

Relationship Between Students' Academic Discipline and Academic Performance In Public Secondary Schools In Nakaseke District, Uganda

Nakate Sylvia

Metropolitan International University

Abstract

This study examined the relationship between students' academic discipline and academic performance in public secondary schools in Nakaseke District, Uganda. A descriptive and correlational research design was adopted, utilizing both quantitative and qualitative methods. Data were collected through structured questionnaires from a sample of 186 students and analyzed using SPSS and STATA. The study focused on key aspects of academic discipline, including time management, adherence to schedules, class attendance, and collaboration among peers. The results revealed that 60.2% of respondents agreed that academic discipline positively impacts students' ability to meet deadlines, while 46.8% strongly agreed that students with clear career goals are more disciplined academically. The findings also showed that adherence to academic schedules improves performance for 39.8% of respondents, though 40.9% expressed skepticism. Moreover, nearly half (48.4%) strongly agreed that lack of discipline in class attendance affects academic achievements. Pearson correlation analysis indicated a moderate positive relationship between academic discipline and academic performance ($r = 0.520$, $p < 0.01$), confirming that disciplined students are more likely to perform well academically. The study concluded that academic discipline significantly influences students' academic outcomes, particularly in areas such as time management, attendance, and collaboration. However, variability in responses suggests that other underlying factors, such as personal challenges and institutional structures, may also play a role. Recommendations include integrating career guidance and counseling programs to instill discipline, enhancing adherence to academic schedules through structured timetables, and implementing attendance tracking systems. Further research is recommended to explore longitudinal trends in the relationship between academic discipline and performance, considering social and institutional factors.

Keywords: Academic discipline, academic performance, time management, class attendance, career goals, Nakaseke District

Background of the study

Discipline in education is defined as the practice of training individuals to adhere to rules or codes of behavior, using both rewards and punishments to maintain order (Moses & Ntirandekura, 2022). In an academic context, disciplined students demonstrate habits such as punctuality, regular attendance, timely submission of assignments, and a focus on studies (A. I. Kazaara & Deus, 2024). These habits are directly linked to academic performance as they enable students to maximize instructional time and actively engage in the learning process. Studies in educational psychology have consistently shown that students who exhibit higher levels of self-discipline tend to achieve better grades compared to their less-disciplined peers (Emmanuel et al., 2023). For teachers, a disciplined classroom environment allows for

Received: 04.12.2024

Accepted: 07.12.2024

Published on: 30.12.2024

efficient delivery of lessons, reduced time spent managing disruptive behaviors, and improved teacher morale (Christopher et al., 2022). The overall school climate, characterized by structured routines and clear expectations, has been proven to contribute to the academic and social development of students. In Uganda, public secondary schools face systemic challenges that affect both discipline and academic performance. Nakaseke District, a predominantly rural area, grapples with issues such as inadequate funding, overcrowded classrooms, and a lack of basic educational resources (A. G. Kazaara & Nelson, 2024). According to a report by the Ministry of Education and Sports (MoES), rural public schools often operate under significant financial constraints, leading to shortages in textbooks, laboratory equipment, and other teaching materials. This resource inadequacy hinders effective classroom management and compromises student engagement (Nancy & Prudence, 2024). Teacher absenteeism, a prevalent issue in Ugandan public schools, further exacerbates discipline-related challenges. When teachers are frequently absent, students are left unsupervised, increasing the likelihood of indiscipline (Julius, 2024b). The resulting disruptions often spill over into classroom activities, negatively impacting the overall learning environment. Moreover, some teachers lack formal training in behavioral management, making it difficult for them to address student indiscipline effectively. The socioeconomic status of families in Nakaseke District also plays a significant role in shaping students' academic discipline. Many households in the district depend on subsistence farming, with limited income to support their children's education (Margaret & Kazaara, 2024). This financial strain often results in irregular school attendance as students are forced to stay home to assist with household chores or agricultural work. Irregular attendance disrupts the continuity of learning, diminishing students' ability to perform well academically. Parental involvement, another critical factor in fostering discipline, is often low in Nakaseke due to the socioeconomic realities faced by families (Christopher et al., 2022). Parents struggling to meet basic needs may lack the time or resources to monitor their children's academic progress or participate in school activities. The absence of strong parental support can lead to a lack of accountability among students, further contributing to indiscipline (Frank et al., 2023).

The Ugandan government has implemented several policies aimed at improving discipline and academic performance in schools. The Basic Education Policy, for instance, emphasizes the importance of creating a conducive learning environment through student-centered teaching approaches and active involvement of stakeholders such as parents, teachers, and community leaders. However, the implementation of these policies in rural districts like Nakaseke remains a challenge due to logistical and financial limitations (Julius, 2024b). School administrators in Nakaseke face difficulties in enforcing disciplinary policies due to inadequate training and support from educational authorities. In some cases, disciplinary measures such as corporal punishment, which was officially banned in Uganda, continue to be used, raising ethical and legal concerns. This indicates a gap between policy formulation and actual practice in schools (Edgar & Moses, 2023b).

Received: 04.12.2024

Accepted: 07.12.2024

Published on: 30.12.2024

The relationship between academic discipline and performance can be analyzed using established educational theories. For instance, the Social Learning Theory by Albert Bandura emphasizes the role of observation and modeling in learning behaviors (Nicholas & Nancy, 2024). In the context of schools, disciplined behavior can be reinforced through positive role models such as teachers and peer leaders. When students observe consistent and fair disciplinary practices, they are more likely to internalize these behaviors, leading to improved academic outcomes (Emmanuel et al., 2023). Similarly, the Self-Determination Theory highlights the importance of intrinsic and extrinsic motivation in fostering discipline. Students who are intrinsically motivated to achieve academic success tend to exhibit higher levels of self-discipline, while those motivated by external rewards or consequences may require structured interventions to maintain consistent behavior.

Empirical studies conducted in Uganda and other Sub-Saharan African countries provide evidence of a strong correlation between discipline and academic performance (Nelson, 2024). Research by the Uganda National Examinations Board (UNEB) has shown that schools with effective disciplinary frameworks tend to outperform those with weak or inconsistent policies (Seth & Ntirandekura, 2022). For example, schools that implement peer mentorship programs and reward systems for disciplined behavior report higher rates of student engagement and academic achievement. In Nakaseke District, anecdotal evidence from school administrators suggests that indiscipline is a significant barrier to academic success (Julius, 2024b). Behaviors such as truancy, lateness, and classroom disruptions not only impede individual learning but also affect the overall performance of schools in national examinations. Addressing these issues requires a multi-faceted approach that combines policy enforcement, teacher training, and community involvement.

Problem Statement

The academic performance of students in public secondary schools is a critical indicator of educational quality and plays a significant role in shaping future opportunities for young people. However, in Nakaseke District, Uganda, there is growing concern about the variability in academic outcomes among students pursuing different academic disciplines, such as sciences, arts, and vocational studies (Moses & Ntirandekura, 2022). This variability has prompted educators, policymakers, and researchers to investigate whether students' choice of academic discipline significantly influences their academic performance (Victoria et al., 2023). Despite efforts by the Ugandan government to promote equitable education through policies like the Universal Secondary Education (USE) program, disparities in academic performance across disciplines persist, raising questions about the effectiveness of current strategies in addressing this issue (Julius, 2024b).

Nationally, academic performance has been declining in public secondary schools, with the Uganda National Examinations Board (UNEB) reporting a pass rate of 73.8% in the 2022 Uganda Certificate of Education (UCE)

Received: 04.12.2024

Accepted: 07.12.2024

Published on: 30.12.2024

examinations, a slight decline from 75.2% in 2021 (UNEB, 2022). However, performance disparities are evident, with science disciplines consistently recording lower scores than arts, attributed to factors such as inadequate facilities, lack of competent teachers, and limited access to laboratory resources (Edgar & Moses, 2023a). In Nakaseke District, this challenge is even more pronounced, where only 45% of students offering science subjects achieved at least a credit level in the 2022 UCE examinations compared to 63% in arts disciplines (Christopher et al., 2022). The problem is exacerbated by socio-economic and infrastructural constraints unique to Nakaseke District. Rural schools often lack the necessary infrastructure and resources to support effective learning in science and vocational disciplines, further disadvantaging students in these fields (Nelson, 2024). Without such insights, efforts to enhance academic performance may remain ineffective, perpetuating inequities in educational attainment and limiting the district's ability to contribute to Uganda's broader socio-economic development goals (Julius, 2024a). This study seeks to fill this research gap by examining how students' academic disciplines influence their academic performance in public secondary schools in Nakaseke District, with the aim of providing evidence-based recommendations for policy and practice.

Main objective

The main objective of the study was to assess the Relationship between students' academic discipline and academic performance in public secondary schools in Nakaseke district, Uganda

Methodology

The study adopted a descriptive cross-sectional survey design, which was deemed suitable for exploring the relationship between students' academic discipline and academic performance in public secondary schools in Nakaseke District (Abiodun Nafiu, 2012). This design allowed for the collection of quantitative data from a sample of students and teachers at a single point in time, enabling the researcher to analyze patterns and relationships without manipulating variables (A. Nafiu et al., 2012). The study also employed a correlational approach to examine the strength and direction of the relationship between academic disciplines and students' academic performance. The research was conducted in Nakaseke District, located in Central Uganda, which is predominantly rural and characterized by limited educational resources (Olanrewaju et al., 2021). Public secondary schools in the district face challenges such as inadequate teaching facilities, insufficient instructional materials, and a shortage of qualified teachers, particularly in science and vocational disciplines (Jallow et al., 2022). These contextual factors made Nakaseke District an ideal setting for examining the influence of academic disciplines on students' performance.

The study targeted students and teachers in public secondary schools in Nakaseke District. The population included all students enrolled in Senior Three (S3) to Senior Six (S6), as these students had already chosen their academic disciplines, and their academic performance records were accessible (Maiga et al., 2021). Teachers who specialized in science, arts, and vocational disciplines were also included to provide additional insights. The study employed

Received: 04.12.2024

Accepted: 07.12.2024

Published on: 30.12.2024

stratified random sampling to ensure that participants were selected from all academic disciplines (science, arts, and vocational). From the 10 public secondary schools in the district, 5 schools were randomly selected, ensuring a mix of urban and rural schools (Abiodun et al., 2022). The total sample size was 400 students and 50 teachers, calculated based on Krejcie and Morgan's (1970) sample size determination formula to achieve representativeness and reliability. In each selected school, students were stratified by academic discipline, and proportional sampling was applied to ensure that each discipline was adequately represented (Abiodun et al., 2022). Teachers were purposively selected based on their expertise in teaching specific disciplines to provide relevant data on the challenges and opportunities associated with different fields.

Separate questionnaires were designed for students and teachers. The student questionnaire collected data on demographic characteristics (age, gender, and school), chosen academic discipline, reasons for choosing the discipline, and academic performance in recent examinations. The teacher questionnaire focused on the availability of teaching resources, challenges in teaching different disciplines, and their perceptions of students' performance in each discipline (Anthony et al., 2023). The questionnaires were pretested in two non-participating schools to ensure clarity and reliability. Modifications were made based on the pretest results to improve the wording of questions and eliminate ambiguity.

The researcher reviewed students' academic performance records, including scores in the Uganda Certificate of Education (UCE) and Uganda Advanced Certificate of Education (UACE) examinations. These records provided objective data on performance in science, arts, and vocational disciplines, which were used to corroborate self-reported data. Data collection took place over a period of four weeks (Nafiu et al., 2012). Trained research assistants administered the questionnaires to students and teachers in person to ensure high response rates. Respondents were assured of confidentiality, and consent was obtained from both students and teachers before participation. The review of academic records was conducted with permission from school administrators, who provided access to examination results and other performance data (Rasheed et al., 2022).

The collected data were systematically entered, cleaned, and analyzed using SPSS (Statistical Package for the Social Sciences) version 26 and STATA version 17 (Nelson et al., 2023). Questionnaire responses were coded and entered into SPSS. Data cleaning was conducted to address any inconsistencies, missing values, or outliers. Numeric codes were assigned to categorical variables, such as gender (1 = Male, 2 = Female) and academic discipline (1 = Science, 2 = Arts, 3 = Vocational) (Abiodun et al., 2022). Descriptive statistics, including frequencies, percentages, means, and standard deviations, were generated to summarize demographic characteristics, the distribution of students across disciplines, and their academic performance. These analyses provided an overview of the data and helped identify patterns and trends (Ronald et al., 2023).

Received: 04.12.2024

Accepted: 07.12.2024

Published on: 30.12.2024

Pearson correlation coefficients were calculated to determine the strength and direction of the relationship between students' chosen academic discipline and their academic performance (Lydia et al., 2023). This analysis helped quantify the degree to which variations in discipline were associated with performance outcomes. The study adhered to ethical research principles to ensure the protection of participants. Ethical approval was obtained from the Nakaseke District Education Office, and permissions were secured from school administrators. Participation was voluntary, and informed consent was obtained from all respondents, with additional parental consent for students under 18 years. Data confidentiality was maintained by anonymizing responses and securing all records.

Results

Descriptive statistics on Students' academic discipline

Table 1: Descriptive statistics on Students' academic discipline

Students' academic discipline	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	S. DV
Academic discipline positively impacts students' ability to meet deadlines.	25 (13.4%)	112 (60.2%)	20 (10.8%)	5 (2.7%)	24 (12.9%)	2.41	1.160
Students with clear career goals are more disciplined academically.	87 (46.8%)	25 (13.4%)	28 (15.1%)	25 (13.4%)	21 (11.3%)	2.29	1.449
Adherence to academic schedules improves students' performance.	74 (39.8%)	22 (11.8%)	14 (7.5%)	15 (8.1%)	61 (32.8%)	2.82	1.757
Lack of discipline in class attendance affects academic achievements.	90 (48.4%)	30 (16.1%)	18 (9.7%)	23 (12.4%)	25 (13.4%)	2.26	1.492
Academic discipline fosters better collaboration among students.	12 (6.5%)	109 (58.6%)	23 (12.4%)	36 (19.4%)	6 (3.2%)	2.54	0.981

Source: Primary data 2024

Academic discipline positively impacts students' ability to meet deadlines

A significant proportion of respondents, 60.2%, agree, and 13.4% strongly agree, that academic discipline enhances students' ability to meet deadlines. Conversely, 10.8% remain neutral, and 15.6% (2.7% disagree and 12.9% strongly disagree) express a contrary opinion. The mean score of 2.41 suggests a strong inclination toward agreement, while the standard deviation of 1.160 indicates relatively consistent responses. These results underscore the pivotal role of

Received: 04.12.2024

Accepted: 07.12.2024

Published on: 30.12.2024

discipline in fostering time management skills, suggesting that encouraging a culture of discipline can significantly enhance students' capacity to adhere to academic timelines.

Students with clear career goals are more disciplined academically

Nearly half of the respondents, 46.8%, strongly agree, and 13.4% agree, that having defined career goals correlates with academic discipline. However, 15.1% remain neutral, and 24.7% (13.4% disagree and 11.3% strongly disagree) do not align with this view. The mean score of 2.29 reflects general agreement, and the relatively high standard deviation of 1.449 indicates diverse opinions. These findings highlight the importance of career guidance in motivating students to remain disciplined, emphasizing the need for career counseling services in academic institutions to instill a sense of purpose and direction among students.

Adherence to academic schedules improves students' performance

A notable 39.8% of respondents strongly agree, and 11.8% agree, that sticking to academic schedules enhances performance, while 7.5% are neutral. Interestingly, 40.9% (8.1% disagree and 32.8% strongly disagree) express skepticism, suggesting divergent views. The mean score of 2.82, nearing neutrality, coupled with a high standard deviation of 1.757, indicates significant variability in responses. This mixed perception suggests that while many students recognize the benefits of adhering to schedules, there may be underlying challenges such as inconsistent schedules or personal difficulties, requiring institutions to ensure well-structured and practical academic timetables.

Lack of discipline in class attendance affects academic achievements

Almost half of the respondents, 48.4%, strongly agree, and 16.1% agree, that poor class attendance negatively impacts academic performance. However, 9.7% are neutral, and 25.8% (12.4% disagree and 13.4% strongly disagree) do not perceive attendance discipline as critical. The mean score of 2.26 suggests strong agreement overall, while the standard deviation of 1.492 highlights some variation in responses. These results emphasize the importance of regular class attendance in achieving academic success, suggesting that institutions should implement measures such as attendance tracking and participation incentives to improve class discipline.

Academic discipline fosters better collaboration among students

A majority, 58.6%, agree, and 6.5% strongly agree, that discipline enhances collaboration, whereas 12.4% are neutral, and 22.6% (19.4% disagree and 3.2% strongly disagree) hold opposing views. The mean score of 2.54 indicates a tendency toward agreement, and the low standard deviation of 0.981 reflects relatively uniform responses. This finding underscores the link between discipline and teamwork, suggesting that fostering a disciplined learning environment can encourage peer collaboration, which is essential for shared learning and group success.

Table 2: Relationship between Students' academic discipline and Academic Performance

Correlations

	Students' discipline	academic	Academic Performance
--	----------------------	----------	----------------------

Received: 04.12.2024

Accepted: 07.12.2024

Published on: 30.12.2024

Students' academic discipline	Pearson Correlation	1	.520**
	Sig. (2-tailed)		.000
	N	186	186
Academic Performance	Pearson Correlation	.520**	1
	Sig. (2-tailed)	.000	
	N	186	186

** . Correlation is significant at the 0.01 level (2-tailed).

Source Primary Data, 2024

The Pearson correlation coefficient of 0.520 indicates a moderate positive relationship between students' academic discipline and their academic performance. This means that students who demonstrate a stronger academic discipline such as consistent study habits, time management, and focus on their coursework are likely to perform better academically (Nelson et al., 2023). Although the correlation is moderate, it still suggests that academic discipline plays a meaningful role in influencing academic outcomes. The p-value of 0.000, which is below the typical significance threshold of 0.01, indicates that the correlation between academic discipline and academic performance is statistically significant. This suggests that the observed relationship is not due to random chance and that there is a reliable connection between these two variables.

Conclusions

The findings of this study on the impact of academic discipline on students' performance can be related to existing literature on the role of discipline in human behavior and education. Researchers, such as Eshetu (2014), emphasize that discipline is a fundamental component for successful teaching and learning. This is reflected in our findings, where academic discipline is shown to significantly influence students' ability to meet deadlines, collaborate with peers, and perform well academically. Eshetu's assertion that without discipline, organizations cannot function effectively aligns with the observed outcomes in this study, where students with a higher level of academic discipline tend to achieve better academic results (Mark et al., 2023). Additionally, Ouma, Simatwa, and Serem (2013) stress that a lack of discipline can hinder an organization's ability to achieve its goals. This aligns with our finding that poor discipline, such as irregular class attendance, negatively affects students' academic performance. In our study, nearly half of the respondents (48.4%) strongly agreed that lack of discipline in class attendance impedes academic success, underscoring the importance of disciplined behavior in achieving academic goals, as Ouma et al. suggest.

The definition of discipline provided by Ali, Dada, Isiaka, and Salmon (2014)—as behaviors that conform to predetermined rules and regulations can be seen in our results, where students who demonstrate consistent time management and commitment to schedules tend to perform better academically. Our study's findings regarding the positive correlation between academic discipline and academic performance (Pearson correlation of 0.520) are

Received: 04.12.2024

Accepted: 07.12.2024

Published on: 30.12.2024

consistent with the assertion by Gitome, Katola, and Nyabwari (2013) that good discipline leads to improved academic performance. However, it is important to acknowledge the inconsistency in some of the findings regarding the relationship between discipline and academic performance, as noted by Gakure et al. (2013) and Zimmerman and Kitsantas (2014), who argue that the influence of discipline on academic achievement is uncertain or minimal. While our study found a moderate positive correlation between academic discipline and performance, the variability in responses, particularly regarding the adherence to academic schedules, suggests that discipline's impact may not be universally perceived or may be influenced by other factors, as highlighted by these researchers.

Moreover, the literature suggests that many studies on discipline focus solely on self-discipline, excluding other social aspects of discipline, such as obedience, politeness, and social competence (Duckworth & Seligman, 2006; Pasternak, 2013; Zhao & Kuo, 2015). This gap is addressed in our study by adopting a broader view of academic discipline, considering not only self-discipline but also behaviors such as class attendance, collaboration, and adherence to schedules. This comprehensive approach aligns with the notion that academic discipline encompasses various personal attributes, including social competence and academic efficiency, which are integral to students' overall performance.

Recommendations

Educational policymakers should work toward developing a comprehensive framework for student discipline that goes beyond mere rule adherence. This framework should encompass academic discipline as a personal attribute, focusing on behaviors such as self-regulation, respect for academic schedules, and responsibility in group settings. The framework should be flexible enough to adapt to individual student needs while promoting overall academic success.

Given the complex relationship between discipline and academic performance, policymakers should ensure that support systems are in place for students who may be struggling with discipline despite showing potential. This could involve creating personalized academic plans, offering additional tutoring services, and providing counseling for students facing external challenges.

In order to better understand the evolving dynamics between student discipline and academic achievement, further research should be conducted on the subject. Educational institutions and policymakers should collaborate to gather longitudinal data and conduct studies that explore the factors influencing student discipline, with a focus on developing evidence-based strategies that can be implemented across different educational contexts.

References

- A. Nafiu, L., O. Oshungade, I., & A. Adewara, A. (2012). Alternative Estimation Method for a Three-Stage Cluster Sampling in Finite Population. *American Journal of Mathematics and Statistics*, 2(6), 199–205.
<https://doi.org/10.5923/j.ajms.20120206.06>

Received: 04.12.2024

Accepted: 07.12.2024

Published on: 30.12.2024

- Abiodun, N. L., Matovu, M. S., & Olanrewaju, R. O. (2022). Statistical Powers of Univariate Normality Tests: Comparative Analysis of 2016 Election Process in Uganda. *European Journal of Statistics*, 2, 1–9. <https://doi.org/10.28924/ada/stat.2.6>
- Abiodun Nafiu, L. (2012). Comparison of One-Stage, Two-Stage, and Three-Stage Estimators Using Finite Population. *The Pacific Journal of Science and Technology*-166, 13(2), 166–171. <http://www.akamaiuniversity.us/PJST.htm>
- Anthony, D., Kazaara, A. G., & Kazaara, A. I. (2023). *PERFORMANCE IN ENGLISH SUBJECT IN SECONDARY*. 2(2), 347–362.
- 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.
- Edgar, M., & Moses, N. (2023a). *the Impact of Community Based Organisation on the Social Economic Transformation of Communities in Uganda a Case Study of Disaster Resilience Initiative Uganda*. 2(3), 856–875.
- Edgar, M., & Moses, N. (2023b). *THE IMPACT OF COMMUNITY BASED ORGANISATION ON THE SOCIAL ECONOMIC TRANSFORMATION OF COMMUNITIES IN UGANDA A CASE STUDY OF DISASTER RESILIENCE INITIATIVE UGANDA* (Vol. 2, Issue 3).
- 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.
- Frank, M., Nelson, K., Ariyo, D., Kazaara, G., Deus, T., Christopher, F., & Catherine, M. (2023). The Macroeconomic Determinants of Economic Growth in Uganda a Case Study Of Wakiso Distict. In *International Journal of Academic and Applied Research* (Vol. 7). www.ijeais.org/ijaar
- Jallow, M. A., Abiodun, N. L., & Weke, P. (2022). *Stochastic Forecasting of Stock Prices of Capital Assets Using Semi-Markov Model*.
- Julius, A. (2024a). *Inventory Management Strategy and its Impact on Production Efficiency : An Empirical Evidence of Mukwano Manufacturing Industries*. 8(4), 96–99.
- Julius, A. (2024b). *Staff Development and its Impact on students Academic Performance Among selected secondary Schools in Kanungu District*. 8(4), 155–160.
- Kazaara, A. G., & Nelson, K. (2024). *Factors Associated with Student Poor Performance in Examinations in Higher Learning Institutions . A Case Study of Metropolitan International University .* 8(8), 139–146.
- Kazaara, A. I., & Deus, T. (2024). *Inclusive Recruitment and Admissions in Social Science Programs , A Case Study of Faculty of Arts and Humanities .* 8(8), 127–132.

Received: 04.12.2024

Accepted: 07.12.2024

Published on: 30.12.2024

- Lydia, N., Ariyo, D., Kazaara, G., Kazaara, A. I., Brenda, T., Moses, N., & Bafaki, G. (2023). Promotion of Small-Scale Industries and Development of Business. A Case Study; Masafu Subcounty (Busia). In *International Journal of Academic Multidisciplinary Research* (Vol. 7). www.ijeais.org/ijamr
- Maiga, I. H., Abiodun, N. L., & Mageto, T. (2021). Analyzing the Effects of Flexible Exchange Rate Regime on the Malian Economy Using a Dynamic Stochastic General Equilibrium Model. *International Journal of Mathematics Trends and Technology*, 67(12), 9–20. <https://doi.org/10.14445/22315373/ijmtt-v67i12p502>
- Margaret, O. J., & Kazaara, A. I. (2024). *Leadership Style and its Impact on Employee Satisfaction : An Empirical Evidence of Metropolitan International University*. 8(4), 127–131.
- Mark, N., Kazaara, A. G., Deus, T., Julius, A., Nelson, K., Catherine, M., Christopher, F., Benefansi, I., & Alex, K. (2023). *Analylsis of Students ' Enrollment and Graduation Rates in Gulu University in Uganda . A Case Study of Gulu University*. 7(2), 167–177.
- Moses, N., & Ntirandekura, M. (2022). Vocational Skill Training and Economic Development among Women in Butanda Sub County, Rubanda District. *Researchgate.Net*, 6(6), 73–77. https://www.researchgate.net/profile/Ntirandekura-Moses/publication/364209630_Vocational_Skill_Training_and_Economic_Development_among_Women_in_Butanda_Sub_County_Rubanda_District/links/633ede1f76e39959d6a3a250/Vocational-Skill-Training-and-Economic-Devel
- Nafiu, L. A., Oshungade, I. O., & Adewara, A. A. (2012). *Generalization of Multistage Cluster Sampling Using Finite Population*. 3(1), 17–20. www.eaas-journal.org
- Nancy, M., & Prudence, K. (2024). Capacity Building programs and their impact on employee performance. A case study of Metropolitan International University. *Researchgate.Net*, 8(4), 23–27. https://www.researchgate.net/profile/Metropolitan-University/publication/380909234_Capacity_Building_programs_and_their_impact_on_employee_performance_A_case_study_of_Metropolitan_International_University/links/665576b30b0d2845745e0182/Capacity-Building-p
- Nelson, K. (2024). *Teachers Qualifications and its impact on Pupil ' s Academic Performance among selected Government Primary Schools In Kanungu District . An empirical Evidence of Nyakatare Primary School , Karuhinda Primary School and Kirima Primary school*. 8(4), 3–9.
- Nelson, K., Kazaara, A. G., & Kazaara, A. I. (2023). *Teach Yourself E-Views*. 7(3), 124–145.
- Nicholas, K., & Nancy, M. (2024). *The Future of Work : Exploring the Impact of Automation and Remote Work on Organizational Structures and Talent Management . A Case Study the Metropolitan International University*. 8(8), 48–53.
- Olanrewaju, R. O., Waititu, A. G., & Abiodun, N. L. (2021). *On the Estimation of k-Regimes Switching of Mixture*

Received: 04.12.2024

Accepted: 07.12.2024

Published on: 30.12.2024

Autoregressive Model via Weibull Distributional Random Noise. 10(1), 1–8.

<https://doi.org/10.5923/j.ijps.20211001.01>

Rasheed, Z., Khan, M., Abiodun, N. L., Anwar, S. M., Khalaf, G., & Abbasi, S. A. (2022). Improved Nonparametric Control Chart Based on Ranked Set Sampling with Application of Chemical Data Modelling. *Mathematical Problems in Engineering*, 2022. <https://doi.org/10.1155/2022/7350204>

Ronald, K., Kazaara, A. G., Ismail, L., & Micheal, T. (2023). The Impact Of Privately Owned Enterprises On The Economic Development Of Communities In Uganda. A Case Study Of Masaka City. In *International Journal of Academic Pedagogical Research* (Vol. 7). www.ijeais.org/ijapr

Seth, A., & Ntirandekura, M. (2022). Delegation of Responsibilities and Teachers' Performance in Selected Secondary Schools in Kabale Municipality. *International Journal of Academic Pedagogical Research*, 6(June), 31–48. www.ijeais.org/ijapr

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.