aided primary schools are men.

4.3.2 Education level of Head Teachers and Teachers

The table below shows the findings on the education level of head teachers and teachers:

Table 6: Education level of Head Teachers and Teachers

Head teachers			Teachers		
Education level	Freq	%	Education level	Freq	%
Grade III certificate	0	0	Grade III certificate	20	29
Diploma	0	0	Diploma	33	49
Degree	4	100	Degree	15	22
Total	4	100	Total	68	100

The findings show that all the head teachers had degrees, 49% of the teachers were grade five teachers having Diploma, 29% had grade III certificate while 22% were graduates with degrees. In general terms, most of the teachers were qualified for the level according to the standard set in the Primary Education Policy of Uganda. The statistics generally imply that the teachers who took part in the study were all qualified to spur the required level of academic performance among pupils.

4.3.3 Age of Head Teachers and Teachers

The frequency table below shows the age of respondents:

Table 7: Age of Head Teachers and Teachers

Head teachers			Teachers		
Education level	Freq	%	Education level	Freq	%
20-30	0	0	20-30	12	17.6
31-40	0	0	31-40	23	33.8
41-50	3	75	41-50	23	33.8
51-60	1	25	51-60	10	14.7
60+	0	0	60+	0	0.0
Total	4	100	Total	68	100.0

The findings show that more head teachers represented by 75% were between 41 and 50 years of age while 25 per cent were between 51 and 60 years. Additionally, 33.8% of teachers were between 41 and 50 years, 33.8 per cent ranged between 31 and 40 years, 17.6% were between 20

and 30 years while the remaining 14.7% ranged between 51and 60 years. The statistics imply that all most of the teachers who took part in the study were adults with a presumed level of teaching experience to influence the required level of academic performance among children in the selected schools.

4.3.4 Head teachers and teachers experience in Service

The table below shows the head teachers and teachers experience in service:

Table 8: Head teachers and teachers experience in Service

Head teachers			Teachers		
Years of experience	Freq	%	Years of experience	Freq	%
1-5	0		1-5	4	5.9
6-10	3	75	6-10	12	17.6
11-15	1	25	11-15	15	22.1
16-20	0	0	16-20	22	32.4
21-25	0	0	21-25	15	22.1
26-30	0	0	26-30	0	0.0
30+	0	0	30+	0	0.0
Total	4	100	Total	68	100.0

The findings show that 75% of the head teachers had teaching experience of 6-10 years, while the remaining had 11-15 years. Referring to teachers' experience, 32.4% of the teachers had served for years ranging from 16-20 years, 21.1% of the teachers had served for 11-15 years and the same percentage of 21.1 had served for years between 21-25 while 17.6% and 5.9% of the teachers had 6-10 and 1-5 years respectively. Therefore, most of the teachers and head teachers of the schools investigated had working experience of over 5 years but not exceeding 25 years. This working experience was long enough to produce the required level of academic performance among pupils.

4.4 Empirical results

The following section presents the analysis of the responses of pupils about automatic promotion policy and academic performance in primary schools in Kabale Municipality.

4.4.1 Assessment Mode for Promotion in Primary Schools in Kabale Municipality

The first objective of the study sought to investigate the assessment of mode in selected primary schools in Kabale municipality. The study used both frequencies and percentages to describe the mode of assessment that was used most in the district. The findings from pupils on the assessment mode for promotion in primary schools in Kabale Municipality were subsequently presented as follows:

Table 9: Pupils' Response on Assessment Mode for promotion used

Strategies	Frequency	Percentage
Written test	50	29.4
Take home assignments	40	23.5
Examination	60	35.3
Recap exercises	20	11.8
Total	170	100.0

The findings show that 35.3% of the pupils revealed that the major kind of assessment their teachers used was examination, 29.4% of pupils reported that written tests were used to assess pupils, 23.5% reported that take home assignments were used, 11.8% of the pupils would also be subjected to recap exercises while none of the pupils reported the use of oral tests. The statistics therefore suggest that most of the pupils among schools in Kabale consider examinations as the assessment mode that determines pupils' promotion. This is because summative examinations determine pupils' promotion to the next class compared to the other assessment modes.

The findings agree with Omoifo (2012) who found that what is termed as “assessment in many schools today is summative, final, administrative, rigorous and content-driven rather than formative, diagnostic, private, suggestive and goal oriented, as such can be regarded as grading.” Summative assessment entails focus on final examinations by teachers, parents and students. Surprisingly, formative assessment is geared towards the consolidation of students’ performance in the final examinations rather than inculcating students with problem solving, critical thinking, and life skills. This implies that most of the formal and known assessments in Kabale Municipality are examinations.

The findings that examinations are the most used mode of assessment disagree with Kellaghan and Greany (2016) who found that assessments are subjective, informal, immediate, ongoing, and intuitive as it interacts with learning as it occurs. Although the main argument behind the adoption of continuous assessment is to avoid focusing all efforts, time and energy on exams, this is not true in Uganda. Teachers and pupils put their focus on final examinations called Primary Leaving Examinations (PLE). This is because PLE results are an important determinant of future opportunities for secondary education. Since teachers’ assessment of pupils’ learning in the classroom plays a central role in the learning process of all pupils, it merits our serious attention.

Pupils’ responses concurred with those of their teachers and head teachers mainly in the use of written tests, take-home assignments and examination. The three strategies were more used than the rest of the assessment strategies. Furthermore, oral tests were not commonly being used by teachers according to pupils and in fact none of them responded about oral tests.

Findings regarding the frequency in use of assessment mode as gathered from pupils are presented in the table below

Table 10: Pupils’ Response on frequency in the use of Assessment Mode by Teachers

Strategies	Very Often		Often		Not Often		Never	
	Freq	%	Freq	%	Freq	%	Freq	%
Written Tests	43	25.3	0	0.0	0	0.0	0	0.0

Take-home Assignments	30	17.6	0	0.0	0	0.0	0	0.0
Examination	57	33.5	0	0.0	0	0.0	0	0.0
Recap exercise	29	17.1	16	9.4	13	7.6	0	0.0
Oral tests	0	0	0	0	11	6.5	0	0.0
Total	170	100	0	0.0	0	0.0	0	0.0

The findings show that 33.5% of the respondents very often used examination as a means of assessing pupils, 25.3% of the respondents very often used written tests while 17.6% noted that take-home assignments were very often used in assessing pupils. More still, 9.4% of pupils reported that recap exercises were often being used, 7.6% reported that recap exercises were not often being used whereas 6.5% of pupils reported that oral tests were not often being used. The table indicates that oral tests were not commonly used by teachers according to students and in fact none of them responded about oral tests. The statistics, therefore, suggest that examinations constitute the most frequently used assessment mode. Pupils could have considered exams as the most frequently used assessment mode because they tend to be formal in most cases.

A head teacher of one of the selected primary school in an interview with him had this to say;

“In my school we use end of term examinations weekly tests and exercises to assess our pupils and it is from these results that we base on when promoting our pupils”

However some teachers noted that: due to automatic promotion many pupils end up unable to read and write,” Pupils are not motivated to work hard and teachers are tempted not to pay attention to weak pupils because they will eventually be promoted, whether they pass or not”

Findings from another head teacher revealed that there are no laid down regulations on having remedial classes or supplementary teaching outside the school hours to help slow pupils in classes 1-5 and no individualized instruction for pupils who need it. Teachers use their discretion to help slow pupils for the most part. However, after the regular sequential assessment (formative

evaluation) all participants said they would revise the test but no special classes are given to slow pupils after that point. As a strategy to help slow pupils some of the teachers said, “We encourage slow learners by giving them extra work and home work and mark.” Another said, “I pair the slow and fast learners in class.” Therefore, generally schools do not have remedial classes or supplementary teaching for pupils who are not performing well. When asked the most assessment mode used in primary school, one head teachers reported that;

“...A take-home assignment was the best strategy for helping pupils to learn than others. These take-home assignments assisted them to develop a good revising habit. He further indicated that assignments enabled pupils to get exposed to a variety of questions more often and when given prompt feedback from teachers, pupils were able to learn the best ways of approaching questions and presenting their answers. Therefore, take home assignments positively relate to pupils’ performance...”

Another head teacher reported that the practice of assessing pupils made pupils concentrate on their studies. This was because they were expectant of a test, an assignment or a Recap Exercise. Pupils therefore devoted most of their time on revising their books this reduced the examination fears and increased their interaction with the teachers.

Table 11: Pupils’ Responses on when Assessment was conducted

Period	Oral Tests		Written test		Take-home Assignments		Examination		Recap exercises	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Daily	20	11.8	0	0.0	70	41.2	0	0.0	70	41.2
Weekly	0	0.0	70	41.2	100	58.8	0	0.0	60	35.3

Monthly	0	0.0	0	0.0	0	0.0	0	0.0	40	23.5
Half term	0	0.0	80	47.1	0	0.0	0	0.0	0.0	0.0
Termly	0	0.0	0	0.0	0	0.0	170	100	0.0	0.0
Total	0	0.0	170	100.0	0	0.0	170	100	170	100

The findings show that 47.1% respondents noted that written tests were done at half term, 41.2% of respondents reported that written tests were done weekly, 58.8% respondents revealed that take home tests were done on daily basis, 41.2% revealed that take home assignments were done daily and all the 100% of respondents revealed that examination are done termly. Furthermore, 41.2% of the pupils who participated in the study reported that recap exercises were being used on daily basis to assess them, 35.3% of the pupils reported that recap exercises were being done weekly while 23.5% revealed that recap exercises were being done monthly. The table also indicates that 11.8% of the teachers and head teachers reported that oral tests were being used daily as a mode of assessment in primary schools. It was found that among all the continuous assessment strategies, oral tests were not commonly used by teachers according to students and in fact none of them responded about oral tests. This was attributed to the fact that it was found less contributory to pupils' academic performance.

Interview results indicated that in most primary schools in Kabale Municipality, written tests, examinations and assignments were conducted daily, weekly, monthly and at the end of the term to improve on pupils' grades both in tests, examinations at schools and national exams.

Table 12: Range of Pupils' Positions in the previous class

Responses	Frequency	Percentage
1-10	30	17.6
11-20	40	23.5
21-30	20	11.8
31-40	70	41.2
41+	10	5.9
Total	170	100.0

The findings show that 41.2% of the pupils revealed that they were promoted to the next level when they were in the position ranging from 31-40, 23.5% of the pupils were in the position range of 11-20, and 30% were in 1-10 position range while 11.8% and 5.9% ranged from 21-30 and 41+ positions respectively. The statistics generally imply that majority of the mediocre normally fell in the third-tens of the class positions. If they were to be promoted therefore, they were likely to be promoted automatically as opposed to promotion on merit.

Table 13: Findings from Pupils on Repetition in Class

Responses	Frequency	Percentage
Yes	40	23.5
No	130	76.5
Total	170	100.0

When pupils were asked whether they had ever repeated classes, 23.5% of the pupils had repeated in the previous classes while 76.5% had not repeated in any classes, implying that there was high automatic promotion rate in the selected schools of Kigezi High School Junior, Kabale Universal Nursery and Primary School, Child Africa Junior School and Hornby Junior and Primary School. This implies that some schools in Uganda have fully implemented automatic promotion policy. Further findings from pupils who repeated indicated that they had not obtained the required grades of being promoted to other classes while others were stopped by their parents so that they repeat and increase on their grades. This also indicates that parents also contribute to pupils' promotion or retention in class.

The subsequent tables show the findings of head-teachers and teachers on the dimensions of automatic promotion policy and academic performance in primary schools of Kabale Municipality.

4.4.2 Findings From Teachers on Automatic promotion policy

The following table shows the level of agreement on automatic promotion policy in primary schools in Kabale Municipality.

Table 14: Findings From Teachers on Size of the class and pupil teacher ratio

Question Items	SA	A	UD	D	SD	Mean	Std Dev
The size of the classroom determines decision for promotion	32 (44%)	15(21%)	17 (24%)	5 (7%)	3 (4%)	3.94	0.16
The available furniture influences decision for promotion	34 (47%)	15 (21%)	20 (28%)	2 (3%)	1 (1%)	3.96	0.00
The available teaching and learning resources provides a basis for promotion	34 (47%)	16 (22%)	18 (25%)	3 (4%)	1 (1%)	4.10	0.01
Class control is easy with small classes	35 (49%)	14 (19%)	18 (25%)	4 (6%)	1 (1%)	4.08	0.03
There is individual learning from individual in a small sized class	31 (43%)	17 (24%)	19 (26%)	4 (6%)	1 (1%)	3.78	0.05
Feedback is given in a short time	19 (26%)	15 (21%)	27 (37%)	10(14%)	1 (1%)	3.57	0.93
Access to individual help is easy	20 (28%)	12 (17%)	30 (42%)	10 (14%)	0 (0%)	3.58	0.04
A pupil can easily access a teacher of his choice at any class level	34 (47%)	16 (22%)	18 (25%)	3 (4%)	1 (1%)	4.10	0.01
Overall						3.89	0.15

The findings show that the majority of the respondents seem to agree that the size of the class significantly affects academic performance. Peculiar though is available teaching and learning resources provides a basis for promotion and a pupil can easily access a teacher of his choice at any class level as indicated by a mean of 4.10 while feedback given in a short time was the least influential as indicated by a mean of 3.57. Additionally, the standard deviation of 0.93 and 0.93 imply that their responses were quite scattered and therefore there may be other factors that determine promotion of pupils in primary schools in Kabale Municipality.

The interviewees were also asked about the size of classes in primary schools since they started the automatic promotion policy. One head teacher reported that:

“...In my schools, there are many pupils in classes because my school is under Universal Primary Education Programme and pupils are promoted to the next classes when they are too many making the number of pupils in classes to big compared to the size of classes...”

Concerning the repeaters, a head teacher reported that:

“...There are those who miss several classes in the academic year. When he explained it further, he said that those children who are absent from school many days in the academic year are more likely to repeat the grade for another extra year. This is because during their absence from school they miss the discussions hold in those days and they miss the tests given by the teachers. These make them become incomplete and score unsatisfactory results at the end of the year...”

A head teacher of one of the selected schools noted that some pupils came from humble families and did not usually attend classes. He further reported that some were engaged in domestic chores/ child labour. Thus, the family where a pupil comes from also determines his/her promotion.

The above findings are supported by Blatchford (2017) who asserts that class size differences affect both the pupils and the teacher in that, large classes present the teacher with more class control difficulties such as more pupils' inattentiveness and off-task behaviour which may affect pupils' promotion to the next classes while in smaller classes, there is more individual teacher contact with pupils and more support for learning. In addition when faced with large classes teachers may be tempted to give up, thinking that there is no chance of getting so many pupils to learn. This observation therefore indicates that teachers in small classes experience better relationship with the children and have more knowledge of individual pupils which influences pupils' promotion to the next classes.

The findings are also supported by a survey done on 150 first and second grade teachers in SAGE schools reviewed that, smaller class sizes allowed individualized instruction, classroom discussion, hands on activities, more content coverage and less time dealing with disruptive behaviours which may influence decision for automatic promotion (Blatchford, 2017). The same was supported by Finn, Pinnazo and Achilles (2015) who in their study they concluded that students in small classes in elementary grades are more engaged in learning behaviours and may be promoted due to better performance than those in students in large classes. In addition, students in smaller classes describe themselves as having better relationships with their teachers which improves on academic performance and pupils' promotion (Wert, 2016).

The findings in relation to the pupil accessing a teacher of his or her choice was disagreed by Chen (2010) who states that retaining students leads to crowding in classrooms, leading to high pupil-classroom ratios and high pupil-teacher ratios thus lowering the overall quality of education. By contrast, automatic promotion fosters equity in learning outcomes especially between male and female students in both rural and urban settings. This opposes the enhancement of quality education since repetition does not improve the achievement of the low-achiever, nor does it reduce the range of abilities, since each class as seen in Tanzania, carries the retained student into the next year as a source of a difference in ability.

In disagreement with the above findings, Chohen (2015) analysed teachers' perceptions in Pakistan and concluded that automatic promotion policy facilitated quantitative improvement but showed negative consequences on the quality of primary education. It reduced the struggle for getting better position among hardworking students and lowered the motivation among teachers as well. Moreover, teachers' responses reflected that merely promoting students to the next class does nothing positive with their well-being.

Table 15: Availability of learning resources

Statement	SA	A	UD	D	SD	Mean	Std Dev
There are adequate reading materials available in our school	23 (32%)	32(44%)	4 (6%)	12 (17%)	1(1%)	3.89	0.08
The teaching-learning resources	34 (47%)	6 (8%)	21(29%)	10 (14%)	1(1%)	3.86	0.20

available are relevant							
There is a variety of resources to support learning	17 (24%)	35(49%)	3 (4%)	13 (18%)	4(6%)	3.67	0.19
The available resources are user friendly	16 (22%)	30(42%)	2 (2.8%)	18 (25%)	6(8%)	3.44	0.31
The available learning resources are easily accessible	14 (19%)	35(49%)	4 (6%)	12 (17%)	7(5%)	3.57	0.28
Overall						3.67	0.21

Statistical findings presented in the Table 15 indicated that the majority of the respondents agreed that availability of learning resources is vital in academic performance (3.67). Peculiar to note was that there were adequate reading materials available in the school (3.89) and the standard deviation of 0.08 means that the responses were not coherent to each other while the available resources being user-friendly was least influential indicated a mean of 3.44. The overall standard deviation indicates scattered responses implying potential underlying factors which the interview tried to unearth.

Qualitative findings from interviews with a head teacher revealed that if instructional materials were excepted as capable of creating a remarkable effect on the learners when used in a lesson in teaching, it suffices to believe also that the use of those instructional materials can help create the expected awareness toward teaching and learning that improves on academic performance.

One head teacher reported that:

“...The size of the classes and the available learning resources do not match. Pupils outnumber the resources available and thus academic performance of a pupil is negatively affected making him or her sometimes not get promoted to the next class...”

It was further reported that:

“...Availability of learning resources discourages rote learning and facilitates learning of abstract concepts and ideas among students and helps to stimulate and motivate

learners to perform better in their subjects not only in internal examinations but also in National examinations...”

This finding is supported by Lyons (2016) who asserted that availability of instructional materials at school facilitates students to learn abstract concept and ideas.

One head teachers attested that availability of learning resources simplifies teaching and learning process: “...*pupils are able to read all necessary books and at the end students perform better in their examination...*” This implies that availability of these facilities at school makes the whole process of teaching and learning simple as all necessary items are available to facilitate teaching and learning at school thus improving academic performance of pupils.

One issue raised by some head teachers is that some teachers absent themselves, come late while others come when they are drunk which affects teaching and learning resulting into poor academic performance.

The availability of learning and instructional materials agrees with Peterson (2017) who states that instructional materials, teaching resources and learning aids assist learning and also increase interest of learners in the learning process. Teachers use resources to enhance learners’ participation in class for effective learning. Instructional materials have been defined by various authors. In Kabale Municipality, much of the accountability given on the use of UPE funds reflects procurement of instructional and learning resources. It is however, important to understand how these learning resources promote academic performance of pupils.

In support of the above findings, Adeogun (2015) states that there is a very strong positive significant relationship between instructional resources and academic performance that consequently increases the number of promoted pupils. According to Adeogun, schools endowed with more materials performed better than schools that are less endowed. This corroborated the study by Babayomi (2017) that private schools performed better than public schools because of the availability and adequacy of teaching and learning materials. Mwiria (2015) also supports that students’ performance is affected by the quality and quantity of teaching and learning materials. The author noted that institutions with adequate facilities such as textbooks stand a better chance of performing well in examination than poorly equipped ones and this increases

chances for students' promotion to the next classes. Therefore, poor performance and pupils' retention could be attributed to inadequate teaching and learning materials and equipment.

However, the findings on the availability of learning materials disagrees with Dong (2009) who observed that because there is only limited information on teaching practices available it is not possible to rule out completely the possibility of 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 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.

Table 16: External support

Items	SA	A	UD	D	SD	Mean	Std Dev
We receive support from government and other external sources	15 (21%)	36(50%)	1 (1%)	12 (17%)	6 (8%)	3.50	0.23
The external support given is adequate enough to support learning	15 (21%)	39(54%)	2 (3%)	11 (15%)	5 (7%)	3.67	0.17
The external support given is according to class populations	6 (8%)	11(15%)	2 (3%)	39(54%)	14(19%)	2.39	0.20
The PTA funds contribute a lot in supporting learning	12 (17%)	41(57%)	1 (1%)	13 (18%)	5 (7%)	3.58	0.17
Overall						3.29	0.19

The findings revealed that the majority of the respondents agreed that the external support given to schools was vital (3.29). Keen to note was that those resources being adequate enough to support learning (3.67) stood out while the external support given was according to class populations (2.39) and was least influential. The standard deviation for the above constructs was 0.17 and 0.20 respectively indicating scattered responses. This implies that there could be latent factors which the interview attempted to unearth. One head teacher reported that “...When adequate PTA funds are provided, teachers are motivated to teach and the learning is fully supported which improves on pupils' academic performance...”

Additionally, a head teacher revealed the type of support they were given in practicing this automatic promotion policy. He further said that workshops were provided to teachers on topics like self-contained classroom management, continuous assessment and managing large class size. More teachers were also recruited and more textbooks were redistributed. But, they said these provisions were not sufficient. This was mainly because of the acute shortage of finance.

A head teacher revealed that although some primary schools received support from government and well-wishers, staff welfare in terms of housing, food and allowances were not provided to motivate teachers and improve on academic performance.

The findings concur with Ssekamwa, (2013) who states that parents have for long been noted for their key role in financing schools right from the colonial era especially after the First World War had affected donations for missionaries to run schools in Uganda and this has had an effect on pupils' promotion.

4.4.3 Academic Performance in Primary Schools in Kabale Municipality

The second objective of the study assessed the academic performance of pupils in the selected primary schools in the district. The study used mean and standard deviations to describe the level of academic performance. The study used mean to measure the concentration of academic performance levels and standard deviation to measure the extent to which academic performance levels deviated from the average performance. The following table shows academic performance in primary schools in Kabale Municipality.

Table 17: Response on Academic Performance

Internal Performance	SA	A	UD	D	SD	Mean	Std Dev
The weekly tests' performance is attributed to previous class level	23 (32%)	30(42%)	6 (8%)	10(14%)	3(4%)	3.75	0.15
The termly examinations scores are influenced by previous class work	26(36%)	30(42%)	4(6%)	7(9%)	5(7%)	3.90	0.98
Final examinations improve learners performance	24 (33%)	35(49%)	3 (4%)	6 (8%)	4(6%)	3.96	0.11

Take home exercises contributes to improved academic performance	24 (33%)	35(49%)	3 (4%)	6 (8%)	4(6%)	3.96	0.11
Group discussion enables pupils to improve on their performance	31(43%)	35(49%)	0(0%)	6(8%)	0(0%)	3.90	0.09

The findings reveal that generally respondents agreed that internal performance and behaviour were key elements of academic performance (3.87). Peculiar to this was that the final examinations improve learners performance (3.96) stood out while the weekly tests' performance is attributed to previous class level (3.75) least influences academic performance. The standard deviation of 0.94 implies there was variance in their responses and so there might be latent factors which the interview tried to unearth. One head teacher stated that:

“...In most primary schools in Kabale municipality, written tests, examinations and assignments were conducted daily, weekly, monthly and at the end of the term to improve on pupils' grades both in tests, examinations at schools and national exams...”

It was reported by one head teacher that teachers focused their greatest attention on measuring written works especially in cognitive attainment rather than affective and psychomotor behaviour. Continuous assessment was poorly implemented because of the absence of proper monitoring programme by both the school administration and the District Inspector of schools.

Teachers and their pupils all agreed that continuous assessment strategies such as homework, tests and end of term examinations contributed to better performance although evidence showed that this improvement in performance was mainly among private schools compared to government schools. A female teacher from one of the selected schools argued that:

“Much as we assess all our using same tests, examinations, homework among others some of our pupils' do not perform very well. We are trying our level best to encourage pupils but our effort is yielding very little success.”

The finding in relation to take home exercises contributing to improved academic performance is in agreement with Keith and Cool (2015), Bembenuddy and White (2013) who state that

homework benefits students' learning and their achievement. In support of the above findings, Cooper (2017) also asserts that homework is the “tasks assigned to students by school teachers that are meant to be carried out during non-school hours to improve on pupils' performance”. In addition, Cooper (2017) points out that the academic purposes of homework are to make students acquire factual knowledge, improve academic study skills and raise positive attitudes towards homework, and realize that learning can take place anywhere, not just only in school classroom.

In support of the findings, Latif and Miles (2017) also note that homework enhances students' self-regulation which promotes students' motivation, cognitive, and metacognitive skills in language learning. This makes students have motivation to monitor their learning and seek appropriate strategies to complete homework and achieve learning goals. Homework is regularly served as a tool for checking students' understandings and their learning progress.

In harmony with the above findings, Núñez (2015) states that good homework can help teachers predict students' academic achievement, motivate them for learning and raise self-regulation and the more time they dedicate on homework is associated to the better academic outcomes (Krashen, 2015).

Table 18: Statements on Assessment Mode for Promotion in Primary Schools

Operational Indicators	SA	A	UD	D	SD	Mean	Std Dev
Giving exercises to learners act as a basis for promotion	30 (42%)	35(49%)	0(0%)	7(9%)	0(0%)	3.95	0.15
Administering written tests contribute to learners promotion	32(44)	36(50%)	0(0%)	4 (6%)	0(0%)	4.01	0.14
Teachers consider end of term examinations as an assessment mode for promotion	30 (42%)	32(44%)	4(6%)	5 (7%)	1(1%)	3.08	0.11
Teachers consider examinations at the end of year to promote pupils	30(42%)	42(58%)	0(0%)	0 (0%)	0(0%)	3.35	0.13
The school considers the students age to promote learners	31(43%)	35(49%)	0(0%)	6(8%)	0(0%)	3.90	0.09

Availability of teaching material is the basis for promotion of learners	20(28%)	29(40%)	4(6%)	12(17%)	7(9%)	3.85	0.13
Extra lesson given to learners act as the basis for promotion of learners	24(33%)	30(42%)	2(3%)	10(14%)	6(8%)	3.05	0.16
Overall						3.60	0.13

The findings show that for assessment mode for promotion in primary schools, the majority of teachers and head teachers agreed; and keenly that administering written tests contributes to learners promotion in primary schools in Kabale Municipality (4.01) stood out while extra lesson given to learners act as the basis for promotion of learners (3.05) was least influential. The standard deviation is 0.13 implies that there was a variance in responses from teachers and so latent factors which the interview tried to unearth.

A head teacher reported that “...end of term examinations were considered as an assessment mode for promotion and all teachers were tasked to set end of term examination questions to be done by pupils to enhance their performance...” Another head-teacher reported that “...teachers always or mostly assess the learning progress of their pupils’ in their classes using exercises, weekend tests, end of term and end of years exams...” Besides, teachers and head-teachers reported and confirmed that continuous recorded scores (marks) were available only for the written tests and exams in their schools and this determined pupils promotion to the next class.

From findings from interviews regarding the promotion policy of pupils of primary schools in Uganda, it was reported that:

“...policy encourages most pupils to be promoted to the next level class but some schools have not tried to impose this policy directly to the schools. Instead, at the end of the year, pupils’ promotion to the next grade is decided based on the marks obtained by pupils through continuous assessment and the teachers view about the readiness of the child to join the next grade level...”

The findings concur with Dyson and Hick (2015) who states that assessment modes in schools involve the use of classroom exercises, tests and home work to gather numerical marks which are added to the end of term and year examination to serve as pupils' records. In support of the above findings, Quansah (2015) found that current assessment system in primary schools involves class tests and class exercises. Furthermore, Omoifo (2012) states that what is termed "assessment in many schools today is summative, final, administrative, rigorous and content-driven rather than formative, diagnostic, private, suggestive and goal oriented, as such can be regarded as grading."

4.4.4 Relationship between Automatic promotion and Academic Performance

The relationship between automatic promotion and academic performance was established using correlation tests. Correlation is the measure of the degree of strength between two numerical variables. Correlation ranges from zero to one, where one represents absence of a relationship and one represents a perfect relationship between the variables. Pearson's correlation coefficient was used to measure the strength of the relationship between automatic promotion and academic performance. Positive correlation coefficients indicate that the variables change in the same direction while negative correlation means that the variables change in opposite directions.

Table 19: Correlation coefficient of Automatic Promotion and Academic Performance

Correlations				
			Automatic promotion	Pupils Academic Performance
	Automatic promotion	Correlation Coefficient	1.000	-.628**
		Sig. (2-tailed)	.	.000
		N	242	242
	Pupils' Academic Performance	Correlation Coefficient	-.628**	1.000
		Sig. (2-tailed)	.000	.
		N	242	242
**, Correlation is significant at the 0.01 level (2-tailed).				

The findings show that there is a very strong negative correlation coefficient (-0.628) between automatic promotion and pupils' academic performance. This means the more automatic promotion is emphasized the less the students' academic performance.

Table 20: Regression results for Automatic Promotion and Academic Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.512a	.281	0.47	.86105

The findings show collectively internal efficiency and external support influence academic performance to a tune of 47% (Adjusted R squared=0.47). The statistics generally suggest that automatic promotion accounts for 47% of all the total variations in academic performance in government-aided primary schools in Kabale Municipality.

Table 21: Regression Coefficients

	Unstandardized coefficient		Standardized coefficient	T	Sig.	
	B	Std. Error	Beta			
Constant	0.879	1.231	.340	3.22	0.000	
Internal efficiency	-.201	.073	.512	2.756	.000	
External Support	-.317	.069	.382	4.611	.000	

The regression results suggests that constant (sig=000), internal efficiency (sig=0.000) and external support (sig=000) were the most significant predictors of academic performance (sig<0.05). The findings further show that for every unit change in internal efficiency, academic performance improves by a tune of 51.2% (B=0.512); for every unit change in external support academic performance improves by a tune of 38.2% (B=0.382). Constant implies that besides internal efficiency and external support, the other factors can influence academic performance; therefore for every unit change in constant academic performance improves by a tune of 34% (B=0.340).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings obtained and discussed in relation to the objectives in chapter four. Thereafter, conclusions, recommendations and areas for further research are given.

5.2 Summary of Findings

The first objective of the study was to investigate the assessment mode for promotion in primary schools in Kabale Municipality. Basing on 35.3% of the pupils, it was found that examinations remain the key mode of assessing pupils for automatic promotion in Kabale Municipality. The second objective of the study was to assess the academic performance indicators in primary schools in Kabale Municipality. Basing on (mean = 3.96; std. = .11), it was found that final examinations and regular take-home exercises improve pupils' academic performance. The third objective of the study was to establish the relationship between automatic promotion and academic performance in government-aided primary schools in Kabale Municipality. Basing on ($r = -.628$; sig. $< .05$), it was found that automatic promotion negatively associates with pupils' academic performance.

5.3 Conclusion

From the findings, it was established that assessment modes for promotion used in the selected primary school were found to have a positive relationship to pupils' performance in the final examinations. This is because through assessment modes, teachers tend to realize their own weaknesses in teaching and those of their pupils and strive to ameliorate them. Good application of continuous assessment using different strategies would help in moving towards accomplishing learning objectives and restoring greater confidence in the class and school systems.

It was established that academic scores obtained in the midterm examinations, academic scores obtained in the end of term examinations as an indicator of academic performance, academic grade obtained in PLE examinations, pupils' participation in class, pupils' answering techniques, enhance their academic performance.

The study established that there is a very strong negative correlation coefficient (-0.628) between automatic promotion and pupils' academic performance. This means any improvement in the automatic promotion will negatively affect academic performance of pupils.

5.4 Recommendations

Effective implementation of automatic promotion in the schools requires, among others, the commitment of teachers. Ministry of Education and Sports should consider training teachers in a range of assessment modes since automatic promotion heavily rests on teachers.

At district level, there is need to motivate teachers through seminars, workshops, etc. to win their commitment to improving learners' academic performance.

The entire policy of automatic promotion hinges on resources: textbooks, assessment guides, workbooks, study guides, promotion guides, etc. These should be availed by school head teachers.

5.5 Areas for further research

A study should be conducted on the effect of automatic promotion on pupils' retention in primary schools.

A study should also be done on awareness of teachers about automatic promotion and its implications in the schools?

The attitude of teachers towards automatic promotion should also be researched on.

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APPENDICES

Appendix A: Questionnaire for Head Teachers and Teachers

Dear Respondent!

I am called **KISHEIJA Drake** Master of Education Candidate Kabale University. The purpose of this array is basically to ask you to provide data on the research topic “***Automatic Promotion Policy and Academic Performance in selected primary schools in Kabale Municipality.***” I promise to keep confidential whatever will be obtained and to use it for academic reasons only.

Thank you.

Section A: Background Characteristics of Respondents (Tick the Correct Option)

Gender	
Age (Years)	
Education Level	
Marital Status	

Section B: Promotion Policy

	Internal efficiency	Ratings				
<i>Size of the class</i>		5	4	3	2	1
		SD	D	N	A	SA
1	The size of the classroom determines decision for promotion					
2	The available furniture influences decision for promotion					
3	The available teaching and learning resources provides a basis for					

	promotion					
4	Class control is easy with small classes					
5	There is individual learning from individual in a small sized class					
6	Feedback is given in a short time					
	<i>Pupil teacher ratio</i>	SD	D	N	A	SA
7	We have enough teachers to support automatic promotion					
8	A pupil can easily access a teacher of his choice at any class level					
	<i>Availability of learning resources</i>					
11	There are adequate reading materials available in our school					
12	The teaching-learning resources available are relevant					
13	There is a variety of resources to support learning					
14	The available resources are user friendly					
15	The available learning resources are easily accessible					
	<i>External Support</i>	SD	D	N	A	SA
16	The PTA funds contribute a lot in supporting learning					

Instructions: Using 5=Strongly Agree; 4= Agree; 3= Not Sure 2= Disagree; 1=Strongly Disagree respond to the following statements.

Section B: Academic Performance

Instructions: Using 5=Strongly Agree; 4= Agree; 3= Not Sure 2= Disagree; 1=Strongly Disagree respond to the following statements.

No	Academic Performance	Ratings				
	<i>Internal Performance</i>	SD	D	N	A	SA
1	The weekly tests' performance is attributed to previous class level					
2	The termly examinations scores are influenced by previous class work					
3	Final examinations improve learners performance					
4	Take home exercises contributes to improved academic performance					
5	Group discussion enables pupils to improve on their performance					

	Behaviour					
6	Pupils have good public conduct					
7	Pupils are creative					
8	Pupils have interest to consult their teacher					
9	Adhering to school rules and regulations					
10	Pupils interact with their classmates					

Instructions: Using 5=Strongly Agree; 4= Agree; 3= Not Sure 2= Disagree; 1=Strongly Disagree respond to the following statements on assessment mode for Promotion in Primary Schools

Giving exercises done by learners act as a basis for promotion	SD	D	N	A
Administering written tests contribute a lot to learners promotion				
Teachers consider end of term examinations as an assessment mode for promotion				
Teachers consider examinations at the end of year to promote pupils				
The school considers the students age to promote learners				
Availability of teaching material is the basis for promotion of learners				
Extra lesson given to learners act as the basis for promotion of learners				

Appendix B: Questionnaire for Pupils

Dear Respondent!

I am called Kisheija Drake Master of Education Candidate Kabale University. The purpose of this array is basically to ask you to provide data on the research topic “Promotion Policy and Academic Performance.” I promise to keep confidential whatever will be obtained and to use it for academic reasons only.

Thank you.

Section A: Background Characteristics of Respondents (Tick the best Option)

1. Gender Male ☐ Female ☐

Section B: Questions on the Topic

Instructions: You are requested to answer appropriately

Use: 5-strongly agree; 4-agree; 3 not sure 2-disagree; 1-strongly disagree.

NOTE: This arrangement shall be used in all sections.

A. Questionnaire on Assessment Mode for Promotion

2 Assessment mode for promotion

Oral Test	
Written Tests	
Examinations	
Assignments	
Recap Exercises	

3) What do your teachers use **most** to assess your achievement?

Tests

Assignments

Exercises

Others Specify.....

4) How often do your teachers carry out the following to check your progress? (

Strategies	Very Often	Often	Not Often	Never
Oral Test				
Written Tests				
Assignments				

Recap Exercises				
-----------------	--	--	--	--

5) When do your teachers give you the following tasks? (Answer by *ticking the most appropriate box*).

Period	Oral Tests	Written Tests	Assignments	Recap Exercises
Daily				
Weekly				
Monthly				
Half-term				
Termly				
Daily				
Weekly				

6. What was your last position before you were promoted to your class?

.....

7. Have you ever repeated in any class?

Yes No

If Yes why

.....

8. If No has automatic promotion has helped you improve your grades?

Yes No

If Yes how

.....

.....

Appendix C: Interview Guide for Head Teachers

A. Questions on mode for Promotion

1. What are the ways of assessing pupils in your school?
2. How have the assessment modes mentioned been helpful to enhance good academic performance in this school?
3. Do you have remedial classes for low learners to improve their performance in preparation for promotion?
4. Why is promotion policy encouraged by the government basing on schools of Universal Primary Education?
5. How many times do you assess the learners in a term?
6. As a person who is influential in the system of education, why is the government concerned with promotion policy in government aided primary schools not private ones?

B. Questions on Academic Performance Indicators

1. How do you determine the academic performance of your pupils in this school?
2. Of the indicators involved in the determination of the academic performance, which one is most pressing and why?
3. How does your school achieve academic levels of performance?
4. What challenges do you meet while trying to opt for excellent academic performance?
5. How do you carry out the supervision of pupils' learning in your school in an attempt to realize the indicators of academic performance?

C. Questions on the Relationship between Promotion Policy and Academic Performance

1. In most cases, academic performance is influenced by a number of factors of which teachers' quality is among. How have members of staff contributed to the implementation

of the policy (promotion policy) when actually they should work hard to get rid of it by enhancing the learners' excellent performance?

2. What relationship is there between pupils' commitment to learn and academic promotion?
3. What do you think encourages automatic promotion when pupils are able to perform better in their schools?
4. What is the general comment for the relationship between automatic promotion and pupils' academic promotion?

Thank you!

Appendix D: Sample Size Determination Table

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

Krejcie and Morgan, (1970) Note: “N” is population size “S” is sample size