

Influence of Head Teachers' Working Experience on Co-Curricular Activities Performance in Government Secondary Schools in Kasese District, Uganda

Agira Abraham

Metropolitan International University

Abstract

The study examined the influence of head teachers' working experience on co-curricular activities performance in government secondary schools in Kasese district, Uganda. The research design was descriptive research design and its purpose was to determine the influence of head teachers' years of experience on school performance in co-curricular activities in public secondary school. 4 out of 22 schools were selected using convenient and purposive sampling techniques. 99 out of 396 teachers were selected and 198 students out of 1100 students were selected using convenient, stratified and simple random sampling methods. Primary data was collected by self-constructed questionnaires or teachers and students and interview guides or head teachers. Secondary sources were also used most especially school records about academic performance and data collected was analyzed using descriptive statistics and regression analysis. From the findings, 25% head teachers who participated in the study between 40 to 49, 50% were between 50 to 59 and 25% were above 59 years planning to retire, meaning they had enough experience necessary for good school performance. Additionally, most of the head teachers (50%) had spent 10 & above years, 25% had spent only 1-5 years, while 25% had spent 6-9 years in the schools they are heading. The finding indicates that the average mean or co-curricular activities performance was 2.7835 implying that co-curricular activities performance is also good. The study recommended that government should always treat every moment of time in headship so vital to learn many aspects of school headship since every moment counts as it contribute to the experience.

Keywords: School performance, co-curricular activities, academic performance, working experience.

Introduction

The role of head teachers in shaping the performance of government secondary schools is critical. The influence of the head teacher's working experience on the performance of government secondary schools has been widely studied (Oromo et al., 2023). This paper will provide a historical background of the influence of head teachers' working experience on government secondary school performance. The influence of head teachers' working experience on government secondary school performance has been extensively studied since the late 19th century (Victoria et al., 2023). According to a study by Alexander (1892), most school leaders of the time had

little formal education and had to rely on their own experiences to make decisions about the schools they managed. As a result, their decisions were often based on their personal experiences rather than on educational research or theory. Alexander found that these decisions had a direct impact on the performance of the schools (Christopher, Moses, et al., 2022b).

In the early 20th century, the advent of progressive education and the rise of the professional school administrator led to a shift in the role of head teachers. Professional school administrators began to emphasize the importance of data-driven decision making and the need for head teachers to have a deep understanding of

Received: 16.01.2024

Accepted: 22.01.2024

Published on: 31.01.2024

educational research and theory. By the mid-1900s, most head teachers had formal education and extensive experience in educational administration (Ntirandekura, Ainebyoona, et al., 2022).

The influence of head teachers' working experience on government secondary school performance has been further studied in recent decades. Studies have found that head teachers who have more experience in educational administration tend to be more successful in leading their schools (Flynn, 2008). They also exhibit more effective leadership skills such as team building, problem solving, and decision making (Ntirandekura, Friday, et al., 2022).

The history of secondary education in Uganda dates back to the late 19th century when the first secondary school was established in Kampala in 1898 and more followed in the early 20th century (Anthony, Kazaara, & Kazaara, 2023). During the early years of colonial rule, secondary education was only available to a select few, mostly from privileged backgrounds. This changed after independence in 1962, when the government began to focus on the expansion of secondary education to all levels of society. As a result, the head teachers of government secondary schools had a significant amount of experience.

However, this changed after independence in 1962. With the introduction of the National Education System, the control of government secondary schools was transferred to the Ministry of Education (Victoria et al., 2023). The Ministry of Education appointed a Head Teacher to each school and the Head Teacher had to have a minimum of three years of experience in teaching and managing schools. This meant that the experience of head teachers in government secondary

schools decreased significantly. The decrease in the experience of head teachers had a negative effect on the performance of government secondary schools in Uganda (Brighton et al., 2023). Studies have shown that head teachers with more experience are better able to manage schools and develop strategies to improve performance (Ogwang & Musisi, 2004). Furthermore, experienced head teachers are better able to manage resources, develop effective school policies, and motivate teachers (Joventa et al., 2023). As a result, the lack of experience among head teachers had a negative impact on the performance of government secondary schools in Uganda.

The influence of head teachers' working experience on Government Secondary School (GSS) performance in Uganda has been a hot topic of discussion in recent years. The Government of Uganda has placed a great emphasis on the quality of education in its secondary schools, with a focus on improving the performance and results achieved by students (Jac & Kazaara, 2023). The head teacher is the most important individual in the school and has the power to shape the school's culture and direct its focus. Therefore, it is important to investigate the impact of the head teacher's working experience on GSS performance (Christopher, Moses, et al., 2022a).

The government made a conscious effort to invest in the quality of secondary education, setting up a National Education Commission (NEC) in 1969 to oversee the development of education in Uganda (Uganda Ministry of Education, 2011). This included the introduction of the National Curriculum Framework (NCF) in 1975, which provided guidelines for the development of secondary education and the

establishment of quality standards for GSSs (Racheal et al., 2023). This period of reform also saw the introduction of the post of head teacher in GSSs in Uganda. This post was created to ensure that schools were managed properly, with the head teacher having full responsibility for school performance and the implementation of the NCF. It is clear that the performance of GSSs in Uganda is closely linked to the quality of the head teacher's working experience (Turyatamba et al., 2022). The head teacher is the most important individual in the school, and their experience and qualifications have a direct impact on the school's performance. The Government of Uganda has invested heavily in the improvement of secondary education, and it is essential that the head teachers of GSSs have the necessary qualifications and experience to ensure that the school follows the standards set by the NEC.

The influence of a head teacher's years of working experience on co-curricular activities can vary depending on various factors. However, research suggests that head teachers play a significant role in promoting and supporting co-curricular activities in schools (Christopher, Komunda, et al., 2022). One study conducted in Nigeria found that interest in co-curricular activities significantly influenced students' self-efficacy in various domains, including social, academic, language, moral, and overall self-efficacy (Mark et al., 2023). This suggests that head teachers with more years of experience may have a better understanding of the importance of co-curricular activities and may be more likely to support and encourage students' participation in these activities. Another study conducted in Ghana highlighted the importance of head teachers' ability to harness the

social capital and talents of stakeholders to support leading, teaching, and learning activities (Richard, B, Janice, et al., 2022). This suggests that head teachers with more years of experience may have developed stronger networks and relationships within the school community, which can positively influence the implementation and success of co-curricular activities (Anthony, Kazaara, Kazaara, et al., 2023).

Furthermore, a study conducted in Kenya examined the influence of head teachers' monitoring of teaching and learning materials on learners' performance in activity areas (Kipkoech et al., 2020). Although this study focused on pre-primary schools, it provides insights into the role of head teachers in supporting and monitoring the implementation of various activities, including co-curricular activities (Faith et al., 2023). Head teachers with more years of experience may have developed effective strategies for monitoring and evaluating co-curricular activities, which can contribute to their success. Overall, while there is limited research specifically addressing the influence of head teachers' years of working experience on co-curricular activities, the available evidence suggests that experienced head teachers may have a better understanding of the importance of these activities and may be more effective in promoting and supporting their implementation (Richard, B, & T, 2022). However, it is important to note that the influence of head teachers' years of experience may also be influenced by other factors, such as their leadership style, knowledge, and skills in managing co-curricular activities. "...The present study raises the possibility that the success of the current head teacher was because of his ability to harness the social capital and talents of stakeholders to support the

leading, teaching and learning activities (Richard, B, Janice, et al., 2022). Thus, the head teacher's emphasis on mutual influence, collaboration, interactions and relationship-building as critical aspects of leadership resonates with the findings of many recent educational leadership research studies including (Cand et al., 2022). The findings of this research show that where there is professional expertise and will, accountability, co-agency and a blend of humility, trust develops, and where there is trust, leadership thrives....”

Additionally, research has found a positive relationship between extracurricular activities and academic outcomes (Chan, 2016). Head teachers with more years of experience may be more aware of the potential benefits of extracurricular activities in enhancing students' academic performance and may therefore allocate resources and provide support to ensure the successful implementation of these activities. Moreover, extracurricular activities have been found to have long-term effects on employability (Richard et al., 2023).

Head teachers with more years of experience may understand the importance of preparing students for future careers and may therefore prioritize co-curricular activities that enhance students' employability skills (Moses, 2023). It is also important to consider the influence of parents' perceptions and valuation of extracurricular involvement on students'

participation in these activities (Lau & Cheng, 2016). Head teachers with more years of experience may have developed stronger relationships with parents and may be more effective in communicating the benefits of co-curricular activities, thereby increasing parental support and student participation. Overall, while there is limited specific research on the influence of head teachers' years of working experience on co-curricular activities, the broader literature suggests that experienced head teachers may have a better understanding of the importance of these activities and may be more effective in promoting and supporting their implementation (Christopher, Moses, et al., 2022b). However, it is important to consider that the influence of head teachers' years of experience may also be influenced by other factors, such as their leadership style, knowledge, and skills in managing co-curricular activities.

The influence of a head teacher's years of experience on co-curricular activities is an important aspect to consider in educational research. Previous studies have explored the views and experiences of head teachers, teachers, and students regarding various educational programs and activities. For example, a study conducted by (Christopher, Methodius, et al., 2022) aimed to explore the perspectives of head teachers, teachers, and pupils on an outdoor learning program within the key stage.

Statement of the Problem

Uganda has for over two decades experienced an upsurge enrollment in secondary schools since the introduction of USE in 2007 secondary school enrolment now stand at 1.5 million Students up from 0.6 million before the introductive USE (Anthony, Kazaara, Kazaara, et al., 2023). This calls for exquisite measure to utilize such an enrollment for development of the economy although there's such increased enrollment in Uganda secondary school, the sub sector is still affected by diverse factors ramping from micro level like national budgeting that is not proportional of education budget. Among these factors one factor that cannot that cannot be neglected and which has a big effect on quality of

education is school leadership (Richard et al., 2023). The recent research by the RAND cooperation (research and development study indicates that school leadership has almost 27% impact on improvement of quality in school leading to improved school performance (Isaac et al., 2023)

The concept of school leadership revolves around the school and its stakeholders. The various stakeholders who can affect the performance of a school are school principal / head teacher, teachers and community. However the major role play is the head teacher since in an education institution the head teacher acts as an anchor for all the stake holders as far as improving quality of education and of school performance (Godfrey et al., 2023).

Additionally Education institutions are a complete system to manage and has variety of challenges ranging from micro to macro and those require to addressed in ordered to improve performance in schools which require strong leadership with experience to unit all stakeholders in a given school (Gracious, 2023)

Often head teacher performance in Uganda is measured by the rate of performance of schools they lead and this is measured by teacher motivation discipline enforcement, and instructional leadership provided by the head teacher yet all these varieties are dependent on working experience beside this through this factors influence on school performance has been taken lightly what is perceived as toxic in one organization culture could be considered desirable in another (Christopher, Muhindo, et al., 2022). Therefore it is inevitably signification to find out its impact on school performance.

Uganda's ministry of Education and sports though the Education service commission has always sought experienced head teachers but no necessary study has been conducted to ascertain the relationship between head teachers working experience and school performance (Isaac et al., 2023).

Study Objective

To establish the influence of Head teachers' working experience on co-curricular activities performance in government secondary schools in Kasese district.

Study Hypothesis

Head teachers' working experience has no significant effect on co-curricular activities performance in government secondary schools of Kasese district.

Methodology

The study used a descriptive correlational research design. Descriptive involved collection data by interviewing and also administering questionnaires and the data was analyzed using descriptive statistics. The study was carried out in Kasese district located in the south of the western region of Ugandan. It boards Bunyangabu district in the north, DRC in East, Kamwenge in the West and bunyaruguru in the south. The study was done in the sub counties of Bwera, Nyakatonzi, Kistwamba and Kasese municipality. The target population comprised 4 of head teachers, 99 teachers and 198 students in Kasese district public secondary schools. These are 22 head teachers and approximately 700 teachers and also 280 s.4 and s.6 students are selected because they are mature enough to provide reliable information. Sample size was drawn from the secondary school in the study context. The sample size was 4 out of 12 public

secondary schools since this gives a reliable representation of the target population. Data was analyzed inform of tables, frequencies and percentages using SPSS & STATA (Nelson et al., 2022)

Results

Teachers' views on how head teachers manage co-curricular activities

According to table 1 below, 29(30%) of teachers with a mean of 3.23 strongly disagreed that head teachers endeavor to provide the required games and sports equipment to the school, though 24 (24.2%) agreed that they do provide them, we conclude that they do not cause the negative response outweighs the positive. But when teachers were asked whether the head teachers emphasize and facilitates co-curricular activities, majority with a percentage of 36.4% strongly agreed, meaning these head teachers do emphasize and facilitate co-curricular activities but do to budgetary deficient they are often finding it difficult to fully provide the required games and sports equipment to the school. Still on table 16, 37(37.4%) of the respondents with mean of 2.13 agreed that head teacher endeavors to provide the required games and sports equipment to the school. And majority of the respondents of frequency 45 and percentage of 45.4% agreed that Co-curricular activities' talented students are treated in a special way. Lastly a good number of respondents that is 44(44.4%) with a high mean of 3.17 agreed that head teachers have a well-defined mechanism of motivating talented students through appreciations, bursaries etcetera.

We can conclude therefore that public schools in Kasese district are performing well in co-curricular activities since the average mean was 2.97 and they would be performing even higher than this but they impeded by financial constraints.

Table 1: Teachers' views on how head teachers manage co-curricular activities

	Scale	Freq	%	Mean	Int.
the head teacher endeavors to provide the required games and sports equipment to the school	SD	29	30.0	2.13	
	D	26	26.2		Low
	A	24	56.4		
	SA	19	20.0		
The head teacher emphasizes and facilitates co-curricular activities	SD	11	11.1		
	D	20	20.2	2.90	High
	A	31	31.1		
	SA	36	36.4		
The head teacher has unique strategies lied down to improve co-curricular activities	SD	16	16.2		
	D	21	21.2	2.67	High
	A	37	37.4		
	SA	24	24.2		
Co-curricular activities' talented students are treated in a special way?	SD	8	8.0		
	D	17	17.8	2.91	High
	A	45	45.4		

Received: 16.01.2024

Accepted: 22.01.2024

Published on: 31.01.2024

	SA	28	28.3	
The head teacher has a well-defined mechanism of motivating talented students through appreciations, bursaries etc.	SD	14	14.1	3.15
	D	17	17.2	High
	A	44	44.4	
	SA	33	33.3	

****SD-Strongly Disagree, D-Disagree, A-Agree, SA-Strongly Agree****

Legend:

Strongly Agree	3.50-4.49	Very High
Agree	2.50-3.49	High
Disagree	1.50-2.49	Low
Strongly Disagree	1.00-1.49	Very low

Students' views on how head teachers manage co-curricular activities

According to table 2 below, 61(30.8%) of the students with a mean of 2.64 strongly agreed that head teachers endeavor to provide the required games and sports equipment to the school and 45(22.7%) disagreed but since the positive response outweighs the negative response we conclude that they do provide them but to the low extent. This tallies with what was the teachers' response of failure to provide these games and sports equipment by the head teacher as the main detriment to co-curricular activities development in public schools. Head teachers also categorically highlighted the same challenge to the development of co-curricular activities in government secondary schools

Still on table 8 below, a high number of respondents with a frequency of 66 and percentage of 33.3% and a high mean of 2.60 agreed that head teachers participate in games and sports directly and indirectly through supervision and also majority of the students of about 77(38.8%) and a high mean of 2.96 strongly agreed that Students often have interclass and interschool competitions

Lastly, majority of the respondents of 83(42.6%) with a high mean of 3.09 strongly agreed that they do have co-curricular activities on their time tables. This may be due to the expedition of the new curriculum that has physical education as part of the subjects that are taught.

Conclusively, co-curricular activities are given special consideration by public secondary schools in Kasese and these schools would be performing highly in co-curricular activities but they are limited by budgetary deficits.

Table 2: The relationship between head teachers` years of experience and co-curricular activities performance in

		Scale	Freq	%	Mean	Int.
The head teacher endeavors to provide the required games and sports equipment to the school	SD	42	21.2	2.64		
	D	45	22.7			High
	A	49	24.7			
	SA	61	30.8			
The head teacher participates in games and sports directly and indirectly through supervision	SD	39	20.0			
	D	47	23.7	2.60		High
	A	66	33.3			
	SA	46	23.2			
Students often have interclass and interschool competitions	SD	25	12.6			
	D	32	16.1	2.96		High
	A	63	31.8			
	SA	77	38.8			
Do you have co-curricular activities on your class timetable	SD	19	9.7			
	D	24	12.3	3.06		High
	A	69	35.4			
	SA	83	42.6			

public schools

		Co-curricular performance	activities
Years of experience	R	0.612*	
	p-value	0.290	
	N=145 * significance at 0.05		

The table above shows that there was very high positive correlation between head teachers` years of experience and co-curricular activities performance with  $r = 0.612$  and p value of  $0.290 > 0.05$  hence we reject the null hypothesis that there is no significant relationship between head teachers` years of experience and co-curricular activities. The general regression coefficient for the whole research in this case is thus $r = 0.600$, and hence r squared is 0.360 . The percentage influence of head teachers` years of experience on school performance is thus  $0.36 \times 100 = 36\%$ . Head teachers` years of experience therefore influence school performance by a percentage of 36 (Nelson et al., 2023).

Conclusion

Received: 16.01.2024

Accepted: 22.01.2024

Published on: 31.01.2024

The study concluded that the head teachers' years of working experience is not enough alone to influence school co-curriculum performance in secondary schools, there lies many other variables that play vital role in determining school co-curriculum performance since head teachers' years of experience.

Recommendations

The study recommended that the ministry of education and sports, though head teachers' years of working experience is a major prerequisite or appointing head teachers in public secondary schools, ministry of education and sports and the education service commission should also consider other actors like academic qualification, appraisals, seminars attendance. Years spent in a school was found to be an important actor of school performance, therefore the ministry of education and sports should instead of always opening vacancies or applicants to apply or school headship, would promote those who have already served on the existing schools from class room teacher to deputy-ship and finally to headship since such a head teacher would have fished enough time in that given school and is well acquitted with the prevailing school environment , administration, culture and many more.

To secondary school head teachers, though years of experience may determine school performance by a percentage 36%, there still lies the 68% that is influenced by other actors and head teachers should endeavor to know them and utilize them to foster school performance in their schools. Head teachers also should always treat every moment of time in headship so vital to learn many aspects of school headship since every moment counts as it contribute to the experience, some head teacher may remain with only the knowledge and expertise they acquired from universities because they do not put efforts on learning from the environment around them as put forward by the system theory (ludwig, 1963)

References

- 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., Catherine, M., Christopher, F., & Benefansi, I. (2023). *The Effect of Covid-19 Pandemic on the Education System and Institutions in Wakiso District . A Case Study of Gombe Sub County* . 7(2), 30–36.
- Cand, A. R., Ijeoma, P., Blessing, A., Janice, A. B., & James, T. (2022). *Students ' Sick-Role Behavior and Course Completion in Public and Private Universities in Uganda* . 6(6), 125–126. <https://doi.org/10.1007/s10578-014.Patterson>
- 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., Methodius, T., & Peter, B. (2022). *Need For a Research and Publications Committee and Publishing at a Higher Institution of Learning*. 6(7), 97–99.

Christopher, F., Moses, N., Muhindo, M. E., & Komunda, T. R. (2022a). *Employee Training and Organizational Performance : A Case Study of African College of Commerce and Technology in Kabale District , South Western Uganda* : 6(5), 1–7.

Christopher, F., Moses, N., Muhindo, M. E., & Komunda, T. R. (2022b). Employee Training and Organizational Performance: A Case Study of African College of Commerce and Technology in Kabale District, South Western Uganda. *International Journal of Academic Pedagogical Research*, 6(5), 1–7.

Christopher, F., Muhindo, M. E., & Nakalema, F. (2022). *Decentralization and Social Service Delivery in Uganda : Acritical Analysis of the Decentralization and Social Service Delivery in Uganda : Acritical Analysis of the literature review*. November.

Faith, K., Kalikola, J., Kazaara, A. G., Catherine, M., & Ismail, L. (2023). *The Effects of Public Sector Monitoring and Evaluation on Promoting Good Governance in Uganda : A Case Study of the Ministry Of Local Government*. 7(3), 71–83.

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.

Gracious, A. (2023). *The Effects Of Electronic Banking On Customer Service Delivery , A Case Study Of Cairo Bank Uganda , Nakasero*. 7(2), 80–87.

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.

Jac, T., & Kazaara, A. I. (2023). *Analyzing the Impact of Health Education on Maternal Mortality Rate in Uganda : A Case Study of Kampala District*. 7(3), 148–153.

Joventa, K., Kazaara, A. G., & Kazaara, A. I. (2023). *Assessing the Impact of Early Marriage on Girl Child Education in Uganda a Case Study of Nyankwanzi Sub-County , Kyejonjo District*. 7(3), 183–190.

Mark, N., Kazaara, A. G., Deus, T., Nelson, K., Catherine, M., Christopher, F., Benefansi, I., & Brighton, B. (2023). *Analysis of Students ' Enrollment and Graduation Rates in Gulu University in Uganda . A Case Study of Gulu University*. 7(2), 1–9.

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.

Nelson, K., Christopher, F., & Milton, N. (2022). *Teach Yourself Spss and Stata*. 6(7), 84–122.

Nelson, K., Kazaara, A. G., & Kazaara, A. I. (2023). *Teach Yourself E-Views*. 7(3), 124–145.

Ntirandekura, M., Ainebyoona, A., Registrar, D., District, B., & Commission, E. (2022). *HUMAN RESOURCE MANAGEMENT STRATEGIES AND ENHANCEMENT OF STAFF RETENTION IN PUBLIC SECTOR ORGANISATIONS : AN EMPIRICAL INVESTIGATION IN KABALE*. 6(7), 89–103.

Ntirandekura, M., Friday, C., & Muhammad, M. (2022). *Rewards and Staff Retention in Public Sector in*

Uganda: An Empirical Study from Kabale District Local Government. *International Journal of Academic Management Science Research*, 6(7), 165–170.

Oromo, O. D., Julius, A., & Nelson, K. (2023). *Effect of Covid-19 Lockdown on Household Income in Uganda A Case Study of Kitoro Parish , Entebbe Municipality*. 7(4), 107–117.

Racheal, N., Kazaara, A. G., & Kazaara, A. I. (2023). *Impact Of Quality Financial Reporting On An Organization Resource Management : A Case Study Of Humuza Holding Limited Kampala Uganda*. 7(3), 335–343.

Richard, A., B, A. I., Janice, B., Omolaja, M., & James, T. (2022). *Course completion among the students in Public and Private Universities in Uganda* . 6(7), 47–48.

Richard, A., B, P. I. A., & T, S. S. G. (2022). *Students ' Health Behavior and Course Completion in Public and Private Universities in Uganda*. 6(4), 354–360.

Richard, A., Deus, T., James, T., Ijeoma, A., & Janice, B. (2023). *The impacts of using music instruments on learning in post- secondary institutions in Uganda*. 7(3), 35–39.

Turyatamba, C., Nelson, K., Prudence, K., & Ntirandekura, M. (2022). *The Effect of Product Quality on Competitiveness of Small Medium-Sized Enterprises (SMES) In South Western Uganda ; Reflection on Kayonza Growers Tea Factory , In Kanungu District* . 6(12), 152–159.

Victoria, N., Nelson, K., Kazaara, A. G., & Kazaara, A. I. (2023). *The Impact Of Staff Development On The Pupils ' Academic Performance In Primary Schools In Kimaanya Sub-County , Masaka District A Case Study Of Kimaanya Sub-County , Masaka District*. 7(3), 179–186.