
**AUTOMATIC PROMOTION AND PUPILS' ACADEMIC PERFORMANCE IN SELECTED PUBLIC
PRIMARY SCHOOLS. A CASE STUDY OF KAMBUGA SUB- COUNTY, KANUNGU DISTRICT,
UGANDA**

**Tayebwa Solomon
Nyaka Primary School**

ABSTRACT.

The study examined the influence of Automatic promotion on pupils' academic performance in selected public primary schools in Kambuga Sub County, Kanungu district. Both quantitative and qualitative approaches were used to collect data from selected schools which were in form of a representative sample. The study was carried out in Kambuga Sub County located in Kanungu District. The study was guided by the following objectives; to find out the state of pupil's academic performance in Public primary schools, find out parent's views on automatic promotion in Public primary schools, find out the status of automatic promotion in Public primary schools and determine the effect of automatic promotion on pupils' academic performance in Public primary schools in Kambuga Sub County, Kanungu District. The study was guided by the following research questions; what is the state of pupils' academic performance in Public primary schools, what are parents' views on automatic promotion in Public primary schools, what is the status of automatic promotion in Public primary schools and what is the effect of automatic promotion on pupils' academic performance in Public primary schools in Kambuga Sub County? Kanungu District Inspector of schools, (2016) reported that there has been an increased poor pupils' academic performance as indicated by poor scores in final examinations (for example only 19.9% of pupils passed with division 1, 60.9% with division 2, 13.2% with division 3 and 60.0% in division 4), poor class participation, low grades and indiscipline cases which is also a case in Kambuga Sub County. The study used a cross sectional survey design. From the study findings, it was revealed that there is improved level of academic performance which helps pupils in class discuss as supported by 75 (60.5%) respondents while 49(39.5%) disagreed with it. 94 (75.8%) supported that there is increased pupils' enrolment which develops the name of the school while only 29 (23.4%) disagreed with it. Results showed that automatic promotion makes pupils happy which helps them like schools hence improved academic performance as supported by 103 (83.1%) respondents while 21 (16.9%) of the total respondents disagreed with it. A small number (22(17.7%) of the respondents also supported that their head teachers encourage the practice of automatic promotion while majority of them 102 (82.3%) disagreed with it. It was concluded that there is improved level of academic performance and increased pupils' enrolment in primary schools. It was also concluded that automatic promotion helps solve financial constraints and the fast growth rate. It was recommended that school administrators should improvise means like provision of instructional materials and how to make them essential in order to have pupils with sharp brains which would reduce on poor academic performance in Mitooma Sub County, Mitooma district.

Key words: Automatic promotion, Performance and academic performance.

Background of the study

Received: 14.10.2023

Accepted: 16.10.2023

Published on: 30.10.2023

Corresponding: Author: research.miu.ac.ug/publications

In step with Steiner (1986), the origin of the automated promoting coverage can be traced to the Nineteen Thirties and its miles followed and implemented within the perceived interest of a pupil's social and mental properly-being (Victoria et al., 2023). Arguments for and in opposition to computerized promoting are targeted on its credibility as a possible opportunity to grade retention, in the look for performance and higher learning outcomes (Alex & Kazaara, 2023). Empirical and non-empirical studies performed in each developed and growing countries to estimate the impact of automated promoting policy and that of grade retention coverage on scholars' getting to know achievements display combined and inconclusive consequences (Brighton et al., 2023). Arguments in support for the policy as a higher opportunity to grade retention fall into three large categories particularly; enhancing training quality, improving inner efficiency of training and personal development of scholars/newbies (Oromo et al., 2023).

In May 1996, His Excellency Y. k Museveni the president of the republic of Uganda in his presidential campaign pledged UPE to four youngsters according to circle of relatives and it became implement immediately following the declaration that everybody has right to number one training. all people ought to be provided with schooling in accordance to the ability of youngsters to benefit from it as opposed to on the idea of parental ability to pay it (Mark et al., 2023). But the satisfactory of education supplied continues to be questionable whilst the government tried to provide new subsidies and the dad and mom

are permit to cowl the expenses in their children's stationery, accommodation and uniforms among others (Victoria et al., 2023). As an example, underneath the UPE software, government pays training for all pupils enrolled in UPE implementing schools and parents meet charges associated with scholastic materials along with faculty uniform, pens, pencils, exercising books, faculty meals and so forth. Accordingly, while a child repeats a grade/ grades or drops out of the number one schooling cycle, it represents wastage of no longer handiest monetary sources for both entities (government and households), however time for scholars given that they may take quite longer to graduate and input the personnel (Wegulo et al., 2023).

Then again, Kanungu District education record (2020) and file by using Atamba (2019) display that the performance exhibited each yr. as evidenced within the imply rankings within the difficulty in UNEB results isn't always so encouraging. For example, the Kanungu District schooling Committee meeting confirmed that no regarded based survey was undertaken at a sub county level Kambuga Sub-County to set up the motive of poor instructional performance. Of precise interest to this look at, the researcher will focus on how the automatic promoting affects instructional overall performance in each public primary college (Winny et al., 2023).

This observe turned into guided via human capital principle advanced by way of Becker (1964). The human capital principle states that human beings can boom their productive capacity thru more education and abilities education (Aisha et al., 2023). This have

Received: 14.10.2023

Accepted: 16.10.2023

Published on: 30.10.2023

Corresponding: Author: research.miu.ac.ug/publications

a look at was dependent in the human capital idea, which attributes extended productivity of individuals (male or female in rural or city areas) to training and training, because of obtaining relevant competencies and expertise (Paul & Kazaara, 2023). Multiplied productivity ultimately increases employees' destiny earnings and their life-style earnings. Literature on human capital principle identifies different sorts and or way of training and these are formal training (primary, secondary and better levels of education), non-formal schooling (E. Emmanuel et al., 2023), on

the activity schooling and specialized vocational schooling Becker (1964). Human capital theory for that reason indicates that individuals and society force economic blessings from making an investment in people frequently through education (sweet land, 19%) (Anthony et al., 2023). On this regard, nations all around the world (advanced and growing, including Uganda) try to maximize human capital improvement by way of investing in primary education and education in general.

Problem Statement

Promoting of scholars to the subsequent class degree or grade has lengthy been a arguable problem in schooling globally. In Uganda, automated advertising where pupils progress to the following elegance regardless of their academic performance has been the norm in public primary colleges (Micheal et al., 2023). However, issues had been raised that this will negatively impact students' academic achievement and learning results (Richard et al., 2023). Kambuga Sub-county in Kanungu District exemplifies this assignment wherein preliminary observations through instructors and faculty administrators indicate that a big number of pupils promoted thru the automated gadget war drastically with class work and checks within the subsequent grades (Mark et al., 2023).

At the same time as automatic advertising aims to reduce dropout and repetition rates, ensure age-suitable placement and progression of students, its merit with appreciate to pupils' instructional overall performance continues to be uncertain (N. Faridah et al., 2023). some studies display it can demotivate mastering as pupils do no longer worry failure or consequences of bad overall performance (Victoria et al., 2023). Alternatively, others accomplice repetition with higher dropout risks, mental results on pupils, and inefficient use of resources (Richard, 2022). The blended evidence at the impact of various promotion policies on studying has generated an ongoing debate on the proper approach. within the Ugandan context, little empirical studies have been performed to analyze the hyperlink between automatic promotion and pupils' instructional consequences in particular in rural public primary colleges (Victoria et al., 2023). therefore, this examine sought to take a look at the impact of computerized student advertising on educational performance in decided on public primary faculties in Kambuga Sub- County.

Specific Objectives

1. To examine the relationship between automatic promotion and pupils' academic performance in selected public primary schools in Kambuga Sub County, Kanungu District.

Received: 14.10.2023

Accepted: 16.10.2023

Published on: 30.10.2023

Corresponding: Author: research.miu.ac.ug/publications

2. To determine the effect of automatic promotion and pupils' academic performance in selected public primary schools in Kambuga Sub County

METHODOLOGY

Research design used was cross-sectional. Two approaches were used that's to say; both qualitative and quantitative. The target population included the head teachers, deputy head teacher, teachers, pupils and parents. The researcher sampled 136 respondents, that's to say; 6 head teachers, 6 deputy head teachers, 15 teachers, 94 pupils and 15 parents. Both primary and secondary data was used. Primary data included questionnaires and interviews while secondary data included written documents.

Data analysis

Data Analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data (Shamoo & Resnik, 2003). The filled in questionnaires were checked for validity, clarity using pretest questionnaire before leaving data collection site. Data was edited, entered, coded, and analyzed correctly in the computer using Statistical package for social scientists (SPSS) and data analysis tools (Nelson et al., 2022). The questionnaires were kept properly and were used to describe basic statistics collected during the study after analysis by experts.

RESULTS

State of pupils' academic performance

The state of pupil's academic performance	Yes	No
There is improved level of academic performance which helps pupils in class discuss.	75 (60.5%)	49 (39.5%)
There is increased pupils' enrolment which develops the name of the school and calls for other pupils who are academically and athletically good hence moral for other pupils to improve on their academics	94 (75.8%)	29 (23.4%)
There is improved class participation which develops talents and enhances improved academic performance	66 (53.2%)	58 (46.8%)
Pupils at our school perform well and are happy with school programs which helps them like schools hence improved academic performance	101 (81.5%)	23 (18.5%)
There is improving leadership skills which makes pupils like school and boost thinking capacity hence improved academic performance	85 (68.5%)	39 (31.5%)

From the study findings, it was revealed that there is improved level of academic performance which helps pupils in class discuss as supported by 75 (60.5%) respondents while 49(39.5%) disagreed with it (Kazaara et al., 2023). Of the total respondents, 94 (75.8%) supported that there is increased pupils enrolment which develops the name of the school and calls for other pupils who are academically and athletically good hence moral for other pupils to improve on their academics while only 29 (23.4%) disagreed with the above statement (Victoria et al., 2023). More so, 66 (53.2%) there is improved class participation which develops talents and enhances improved academic performance while 58 (46.8%) of the total respondents disagreed with it.

On the other hand, 101 (81.5%) respondents supported that pupils at their school perform well and are happy with school programs which helps them like schools hence improved academic performance while 23 (18.5%) of the total respondents disagreed with it (K. Faridah et al., 2023).

Views on automatic promotion in selected public primary schools in Kambuga Sub County;

The researcher also gathered findings about automatic promotion in Primary schools. The findings are summarized in table below:

Table 2: Views on automatic promotion in selected public primary schools

The relationship	Frequency	Percentage (%)
Automatic promotion makes pupils happy which helps them like schools hence improved academic performance	103 (83.1%)	21 (16.9%)
Automatic promotion makes pupils social which develops moral of school attendance hence improved academic performance	91 (73.4%)	33 (26.6%)
Automatic promotion boosts pupils' brains hence improved academic performance	53 (42.7%)	71 (57.3%)
Automatic promotion creates good relationship between teachers and pupils hence good academic performance	100 (80.6%)	24 (19.4%)

Results from the table above showed that automatic promotion makes pupils happy which helps them like schools hence improved academic performance as supported by 103 (83.1%) respondents while 21 (16.9%) of the total respondents disagreed with it (Ramadhan et al., 2023).

Other findings showed that 91 (73.4%) respondents supported that automatic promotion makes pupils social which develops moral of school attendance hence improved academic performance while 33 (26.6%) respondents disagreed with it (Frank et al., 2023).

On the other hand, 53 (42.7%) of the total respondents agreed that automatic promotion boosts pupils brains hence improved academic performance while majority 71 (57.3%) of the respondents disagreed with the statement (Wegulo et al., 2023).

More so, 100 (80.6%) of the respondents supported that automatic promotion create good relationship between teachers and pupils hence good academic performance while 24 (19.4%) disagreed with it (Services et al., 2023).

State of automatic promotion in selected public primary schools in Kambuga Sub County

On the other hand, respondents were also asked on state of automatic promotion of pupils' academic performance and the following were the results.

Table 3: Showing the state of automatic promotion

The state of automatic promotion	Yes	No
At our school, there is a lot of automatic promotion	31 (25.0%)	93 (75.0%)
Our headteacher encourages the practice of automatic promotion	22 (17.7%)	102 (82.3%)
Parents like automatic promotion because it saves financial problems and time	52 (41.9%)	72 (58.1%)
Automatic promotion at our school is only practiced in higher classes	26 (21.0%)	98 (79.0%)
Automatic promotion makes children lazy	94 (75.8%)	30 (24.2%)

From the study findings, it was revealed that 31 (25.0%) respondents supported that at their schools, there is a lot of automatic promotion while majority 93 (75.0%) of the respondents disagreed with it (Nelson et al., 2023).

A small number (22(17.7%) of the respondents also supported that their headteachers encourages the practice of automatic promotion while majority of them 102 (82.3%) disagreed with it.

On the other hand, 52 (41.9%) respondents supported those parents like automatic promotion because it saves financial problems and time while 72 (58.1%) respondents disagreed with it (Alex & Kazaara, 2023).

More so, only 26 (21.0%) of the respondents supported that automatic promotion at their schools is only practiced in higher classes while 98 (79.0%) respondents disagreed with it (Lydia et al., 2023).

On whether automatic promotion makes children lazy, 94 (75.8%) of the total respondents supported it while 30 (24.2%) respondents disagreed with it.

Effect of automatic promotion and pupils' academic performance in selected public primary schools in Kambuga Sub County

Respondents were also asked on the effect of automatic promotion on pupils' academic performance and the following were the results.

Table 4: Showing the effect of automatic promotion and pupils' academic performance in selected public primary schools

The effect of automatic promotion	Yes	No
Automatic promotion does not help in boosting the thinking capacity of pupils which disrupts academic performance	121 (97.6%)	3 (2.4%)
Automatic promotion helps in exploring new ideas (self-discovery) leading to improved academic performance	22 (17.7%)	102 (82.3%)
Automatic promotion helps in interacting and sharing of resources which boosts self-confidence and enhances group discussion leading to improved academic performance	43 (34.7%)	81 (65.3%)
Automatic promotion is important for children's development	0(0.0%)	124 (100.0%)
Automatic promotion does not help to rise sense of pleasure and curiosity which disturbs common sense leading to poor academic performance	102 (82.3%)	22 (17.7%)

From the study findings, 121 (97.6%) respondents revealed that automatic promotion does not help in boosting the thinking capacity of pupils which disrupts academic performance while only 3(2.4%) disagreed with It. 22(17.7%) of the respondents supported that automatic promotion help in exploring new ideas (self-discovery) leading to improved academic performance while the majority 102 (82.3%) of the respondents disagreed with it (K. Moses et al., 2023).

On the other hand, 43 (34.7%) of the total respondents supported that automatic promotion helps in interacting and sharing of resources which boosts self-confidence and enhances group discussion leading to improved academic performance while the majority 81 (65.3%) disagreed with it (Micheal et al., 2023).

More so, all the respondents supported that automatic promotion is not important for children's development. Majority 102 (82.3%) of the total respondents supported that automatic promotion does not help to rise sense of pleasure and curiosity which disturbs common sense leading to poor academic performance while the least 22 (17.7%) disagreed with it (Godfrey et al., 2023).

DISCUSSION

The study findings revealed that there is improved level of academic performance which helps pupils in class discuss as supported by 75 (60.5%) respondents while 49(39.5%) disagreed with it. The study was in correlation with the study findings by Akanbi (2013) on Home Grown School Automatic promotion and Health Programme in Nigeria which revealed that most schools in his study had improved their academic performances (N. Moses et al., 2022).

Of the total respondents, 94 (75.8%) supported that there is increased pupils enrolment which develops the name of the school and calls for other pupils who are academically and athletically good hence moral for other pupils to improve on their academics while only 29 (23.4%) disagreed with the above statement. The above study findings are related to the findings of the study by Borealis (2002) on practicing Information Literacy, Evidence-based practice which revealed that the enrollment in schools was increasing every year (Turyatamba et al., 2022).

More so, 66 (53.2%) there is improved class participation which develops talents and enhances improved academic performance while 58 (46.8%) of the total respondents disagreed with it. The study finding was disagreeing with the findings of the study by Caldwell (1979) on Comparative perception of the Home-Grown School Feeding Program versus the Non-Home-Grown School Feeding Program on aspects of learners' performances and food security in the Lubombo region which revealed that in Lumumba region, most schools did not emphasize class participation as a tool for academic excellence (Turyatamba et al., 2022).

On the other hand 101 (81.5%) respondents supported that pupils at their school perform well and are happy with school programs which helps them like schools hence improved academic performance while 23 (18.5%) of the total respondents disagreed with it. The above findings are supported by the findings of the study of (Allan et al., 2023) on Grade failure, drop out and subsequent school outcomes in London School of Economics which revealed that the selected schools were performing well and a bigger percentage was in good grades.

Views on automatic promotion in selected public primary schools in Kambuga Sub County, Kanungu District.

Received: 14.10.2023

Accepted: 16.10.2023

Published on: 30.10.2023

Corresponding: Author: research.miu.ac.ug/publications

Results from above showed that automatic promotion makes pupils happy which helps them like schools hence improved academic performance as supported by 103 (83.1%) respondents while 21 (16.9%) of the total respondents disagreed with it. The above findings are disagreeing with the study findings of Epstein & Sheldon (2010) which revealed that though automatic promotion makes students happy, it doesn't improved academic performance (Innocent et al., 2023).

Other findings showed that 91 (73.4%) respondents supported that automatic promotion makes pupils social which develops moral of school attendance hence improved academic performance while 33 (26.6%) respondents disagreed with it. The above findings were supported by the study findings of Hanushek & Kani (2005) on factors influencing the Academic Achievement of Students in the Preparatory and Secondary Schools of the United Arab Emirates which revealed that automatic promotion makes pupils social which develops moral of school attendance but did not agree with improvement of academic performance (Ntirandekura et al., 2022).

On the other hand, 53 (42.7%) of the total respondents agreed that automatic promotion boosts pupils brains hence improved academic performance while majority 71 (57.3%) of the respondents disagreed with the statement. The study by Kamwaka (2012) on Psychosocial problems and development of psychopathology among Ugandan university students had different findings in correlation with the current study which revealed that automatic promotion makes pupil lazy and makes pupils brains very weak (K. Moses et al., 2023).

More so, 100 (80.6%) of the respondents supported that automatic promotion create good relationship between teachers and pupils hence good academic performance while 24 (19.4%) disagreed with it. The study findings are supported with the finding of the study by Katwigende, (2018) on Private Accommodation and Academic Performance of nonresident Pupils at the Institution of Teacher Education Kyambogo which revealed that automatic promotion create good relationship between teachers and pupils but disagreed with its improvement on academic performance (Christopher, Moses, Muhindo, & Nturanabo, 2022).

In an interview with the head-teachers and deputy head-teachers of all schools, it was revealed that they all don't practice automatic promotion in their schools.

However, most of them gave different views about the need to practice automatic promotion as indicated; age, special cases, parents' demands,

State of automatic promotion in selected public primary schools in Kambuga Sub County

From the study findings, it was revealed that 31 (25.0%) respondents supported that at their schools, there is a lot of automatic promotion while majority 93 (75.0%) of the respondents disagreed with it (Christopher, Moses, Muhindo, & Komunda, 2022). A small number (22(17.7%) of the respondents also supported that their head teachers

Received: 14.10.2023

Accepted: 16.10.2023

Published on: 30.10.2023

Corresponding: Author: research.miu.ac.ug/publications

encourage the practice of automatic promotion while majority of them 102 (82.3%) disagreed with it. The study findings were supported by the finding of the study by Musingo (2021) which revealed that most of the schools were practicing automatic promotion. On the other hand, the study revealed that most teacher and head teachers encourage the practice of automatic promotion (Anthony et al., 2023).

On the other hand, 52 (41.9%) respondents supported that parent like automatic promotion because it saves financial problems and time while 72 (58.1%) respondents disagreed with it. The study is supported by the study, findings of Westbury, (1994) on examining the validity of basic assumptions and beliefs. New features for Pupils' affairs which revealed that parents like automatic promotion because it saves financial problems (Zulaikah & Rebecca, 2023)

More so, only 26 (21.0%) of the respondents supported that automatic promotion at their schools is only practiced in higher classes while 98 (79.0%) respondents disagreed with it. On whether automatic promotion makes children lazy, 94 (75.8%) of the total respondents supported it while 30 (24.2%) respondents disagreed with it. The findings of the study were in disagreement with the study findings of Kwizera, (2016) which revealed that automatic promotion was practiced in all classes of the selected schools. On the other hand, the same study supported that automatic promotion makes children lazy (Oromo et al., 2023).

In an interview with the head-teachers and deputy head-teachers of all schools, it was revealed that they all don't practice automatic promotion in their schools.

Effect of automatic promotion on pupils' academic performance in selected public primary schools in Kambuga Sub County

From the study findings, 121 (97.6%) respondents revealed that automatic promotion does not help in boosting the thinking capacity of pupils which disrupts academic performance while only 3(2.4%) disagreed with It. The above responses were supported by findings of the study by Chohan, (2011) on Automatic Promotion Policy at Primary Level and MDG-2: which revealed that that automatic promotion does not help in boosting the thinking capacity of pupils (Derrick et al., 2023).

It was also revealed that 22(17.7%) of the respondents supported that automatic promotion help in exploring new ideas (self-discovery) leading to improved academic performance while the majority 102 (82.3%) of the respondents disagreed with it. The above findings were supported by the findings of Hanushek & Kani (2005) on Factors Influencing the Academic Achievement of Students in the Preparatory and Secondary Schools of the United Arab Emirates which revealed that automatic promotion does not help in boosting the thinking capacity of pupils but disagreed with the statement that automatic promotion help in exploring new ideas (Ronet et al., 2023).

On the other hand, 43 (34.7%) of the total respondents supported that automatic promotion helps in interacting and sharing of resources which boosts self-confidence and enhances group discussion leading to improved academic

performance while the majority 81 (65.3%) disagreed with it. The findings by Steiner-Dale R., (1986) disagreed with the findings of the current study (B. Emmanuel et al., 2023).

More so, all 124(100%) the respondents supported that automatic promotion is not important for children's development. This was in correlation with the study findings Hanushek & Kani (2005) on Factors Influencing the Academic Achievement of Students in the Preparatory and Secondary Schools of the United Arab Emirates which revealed that automatic promotion is not important for children's development (Innocent et al., 2023).

Majority 102 (82.3%) of the total respondents supported that automatic promotion does not help to rise sense of pleasure and curiosity which disturbs common sense leading to poor academic performance while the least 22 (17.7%) disagreed with it. These findings were in line with the study findings of Sikozi, (2004) on social Science research in Kampala which revealed that automatic promotion is not important for children's development. On the other hand, Sikozi, (2004) also revealed that automatic promotion does not help to rise sense of pleasure and curiosity which disturbs common sense leading to poor academic performance (Oliver et al., 2023)

Conclusion

In consideration to the first objective, it was concluded that there is improved level of academic performance and increased pupils' enrolment in primary schools.

More so, with the support from the parents' responses, it was concluded that automatic promotion helps solve financial constraints and the fast growth rate. On the other hand majority of parents revealed that there is a positive relationship between automatic promotion and pupils' academic performance in Primary Schools in Kambuga Sub County, Kanungu District. It was further concluded that the incidence of COVID-19 pandemic has increased the rates of automatic promotion in most public primary schools and that all respondents supported that there is a statistically significant relationship between automatic promotion and pupils' academic performance of pupils in Primary Schools in Sub County Sub County, Kanungu District.

Recommendation

It was recommended that school administrators should improvise means like provision of instructional materials and how to make them essential in order to have pupils with sharp brains which would reduce on poor academic performance. More so, parents should create learning centres at home which would help pupils especially during holidays, schools' administrators should impart knowledge with teachers on how to manage well automatic promotion so as to fill the gaps of poor Pupils academic performance.

Finally, teachers should develop self-motivation to enhance effective remedies that reduce on the discrimination of pupils in the school which would also stabilize schools and develop a positive relationship between automatic promotion and pupils' academic performance in Kambuga Sub-County-Kanungu District.

References

- Aisha, B., Rebecca, N., Moses, N., Christopher, F., & Pascal, T. (2023). *The Impact Of Early Marriages On Girl Child Education In Secondary Schools ; A Case Study Of Bwambara Secondary School Rukungiri District*. 7(2), 13–26.
- Alex, I., & Kazaara, A. G. (2023). *Internal Controls and Financial Performance of Saccos in Wakiso District*. 7(3), 47–56.
- Allan, K., Charles, N., Moses, N., Kazaara, A. G., & Nelson, K. (2023). *The Effect of Operation Wealth Creation on Youth Farmers Development : A Case Study of Labongo Layamo Sub County , Kitgum District*. 7(2), 50–63.
- Anthony, D., Kazaara, A. G., Kazaara, A. I., Ismail, L., & Prudence, K. (2023). *The Impact of Teachers ' Teaching Methods on Students ' Performance in English Subject in Secondary Schools In Uganda , A Case Study Of Selected Secondary Schools In Kampala & Wakiso*. 7(3), 290–297.
- Brighton, B., Deus, T., Kazaara, A. G., Nelson, K., Catherine, M., Christopher, F., & Benefansi, I. (2023). *The Effect of Covid-19 Pandemic on the Education System and Institutions in Wakiso District . A Case Study of Gombe Sub County .* 7(2), 30–36.
- Christopher, F., Moses, N., Muhindo, M. E., & Komunda, T. R. (2022). Employee Training and Organizational Performance: A Case Study of African College of Commerce and Technology in Kabale District, South Western Uganda. *International Journal of Academic Pedagogical Research*, 6(5), 1–7.
- Christopher, F., Moses, N., Muhindo, M. E., & Nturanabo, M. (2022). *The Influence of Intrinsic and Extrinsic Motivation on Employees ' Performance : A Case Study of African College of Commerce and Technology in South Western Uganda*. 6(4), 321–329.
- Derrick, T., Nelson, K., Kazaara, A. G., Deus, T., Catherine, M., & Ismail, L. (2023). *The Effects of Savings and Credit Coperative Societies on the Livelihood of Rural Dwellers , A Case Study At Kyamuhunga People ' s Sacco Rutooke Town Mitooma District*. 7(2), 329–346.
- Emmanuel, B., Richard, K., Kazaara, A. G., Deus, T., Nelson, K., Catherine, M., Benefansi, I., & Brighton, B. (2023). *The Impact Of Rice Growing To The Development Of People In Uganda A Case Study Of Kibimba Sub County-Bugiri District*. 7(2), 62–71.
- Emmanuel, E., Rebecca, N., Kazaara, A. G., & Nicholas, K. (2023). *The Effects Of Job Training On Performance Of Local Government Employees In ganda : A Case Study Of Molo Sub- County , Tororo District .* 7(2), 65–73.

-
- Faridah, K., Kazaara, A. G., & Kazaara, A. I. (2023). *The Effect Of Supplier Selection On Product Quality Management In Organizations . A Case Study Of Uganda Wild Life*. 7(3), 307–317.
- Faridah, N., Kazaara, A. G., & Kazaara, A. I. (2023). *An Evaluation of the Effects of Advertising on Consumer Brand Awareness in an Organization , a Case Study of Mukwano Group of Companies*. 7(3), 206–212.
- Frank, M., Nelson, K., Kazaara, A. G., Deus, T., Christopher, F., & Catherine, M. (2023). *The Macroeconomic Determinants of Economic Growth in Uganda a Case Study Of Wakiso Distict*. 7(2), 147–159.
- Godfrey, W., Silvia, N., Kazaara, A. G., Nelson, K., Christopher, F., Deus, T., Micheal, T., & Catherine, M. (2023). *The Effect Of Teacher ' s Instructional Methods On The Learners Academic Performance In Mathematics Subject In Secondary Schools , A Case Study Of Buwesswa Secondary School In Manafwa District*. 7(2), 100–107.
- Innocent, A., Kazaara, A. G., Nelson, K., Catherine, M., Micheal, T., & Deus, T. (2023). *Internal Auditing and Fraud Prevention in Organizations a Case Study of Nssf Kampala Area*. 7(2), 150–157.
- Kazaara, A. G., Kazaara, A. I., & Ismail, L. (2023). *The Impact Of Government Regulations On The Media Performance In Uganda . A Case Study Of Nbs Television*. 7(3), 372–377.
- Lydia, N., Kazaara, A. G., Kazaara, A. I., Brenda, T., & Bafaki, G. (2023). *Promotion of Small-Scale Industries and Development of Business . A Case Study ; Masafu Subcounty (Busia)*. 7(3), 240–245.
- Mark, N., Kazaara, A. G., Deus, T., Julius, A., Nelson, K., Catherine, M., Christopher, F., Benefansi, I., & Alex, K. (2023). *Anaylsis of Students ' Enrollment and Graduation Rates in Gulu University in Uganda . A Case Study of Gulu University*. 7(2), 167–177.
- Micheal, T., Nicholas, K., Kazaara, A. G., & Nelson, K. (2023). *The Effect of Teacher ' s Motivation on Academic Performance of Students in Kole District a Case Study of Alito Sub-County*. 7(2), 64–72.
- Moses, K., Kazaara, A. G., Kazaara, A. I., & Ismail, L. (2023). *External Auditing and the Financial Performance of Marianum Press Limited , Kisubi*. 7(3), 258–266.
- Moses, N., Christopher, F., Muhindo, M. E., & Alex, A. (2022). *Task Oriented Management and Organisational Performance in Manufacturing Firms : A Case Study of Hima Cement Factory , Kasese District*. 6(4), 298–306.
- Nelson, K., Christopher, F., & Milton, N. (2022). *Teach Yourself Spss and Stata*. 6(7), 84–122.
- Nelson, K., Kazaara, A. G., & Kazaara, A. I. (2023). *Teach Yourself E-Views*. 7(3), 124–145.

-
- Ntirandekura, M., Friday, C., Mbisi, M. E., Nturanabo, M., & Muhammad, M. (2022). *Human Capital and Performance of Lecturers in Private Universities in Kampala District , Central Uganda*. 6(5), 185–195.
- Oliver, E., Peter, S., Kazaara, A. G., Nelson, K., Nicholas, K., & Deus, T. (2023). *The Effect Of Unemployment Relates To Crime Among The People In Kirombe North B Village , Lira City . A Case Study Kirombe North B Village*. 7(2), 111–122.
- Oromo, O. D., Julius, A., & Nelson, K. (2023). *Effect of Covid-19 Lockdown on Household Income in Uganda A Case Study of Kitoro Parish , Entebbe Municipality*. 7(4), 107–117.
- Paul, W., & Kazaara, A. G. (2023). *Assessing How Employee Job Rotation Affects Workers Productivity In Organizations . A Case Study of Action against Hunger , Kiryandongo District .* 7(3), 168–173.
- Ramadhan, B., Alex, I., Kazaara, A. G., Nelson, K., Deus, T., & Pascal, T. (2023). *Taxation and the Development of Small Businesses in Uganda , a Case Study of Iganga District*. 7(2), 136–149.
- Richard, A. (2022). *Sleep Among Students in Public and Private Universities in*. 6(6), 24–25.
<https://doi.org/10.1007/s10578-014.Patterson>
- Richard, A., Deus, T., James, T., Ijeoma, A., & Janice, B. (2023). *The impacts of using music instruments on learning in post- secondary institutions in Uganda*. 7(3), 35–39.
- Ronet, C., Micheal, T., Kazaara, A. G., Nelson, K., & Ismail, L. (2023). *Assessing of the Impact of Stock Controls on Management of Costs in Organizations ; a Case Study of Mukwano Group of Companies*. 7(2), 160–178.
- Services, S. F., Branch, K., Kazaara, A. G., & Julius, A. (2023). *The Impact of Electronic Banking on Customer Sustifaction towards the Financial Institutions in Uganda . Acase Study of*. 7(3), 146–153.
- Turyatamba, C., Nelson, K., Prudence, K., & Ntirandekura, M. (2022). *The Effect of Product Quality on Competitiveness of Small Medium-Sized Enterprises (SMES) In South Western Uganda ; Reflection on Kayonza Growers Tea Factory , In Kanungu District .* 6(12), 152–159.
- Victoria, N., Nelson, K., Kazaara, A. G., & Kazaara, A. I. (2023). *The Impact Of Staff Development On The Pupils ' Academic Performance In Primary Schools In Kimaanya Sub-County , Masaka District A Case Study Of Kimaanya Sub-County , Masaka District*. 7(3), 179–186.
- Wegulo, N. A., Kazaara, A. G., Kazaara, A. I., Deus, T., Moses, N., & Charles, N. (2023). *Effect Of Public Sector Monitoring And Evaluation On Promoting Good Governance In Uganda , A Case Study Of Ministry Of Local Government*. 7(3), 227–239.

Winny, N. D., Kazaara, A. G., Kazaara, A. I., & Deus, T. (2023). *Effect Of Motivation On Employee Performance In Non- Government Organizations (NGOS): A Case Of Mbale City*. 7(3), 67–71.

Zulaikah, W., & Rebecca, N. (2023). *The Study on the Effect of Child Labour on the Learners Academic Performance in Secondary Schools . A Case Study of Nansana Municipality*. 7(3), 160–167.