

**NAKITTO ANNET (2009-M07-10002)**

**An Investigation of the Effects of the Implementation of Universal Primary Education Policies on the Academic Performance of Pupils in Government Primary Schools: A Case Study of Kyegonza sub-county, Mpigi District**

The purpose of this research was to find out the effects of the implementation of Universal Primary Education (UPE) policies; (abolition of tuition fee; thematic curriculum; automatic promotion; provision of adequate instructional materials; and training and re-training of teachers) on the academic performance of pupils in government primary schools in Kyegonza sub-county-Mpigi district. The study was conducted with the guidance of the following research objectives: To find out the effects of abolition of tuition on the academic performance of pupils in government primary schools; establish the effects of thematic curriculum on the pupils' academic performance in government primary schools; find out the effects of automatic promotion on the academic performance of pupils in government primary schools; to ascertain the effects of provision of adequate instructional materials on the academic performance of pupils in government primary schools and; to find out the effects of training and re-training of teachers on the academic performance of pupils in government primary schools. The researcher adopted a case study design, in which both qualitative and quantitative research approaches for data collection and analysis were utilised. Instruments used included; Questionnaire Forms; Interview Guides; Focus Group Discussion Guides; Observation Guides and Documentary Analysis Checklist. The findings, generally, indicated that the implementation of UPE policies in government primary schools has contributed positively towards the academic performance of pupils. The findings showed that among the five policies on which this research was based, (Abolition of tuition fee; thematic curriculum; automatic promotion; provision of adequate instructional materials and training and re-training of teachers), four out of five, had strong support from the UPE stakeholders. It was only automatic promotion, which the stakeholders were not comfortable with. However, recommendations were suggested for its success. Based on the findings, therefore, it is reasonably safe to assert that the implementation of UPE policies has contributed much to the improvement of government primary school pupils' academic performance. Pupils' failure in examinations could be attributed, perhaps, to other factors beyond the scope of this research. For this reason, therefore, the researcher recommends the government, through the Ministry of Education and Sports, to revise the implementation process of UPE policy of automatic promotion.

**Keywords: Universal Primary Education, Academic Performance, Government Primary schools, Mpigi District**