

**IMPLEMENTATION OF STUDENTS' AUTOMATIC GRADE
PROMOTION POLICY IN HIGH SCHOOL ON HUMAN CAPITAL
DEVELOPMENT IN KENYA, A CASE OF KISUMU WEST SUB
COUNTY**

Arogo Mercy Adongo

**A Research Project Submitted to the Department of Educational
Administration and Planning in Partial Fulfilment of the Requirements
for the award of the Degree of Master of Education in Educational
Planning**

UNIVERSITY OF NAIROBI

2017

DECLARATION

This research project is my original work and has not been presented for award of a degree in any other university.

Arogo Mercy Adongo

E55/80686/15

This research project has been submitted for examination with our approval as University Supervisors;

Dr Ibrahim Khatete

Senior Lecturer

Department of Education Administration and Planning

University of Nairobi

Mr. Ferdinand Mbeche

Lecturer

Department of Education Administration

University of Nairobi

DEDICATION

I dedicate this work to my children Kristine, Kristabell, Krispine and Kacie to know that all is possible.

ACKNOWLEDGEMENT

I wish to express my appreciation for the help and crucial assistance given to me by my supervisors Dr. Ibrahim Khatete and Mr. Ferdinand Mbeche. Through their guidance and accessibility, I was able to complete the work in good time.

Further appreciation is extended to the staff at the sub county offices in Kisumu west, colleges in Kisumu West for availing information which enabled me to carry out research with ease. To my family members especially my mother Zilpher Oracha and my children Kristine, Kristabell, Krispine and Kecie, who tirelessly gave moral, spiritual and material support in the best way possible; I will always be grateful may God bless them abundantly.

TABLE OF CONTENTS

DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
LIST OF TABLE	ix
LIST OF FIGURE	x
LIST OF ACRONYMS AND ABBREVIATIONS	xi
ABSTRACT.....	xii
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background to the Study.....	1
1.2 The Statement of the Problem.....	9
1.3 Purpose of the Study	9
1.4 Objectives of the Study.....	10
1.5 Research Question	10
1.6 Significance of the Study	11
1.7 Limitation of the Study	11
1.8 Delimitation of the Study.....	12
1.9 Basic Assumptions of the Study	12
1.10 Definitions of Significant Terms	13
1.11. Organisation of the Study	14
CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	15
2.1 Introduction.....	15
2.2 Global View on Students’ Automatic Grade Promotion Policy	15

2.3 Students’ Automatic Grade Promotion and Quality Grades of Students.....	18
2.4 Students’ Automatic Grade Promotion and Courses Chosen at the Colleges by Student.....	20
2.5 Students’ Automatic Grade Promotion and Involvement of Work Force in Social- Economic Activities	22
2.6 Students’ Automatic Grade Promotion and Coping with Courses at College Level by Students	23
2.7 Summary of the Reviewed Literature	24
2.8 Theoretical Framework.....	25
2.9 Conceptual Framework.....	26
CHAPTER THREEE: RESEARCH METHODOLOGY.....	30
3.1 Introduction.....	30
3.2 Research Design.....	30
3.3 Target Population.....	30
3.4 Sample Size and Sampling Procedures.....	31
3.5 Data Collection Instruments	32
3.5.1 Validity of the Instrument.....	33
3.5.2 Reliability of the Instrument	33
3.6 Data Collection Procedure	34
3.7 Data Analysis Techniques.....	35
3.8 Ethical Consideration.....	35

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS.....	36
4.1 Introduction.....	36
4.2 Response Return Rate.....	36
4.3 Demographic Information of the Respondents.....	37
4.4 Quality of Grades.....	38
4.5 Influence of Repetition on Quality of Grades.....	41
4.6 Courses Chosen at the College.....	42
4.7 Preference of Courses.....	44
4.8 Coping with the Courses Enrolled for.....	45
4.9 Involvement in Social Economic Activities.....	47
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION.....	49
5.1 Introduction.....	49
5.2 Summary of the Study.....	49
5.3 Summary of the Findings.....	50
5.4 Conclusion.....	51
5.5 Recommendation for the Study Findings.....	52
5.5.1 Suggestion for Further Study.....	52
REFERENCES.....	53
APPENDIX 1 – Letter of Introduction.....	58
APPENDIX 2 - Interview Guide.....	59
APPENDIX 3 – Questionnaire for Students.....	60

APPENDIX 4 - Questionnaire for Lecturers	67
APPENDIX 5 –Questionnaire for Youths in Youth Groups	70
APPENDIX 6: Permit.....	74

LIST OF TABLES

Table 4.1 Sample Respondent Rate	36
Table 4.2 Gender Distribution	37
Table 4.3 Grades Achieved at Form Fours (K.C.S.E)	38
Table 4.4 Influence of Automatic Grade Promotion Policy on K.C.S.E Grades.....	39
Table 4.5 Lecturers View on Automatic Grade Promotion Policy on Quality Grades ...	40
Table 4.6 Repetition and Quality Grades	41
Table 4.7 Lecturers View on Quality of Grade Determining the Course	42
Table 4.8 Rating of Subjects in High School.....	43
Table 4.9 Rating of Course Enrolled per Preference	44
Table 4.10 Factors Considered for Registration of Courses on Lecturers' Views	46
Table 4.11 Concepts in the Syllabus Building on one Another	47
Table 4.12 Influence of Automatic Grade Promotion on Involvement in Social Economic Activities	48

LIST OF FIGURE

Figure 2.1: Effect of Implementation of Automatic Grade Promotion in High School of Weak Students on Human Capital	27
Figure 4.1 Factors Influencing Enrolment in Courses	45

LIST OF ACRONYMS AND ABBREVIATIONS

CEMASTEA Centre for Mathematics, Science and Technology Education in Africa

K.C.S.E Kenya Certificate for Secondary Education

KUCCPS Kenya University and College Central Placement Service

MOE Ministry of Education

NACOSTI National Council of Science Technology and Innovation

SPSS Statistical Package of Social Science

UNESCO United Nation Education and Cultural Organisation

UPE Universal Primary Education

ABSTRACT

The government of Kenya introduced students' automatic grade promotion as a way of reducing repetition which was believed to be the main source of wastage. Several studies have been conducted on the students' automatic grade promotion policy on its influence to quality, internal efficiency of education and improved personal development. Due to the introduction of the policy other challenges arose which have been addressed but not the influence of the policy on development of the human capital of the county, that's why this study was conducted on "The influence of implementation of students' automatic grade promotion policy in high school on human capital development in Kisumu west Sub County in Kisumu County. The major objective of this study was to find out the influence of students' automatic grade promotion policy on the human capital development. Four research objectives were formulated; to determine the influence of students' automatic grade promotion policy in high school on quality of grades scored on human capital development in Kisumu West Sub County Kisumu county, the course chosen by the students at the college level and their influence on the human capital, the ability of the respondent to cope with the course chosen and its influence on the human capital and finally the level of involvement of the respondent in various social economic activities and its influence on the human capital. Using descriptive survey research design, the study collected data from 5 colleges registered in Kisumu West by the ministry of education and 13 youth groups registered under youth and gender ministry in Kisumu West Sub County, using three questionnaires; for college students, lecturers and for youths in registered youth groups. The data collected was analyzed using descriptive statistics and analysis of variance. The findings of the study showed a direct relationship between students' automatic grade promotion policy and the quality of grades scored by the student on human capital development in that since the policy was introduced there has been drop on quality grades scored by students and the course chosen at the college and the ability of the respondents to cope with the chosen courses on the human capital development. The study findings equally showed that the involvement of the students in social economic activities by students' automatic grade promotion was at significances of 70 percent. The study findings, it is recommended that the learners should be allowed to study their desired career at their own pace and repetition at lower level of high school should be allowed. The study recommends further research on the extent of the influence of students' automatic grade promotion policy on human capital development.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Automatic grade promotion is an educational policy adopted by both developed and developing countries as a way of reducing wastage in the educational sector. Automatic promotion is a practice in primary and secondary schooling for advancing of pupils from one grade to the next higher grade at the end of the school year regardless of the education attainment of the pupil (Koppensteiner, 2014). Nugent (2013) as cited by Cameron (2015) defines automatic grade promotion as the advancing of students who has not sufficiently gained the academic skills and knowledge on one grade level to higher instruction or grade level. Hong and Raudenbush (2005) acknowledge that automatic promotion maintains closeness in classroom that raises self-esteem of students.

A study done in rural North East of Brazil in 2012 by Harvard Graduate School of education shows that, retained students in grade two, performed more than half standard deviation below average before repetition but performed slightly above average after repetition. Jacob and Lefgren (2004) on the Chicago program performed found that retention had positive effect on subsequent test scores for student in grade three.

Schwerdt et al. (2015) found that retention in third grade along with an associated remedial education package, increased achievement significantly and decreased the probability of future retention. This shows that grade repetition enhances mastery of concepts which may lead to easy understanding of concepts at high levels that can help improve the quality of grades at the end, translating to adequate human capital that is

needed for improved economy. This is so because most of the courses at college levels emphasize on the minimum grades for qualification at the entry to course. Therefore, grade retention is to enables the students learn and mould skills such as organization, management, study skills, literacy and academic which are very important before entering the next grade, college and the labor force. The skills sharpened at that level build the ground for the advanced knowledge to be learnt at higher levels of study.

Since independence of Pakistan, UPE has been the priority of all education policies and development plans. Educational policies recognized high dropout rate which the root cause was realized to be the forced repetition of classes. In the province Punjab the government issued an order in 2003 to all public schools compelling them to automatically promote all the children in lower grades up to grade three in order to achieve the UPE and reduces the dropout rate at primary. The students are promoted without any external or internal exam and equally there is no arrangement of extra coaching or other program for the poor performance (Chohan & Qadir, 2011). Further all official statistics regarding total enrolment, repetition and dropout rate of public school revealed the existing policy and attitude of school administration towards slow learners lead to deteriorating quality of primary education.

Grade repetition and dropout rates were obstacles in an effort to achieve Universal Primary Education (UPE) as intended by United Nation Science and Cultural Organization (UNESCO 1997). A study by UNESCO 1998 showed that 16 percent of the resources allocated to education each year in developing counties was wasted due to repetition and dropout at grade one through grade four Dereje (2003). Even though the UNESCO were concerned with the wastage they never consider the in adequacy of the

human capital in the developing countries that would result due to the fact that most students would not qualify for technological courses due to poor grades at the end of form four not earning them entry in those courses.

The Ministry of Education (MOE) 2010, Ethiopia, found that primary school enrolment increased from 22 percent to 83 percent after the introduction of automatic class promotion in 2002. However, a study done in Ethiopia in 2011 showed that automatic grade promotion led to students being shy in class, therefore their participation rate reduced. The students became recipients and this led to lack of confidence and low self-esteem. Students with low self-esteem end up adults that cannot interact well with others both in social-economic activities which affect the human capital and the economic development. It also contributed to students being less serious with school attendance which reduced the quality of grades achieved at the end of the year by students. The study also found that teachers were less serious with students who were low achiever there by making the weaker students to lag in class. Parents also felt the automatic grade promotion leads to lack of seriousness on students (Dawit, 2011). This clearly indicated that the country was producing a human capital that was less creative and that affect the development of the country. Less motivated teachers due to performance of the students would also affect the country's development based on the resulting human capital from the lot that the teachers did not bother about. Less serious students cannot cope well with technological courses, that requires a lot of concentration and commitment to work hence human capital with more art based courses that cannot propel economic growth of the country turns out to be more.

In Uganda automatic grade promotion was invoked as a correcting the distortion perpetrated through grade retention in 2005. It was meant to improve the internal efficiency and quality of education and in turn enhancing the achievement of the education for all EFA goals and millennium development goals MDGs. The grade retention was seen as a disservice to the minorities sub population groupings like the girls or orphaned. Monitor 2016 reported the minister of education as having said that even though automatic grade promotion is in place there is need to consider the competency of the pupils before promotion and if not done then the policy the policy will be disservice to the country because it will train people that will not benefit it.

Automatic grade promotion in Kenya was adopted in 2006 to help reduce wastage which was believed to be an obstacle to development and in the achievement of the EFA goals. Unfortunately, most sectors in Kenya still do not have adequate human capital and this has effect on the economy of the country. It was assumed that it would help avoid negative attitude towards schooling and that keeping children with their peers promotes age-group learning (Dawit, 2011). Grade repetition was believed to have negative effect on children's learning achievement, attendance record, personal adjustment in school and attitude towards school as they advanced (Ndarhutse, 2008).

Automatic grade promotion was assumed to lower academic standards and expectation, compromising education quality, develops inflated sense of capacity among students and also creates an additional problem to teachers in handling students who do not have the requisite knowledge and skills (Dawit, 2003). When teachers handle students that have no prerequisite knowledge the teacher is forced to either review the previous knowledge that would lead to time wastage which affect syllabus coverage of the current grade hence ill

prepared students. That's why even though it was thought to be better alternative way of dealing with wastage; still wastage is experienced in education system and weak students are disadvantaged with the policy.

According to Chohan and Qadir (2011), the teachers were reported to have no power to make decision on students' performance and advancement, the teachers also cited that, there is no difference between good and poor student therefore they believed the policy discourages hardworking students and they leave struggling to excel in studies. Lastly, they blamed the policy for also create a problem at the advance stage when students cannot comprehend the curriculum in the next level. That's the reason for a student mediated learning process focusing on cooperation and collaboration where a learner is responsible for his own learning as well as helping other learners understand their problems (Nwanna 2006). Nied (2011), therefore recommended different child support system that would help learners succeed in their education instead of promotion and grade repetition (Sichombe, Nambira, Tjipueja & Kapenda 2011)

Arguments for grade retention indicates that it improves achievements by allowing students who are ill prepared for the next grade to catch up academically and emotionally. The arguments against it indicate that it leads to wastage of resources, time and on personal development which come about because of eliminated competition, de-motivation of both students and teachers hence lowering teaching and learning outcomes (low quality) (Koppesteines, 2004; Taye, 2003; and Chohan & Qadir, 2011). When quality is affected due to de-motivated learners and less competition, it affects the human capital that result from the cohort, because they lack confidence to perform well and attain better grades for technological courses that can improve the economy by creating

more self-employment as compared to art based courses, and even if they qualify for the technological courses they might not cope well with the courses due to lack of the previous concepts.

Moreover, a meta-analysis study by Holmes and Mathew (1984) also showed that repetition in the early grade is negatively correlated to academic performance and personal adjustment (self-concept, social & emotional) and attitude towards school, behavior and attendance. When there is poor personal adjustment, it therefore means that involvement of the individual in the social-economic activity is also affected and it negatively influences the human capital development of a country.

Policy implementations in both developing and developed countries are faced with many challenges (Chaval, 2011). Government commitment to the policy implementation is a major factor; this is the willingness of to ensure the policy works as was planned and to achieve the required objectives and goals. The poor implementation of policies effect even good policies that could have given an improvement to the economy by improving the education system. The capacity to implement the policy include the availability of resources both physical, fiscal and human capital, intergovernmental coordination is also important in facilitating policy implementation (Chukwuemeka, 2013). Other factors that hinders proper implementation of policies include the sensitization of the community on these polices and the bureaucracy in the ministries. Most educational policies in Kenya have not helped in achieving the objectives and goals they were meant for and this is as a result of the above factors.

The major studies done on the automatic promotion policy are categorized into three broad areas; the enhancement on quality, improved internal efficiency in education and improvement in personal development of students. However, the effect of automatic grade promotion on the human capital has not been addressed. The quality of education offered by a country really matters as much as the personal development of the learners. The two are major factors affecting the kind of human capital a country is produces. when ill prepared students with poor grades at K.C.S.E level are released in to the university and colleges there is a lot of wastage at that level because most of the students still do not know their ability therefore they register for courses that are beyond their ability, this affects the job market in the sense that most major jobs have shortages and incompetent graduates.

Human capital is majorly the work force produced that is ready to be in both social and economic activities. It basically depends on the quality of education, training and the attitude towards work. The K.C.S.E grades play crucial role in the selection of courses at the college level, that is each and every course both in public and private colleges have minimum requirement in specific subjects and overall grade. All this affect the human capital that is produced in a country, in that there are fewer students in technological courses as compared to the art based courses. Coping with the courses at the college level is also highly dependent on some basic concepts that were taught at high school among other factors.

Human capital that is not well developed, results in low productivity in both social and economic activities.” It is expensive to educate a child up to the university but it is a big loss when one child is promoted automatically and completes university with little

knowledge” (Donatha New times Kigali, 2016) education quality- measured by what people know has power effect on individual on earning, on the distribution of income and on economic growth.

The educational quality in developing countries is much worse than education quantity (Ericks&Ludge2007). Reducing disparity in access to and quality of education are two goals that must be addressed simultaneously for any educational reforms to be successful, Erick and Ludger (2007). Individuals with advanced education tend to have better employment opportunities, greater earnings and produce more output than those who are less educated (Hyun, 2010). (Backer, 1962, Schultz, 1963) argued that education increases productivity by imparting skills. There is strong evidence that the cognitive skills of the population, rather than just school enrolment are powerfully related to individual earning, to the distribution of income and to economic growth.

The Learning achievements matters in explaining cross county differences in productivity growth than difference in the average numbers of year of schooling in enrolment (Erick & Ludger, 2007). The workforces require both the skill to be innovative and highly skilled to execute new designs as economies move from agriculturally based to manufacturing based to knowledge based. The importance of the cognitive skills became magnified. These skills give individuals the ability to capitalize on new opportunities as well as to adapt to changed conditions when old jobs disappears (Clifton, 2016). This study is necessary for Kisumu west Sub County in the last three-year analysis; it had most schools with means that are below four. This study thus intends to investigate the influence of automatic grade promotion policy practiced in high school on the human capital development.

1.2 The Statement of the Problem

The government of Kenya is aware that a well-trained human capital labour force will help the country to achieve its development. The government therefore is investing much of its resources into education, allocating it consistently about 10 percent of its total budget for the last 5 years. According to Pius and John (2013), to improve access to education, the Kenya government introduced national schools in each county to enable many students to study in national schools. On quality of education, the government has increased the teacher -student ration by employing more teachers. Further, on equity, the government has introduced subsidised secondary education by paying part of the school fee, introduced co-curriculum activities like drama and games, centres of excellence in each and every sub county in the country.

Further the introduction of Centre of Maths and Science Teachers in East and Central Africa (CEMASTEA) programmes to improve the teaching of sciences. These efforts of the government to improve equity, quality and access to education have not borne fruits yet. Despite all these reforms, still the country lacks adequate labour force in different fields to turn the economy, due to the facts that courses at the college level require minimum grades of the overall grading and are attached to some grades in specific subjects most students cannot find entry into technological courses, which is the reason why this study is carried out find out if automatic grade promotion policy has influence on the kind of human capital development.

1.3 Purpose of the Study

The purpose of the study was to determine the influence of automatic grade promotion policy in high school on the human capital development in Kisumu west sub-county.

1.4 Objectives of the Study

The study focused on the following objectives:

- I. To establish the influence of students' automatic grade promotion policy on human capital based on students' grades achieved at KCSE in Kisumu West sub county
- II. To determine the influence of students' automatic grade promotion on human capital in terms of social economic activities involvement of the work force
- III. To assess influence of students' automatic grade promotion on human capital based on the courses chosen at college level by students
- IV. To establish the influence of students' automatic grade promotion on human capital in terms of how students cope with courses at college level

1.5 Research Question

The study was to verify the following questions that the researcher had in mind

1. How does students' automatic grade promotion influence the quality of grades at K.C.S.E?
2. How does students' automatic grade promotion influence courses chosen at the college by students?
3. How does students' automatic grade promotion influence the involvement of work force in social economic activities?
4. In which way does students' automatic grade promotion influence how students cope with the courses chosen at college?

1.6 Significance of the Study

This study finding can sensitize the educational policy makers on the extent in which students' automatic grade policy in the high school influence the quality of education so that they can make adjustments to the policy for the betterment of the students. Ministry of education can also make adjustment on some of the regulation like those attached to college admission in Kenya to help address the inadequacy of human capital in some fields, it can also use the information to reconsider bringing back some of the abolished practices like the extra time teaching for weak students. The planners in the country can use the study findings to predict the effect on the human capital and advise the government through the ministries to make appropriate adjustments. Planners can also use the information to find a way of moulding the low achievers to useful human capital through strengthening of other non-formal training; this will also reduce the crime rate as most of youths in the productive age gap will be useful.

1.7 Limitation of the Study

The influences of students' automatic grade promotion on the human capital development in Kisumu west sub-county was to involve youths in Kisumu west Sub County that got below grade c+ at K.C.S.E, therefore the limitation that the researcher encountered were; some youths in this category were not in colleges due to other challenges like lack of college fees, having not qualified for a course at the college level and the study captured that by involving respondents from the youths in youth groups. Also, some youths in youth groups had not attained any training as it's not requirement to join a youth group, this was taken care of by ensuring that amongst the first questions in the questionnaire, one of them being one that clearly help the interview to tell whether to move on with the respondent to the next level or not.

The study involved the sub county officers in ministry of education and ministry of youths and gender to help identify the targeted population and for purposes of introduction the researcher involved the chiefs to during data collection process at the youth groups

1.8 Delimitation of the Study

This study involved youths of Kisumu west Sub County that got above C+ and below grade C+ at K.C.S.E level, both in colleges and out in youth groups, data will be collected from individual youths in youth groups, individual students and lecturers in the colleges within Kisumu west Sub County. The method that used to collect data was both oral interviews and use of questionnaires.

1.9 Basic Assumptions of the Study

The study assumed that:

1. The quality of grade achieved by students at K.C.S.E determines the kind of course they enroll for at the college level
2. The technical courses require more of mathematics and science subjects pre - knowledge and they lead to development more than the Art course
3. Human capital development is affected by quality of grades, courses chosen at the college, coping with the course chosen and involvement in the social-economic activities
4. Development of a country depends on the kind of human capital that is produced and how they are developed

1.10 Definitions of Significant Terms

This study used some of the terms that might not necessarily have the same meaning like in everyday use, therefore there is need to define them as per the study.

Automatic grade promotion: Refers to a policy in the education system of advancing a pupil or student to the next grade by the end of the year not considering education attainment

College: Means any institution to provide tertiary education. In this study includes, teacher training colleges, middle level colleges and technical and vocational education training

College students: Refers to those that have not achieved above and below grade C+ but are in middle level colleges

Drop out: Means pupils leaving education system without completing the study level

Graduates: Means those that have sat for K.C.S.E

Human capital development: Refers to the process of equipping the work force in a country with the right knowledge or skills.

Repetition: Refers to the act of going through the same grade for another academic year

Student: In the study students refers to college students

School: In the study school refers to secondary school learning institution

Youth: Refers to, any person above eighteen years and below thirty-five years. In this study youth refers to people within the age of 19-29 in Kisumu west Sub County and have sat for K.C.S.E both male and female, either in youth groups or in colleges.

1.11. Organisation of the Study

This study was organised in five chapters. Chapter one dealt with introduction which includes background of the study, statement of the problem, purpose of the study, objectives of the study, research question, significance of the study, basic assumptions of the study, limitation of the study, delimitation of the study, definitions of the terms used in the study.

Chapter two covered literature review and the following themes, global and national overview of automatic grade promotion, automatic grade promotion and quality of grades, automatic grade promotion and involvement in socioeconomic activities, automatic grade promotion and creativity and the theoretical framework and conceptual framework on which the study is based.

Chapter three dealt with the methodology which included research design, target population, sample size, sampling procedure, research instruments, piloting the instrument, reliability of the instruments, data collection procedure, data analysis techniques and ethical considerations.

Chapter four dealt with collected data from the field, representation of the data, discussion and analysis of the result obtained. Chapter five covered of summary, conclusion and recommendation. The project also covers references and appendices.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter outlined the global view on automatic grade promotion policy, automatic grade promotion based and quality of grades, automatic grade promotion and social economic activities, automatic grade promotion and courses chosen at colleges, automatic grade promotion and coping with courses, theoretical framework, human capital theory and conceptual framework.

2.2 Global View on Students' Automatic Grade Promotion Policy

Automatic grade promotion in school is the promotion of student to the next grade after the current school year, regardless of whether they didn't learn the necessary materials or they are often absent (Wikipedia). It is the advancing of a student who has not sufficient gained the academic skills and knowledge of one grade level to higher instruction or grade level or unwarranted elevation of a person into another grade (Nugent, 2013). The practice is also referred to by others as social promotion where a student keeps paces with age mates with or without learning taking place. This practice was to help boost the self-esteem of the students by moving to the next class with the age mates. Practice of automatic promotion can be traced back to 1930 (Steiner, 1986).

The policy was meant to help reduce grade repetition and dropout rate which were considered as the major wastage factors on human and physical resources. Most countries do not have enough resources and retention of slow learners in the systems was creating congested class room and other facilities, the teachers were also straining to handle the

student because of the large numbers. Although its opponents believe it affects quality of education by making most students to be recipients as a result of low self-esteem created due to little mastery of the content. It therefore did not address the most important issues that were thought to be a challenge like the self-esteem. They also believe that it creates a lot of time wasting as teachers are forced to repeat most of the things as to create better understanding of the new concepts as they build on each other yet syllabus used in the system do not provide a teacher with time to review concepts learnt in the lower grades for the slow learners in order to understand the next level concepts, this creates a lot of wastage on the learners which translate on the human capital development. Teachers frequently tailor their teaching to the student that the least and struggle the most.

The practice eliminates competition and motivation for both students and teachers. The low motivation on the side of the student come as a result of continues poor performance because the students do not take charge of their studies , they know that with or without mastery of the concept movement to the next grade is automatic(Aron & Hana, 2015).The demotivation on both students and teachers is evident on the reduction on the quality grades and the overall men grade of the county (Athar, 2014). Some students who struggle in school may get overwhelmed and decide to give up altogether, this indicates that there is correlation on the automatic grade promotion and increased high school dropout rate, this could be because students are confused in school that continuing seems daunting. Learning disability issues like dyslexia and attention deficit hyperactivity disorder may not be discovered. A study in 2012 found that automatic grade promotion could have negative effect on students with learning disorder in that the students need a lot of additional support that may not be offered by a demotivated teacher (van Thomson).

Palafox, Prawda and Veleze (1994) argued that repeating grade does not necessarily help learning, an automatic promotion policy for the first two or three grades of primary cycle and a pass-fail evaluation thereafter are recommended to reduce repetition and dropout rates. Similar views were revealed by Mehrotr (1998) who favoured automatic promotion policy and argued that it increases the number of years of years low achieving students spend in school, and thus may increase learning.

Proponents of the policy is view it as the most appropriate and cost effective alternative way to grade retention policy which was viewed as the source of de-motivation to learners leading to dropout and wastage in terms of resources both physical and human resource. Though wastage was only seen when student's dropout or repeat classes they did not realise that the worst wastage was when a student sit for K.C.S.E get a poor grade that cannot land him or her in to the desired course. When student get low grades it is a disservice to the country in that most of the technological courses will lack students to admit. When students are not admitted to their first choice course they creates demotivated human capital in the other courses they register in. Motal (1995) suggested that automatic promotion is only practical if it is accompanied by other reforms measures such as curriculum- development activities and reorganization of teaching.

The introduction of the policy was to help governments to save on cost and even the households; this is because even though education is free, parents are still required to buy uniforms and other things. Automatic grade promotion eliminates repetition and increases survival and completion rates by reducing dropout rate and lowering the number of years of low achievers in school (Menhrotia 1998; Vespoor, 2006 & Ndarulutse, 2008). It is also seen to raise the self-esteem and motivation by eliminating stigmatisation and improve their ability to relate with their peers (Tias & Kirby, 2009).

Automatic grade promotion also reduces the years of schooling therefore allowing learners good time to engage in productivity in labour market which translate into monetary cost over their life cycle (Elde & Schowalter, 2000). Advocates claim that even though slow performing students would benefit from staying and learning with their peers, the practice of holding back underperforming students in the same grade until students have attained mastery of the curriculum will better prepare them for more advance work at the higher grades whereas automatically promotion will doom weak students to falling even further behind their classmates. Schewerdt et al. (2015) found that retention in third grade along with an associated remedial education package, increased the achievement significantly and retention in grade three decreased the probability of future retention.

The counters argue that automatic grade promotion has negative impact on the overall quality of education in that it eliminates competition, de-motivates students and teachers hence lowering teaching and learning outcomes (Koppensteiner, 2014; Tage, 2003; and Cholan & Qadir 2011).Gomes-Neto and Hanushek (1994) argued that automatic grade promotion would produce lower achievement in later grades because there is learning that goes on through repetition.

2.3 Students' Automatic Grade Promotion and Quality Grades of Students

Quality grade reflect the good mastery of concepts both at the lower level and other following grades. Proper mastery of concept leads to creation of a competent human resource. The Ugandan national examination boards (u.neb) PLE result released in 2014 showed that candidates that under free education accounts for 78 percent of the total candidates who sat primary seven exams in 2013 and only 7.1 per cent of these obtained

distinctions as compared to 8.5 percent in 2012. The pass rate which also stood at 88.4 percent in 2012 also dropped to 88.1 percent recording 86,604 failure (monitor 2014).

Even though the enrolment increased and the literacy, numeracy level increased due to the increased enrolment, low performance was indication on the negative effect of the automatic grade promotion that was introduced. Low performance was also accompanied by drop on quality grades. Lack of quality grades was an indication of poor quality. A baseline survey on quality enhancement initiatives QEI carried out in more than ten districts about six years ago in Namibia blamed automatic promotion for poor grades amongst UPE candidates. The policy is said to have retarded education standards because pupils are simply promoted to the next level without having the basic competency in literacy and numeracy (monitor 2014). In Uganda two years after the introduction of the automatic grade promotion, students continued to register and dropout and at a high rate and therefore there was no record for educational value addition (Monitor, 2014).

The baseline survey carried out by quality enhancement initiative done in 2010 blamed automatic grade promotion policy for the poorer among the UPE graduates and this was echoed a by the UWEZO report on children learning ability after finding that less than half of the pupils in primary could not read (Monitor, 2016). In Uganda the education minister said that even though they have automatic grade promotion policy in place they need to consider the competency of the pupils before promotion, in addition he also noted that policy might be a disservice to the country if they train people who will not benefit.

Automatic grade promotion as on influences the quality of learning because most students do not take charge of their learning. Students that are automatically promoted to a grade which they are not prepared for and this can contribute to learning difficulties (van Thomson, 2012). Automatic grade promotion research done in Brazil, reveals that it reduced academic achievement, more so in maths test score for fourth grade by 6.7 percent of standard deviation. The maths test score reveals that concepts that build on must be understood for proper learning to take place.

The opponents of the policy say that it has negative effect on the overall quality of education in that it eliminates competition, de-motivate students and teachers hence lowering the learning outcomes (Koppensteiners, 2014; Tage, 2003; and Cholan & Qadir; 2011). A demotivated teacher is a poor human resource which as an influence on the next generation human capital and a demotivated student is an incompetent resource in the future. The most immediate influence of a demotivated teacher and student is the quality of grades at K.C.S.E level. The quality of grades influences the human capital produced because the grades determine the courses that the individuals will register for in the next level. This can be seen from the cluster points required in each and every course.

2.4 Students' Automatic Grade Promotion and Courses Chosen at the Colleges by Student

Educational leaders often judge high school success by high school metric, not whether students end up with the knowledge and perseverance to attain degree (Brad and Gregory 2016). College admission is the process through which students enter tertiary education at university or colleges. The system varies from country to country; in many countries students apply for admission during their last year of high school or community college.

In some countries there are independent organisation or government agencies to centralize the administration of standardized admission exams and the processing of application.

In Germany prospective students who have passed the aptitude may decide freely what subjects to enrol in. However, some of the most popular and most desired subject field students have to pass a certain numerous clauses-that is, they cannot enrol unless they have scored a minimum grade point average on their aptitude. In Brazil candidates must undergo a public open examination called 'vestibular', which is carried out ones or twice in a year. The exam consists of; mathematics, physics, chemistry, biology, history, geography, Portuguese language and foreign languages.

In Australia the federal system of government is used in admission to technical and further education colleges and undergraduate degree at university. This admission is based on ATARS which are awarded based on the level of attainment in each state's individual secondary schooling exams. Students' selection for courses at university and colleges in Kenya is done by the Kenya University and College Central Placement (KUCCPS) each year. Students are allocated courses of their choice based on their performance in specific subjects.

Minimum requirements exist for each course and only students having prescribed grades in specific subjects are eligible to join a particular course. The clusters that are placed on each course indicate the subjects required for each course and dictates the minimum grade for each subjects, more so in technical courses. Even in private colleges there are minimum grades for some subjects that are compulsory that determines entry in to a particular course. Educated population with the required skills provides human capital that is necessary for technology and innovation that result into economic growth.

2.5 Students' Automatic Grade Promotion and Involvement of Work Force in Social-Economic Activities

Education is expected to bring appositve influence in individual lives and on the welfare of communities. School failures damage social cohesion and mobility and impose additional cost on public budget by increasing the cost in health, increase in crime (OECD, 2012). Involvement on co-curriculum activities help student to develop psycho-social and interpersonal skills used in every day interaction Charisse (2014). Involvement in social economic activities requires high self-esteem which is developed with proper mastery of concepts.

The ministry of education also introduced in to the time table PE and life skill that is supposed to help students both psycho-social and inter personal skills that is very necessary for on to be productive in the job market. The skills are also to boost their self-esteem. Schools are institutions where knowledge is acquired and transmitted, therefore schools train and develops student intellectual knowledge and abilities. Students with improved facts and understanding in various academic subjects have improved decision making and reasoning skills. Improved ability gives them power to gather information, identify choices, and consider the consequences of action. The improved decision making includes better choices about work, better risk assessment concerning deviant or criminal behaviour and better personal health choices (World Bank, 2002).

Social promotion may be even more damaging to a child's self-esteem (Thomson, 2012). Thus, the cognitive-intellectual gains youths make in school contributes to the social economic benefits derived from education for all members of society. A well-educated human capital has both social and private benefits, which translate in to economic growth.

2.6 Students' Automatic Grade Promotion and Coping with Courses at College Level by Students

Education that is of quality is that with reduced rote learning with increased emphasis on deep understanding, increased ability to apply knowledge to solving new problems and ability to think creatively (OECD, 2010).

Through the policy of automatic grade promotion, pupils who had not acquired the desired learning standard for the next grade were also promoted with normal students and when the poor performing student reached the next level most of them were retained in the same grade (Chohan & Qadir, 2011). These research findings revealed that there was an influence of the past knowledge in the next level therefore automatic grade promotion influences the coping with the courses at the next level this was evident when teachers revealed that weak students moved to the next level take a longer time to comprehend the curriculum in the next level.

A research done in USA showed that all though the percentage of students earning a diploma is at an all-time high (82) percent college completion rate continue to stagnate at best, exacerbated by throng off college bound students ill prepared from advanced courses (Brad and Gregory, 2016). While there are certainly many economic and cultural factors in long- term dropout, it is argued that an overlooked hurdle to solving the problem is short sighted measurement: Education leaders too often judge high school success by high school metric, not whether student end up with the knowledge and perseverance to attain a degree. This shows that most college courses require knowledge from the high schools more so the technical courses.

2.7 Summary of the Reviewed Literature

Students that are automatically promoted move to a grade which they are not prepared, and this contributes to learning difficulties (Van Thomson, 2012). This study addressed the effect of automatic grade promotion on the quality of education that the students get. The opponents of the policy says that it has negative effect on the overall quality of education in that it eliminates competition, de- motivates students and teachers hence lowering the learning outcomes (Koppesteiners, 2014; Tage, 2003; and Cholan & Qadri, 2011). Automatic promotion may be more damaging to a child's self-esteem (Van Thomson, 2012).

A study done in USA showed that, though the percentage of students earning a diploma is at an all-time high (82 percent), college completion rate continues to stagnate at best exacerbated by throng off college bound students that are ill prepared from high school level courses (Brad & Gregory, 2016). The study was aimed at finding out the effect of high school education on the preparation to college education.

Unemployment rate in the country is commonly associated with the ill fit graduates produced at universities and colleges and the workforce needed by different companies. This misfit could be as result of the graduates produced not possessing the characteristic required by the industries in need due to the present economy. This misfit could be due to wrong choices of courses taken by most of the college students brought about by unguided choices of courses and performance at high school (Nancy, 2014). To be able to find ways to lessen the misfit of qualification of graduates to the needed workforce of companies and institutions, the government, particularly the department of education

should find ways of elevating the quality of graduates before even reaching the college level (Nancy, 2014). This study was done to find out the relation of subjects chosen at high school affect the preparation of the workforce produced and how they affect the country's economy has not been done therefore this study will find out if there is effect of educational policy specifically the policy of automatic grade promotion on the kind of human capital produced.

2.8 Theoretical Framework

This study adopts the human capital theory. Human capital theory was introduced by Gary an economist in University of Chicago and Jacob. The theory refers to stock of knowledge; characteristic, social and personality attributes, including creative, embodied in the ability to perform labour to produce economic value (Gary & Jacob, 1970). Human capital theory holds the well-being of a society is a function not only of the traditional stock of financial capital, labour and natural resources but also of the knowledge and skills of individuals. This 'human capital' can be used like any other asset to generate outcomes of value to individuals and society Robert (2006). Education is a key element of human capital theory because it is viewed as the primary means of developing knowledge and skills. Human capital enables us to think of not only the years of schooling but also of variety of other characteristic as part of investment. These include school quality, training, attitudes towards work which can only be developed with proper mastery of the content.

The human capital theory identifies different types and means of education and these are non-formal education on job training, specialized vocational education and formal education that (primary, secondary and tertiary) (Becker, 1994). Education is the cornerstone of economic growth and social development and primary and secondary education provide foundation to tertiary education and training also provides the foundation for more productive labour force (Boissiere, 2004). Human capital theory suggests that individuals and society derives economic benefits from investing in people primarily through education (Sweetland, 1996). (Backer, 1962, Schultze, 1963) argued that education increases productivity by imparting skills. This indicates that productivity only increases when skills are imparted, therefore automatic grade promotion can influence the kind of human capital produced based on whether skills are mastered or not.

2.9 Conceptual Framework

Miles and Huberman (1994), define conceptual framework as a visual or written product, one that explains either graphically or in narrative form the main things to be studied- the key factors, concepts or variables- and presumed relationship among them

Conceptual Framework

Independent Process Dependent Outcome

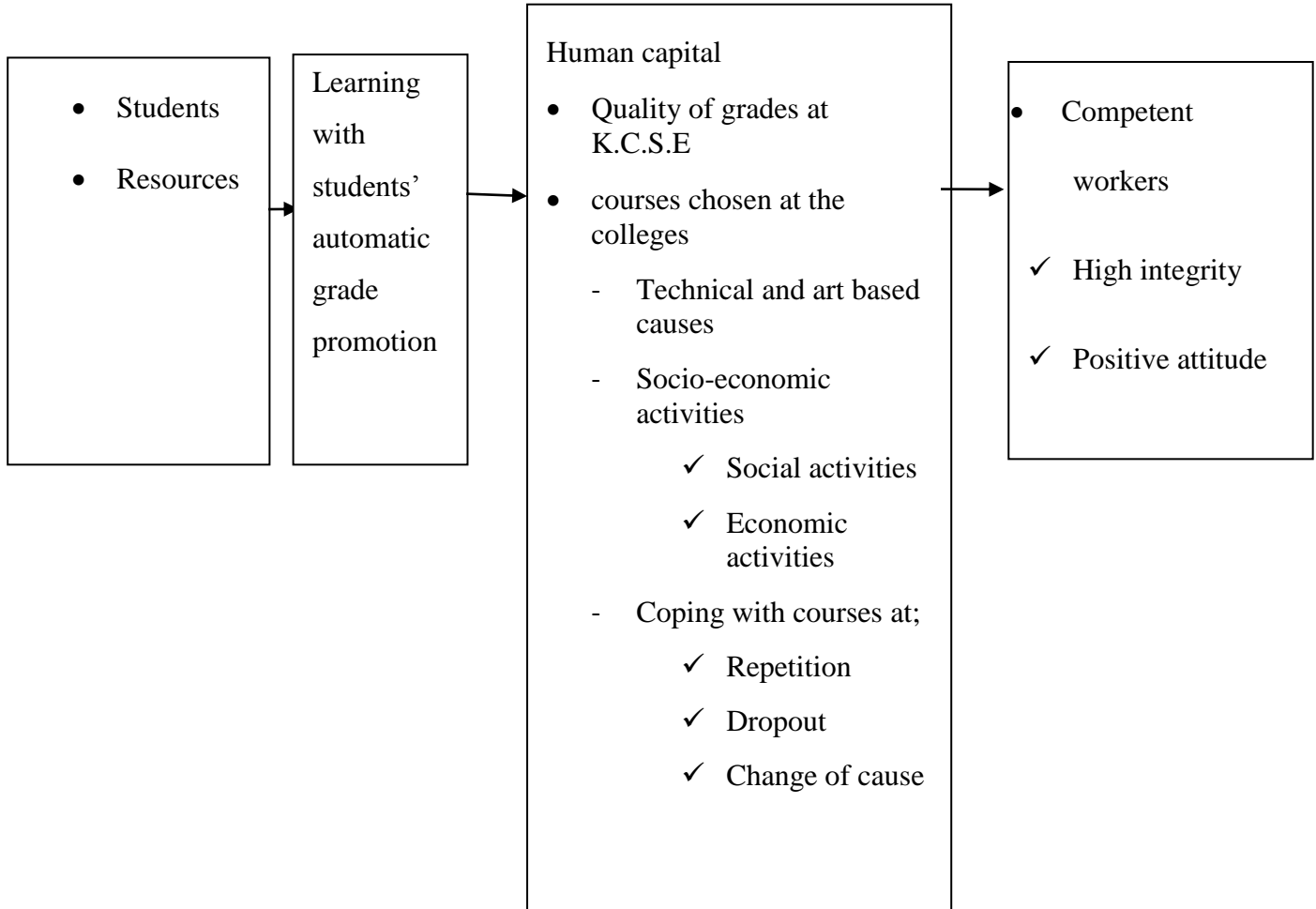


Figure 2.1: Effect of Implementation of Automatic Grade Promotion in High School of Weak Students on Human Capital

Learning achievements matters more in explaining cross country differences in human capital productivity, not difference in the average number of years of schooling in enrolment rate (Erick, 2007). Development of effective educational strategy focus not only on sending more children to school, but also maintaining or enhancing the quality of schooling. This can be explained by the low-quality grades that are achieved and the overall drop in the mean in Uganda Namibia and other countries that adopted the policy.

The automatic grade policy ensures the students are promoted to the next class having been in one class for one year with or little effect of learning. This policy has been cited as one of factors that lead to teachers and students being demoralised, low participation of students in class demoralise teachers and it makes it difficult to realize the concepts that were not understood, low-competition in class and even students not taking school seriously contributes a lot to most concepts not being mastered. Low competition makes the students less bothered with what is not understood, these are the immediate consequence of automatic promotion. These factors contributes to low quality of education, hence low grades at the end of the four-year course. Incompetent student result in to incompetent human capital that compromises on the integrity and positive attitude at work that are main factors to development. When students don't take charge of their learning, laziness sets in which result in poor performance and is later reflected on their enthusiasm at work.

Grades achieved at the end of the course determine whether students enrol for a technological course or an art based course and how the students cope with the course enrolled for at college levels and low enrolment in technological course results in to human capital that is not creative hence less development in a country. Further Student's with low self-esteem, do not have confidence in them self hence poor involvement in the social-economic activities. On the other hand high self-esteemed students with good quality of learning leads to high integrity workforces and with positive attitude towards work, which result in to development of the country.

CHAPTER THREEE

RESEARCH METHODOLOGY

3.1 Introduction

The research methodology outlined the project research design; the study's location; target population; sample size and sampling techniques; instrumentation data collection procedure and a summary of data analysis.

3.2 Research Design

The study adopted a descriptive survey research design this is because it is aimed at discovering the relationship between automatic grade promotion in schools and human capital development. The data to be collected will comprises of both quantitative and qualitative. The information gotten from individual students consists of their views on automatic grade promotion of students in schools. The views are varied as per an individual. A survey is an attempt to collect data from members of a population to determine the status of that population (Mugenda & Mugenda, 1999). This design was to help guide the study in seeking to find out the influence of automatic grade promotion on human capital development of the study area. The respondents were to provide data at some point give their reasons for a particular response.

3.3 Target Population

Target population is the population a researcher generalizes the result of the study (Mugenda, & Mugenda, 1999). The target group comprised of all the youth in youth groups registered by the ministry of youth and gender in the sub county that have scored

above and below grade C+ at K.C.S.E level, all college students in colleges registered by the ministry of education in Kisumu west Sub County and the lecturers of the colleges. Based on the statistics from the sub county education office, there are five colleges with overall population of 3000 students and teaching staff of 200. Statistics from the sub county office indicate 30 registered youth groups with a population of 800 youths. The target population was therefore 4000.

3.4 Sample Size and Sampling Procedures

This section describes the sampling procedures used. Sampling is the process or technique of choosing a sub group from a population to participate in the study; it is the process of selecting several individuals for a study in such a way that the individual selected represent the larger group from which they were selected (Ogula, 2005). A sample size is a definite plan determined before data is collected for obtaining a sample from a given population (Orodho, 2005). In the project study 10 percent of the accessible population was sampled out to participate in the study (Mugenda & Mugenda, 1999). According to the ministry of youth and gender, the total number of youth groups registered in the sub county where 30 with population of 25 to 30. This gave a target population of 800 of the youths in registered youth groups. Ministry of education of Kisumu West sub county statistics indicate population of the college students in the four colleges to be 3000 in the registered colleges within also data obtained from the ministry indicate a total number of the lecturers to be 200. The sampling in each category was done as per table 3.1

Table 3.1: Sampling Frame for the Respondent

Group	Target Population	Sample
Lecture	200	20
Youth registered in youth groups	800	80
College students	3000	300
Total	4000	400

The study used simple random sampling, and as shown on table 3 above. Each youth group 3 respondents were sampled; in each registered college 60 students were interviewed at random. The individual students were identified through random selection. The first few students were identified after an introduction by the deputy principals while the rest were identified by their friends based on the courses and year of study. In the youth groups, after an introduction by the chief to one of the leaders of each group, the leaders helped the researcher to identify the members based on the availability.

3.5 Data Collection Instruments

The researcher used questionnaires and interview guide as research instruments. The questionnaires with both closed and open ended items were used to collect primary data from individual respondent. The questionnaire had two parts; the first part was seeking information on the respondents' profile such as age, sex and name of institution or youth group while the second part consisted of questions developed from the objectives based on how automatic grade promotion on quality of grades influence human capital

development, how course selection at college level influence human capital development, how coping with the courses chosen influence human capital development and whether involvement of the youths in social-economic activities influences human capital development.

3.5.1 Validity of the Instrument

It indicates the degree to which an instrument measures the construct under investigation Saunders et al. (2007) validity is the extent to which data collection method accurately measures what they are intended to measure. To ensure validity of the instrument in this study, I consulted my supervisors in its development to ensure that the objective of the study was met and that the questions in the questionnaires provide credible results which can be transfer to other contexts

3.5.2 Reliability of the Instrument

Reliability is the extent to which any measuring procedure yields the same results on repeated trials. (Neuman, 2000). Bryman and Gamer (1997) recommend a reliability coefficient of 0.70 and above. The test re test method will be used to assess the reliability of the instrument. After administering the questionnaires at the pilot areas, a correlation co-efficient will be calculated using appropriate formula to establish the relationship between the two sets of score. Spearman's Brown prophecy formula will be applied as shown below

$$\frac{\text{Reliability of the entire test}}{1 + (\text{Reliability of 0.5 test}) (r)} = (\text{Reliability of 0.5 test}) (r)$$

The questionnaire was piloted in two youth group, 10 college students, and two officers in the colleges in the nearby Seme Sub County and Kisumu Central Sub County, which had similar characteristic as the area of study. The respondents were encouraged to make comments and suggestion concerning the instruction, clarity of the questions asked and their relevance. This was helpful in the modification of the questioner to be used to avoid ambiguity. The result from the piloting were used in validating the instrument by revising the items appropriate

3.6 Data Collection Procedure

Permission to conduct research was sought from the National Council of Science Technology and innovation (NACOSTI). The researcher sought the assistance of the sub county educational office and sub county officer who helped identify the registered colleges and youth groups respectively. This was followed by actual field work which entails collecting primary data from sample respondents. The questionnaire was administered to the individual respondents by the researcher. The information gathered was treated confidentially and purely for research.

The interview session for and individual took 15 to 20 minutes. The raw data collected was then organised in a systematic manner that facilitated analysis. The raw qualitative data was coded and entered in the coding book. Quantitative data I read and establish the trend on the responses.

3.7 Data Analysis Techniques

Both qualitative and quantitative methods was used in the project, since the data collected based on questionnaire generated both qualitative and quantitative information. The collected data was coded after validation and editing then entered the software, statistical package of social science (SPSS). The objectives were analysed using simple means to determine the influence of automatic grade promotion of weak students on the human capital. The qualitative data was analysed using the frequencies, percentages, means and standard deviation based on answered by the students by finding mean of the data and the correlations. This was later represented on the pie-charts, line graphs and tables.

3.8 Ethical Consideration

Ethical measures are principles which the researcher bound himself with in conducting his/her research. In this project the researcher sought the requisite approval for conducting research before data collection (Mugenda & Mugenda, 1999). Initial approval was secured from the University of Nairobi. The research permit was sought from the NCST. The identity of the respondents that participated was treated with a lot of confidentialities. During the interview session, all participants felt safe, comfortable and as though what they were saying was valued (Hess-Biber & Leavy, 2006). The respondents were advised in advance about the nature of research and their consent and agreement was sought prior .Even with the assurance of confidentiality some of the respondents were reluctant to provide information such as grades attained in K.C.S.E.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS

4.1 Introduction

This chapter dealt with analysis and findings of the study as set out in the research methodology. The general objective of the study was to find out how automatic grade promotion policy in high school influence human capital development in Kisumu west sub county. This study used questionnaires and interview schedules as the only research tools in data collection on the views of the respondents.

4. 2 Response Return Rate

This study targeted 400 respondents who included the college students, youths in youth registered groups and lecturers in colleges in Kisumu west Sub County on the influence of automatic grade promotion policy in high school on human capital development. The response rate of the study is showed in table 4.1

Table 4.1 Sample Respondent Rate

Group	Responded	Percentage	Not responded	Percentage
Lectures	17	85	03	15
Youths in youth groups	65	81	15	19
College student	275	92	25	8
Total	357		43	

In Table 4.2 response rate is the proportion of the sample that participated as intended in all the research procedures. In this study out of the 300 college students that were sampled 92 percent completed the questionnaires and returned. Out of 80 youths that were sampled 81.3 percent completed and returned questionnaires. Out of the 20 lecturers that were sampled 85 percent completed and returned the questionnaires. This gave the study a respondent rate of 89.3 percent. The reasonable response rate was made a reality after the researcher made clear interpretation of various questions which would not be clearly understood to the college students and the youths.

4.3 Demographic Information of the Respondents

The demographic information of the respondents was based on their age, gender, academic grades and level of study

Table 4.2 Gender Distribution

	College		Youth groups	
Grades	Frequency	%	Frequency	%
Above C+	75	20	50	39
Below C+	265	80	77	61
Total	340		127	

Table 4.3a shows the gender of the respondents who took part in giving their views on the influence of automatic grade promotion policy in high school on human capital development in Kisumu west Sub County. The distribution of males and females were almost the same. This is an indication that the county has achieved in ensuring that girl child is educated. The slightly low enrolment of the boy child could be reflection poor

grades by the boys. The data collected on the gender of youths in the registered youth groups indicate that 77 percent of the youths in registered youth groups are mainly males. When asked why the females were few, reasons such as females getting married and moving out of their home village were noted. They further explained that the male students after form four could get jobs that require on job training like boda-boda (motorbike riders).

4.4 Quality of Grades

Quality of grades achieved by students in an education system reflects the quality of education offered in the system that determines the human resource of the country because the product of the system is the human resource. To establish this, the researcher inquired from the respondents the grade they got at K.C.S.E. The data collected is per table 4.3

Table 4.3 Grades Achieved at Form Fours (K.C.S.E)

Grades	Frequency	Percentage
Above C+	75	20
Below C+	265	80
Total	340	100

Table 4.3 as shows that 80 percent of those having attended or enrolled in colleges to have scored below grade C+ and with the clusters, this can be related to performance in the country and low levels of starting their course. In the middle level colleges most courses are a diploma and certificate course that for one to develop in the career path it

therefore means that students will take a longer time in training than the others from the universities. The findings can also be interpreted as time wastage at the later years of someone's life that can influence the human capital development. Athan (2014) reveals that automatic grade promotion policy has retarded education standards by simply promoting students to the next level with no competency in the basic knowledge, this result into poor grades at the end of the system. Further the researcher inquired on the influence on the quality of grades and the data collected is shown in table 4.4

Table 4.4 Influence of Automatic Grade Promotion Policy on K.C.S.E Grades

Influence	Frequency	Percentage
Positive	130	40
Negative	195	60
Total	325	100

Based on the findings on table 4.4 60 percent of the respondents felt that automatic grade promotion policy contributed to their grades negatively by lowering the quality of grades. They further explained that there are concepts they did not understand at the lower forms that contributed to the poor grades

Equally the lectures echoed the same when asked of their views on influence of on automatic grade promotion on the quality of grades achieved by student. The findings in the table 4.5.

Table 4.5 Lecturers View on Automatic Grade Promotion Policy on Quality Grades

Responses	Frequency	Percentage
Agree	11	65
Disagree	06	35
Total	17	100

As per table 4.5 they gave their responses' as 65 percent yes. Further they explained that students with low grades start their courses at very low level (certificate) which is less marketable and therefore they take long to develop their career. This confirms the concerns of the teachers in the (Chohan & Qadri, 2011) that weak students took a longer time to comprehend the curriculum of the next class or the next level in the education systems

They also emphasised that the influences can be felt at the college level more so for courses that require some background knowledge from high school. These findings concur with the one done in Chicago on the maths test score. The prior knowledge needed in a particular course is evident when the courses are pegged to cluster aggregates gotten from some specific subjects. The finding reveals direct relationship of automatic grade promotion and quality grades in subject and overall grade, this can be attributed to mastery of concepts that are needed at the advance level or those that build on each other.

4.5 Influence of Repetition on Quality of Grades

Grade repetition is the processes of making student go through the same grade having not achieved the desired grade. The researcher inquired on the influence of repetition on the quality of grades achieved and the responses were as per table 4.6.

Table 4.6 Repetition and Quality Grades

Repeater	Number	Percentage
Improve	27	68
No improvement	13	32
Total	40	100

Findings on table 4.5 indicates that out of the 40 repeaters interviewed on repetition on quality of grades, 68 percent of the respondents agreed that they improved in their grades after repetition. Further they explained that repetition enhances mastery of content and that reflect improved performance for those that had the chance to do so. The 68 percent reflect that, there are high chances of students given a chance to repeat, master concepts and improve quality of their grades. This concur with the findings of Schwerdt et al (2015) that revealed that retention of students associated with remedial teaching increases achievement significantly and reduced further retention. Those that did not repeat cited factors such as cost pegged to repetition by students paying their exam fee hindering some students from repeating and improving their grades, change of school and teachers as most schools do not enrol students who are repeating a class. Automatic grade promotion policy influence human capital development by influencing quality of grades.

4.6 Courses Chosen at the College

The courses chosen at the college level defines the career path of an individual and this influences the human capital development. The researcher sought the views of the lecturers on the quality of grades influencing the choosing of courses and the data collected is shown in table 4.7

Table 4.7 Lectures View on Quality of Grade Determining the Course

Responses	Number	Percentage
Agree	14	82
Disagree	03	18
Total	17	100

Table 4.7 reveals that 82 percent which is 14 of the 17 lectures agreed that entry to most courses is determined by the quality of grade. They explained that automatic grade promotion increased exit rate at the high school level but influenced the grade achieved by individual students negatively. In addition, they explained that each and every course has a particular subject from the lower level of study to build on for example technological courses require maths and science to build on. They also noted that the cluster points help to regulate entry in to a course based on the ability of the student that at that point can be judged by the grades in the subjects.

The researcher went ahead to find out how rating of subject by individual students influence the human capital development the respondents were ask to rate the subjects based on liking in high school and the responses were as shown in table 4.8

Table 4.8 Rating of Subjects in High School

Rating	Frequency	Percentage
Maths	15	06
Science	30	09
Languages	70	22
Humanities	130	40
Technical & Applied	80	23
Total	17	100

The data in table 4.8 indicates very few students' like maths and sciences which are the basic for most technological course it therefore reveals why most students with average grades cannot get better courses at the colleges. It is therefore clear that movement of student at advance level with low mastery of concepts influence course chosen by the students. The low percentage of 06 and 09 could be attributed to the fact that in the syllabus of the maths and science the concepts build on one another from one grade to the next. The lectures were also in agreement that most entry in courses is determined by academic performance by 82 percent. Automatic grade promotion could be a great influence in rating of subject based on liking.

Subjects in high schools are grouped into five categories, maths, languages, science, and humanities and applied. Each student is expected to have seven subjects' minimum from all the grouping with compulsory subjects being languages, maths and two sciences, the remaining two can be picked from humanities or applied. The choice based on liking

therefore is limited due to the rules and that means that if the student as not understood the concepts in the compulsory ones then the student will most likely not get the desired course. Therefore, automatic grade promotion influences the human capital development by influencing course chosen.

4.7 Preference of Courses

Preferences given to a course is based in the order in which students give priority to courses in their career development, however these preferences are influenced by many factors. Therefore the researcher inquired how the preferences are influenced by asking the respondents to rate their current courses in order of their preferences in high school and the data collected was as per table 4.9

Table 4.9 Rating of Course Enrolled per Preference

Rating of course	Frequency	Percentage
1	15	05
2	65	18
Others	245	77
Total	325	100

According to table 4.9 large percentages of 77 percent enrol for other course but not the first and second desired courses; it reveals the influence of automatic grade promotion on the courses chosen. Quality of grade achieved by student influence entry to course as per cluster points which influence which course students could register for.

The high percentage reveals the much of the human capital produced could be having less motivated individuals in that they could not register for their first and second course choice. This may explain the high unemployment rate in some of the courses trained for.

4.8 Coping with the Courses Enrolled for

Coping with the course refers to one enrolling for a course and doing it to completion that is not changing to another or dropping out. This can be influenced by many factors therefore the researcher inquired about the factors by asking the respondents on factors that influence their choices of courses and the data collected was as shown in figure 4.1

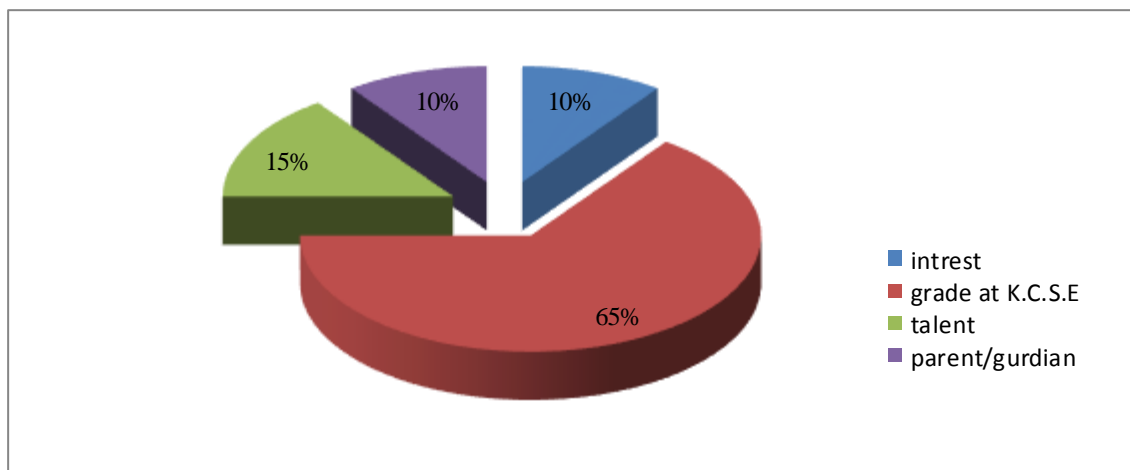


Figure 4.1 Factors influencing Enrolment in Courses

Based on the data collected in figure 4.1 it reveals that the major factor that influences the choice of course is the grade gotten at the end of high school 65 percent, therefore a student with poor grade at K.C.S.E will not land in the desired course or might start at a lower level. From the finding other factors contributes to choice of courses but grade at K.C.S.E IS the main one.

Researcher further sought the views of the lecturers on factors influencing course registration and the responses was as per table 4.10

Table 4.10 factors considered for registration of courses on lecturers' views

Factors	Frequency	Percentage
Academic qualifications	13	79
Experience	01	06
Previous course	03	15
Total	17	100

Table 4.10 indicates that 79 percent of the lectures interviewed acknowledge that most of the registration of courses are affected by academic performance in high school which was also influenced by automatic grade promotion policy in high school table 4.10 It's therefore clear that automatic grade promotion policy in schools influence how students cope with the courses.

The researcher went ahead to find out whether prior knowledge was important in the coping with courses, therefore here sought views of the respondents in syllabus building on each other and the data collected was as per table 4.11

Table 4.11 Concepts in the syllabus building on one another

Concepts building	Frequency	Percentage
Yes	246	69
No	111	31
Total	357	100

As per the views of the respondents in table 4.11 69 percent agree that the syllabus build on each other at different levels as compared to the 31 percent that disagree. This point to the fact that mastery of concepts is necessary at all levels. Therefore, automatic grade promotion policy does influence how students cope at college level.

When the lectures were asked if previous concepts affect how students cope in the course 77 percent agreed and also cited other factors like absconding of classes and not taking charge of their studies, which could have been acquired from the system in high school that encourages automatic grade promotion. The data also revealed the relationship of performance in one level of education to the other in that achieving above average grade at high school should result to better performance at the next level.

4.9 Involvement in Social Economic Activities

The developed human capital are the people who get involved in social-economic activities therefore the researcher inquired how involvement in social economic activities influences the human capital development by asking the respondents to give their view on the automatic grade promotion in relation to involvement in social economic activities and the data collected is as shown in table 4.12

Table4.12 Influence of automatic grade promotion on involvement in social economic activities

Concepts building	Frequency	Percentage
Agree	250	70
Disagree	107	30
Total	357	100

Table 4.12 indicates that 70 percent of the respondents' mastery of concepts influences productivity by building high self-esteem which translates in to better performance at works hence high production. They equally agreed that mastery of concepts boost self-esteem which is important in relation with others. Involvement in economic activities is a major contributing factor in the developmental progress of a nation. Therefore, when the human capital released in particular cohort has both poor relational and economic then the development of a country is on demise.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents the discussion of the main finding of the study as stipulated in the research objective questions. The specific objectives of this study were to find out the influence of automatic grade promotion policy on the factors (grades at K.C.S.E, course chosen at college, coping with the course and social economic activities) influence on human capital development in Kisumu west Sub County.

5.2 Summary of the Study

The study on the influence of student automatic grade promotion policy in high school on human capital was carried out in Kisumu West sub-county, Kisumu County. The study had the following objectives: to establish the influence of automatic grade promotion policy on human capital based on students' grades achieved at KCSE in Kisumu West sub county, to determine the influence of automatic grade promotion on human capital in terms of social economic activities involvement of the work force, to assess influence of automatic grade promotion on human capital based on the courses chosen at college level by students, and to establish the influence of automatic grade promotion on human capital in terms of how students cope with courses at college level. This study was carried out in five colleges and thirty youth groups using three questionnaires; for students, in colleges, youths in youth groups and for the lectures.

5.3 Summary of the Findings

On the perception of the quality of grades at K.C.S.E the findings indicate that automatic grade promotion policy is a major factor. This can be seen from the finding when 70 percent of the respondents agree that it influenced their grades negatively as compared to the 30 percent that disagree. The data on the gender indicates that more female students 61 percent get entry grades to the colleges as compared to the male counterparts 39 percent. This reflects that much of the human capital being developed is female. The number of respondents based on level of study shows that most of the respondent a have trained or still on training 85 percent as compared to 15 percent.

The data collected indicates that 62 percent of the respondent that repeated one grade or more agreed that there was improvement on the result.

The data on the course enrolment shows that most of the students at college or out do not pursue their first-choice course and this has been hindered by the cluster point that is pegged to each course entry. The data shows that those in first choice courses are as low as 05 percent, those in second course are 18 percent while those in others are 77 percent. The data on factors influencing choices of course shows that most respondents enrolled based on the grade at K.C.S.E 60 percent. On repetition most of the students agree that repetition help improve their grades and later enrol for better courses.

According to the finding, 69 percent of the respondents agree that the syllabus build on one another from one level to another. Based on this it is reflected that missing of concept at some level can lead to poor performance on course that needs a concept from high school. The study found that mastery of concepts at training improves their involvement

in both social and economic activities. 70 percent of the respondents agreed that mastery of concept influence their involvement social and economic activities. This shows that productivity of human capital depends on mastery of concept and if this is affected by automatic grade promotion policy the country will have less effective human capital.

5.4 Conclusion

From the study findings it is concluded that

- Student automatic grade promotion policy in high school influence the quality of grades obtained at KCSE level. The quality of grades obtained influence human capital development. This is because there has been increase in the achievement of more grades as compared to the quality grades.
- Student automatic grade promotion policy in high school influences courses chosen at the college level which in turn influence the human capital development. This has been realized due to students not registering for their first choice courses
- Student automatic grade promotion influence the coping of courses at the college level. This was realized when students admitted that past knowledge affect performance at that level and also the concepts built on one another.
- Student automatic grade automation influences involvement in social economic activities which influences the human capital development. This was realized when 70 percent of the students agreed that mastery of concept boost self-esteem and productivity.

5.5 Recommendation for the Study Findings

Considering the findings of this study, I recommend that

- i) The government should apply the policy selectively by allowing students who would pursue courses that require mastery of the lower level concepts and feel they need more time to do so, to move at their own pace as the governments cater for their study by funding.
- ii) The policy should not be applied in the lower high school where concepts are being introduced.

5.5.1 Suggestion for Further Study

A study can be carried to find out to what extent the automatic grade promotion affect the human capital development to give clear picture on the effect of the policy on the human capital produced from colleges

REFERENCES

- Alexander, K., Eniwisle, D. & Dauber, S. (1995). **On the Success of Failure: Reassessment of the Effect of Retention in the Primary Grades**. New York, Cambridge university press.
- Athan, T, (2014). **Effect of Automatic Promotion**. New Times. Rwanda.
- Bushra, I, Chohan, S. & Qadil, A. (2006). **Automatic promotion policy at Primary Level and MDG-2** .<http://www.ue.edu.pk/jrre> v5
- Cameron, A.C & Millers, D, L. (2015). **A practitioners Guide to Clusture Robust Infrences**. Journal on Human Resource.
- Charisse A. M. (2004). **The Effect of Age on Second Language Acquisition in Older Adults**. Brigham; Young University Clifton, B.P (2016). New Stanford. Education.
- Cunningham, W. G. & Owens, R. C. (1977). **Social Promotion Problem or Solution?** Education Digest, 42 (5).
- Enos N.N. (2005). **Policy Based Education Approaches to Poverty Reduction in Kenya**. Nairobi University press. Kenya.
- Dereje T. (2003). **Automatic Promotion Practices in the First Cycle of Primary Schools in West Gojjam Zone**. Addis Ababa University. Ethiopia.
- Elizabeth M, Elizabeth P. & Peter O. (2008) **Automatic Grade Promotion verse Repetition**. IOWA University. USA.
- Erick A. & Ludger W. (2007). **Education Quality and Economic Growth**. World Bank Washington DC.

- Farrant, J.S. (1980). **Principle and Practices of Education**: New Edition. Singapore: Longman Group Ltd, pg 4-9.
- Franklin W. and Fullgence M. (2011). **Student Selection for University Courses in Kenya**.
- Gemes, N. J. and Hanushek, E.A. (1994). **Causes and Consequences of Grade Repetition Evidence from Brazil**. *Economic Development and Cultural Change*, 43(1),117-48.
- Gronlurd. N. E (1998). **Measurement and Evaluation in Teaching** 5th Edition. New York McMillan Publish Co. Inc.
- Guskey T. R. (1997). **Implementing Mastery Learning**, 2nd Edition. USA: Wadsworth Publishing Company.
- Hyun, H. S. (2010). **Human Capital Development**, Asian Development Bank: Philippines.
- Jacob B. And L. Lofgren (2004). **Remedial Education and Student Achievement Aregression**. *Journal of Economics Literature*, 47 (2)6-47.
- Jacob, B., Lefgren, L, (2009).**The Effect of Grade Retention on High School Completion**. *American Economic Journal: Applied Economics*, 1(30) 33-58.
- Jeje M.O. (2015). **Examining Effect of Automatic Promotion on Students Learning Achievements in Uganda Primary Education**.URL
- Jean, A. (2016). **Review of Automatic Grade promotion Policy in Schools**. New Times Kigali. Rwanda.

- Julius O. (2013). **Improving the Quality Research Outcome in Higher Education.** Makerere University.
- Kombo D.K & Tromp L.A (2006). **Proposal and Thesis Writing and Introduction.** Nairobi: Panalines Publication Africa: McGraw edition. London Hill.
- Koppensteiners, M. F (2014). **Automatic Grade Promotion and Students Performance: Evidence from Brazil.** Journal of Development Economics.
- Leighton, M., Souza, P. & Straub, S. (2016). **Social promotion in primary School: Immediate and cumulated effects on attainment:** University of St. Andrews.
<http://www.researchgate.net./publication/301637017>
- Manacorda, M. (2012). **The Cost of Grade Retention.** Review of Economic and Statistic, 94(2) 596-606.
- Martine, F.K. (2013). **Automatic Grade Promotion and Student Performance.** University Leicester. Brazil.
- Mc Cay, Elizabeth ed. (2001). **Moving Beyond Retention and Social Promotion.** Bloomington IN; phi Delta Kappa International.
- Miyako I & Emma G, (2013). **Economic Studies.** OECD
- Mugenda A. & Mugenda, D. (2008). **Social Science Research, Theory and Principle:** Applied Research and Training Service, Nairobi JKF Nation Kenya Result (2015)
<http://ww.nation.co.ke/news/>
- Mutai, B. K. (2000). **How to Write a Quality Research Proposal.** Dream Web Solution Pune. India.

- Ndaruhutse, S. (2008). **Grade Repetition in Primary School in Sub Sahara Africa: An Evidence Base for Change.** Central for British Teachers (CfBT) Education Trust pp 1-76.
- Nancy T.P. (2014). **Factors Affecting High School Students Career Preferences.** IJSBAR ISSN 2307-4531 <http://gssrr.org/index.php>.
- OECD (2008). **Ten Steps to Equity in Education** ISBN 9120071P4.
- Orodho, A .J. (2005). **Techniques of Writing Research Proposal and Report in Education and Social Science,** Harlifax Printers
- Palafox, J.C Prawda J., & Velez, E (1994). **Primary School Quality in Mexico.** Comparative Education Review, 38(2)167-180.
- Robert C. (2006). **Human Capital Development and Education.** School of Policy Studies; Canada.
- Schwerdt, G., M R. West, and M. A. Winters (2015). **The Effect of Test- Based Retention on Students Outcome Over Time: Regression Discontinuity Evidence from Florida,** 1-59
- Saunders, M, Lewis P. & Thorn, H. A. (2009). **Research Method for Business Student** 5th Edition. London: McGraw Hill.
- Sweetland, S R. (1996). **Human Capital Theory: Foundations of a Field of Inquiry.** Review of Educational Research, 66(3)341-359.
- Taye, D. (2003). **Automatic Promotion Practices in the First Cycle of Primary School.** <http://www.academia.edu/12446791>

UNESCO, (2008). **EFA Global Monitoring Report**. United Nation Educational, Scientific and Cultural Organization, Paris.

UNESCO, (2012). **Opportunities lost: The Impact of Grade Repetition and Early School Leaving**. Global Education Digest 2012. United Nation Educational, Scientific and Cultural Organisation, Paris.

Van T. (2012). **Effect of Social Promotion Education**. Seattlepi.com

Van, T. (2014). **Effect of social promotion on students**. Seattlepi.

Wanyama, P. M. & John, K.C. (2013). **Education Reforms in Kenya for Innovation**. Moi University. Kenya.

APPENDIX 1 – Letter of Introduction

UNIVERSITY OF NAIROBI
KISUMU CANPUS
TO THE COLLEGE PRINCIPAL/SUB COUNTY OFFICER
KISUMU COUNTY
P.O BOX

.....

Dear sir/ madam,

RE: CONDUCTING ACADEMIC RESEARCH IN YOUR COLLEGE/SUB COUNTY

I am a student at the university of Nairobi (UoN) undertaking a masters degree in education (MED).As part of the requirement this college/sub county in Kisumu county has been identified as a source of the required data to assist the study on **AUTOMATIC GRADE PROMOTIONON POLICY IN HIGH SCHOOL ON HUMAN CAPITAL DEVELOPMENT A CASE IN KENYA , KISUMU WEST SUB COUNTY.** This is to request for your permission and support in conducting the study. The exercise will take five working days. Data collected will only be used for the purpose of this study and the respondent confidentiality is highly assured.

Thank you in advance

Yours faithfully

Mercy Adongo Arogo

APPENDIX 2 - Interview Guide

This questionnaire is used to help in the study of **AUTOMATIC GRADE PROMOTION POLICY IN HIGH SCHOOL ON THE HUMAN CAPITAL DEVELOPMENT A CASE IN KENYA, KISUMU WEST SUB COUNTY**

This study is being carried out to find whether the policy has influence on the kind of human capital produced in terms of the quality of grades achieved at K.C.S.E level, the type of courses chosen at colleges, how students cope with the courses and the involvement in the social- economic activities. The key terms used in the questionnaire are

1. Automatic grade promotion is being moved from one class to another at the end of the year with or without effect of learning.
2. Social activities are the activities appropriate on social occasion.
3. Human capital in this study means the work force.
4. Economic activities in this study means action that involve production, distribution and consumption of goods and services at all level within a society.

APPENDIX 3 – Questionnaire for Students

Name.....

Sex

Age.....yrs

Name of Youth group/institution.....

Part ii

1. What grade did you attain at form four?

2. i. Did you repeat a class? Yes /no

ii. If yes how many times and which forms?

.....

iii. Did repetition contribute to your grade, and how? Positive or negative

.....

iv. If no, do you think given a chance would you have improved your grade? yes/no.

3.i)Do you think automatic grade promotion contributed to your grade? Yes/no

ii)How.....

.....

.....

.....

4

i) Which course are you training on?

ii) Was it your first choice when you were studying? Yes/no

5. How do you rate high school subjects on liking?

1	Most liked
2	Liked
3	Fairly liked
4	Lacked interest

Science	
Technical & applied	
Humanities	
Maths	

6. What factors affected the course your chose? (if in college)

Interest	
Talent	
Grade at K.C.S.E	
Parental/guardian	

ii. If grade at K.C.S.E

iii) Do you think automatic grade promotion contributed to your grade? Yes/no

iv). If yes, how? Positively/negatively

7(i) Does your grade at K.C.S.E affect your involvement in social activities? Yes/no

(ii). If yes, how?

.....

(iii) If no, why?

.....

.....

8. Does your grade affect your coping with the course? Yes/no

9. How do you rate your emotional development in a scale of one to five? Tick below the chosen value

1	2	3	4	5

10. How would you rate your social development in a scale of one to five? Tick below the chosen value.

1	2	3	4	5

11. If the grade at K.C.S.E is D and below

a) How do you think you grade affected the course you are pursuing?

.....
.....

b) Do you think concept that you did not understand in high school affect your current performance? Yes/ no

(i) If yes, how?

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

ii) If no, why?

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

12. Do you think having missed some concept in high school in particular subject caused you better courses at this level? Yes/no

ii) If yes, why?

.....
.....

13. What would be your take on automatic class promotion and mastery of skills?

.....
.....

14. Are there concepts that you learnt in primary that you feel are very useful to you career? Yes/no

i) If yes, which ones and in which subjects.....

.....

.....

.....

.....

15. Do you think that your productivity later in the job market depends on mastery of the concepts? yes/no

i) If yes how?

.....

.....

.....

.....

.....

.....

16. Do you think that trained employees are more productive? Yes / no) If yes why do you think so?

17. Do you feel the syllabus builds on each other at different levels? yes/no

Explain.....
.....
.....

APPENDIX 4 - Questionnaire for Lecturers

1. How do student apply for the courses?

a) Online

b) Manually

c) Both

2. Which factors do you consider for course registration?

a) Academic grades

b) Experience

c) Previous course

3. How do student enrolment for technical course based on gender percentage?

Female

Male

4. How can you rate the participation in class based on grades attained at K.C.S.E?

.....

.....

.....

.....

.....

.....

.....
.....

5. Do you think previous syllabus coverage affect the current course coverage? Yes/no

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

6. What factors affect performance at this level?

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

7. Do you think K.C.S.E grades affect involvement on social economic activities? yes/ no

.....
.....

8. Do you think secondary knowledge affect emotional and social maturity? yes/ no

.....
.....

9. Do you think past secondary knowledge affect how students cope with courses? yes/
no

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

10. to what extent high school knowledge in cooperated in the college courses? Rate
inpercentage.....

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

APPENDIX 5 –Questionnaire for Youths in Youth Groups

1. Name of the youth group.....

.....

2. Age

3. Sex

F	M
---	---

4. Which is the last class attended?

.....

5. If form four, what grade was attained in K.C.S.E?

a) What factors could have contributed to the grades/marks?

.....

.....

.....

6. Do you think that if you would have been given chance to repeat K.C.S.E you would have performed better? Yes/ no

ii) Why did you not repeat?

.....

.....

7. Do you think your performance affect you involvement in social activities?

Yes/no

If yes

a) How?

b) To what extent? Rate in percentage

8. Have you attended any course? Yes/no

i) Did you grade or marks determine the training you attended? Yes/no

ii) To what extent? Rate in percentage.....

iii) What was your number one course when young.....

.....

iv) why If not in line with the current training attained,?

.....
.....

v) Which factors contributed to the change?

.....

9. Which subjects in the last level are necessary for your training?

10. How do the past concepts affect your performance?

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

11. How does your high school performance affect how you relate with other students?

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

12. Do you believe that you previous knowledge is important in career development?

.....

.....

.....

13. Do you think performance in the job market depend on the level of training?

.....

.....

.....

APPENDIX 6: PERMIT

THIS IS TO CERTIFY THAT: Permit No. : **NACOSTI/P/17/52205/18211**

MS. MERCY ADONGO AROGO Date Of Issue : **18th July,2017**

of UNIVERSITY OF NAIROBI , 67-40131 Fee Received : **Ksh 1000**

Holo,has been permitted to conduct

research in Kisumu County

on the topic: IMPLEMENTATION OF

AUTOMATIC GRADE PROMOTION POLICY

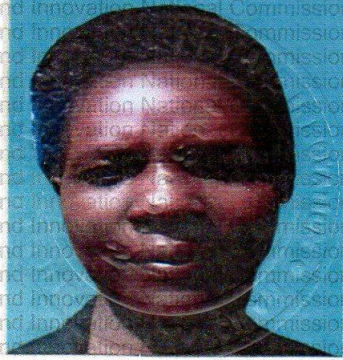
IN HIGH SCHOOL ON HUMAN CAPITAL

DEVELOPMENT IN KENYA,A CASE IN

KISUMU WEST SUB COUNTY

for the period ending:

18th July,2018



Applicant's Signature

[Signature]
Director General
National Commission for Science, Technology & Innovation

CONDITIONS

- 1. The License is valid for the proposed research, research site specified period.**
- 2. Both the Licence and any rights thereunder are non-transferable.**
- 3. Upon request of the Commission, the Licensee shall submit a progress report.**
- 4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.**
- 5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.**
- 6. This Licence does not give authority to transfer research materials.**
- 7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.**
- 8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.**



REPUBLIC OF KENYA



National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No.A 15034

CONDITIONS: see back page



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/52205/18211**

Date: **18th July, 2017**

Mercy Adongo Arogo
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Implementation of automatic grade promotion policy in high school on human capital development in Kenya, a case in Kisumu West Sub County,”* I am pleased to inform you that you have been authorized to undertake research in **Kisumu County** for the period ending **18th July, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Kisumu County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Kisumu County.

The County Director of Education
Kisumu County.