
Supervision And Performance Of Teachers In Primary Schools In Kabira Sub County Mitooma District

Musiimenta Catherine¹, Kamukama Godie²

1, 2 Metropolitan International University

Abstract

This study sought to investigate the relationship between supervision and performance of teachers in primary schools located in Kabira Sub County, Mitooma District, in Western Uganda. Regular and effective supervision of teachers has been identified as an important factor that influences their effectiveness in imparting knowledge and skills to learners. The research aimed to establish the current supervision practices employed by school leaders and examining officers in the sub county and how these impacts teaching standards. A correlational research design was used involving both qualitative and quantitative approaches. The target population included all head teachers, deputy head teachers, examining officers, and subject teachers working in the 20 public primary schools in Kabira Sub County. Primary data was collected through questionnaires distributed to 60 teachers which was augmented with interviews of 10 school administrators and 5 examining officers. Documentation such as teachers' lesson plans, marking schemes, and pupils' examination scores were also reviewed. Data analysis revealed that while supervision is conducted periodically, the practices are mainly fault-finding with little focus on guidance, support, and capacity building of teachers. Feedback after supervision rarely discusses teachers' strengths or ways to improve on weaknesses. Inadequate facilitation of supervisors also impacts frequency and depth of monitoring visits. The study shown that majority of the respondents 66 (55%) strongly agreed with the statement that supervision enhances teachers' professional growth, followed by those who agreed with 41 (34.2%), 10 (8.3%) were not sure, 03 (2.5%) disagreed. None of the respondents strongly disagreed. The results imply that supervision is a great tool in improving teachers' performance because it enhances teachers' professional growth. Teachers reported feeling alienated, demotivated and uncertain in fully meeting their responsibilities in the classroom. Findings clearly showed that schools with supportive and progressive supervision had higher pupils' achievement levels compared to those that experienced fault-finding approaches alone. Teachers exhibited commitment, innovation and belief in learner-centered pedagogies when supervised in a positive and developmental manner. It is evident that the manner of supervision directly influences teachers' effectiveness and learners' acquisition of conceptual skills.

Keywords: Supervision, Performance, Teachers and Primary Schools

Background of the study

Look at the sight as coinage, which was derived from two Latin words: "super" and "video". Super means "over" or "above" while video means "to see" (Ivan et al., 2023b). Therefore, taken together, super-video simply means "to see from above" or "to oversee". According to (Anthony, Kazaara, & Kazaara, 2023), supervision in education has the same general concept and is applied to both academic and administrative tasks. The administrative function of supervision included providing physical facilities for teachers, checking the safety and security of the school premises, maintaining proper operating conditions and handling teacher complaints in a timely manner, checking school accounting and records, and

Received: 17.04.2024

Accepted: 23.04.2024

Published on: 29.04.2024

maintaining proper workload distribution (Christopher, Komunda et al., 2022). Academic tasks included monitoring instruction, providing guidance to teachers to improve instructional assessment, and evaluating student achievement. According to (Anthony, Kazaara, Kazaara, et al., 2023), supervision is considered to be that phase of educational administration that aids in teaching effectiveness. Glathorn (1990), emphasizes in his perspective, sees supervision as a comprehensive compensatory services and processes that are used to assist teachers in their professional development so that teachers can achieve their goals. Supervision is divided into two parts; there is general supervision and teacher supervision (Godfrey et al., 2023).

Ijaiya (1991) is of the view that school supervision is any legitimate effort made by appointed professionals to help classroom teachers improve their competence to become worker driving the practitioner as well as ensuring a favorable environment for effective teaching and learning. Similarly, (Anthony, Kazaara, Kazaara, et al., 2023) shared the above idea as supervision refers to a shared vision of what teaching and learning can and should be, developed collaboratively by formally designated supervisors, teachers and other organizational members. school community. According to Igwe (Brighton et al., 2023) they indicated that to supervise means to manage, to supervise; guide to ensure expected standards are met. Durotulu (2002) also supported the above statement that supervision is “the day-to-day management of all educational operations, the coordination of detailed work and the cultivation of good working interpersonal relationships among all people involved in the teaching and learning process” (Emmanuel et al., 2023). Furthermore, according to (L. Nafiu et al., 2013), supervision includes assessing the correct implementation of the policy, correcting identified weaknesses, directing and redirecting the shortcomings of achieving the set goals, objectives and goals of the educational system at a given level. . Thus, it is clear that the principal as a supervisor should be a leader with the skills necessary to effectively perform his supervisory role (Victoria et al., 2023). Similarly, from the definitions of supervision highlighted above, it follows that the focus of supervision in school is primarily related to providing professional assistance to teachers, improving the quality of teaching and increasing the academic performance of pupils. (Godfrey et al., 2023) viewed teacher performance as the process by which a teacher is able to achieve the maximum level of the demands of his job in an effort to fulfill the goals of the school. The teacher's performance must be aimed at supporting the teaching and learning process for the benefit of the pupils through the correct use of the lesson plan and lesson notes during the lesson. In this study, teacher performance is conceptualized as the extent to which a teacher achieves school objectives through lesson preparation, which includes creating schemes of work, lesson plans, records of work done, preparing and using student registers, actual classroom instruction, assessment and evaluation. Student participation, attending staff meetings, managing student discipline, engaging in co-curricular activities, advising and guiding are all means by which teacher performance can also be achieved (Christopher, Moses, et al., 2022).

The basic aim of secondary education in Uganda is to develop an individual's mental capacity and character for higher education and a useful life in society (FRN, 2013). Despite the societal demand for teacher performance in education

Received: 17.04.2024

Accepted: 23.04.2024

Published on: 29.04.2024

and the need for thorough supervision in schools, there are growing concerns about the realization of secondary education goals due to the suspicion that many principals pay little attention to the supervision of teaching activities in primary schools. The recent poor pedagogical competence and performance of teachers leading to poor academic performance of students is of concern to education stakeholders in Mitooma District (Micheal et al., 2023).

Statement of the Problem

Basic education is the foundation on which further education is built. It is therefore important that teaching and learning processes at this level are effectively supported in order to maximize the potential of pupils. However, recent evaluations by the Mitooma District Education Office have revealed declining student performance in the Primary Leaving Examination (PLE) in several schools in Kabira District over the past 5 years (Micheal et al., 2023). The average pass rate in key areas such as English, maths and social studies has fallen from 65% in 2015 to 50% today. This poor performance raises serious concerns about the quality and competence of teaching provided to students at the basic levels of the education system. Research examining the root causes of declining learning outcomes points to problems with teacher supervision as a major underlying problem (Moses, 2023). Feedback from school administrators and monitoring reports indicate that supervision in primary schools in Kabira Sub County focuses on fault finding rather than guiding and supporting teacher growth. Visits by school principals and probation officers rarely provide constructive advice or identify strengths to build on, but rather criticize perceived shortcomings that demoralize educators. In addition, frequent transfers and limited support of supervisors limit the frequency and quality of supervision procedures. With supervision emphasizing criticism over development, teachers lack direction in continuously improving their pedagogical skills and subject content knowledge. They are uncertain on proper lesson preparation and delivery techniques that maximize learner involvement and mastery (Emmanuel et al., 2023). This denies pupils quality teaching needed to understand concepts and apply higher order thinking. Teachers' commitment, morale and effectiveness are also negatively impacted when supervision treats them more like subordinates rather than professionals (Ivan et al., 2023a). Failure to review this approach risks perpetuating poor learning outcomes that fall below national standards and regional benchmarks. It further threatens the foundational skills pupils require to successfully join higher level education programs. Continued underperformance at primary level will also exacerbate learner repetition and drop-out rates which are already high at over 30% in some schools. For supervisors, this entrenches a tradition of policing over supporting and mentoring which does little to build teacher capacity and boost performance (Winny, Kazaara, et al., 2023). Ultimately, the quality of graduates being produced at this level may not meet the needs of the society and labor market if current trends persist. Immediate action is thus needed to optimize supervision practices and elevate teaching standards for improved pupils' achievement in Kabira Sub County primary schools.

Specific Objectives

1. To determine the level of supervision techniques in primary schools in Kabira Sub County, Mitooma District.

Received: 17.04.2024

Accepted: 23.04.2024

Published on: 29.04.2024

2. To assess the level of teachers' performance in selected Primary schools in Kabira Sub County, Mitooma District.

3. To establish the relationship between supervision and teachers' performance in primary schools in Kabira Sub County Mitooma District.

Methodology

The study applied a mixed methods research design, particularly the concurrent triangulation method, whereby the researcher merged quantitative and qualitative data in order to provide detailed analysis of the research problem (Saliu et al., 2013). This approach was selected because the overall strengths are greater than either qualitative or quantitative research alone. The study population included head teachers, their deputies, heads of department, teachers and pupils in selected schools. This was approximated to be 750. The researcher used Random and cluster sampling techniques to select schools, teachers and head teachers respectively and sample size of 255 respondents was achieved which was an ideal sample size at confidence level of 95% and a marginal error of 5%. Cochran's formula was preferred because it allows one to get an ideal sample size given the desired level of precision and confidence (L. Nafiu et al., 2013). The study employed both random and cluster sampling techniques in choosing the number of schools in the 12 Parishes that make up Kabira Sub county, which includes: Buharambo, Nyabubare and Nyakatete among others. Another method of data collection was administering a questionnaire. In here, a set of pre-set questions were arranged and sent to respondents about information of interest. Administering questionnaires was done on pupils, administrators, heads of department and teachers. Administering questionnaire was preferred because it gave uniformity of data and could easily be used in target population that was literate (L. A. Nafiu et al., 2012). The study employed semi-structured questionnaire and interview guide for data collection. A five- point Likert Scale was used to collect quantitative data (McLeod, 2019). This was preferred because some data would be scaled in terms of opinion, attitude, feeling or experience. Also closed-ended questions that require answers YES or NO were used. Open- ended questions and interview guide were used to explore qualitative data. Use of questionnaire was preferred because it guaranteed uniformity of data, was cheap, and was a quick way of getting information. Also, with open- ended questionnaires, respondents would elaborate their answers (McLeod, 2018, Carter and Williamson, 1996). The filled and returned questionnaires were screened for competence and incomplete ones discarded. Complete ones were coded, and entered in SPSS (Statistical Package for Social Scientists) software, cleaned and analyzed using various methods discussed in the proceeding sub- chapter (Nelson et al., 2022). The study applied both methods of quantitative data analysis which range from simple univariate methods to bi-variate methods. Uni-variate methods were used to analyze data that contain one variable and do not deal with cause- effect relationship (Hotcubator, 2020). These included Frequency distributions, mean, median and mode. Standard deviation was used to assess the degree of variability or dispersion of data around the mean. Uni-variate methods were preferred because they were easier in describing different data which were later computed to form frequency distribution tables, pie charts and bar charts. The study also

Received: 17.04.2024

Accepted: 23.04.2024

Published on: 29.04.2024

used bi-variate data analysis, which described cases of two variables simultaneously. These methods included use of T-test and regression analysis. Pupil's T-test was also preferred because it was used to compare means for particular variables (Antione, 2019), of which some of such variables in this research were major aspects of this study (Nelson et al., 2023).

RESULTS

Table 1: Showing teacher supervision techniques used in secondary schools in Kabira town council

Statement	Strongly agree	Agree	Disagree	Strongly disagree	Not sure	Total
						(n=120)
Classroom visitation	47 (39.2%)	64(53.3%)	06(5%)	03(2.5%)	-	120 (100%)
Teacher visitation	23 (19.2%)	37 (30.8%)	40 (33.3%)	05 (4.2%)	15 (12.5%)	120 (100%)
Supervision through workshops		06 (5%)	04 (3.3%)	36 (30%)	74 (61.7%)	120 (100%)
Supervision through conference			10 (8.3%)	30 (25%)	80 (66.7%)	120 (100%)
Micro-Teaching (lesson is recorded for supervisor's replay).	-	-	-	120 (100%)	-	120 (100%)
Counseling approach	50 (41.7%)	40 (33.3%)	25 (20.8%)	05 (4.2%)	-	120 (100%)

Source: Primary data, 2023

Table 1 shows that majority of the respondents 64(53.3%) agreed that classroom visitation was a technique used to supervise secondary school teachers in Kabira town council, followed by 47 (39.2%) that strongly agreed. 06 (5%) disagreed and only 03 (2.5%) strongly disagreed. None of the respondents was not sure (Winny, Kazaara, et al., 2023). The results indicate that classroom visitation is one of the common staff supervision techniques used in secondary schools in Kabira town council. Also table 1 shows that majority of the respondents 40 (33.3%) disagreed by asserting that teacher visitation was not among the supervision techniques used to supervise teachers in secondary schools in Kabira town council. However, 37 (30.8%) agreed and 3 (19.2%) strongly agreed. The least number of respondents 15 (12.5%) were not sure and 05 (4.2%) strongly disagreed. The results indicate that teacher visitation is among the

Received: 17.04.2024

Accepted: 23.04.2024

Published on: 29.04.2024

teacher supervision techniques used in secondary schools in Kabira town council (Micheal et al., 2023).

More so, the table 1 shows that a big number of respondents 74 (61.7) were not sure whether supervision through work shops was one of the supervision techniques used to supervise secondary school teachers in Kabira town council 36(30%) strongly disagreed, 06 (05%) agreed and 04 (3.3%) disagreed. None of the respondents strongly agreed. The results imply that in Kabira town council, secondary school teachers were not supervised through workshops. Table 1 shows that a big number of respondents 80 (66.7%) were not sure whether supervision through conferences was among the techniques used to supervise secondary school teachers in Kabira town council, followed by those who strongly disagreed with 30(25%) and 10 (8.3%) disagreed (Mark & Jacob, 2023). None of the respondents strongly agreed or agreed. The results indicate that secondary school teachers in Kabira town council were not supervised in conferences. Also the table 1 shows that all the teachers and students involved in the study 120 (100%) strongly disagreed with the statement that teachers record lessons for supervisors reply. None of the respondents strongly agreed, agreed or disagreed. The results imply that secondary school teachers in Kabira town council did not use micro teaching where lesson is recorded for the supervisors reply. Finally, it is presented that majority 50 (41.7%) strongly agreed that counseling approach was among the techniques used to supervise secondary school teachers in Kabira town council, followed by those who agreed with 40 (33.3%), 25 (20.8%) disagreed and 05 (4.2%) strongly disagreed. None of the respondents as not sure (Winny, Ariyo, et al., 2023). The results indicate that secondary school teachers in Kabira town council were supervised through counseling approach.

The interviews held with head teacher Masheruka Girls Secondary School revealed that teachers in Kabira town council were supervised through various techniques and these included; supervision through school visitation, class room visitation, supervision during conferences and workshops, peer supervision, as well as using counseling approach. It was also found out that sometimes teachers would record the lesson while teaching for supervisor's replay.

Table 2: Showing strategies for effective supervision of secondary school teachers in Kabira town council

Statement	Strongly agree	Agree	Disagree	Strongly disagree	Not sure	Total (n)
Provision of in-service education programmes.	-	-	-	110 (91.7%)	10 (8.3%)	120 (100%)

There is need for proper staffing of the supervisory department of the education system.	57 (47.5%)	60 (50%)	-	-	03 (2.5%)	120 (100%)
Embracing democratic culture of supervisors in their leadership style.	20 (16.7%)	12 (10%)	04 (3.3%)	05 (4.2%)	79 (65.8%)	120 (100%)
The supervisors should include their subordinates in decision making.	54 (45%)	37 (30.8%)	29 (24.2%)	-	-	120 (100%)
Motivation of supervisors.	57 (47.5%)	22 (18.3%)	10 (8.3%)	11 (9.2%)	20 (16.7%)	120 (100%)
Emphasis should be placed on the proper acquisition of supervisory skills.	69 (57.5%)	40 (33.3%)	-	-	11 (9.2%)	120 (100%)
Supervisors should be made to perform only supervisory services.	36 (30%)	50 (41.7%)	34 (28.3%)	-	-	120 (100%)

Source: Primary data, 2023

Table 2 shows that a big number of respondents 110 (91.7%) strongly disagreed with the statement that provision of in-service education programmes can be one of the strategies for effective supervision of secondary school teachers and only 10 (8.3%) were not sure. None of the respondents strongly agreed, agreed or disagreed. The results indicate that in-service education programs cannot enhance supervision of secondary school teachers in Kabira town council. Also table 2 shows that majority of the respondents 60 (50%) strongly agreed that there is a need for proper staffing of the supervisory department of the education system, followed by those who strongly agreed with 57 (47.5%) and 03 (2.5%) were not sure (Christopher, Moses, et al., 2022). None of the respondents strongly disagreed or disagreed. The results indicate that for effective supervision of secondary school teachers in Kabira town council, the ministry of education should ensure adequate recruitment of staff to perform supervisory roles in secondary schools.

Received: 17.04.2024

Accepted: 23.04.2024

Published on: 29.04.2024

More so, table 2 shows that majority 79 (65.8%) were not sure whether embracing democratic culture of supervisors in their leadership style would lead to effective supervision of secondary school teachers in Kabira town council, followed by those who strongly agreed with 20 (16.7%),

12 (10%) agreed, 05 (4%) strongly disagreed and 04 (3.3%) disagreed (Victoria et al., 2023).

The table 2 also shows that majority 54 (45%) strongly agreed with the statement that; the supervisors should include their subordinates in decision making, followed by those who agreed with 37 (30.8%) and 29 (24.2%) disagreed. None of the respondents strongly disagreed or was not sure. The results indicate that participatory decision making can help to make teacher supervision in secondary schools in Kabira town council effective. It is also presented that majority of the respondents 57 (47.5%) strongly agreed with the statement that motivation of supervisors can lead to effective staff supervision in secondary schools in Kabira town council (Micheal et al., 2023), followed by those who agreed with 22 (18.3%), 20 (16.7%) were not sure, 11 (9.2%) strongly disagreed and 10 (47.5%) disagreed. The results imply that remuneration of supervisors can increase their commitment to perform their roles effectively.

Least but not last, table 2 shows that majority of the respondents 69 (57.5%) strongly agreed with the statement that emphasis should be placed on the proper acquisition of supervisory skills in order to ensure effective supervision of secondary school teachers in Kabira town council. Followed by those that agreed with 40 (33.3%) and only 11 (9.2%) were not sure. None of the respondents disagreed or strongly disagreed. The results indicate that for effective supervision of secondary school teachers in Kabira town council, supervisors should be equipped with adequate supervisory skills (Christopher, Komunda, et al., 2022).

Finally, table 2 shows that most respondents 50 (41.7%) agreed that supervisors should be made to perform only supervisory services, followed by those who disagreed with 34 (6.3%) and 36 (30%) strongly agreed. None of the respondents strongly disagreed or was not sure. The results imply that to ensure effective supervision of secondary school teachers in Kabira town council, supervisors should only perform supervisory roles because other responsibilities may hinder effective supervision process. During interviews, it was found out that in order to ensure effective supervision of secondary school teachers in Kabira town council, the following should be in place; proper staffing of the supervisory department, remuneration of supervisor, provision of adequate and appropriate supervisory skills as well it was revealed that supervisors should be allowed to perform only supervisory roles. The results imply that there are a variety of ways through which supervision of secondary school staff in Kabira town council can be improved.

Table 3: Showing the influence of supervision on performance of secondary school teachers in Kabira town council

Statement	Strongly agree	Agree	Disagree	Strongly disagree	Not sure	Total (n= 20)

Received: 17.04.2024

Accepted: 23.04.2024

Published on: 29.04.2024

Supervision enhances teachers' professional growth.	66 (55%)	41 (34.2%)	03 (2.5%)	-	10 (8.3%)	120 (100%)
Supervision helps teachers to improve their teaching skills.	70 (58.3%)	30 (25%)	-	-	20 (16.7%)	120 (100%)
Supervision improves teachers' ability to make more informed professional decisions.	45 (37.5%)	54 (45%)	10 (8.3%)	05 (4.2%)	06 (05%)	120 (100%)
Supervision motivates teachers to perform.	87 (72.5%)	15 (12.5%)	03 (2.5%)	-	15 (12.5%)	120 (100%)
Supervision helps teachers to understand their responsibilities.	57 (47.5%)	53 (44.2%)	-	-	10 (8.3%)	120 (100%)
Supervision gives the teachers guidance on how to effectively they can perform their duties.	95 (79.2%)	25 (20.8%)	-	-	-	120 (100%)

Source: Primary data, 2023

Table 3 shows that majority of the respondents 66 (55%) strongly agreed with the statement that supervision enhances teachers' professional growth, followed by those who agreed with 41 (34.2%), 10 (8.3%) were not sure, 03 (2.5%) disagreed. None of the respondents strongly disagreed. The results imply that supervision is a great tool in improving teachers' performance because it enhances teachers' professional growth. Also table 3 shows that majority of the respondents 70 (58.3%) strongly agreed that supervision helps teachers to improve their teaching skills, followed by those who agreed with 30 (25%) and 20 (16.7%) were not sure. None of the respondents disagreed or strongly disagreed. The results imply that supervision has had an influence on performance of secondary school teachers in Kabira town council (Christopher, Moses, et al., 2022).

Table 3 also shows that most study respondents 54 (45%) agreed, 45 (37.5%) strongly agreed, 10 (8.3%) disagreed, 06 (05%) were not sure and 05 (4.2%) strongly disagreed with the statement that supervision improves teachers' ability to

Received: 17.04.2024

Accepted: 23.04.2024

Published on: 29.04.2024

make more informed professional decisions. Implying that supervision influences the performance of secondary school teachers in Kabira town council. Also table 3 shows that majority of the respondents 87 (72.5%) strongly agreed with the statement that supervision motivates teachers to perform, the number of respondents that agreed was equal to those who were not sure with 15 (1.5%) each, 03 (2.5%) disagreed (Micheal et al., 2023). None of the respondents strongly disagreed. The results imply that staff supervision influence teachers' performance.

Least but not last, table 3 shows that majority of the study respondents 57 (47.5%) strongly agreed with the statement that supervision helps teachers to understand their responsibilities. Followed by those that agreed with 53 (44.2%) and 10 (8.3%) were not sure (Winny, Ariyo, et al., 2023). None of the respondents disagreed or strongly disagreed. Due to the fact that majority strongly agreed with the statement, it can be

assented that supervision has an influence on performance of secondary school teachers in Kabira town council. Lastly, table 3 shows that a big number of respondents 95 (79.2%) strongly agreed with the statement that supervision gives the teachers guidance on how to effectively perform their duties, followed by those who agreed with 25 (20.8%) agreed (Anthony, Kazaara, Kazaara, et al., 2023). None of the respondents disagreed, strongly disagreed or not sure. The results imply that supervision has influence on performance of secondary school teachers in Kabira town council. During interviews, it was revealed that supervision has had influence on the performance of secondary school teachers in Kabira town council due to the fact that respondents asserted that supervision improves teachers' professional growth, supervision helps teachers to improve their teaching skills, supervision improves teachers' ability to make more informed professional decisions as well it was revealed that supervision gives the teachers guidance on how to effectively they can perform their duties (Isaac et al., 2023).

Conclusion of the Study

Although, the researcher faced challenges like inadequate finance, the research managed to obtain data for all the three research questions. This is because the study established supervision techniques used to supervise secondary schools teachers in Kabira town council. These major ones being class room visitation and counseling approach.

In relation to the strategies for effective supervision of secondary school teachers, the study concluded that proper staffing of supervisory staff, involving teachers in decision making, motivation of supervisors, and acquisition of adequate supervisory skills as well as making supervisors perform only supervisory roles.

Recommendations of the Study

Also the researcher recommends head teachers to always conduct class room visitation because the study found it important in enhancing secondary school teachers' performance. This maintain better performance among teachers.

The researcher recommends that supervising teams should be availed by with adequate skills necessary for supervisory roles. This is because some times supervision would not be effective due to inadequate supervisory skills. This can be done through enhancing in-service training.

References

Received: 17.04.2024

Accepted: 23.04.2024

Published on: 29.04.2024

- Anthony, D., Kazaara, A. G., & Kazaara, A. I. (2023). *PERFORMANCE IN ENGLISH SUBJECT IN SECONDARY*. 2(2), 347–362.
- Anthony, D., Kazaara, A. G., Kazaara, A. I., Ismail, L., & Prudence, K. (2023). *The Impact of Teachers ' Teaching Methods on Students ' Performance in English Subject in Secondary Schools In Uganda , A Case Study Of Selected Secondary Schools In Kampala & Wakiso*. 7(3), 290–297.
- Brighton, B., Deus, T., Kazaara, A. G., Nelson, K., Alex, K., Christopher, F., & Benefansi, I. (2023). *The Effect Of Covid-19 Pandemic On The Education System And Institutions In Wakiso District A Case Study Of Gombe Sub County .* 7(2), 55–61.
- Christopher, F., Komunda, T. R., & Milton, N. (2022). *The Impact of Supervision on the Quality-Of-Service Delivery at Kirima Community Secondary School in Kanungu District , South Western Uganda*. 6(5), 157–162.
- Christopher, F., Moses, N., Muhindo, M. E., & Komunda, T. R. (2022). Employee Training and Organizational Performance: A Case Study of African College of Commerce and Technology in Kabale District, South Western Uganda. *International Journal of Academic Pedagogical Research*, 6(5), 1–7.
- Emmanuel, E., Rebecca, N., Kazaara, A. G., & Nicholas, K. (2023). *The Effects Of Job Training On Performance Of Local Government Employees In ganda : A Case Study Of Molo Sub- County , Tororo District .* 7(2), 65–73.
- Godfrey, W., Silvia, N., Kazaara, A. G., Nelson, K., Christopher, F., Deus, T., Micheal, T., & Catherine, M. (2023). *The Effect Of Teacher ' s Instructional Methods On The Learners Academic Performance In Mathematics Subject In Secondary Schools , A Case Study Of Buwesswa Secondary School In Manafwa District*. 7(2), 100–107.
- Isaac, O., Kazaara, A. G., & Kazaara, A. I. (2023). *Assessment of the Effect of Workplace Conflict on Employees Performance and Organizational Productivity , a Case Study of Tororo General Hospital*. 7(3), 279–289.
- Ivan, M., Alex, I., & Deus, T. (2023a). Internal Auditing and Financial Performance Commercial Banks in Uganda: a Case Study of Centenary Bank Nansana Branch. *Metropolitan Journal of Business & Economics (Mjbe)*, 2(6), 34–49.
- Ivan, M., Alex, I., & Deus, T. (2023b). INTERNAL AUDITING AND FINANCIAL PERFORMANCE COMMERCIAL BANKS IN UGANDA: A CASE STUDY OF CENTENARY BANK NANSANA BRANCH. In *METROPOLITAN JOURNAL OF BUSINESS & ECONOMICS (MJB E)* (Vol. 2, Issue 6).
- Mark, S. J., & Jacob, K. (2023). *The Impact of Health Workers ' Motivation on the Delivery of Health Services in Uganda : A Case Study of Mbale Regional Referral Hospital in Mbale City Local Government*. 7(4), 32–37.
- Micheal, T., Nicholas, K., Kazaara, A. G., & Nelson, K. (2023). *The Effect of Teacher ' s Motivation on Academic Performance of Students in Kole District a Case Study of Alito Sub-County*. 7(2), 64–72.
- Moses, T. (2023). *On Job Training and Its Implication on Staff Performance in Uganda : A Case Study of Kasanda District Local Government*. 7(4), 155–163.

Received: 17.04.2024

Accepted: 23.04.2024

Published on: 29.04.2024

- Nafiu, L. A., Oshungade, I. O., & Adewara, A. A. (2012). *Alternative Estimation Method for a Three-Stage Cluster Sampling in Finite Population*. 2(6), 199–205. <https://doi.org/10.5923/j.ajms.20120206.06>
- Nafiu, L., Lanlege, D., & Hakimi, D. (2013). *Statistical analysis of knowledge and awareness to universal basic education in Nigeria*. 1(3), 28–35. <https://doi.org/10.11648/j.sjedu.20130103.11>
- Nelson, K., Christopher, F., & Milton, N. (2022). *Teach Yourself Spss and Stata*. 6(7), 84–122.
- Nelson, K., Kazaara, A. G., & Kazaara, A. I. (2023). *Teach Yourself E-Views*. 7(3), 124–145.
- Saliu, A. M., Kolo, M. I., Muhammad, M. K., & Nafiu, L. A. (2013). *Internet authentication and billing (hotspot) system using MikroTik router operating system*. 1(1), 51–57. <https://doi.org/10.11648/j.wcmc.20130101.18>
- Victoria, N., Nelson, K., Kazaara, A. G., & Kazaara, A. I. (2023). *The Impact Of Staff Development On The Pupils ' Academic Performance In Primary Schools In Kimaanya Sub-County , Masaka District A Case Study Of Kimaanya Sub-County , Masaka District*. 7(3), 179–186.
- Winny, N. D., Ariyo, D., Kazaara, G., Kazaara, A. I., & Deus, T. (2023). Effect Of Motivation On Employee Performance In Non-Government Organizations (NGOS): A Case Of Mbale City. In *International Journal of Academic Multidisciplinary Research* (Vol. 7). www.ijeais.org/ijamr
- Winny, N. D., Kazaara, A. G., Kazaara, A. I., & Deus, T. (2023). *Effect Of Motivation On Employee Performance In Non- Government Organizations (NGOS): A Case Of Mbale City*. 7(3), 67–71.