

Supervision Of Pre-Teaching Activities And Teacher's Competence In Primary Schools In Rutenga Sub

County In Kanungu District, Uganda

Tumwebaze Edison

Metropolitan International University

Abstract

This study investigated the influence of supervision of pre-teaching activities on teacher's competence in primary schools in Kanungu District, South Western Uganda. To achieve the purpose of the study, a null hypothesis was formulated. Cross – sectional research design was used for the study. Purposive sampling was used to identify head teachers and SMC, while simple random sampling was used to select teachers and student leaders. Content validity of the instruments was established by subjecting the instruments to the scrutiny of research experts and the instruments refined at their recommendations. Questionnaires further subjected to rating and Content Validity Index (CVI) of 0.974 and 0.939 obtained for the teachers' and students' questionnaires respectively. To determine reliability of the instruments, Cronbach's alpha reliability coefficient was computed for each set of questionnaires using SPSS (Version 25) and Cronbach's alpha value of 0.956 and 0.865 obtained respectively, confirming that the instruments were reliable in achieving the objectives of the study. Data collection was carried out using interviews and questionnaire survey. Descriptive statistical Analysis with frequencies and percentages was used to analyze quantitative data and Pearson Product Moment Correlation co-efficient (r) was used to establish the direction and strength of relationship between supervision and teacher's competence at 0.05 level of significance. Results obtained revealed that supervision of pre-teaching activities has a significant positive relationship with teacher's competence; also supervision of pre-teaching activities has a significant positive influence on teacher's competence in primary schools. The study concluded that supervision of pre-teaching activities has weak but significant positive influence on teacher's competence. The study recommended that supervision be carried out alongside improvement in working conditions to create job satisfaction for teachers for better competence.

Keywords: Supervision, Pre-teaching Activities, Teachers' Competence, Primary Schools.

Introduction

Schools cannot do without the involvement of trainers as the responsibility to improve the competence of teachers by equipping them with knowledge and skills lies with them (Anthony et al., 2023). This study investigated the supervision of pre-teaching activities and teacher competencies in primary schools in Rutenga County, Kanungu District, Southwestern Uganda. (Mark et al., 2023) points out that the history of supervision can be

traced back to the early American educational system in 1642. He identifies five stages through which supervision evolved to reach the current practice in educational institutions as administrative inspection. the period (1642 – 1875) where supervision focused mainly on the evaluation of the overall benefit of pupils, the evaluation of teaching methods, the overall management of the school and the use of financial resources, the adoption of a judgmental approach to supervision (Christopher, Komunda et al., 2022); the efficiency orientation period (1876–

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1936), which focused on helping teachers improve teaching effectiveness; the period of cooperative group efforts (1937 – 1959), when the posts of superintendents of schools and superintendents of special areas were established; the research-oriented period (1960–1990), which emphasized research practices in the study of school administration and supervision, and the diplomacy and political correctness period (1990–present), in which language was used to improve human relations in all spheres of economics, politics, and business (Winny et al., 2023). According to (Christopher, Komunda, et al., 2022), supervision and support services have undergone various changes and reforms throughout history. In the United States, the first provision for supervision by an official school representative was approved in 1654 by a charter of the General Court of Massachusetts Bay Colony (Seth & Ntirandekura, 2022). By law, the selectmen of the town were required to appoint teachers of sound faith and morals to work in the schools under their jurisdiction, who were required to visit each school to examine the behavior of the teachers, observe the behavior of the pupils, question the pupils closely and examine their written work (Richard, B, & T, 2022). This practice ensured that teachers paid attention to their prescribed roles in schools, which typically include effective curriculum coverage, task completion, and time management, among others. Therefore, supervisors are supposed to guide and direct teachers' instructional activities in accordance with professional behavior (Richard, B, Janice, et al., 2022). As schools grew and more teachers were employed, one of the teachers was appointed headmaster or principal and began to take over some

of the duties previously held by selectmen while maintaining a full schedule of teaching duties (Richard et al., 2023). This helped create a pattern of supervision as an inspection to identify teacher deficiencies.

Over time, a number of African countries have emphasized supervision and inspection to improve the quality of education (Turyatamba et al., 2022). The history of supervision in Kenya dates back to the early 20th century when the colonial government established the Ministry of Education (Brighton et al., 2023). The management and control of the schools was in the hands of the colonial administration. Supervision was understood as managing and **accessing** the activities of teachers and school management. However, this could not motivate teachers to high performance. However, post-independence commissions such as the Aminde Commission later influenced supervision in schools for better performance (Ntirandekura & Alex, 2022). In his report, he emphasized the importance of school supervision, which ensures students a quality education. Supervisors were to ensure that teachers effectively prepared lessons, delivered and assessed student progress. In Uganda, educational supervision began in 1925, when the government exercised control over education by establishing the Directorate of Educational Standards to ensure quality education in all educational institutions, and rapidly expanded the system in the 1950s and 1960s (Suzan & Kazaara, 2023). Later, efforts were made to decentralize supervision for better performance in schools. At district levels, inspectors of schools have been empowered to carry out school inspection and

supervision (Republic of Uganda, Education Act, 2008). This led to improved learning outcomes in terms of syllabi coverage, completion of assigned tasks and time management (Ntirandekura et al., 2022).

In Kanungu district, primary school supervision began in 2000 when the district gained district status (Mali, 2014). Until now, supervision remains a key factor in the struggle for excellence in schools. Thus, heightened concern about declining performance in primary schools in Kanungu District prompted this study. A study conducted in Malaysia to determine the roles of school principals in instructional supervision revealed that the effectiveness of principal supervision was correlated with curriculum implementation, preparation of teaching materials, and improved teacher professionalism (Seth & Ntirandekura, 2022). The National Open University of Nigeria (NOUN, 2016) shares this view and notes that supervision provides an opportunity for teachers to be modified through critical study of teaching processes as well as classroom interactions to carry out their teaching tasks in a professional manner. This means that through supervision and subsequent feedback, teachers are awakened to their professional

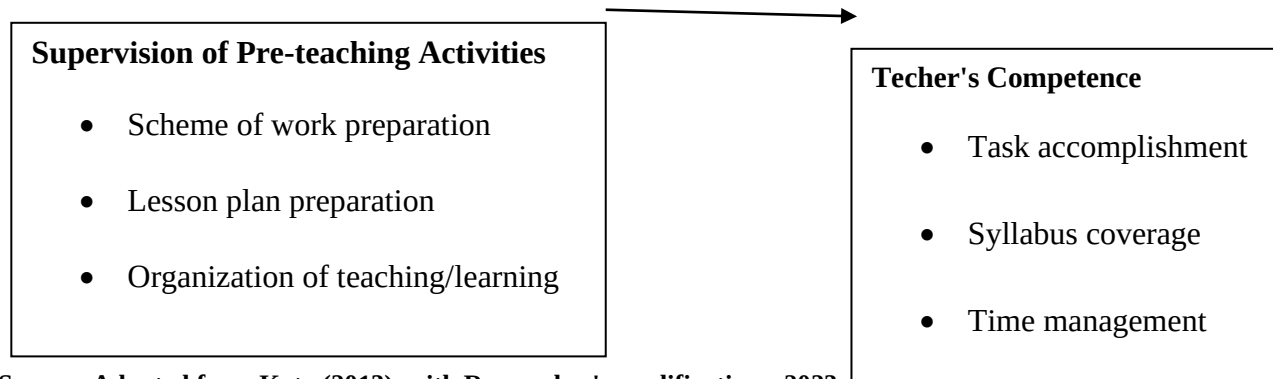
tasks, such as the scheme of work preparation, the preparation of lesson plans and the organization of teaching aids necessary for effective performance. (Emmanuel et al., 2023) argue that academic supervision is important to achieve quality learning to ensure that teachers, students and management are guided to achieve school goals. Thus, supervision motivates teachers to perform teaching activities better. A study (Victor et al., 2023) shows a moderate correlation between the supervisory practice of secondary school principals and the job performance of teachers. However, Cagri (2018) argues that teaching requires passion, dedication and commitment and that commitment is highly related to teacher performance. This means that supervision will not produce the desired result if teachers do not develop a sense of personal commitment in their work. According to Firestone and Rosenblum (1988), commitment results from job satisfaction. Thus, teachers will show commitment to their work if they perceive their work as satisfying. It is therefore important to ensure that supervision is carried out while providing favorable working conditions that increase teacher job satisfaction for better competence.

Problem statement

The study aimed at supervision of pre-teaching activities and teacher's competence in primary schools in Rutenga sub county in Kanungu district, uganda

Objective of the Study

The objective of the study was to assess the influence of supervision of pre-teaching activities on teacher's competence in Rutenga sub county Kanungu District, Uganda.

The conceptual frame work

Source: Adopted from Kato (2013), with Researcher's modifications, 2023

Figure 1: Conceptual frame work for the assessment of the influence of supervision on teacher's competence

The conceptual framework in figure 1 above depicts a direct relationship between supervision of pre-teaching activities and teacher's competence. Supervision of pre-teaching activities is perceived as the independent variable (IV). The dependent variable (DV) is teacher's competence which the study analyzes in terms of task accomplishment, syllabi coverage and time management. It is assumed that when there is adequate and effective supervision, teachers perform highly implying that teacher performance in teaching depends on supervision. On the other hand, teachers perform poorly in terms of task accomplishment, syllabi coverage and time management, if supervision lacks or is inadequate.

Methodology

The study used cross-sectional design because the researcher intends to collect data from a cross section of the population once and within a short period of time (Hulley, Cummings, & Newman, n.d) and to ensure that the study was fast and inexpensive (Salkind, 2010). Both qualitative and quantitative approaches were used in order to counteract the limitations associated with either of the approaches and come up with more reliable findings in line with Ivankova, Creswell, and Clark (2014) who hold that when used together, qualitative and quantitative methods complement each other and enable a more complete analysis of the research situation and the understanding of the relationship between the study variables which the researcher was interested in. The study population consisted of six head teachers, 95 teachers, six SMC chair persons and 90 student leaders; all from the six schools in the District. Therefore the study targeted an overall population of 197 respondents. Head teachers were chosen for the study in order to obtain the views of each of them as they are considered key players in education and supervisors in the schools; and being knowledgeable in the field, can provide the relevant and reliable information required. This reason also guided in the choice of SMC chairpersons. The choice of teachers for the study was based on the fact that they are directly supervised in the schools and therefore their input was considered important for this study. Similarly, student leaders were chosen to represent the views of the students as key participants in the

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teaching/learning activities of the schools. Data was analyzed inform of tables, frequencies and percentages using SPSS & STATA (Nelson et al., 2022)

Results

Table 1: Opinion of the teachers on scheme of work preparation and management in the schools

Statements	Respondents Percentage					
	1	2	3	4	5	Total
Scheme of work preparation						
I prepare scheme of work for every subject.	4.9	3.3	0.0	50.8	41.0	100
I ensure separate scheme for each class	9.7	9.7	0.0	40.3	40.3	100
I feel duty bound to prepare my schemes of work	9.7	3.2	1.6	61.3	24.2	100
School administration provides materials I need for scheme of work preparation	8.1	4.8	3.2	37.1	46.8	100
School administration and management supervise my scheme of work preparation	3.3	4.9	6.6	54.1	31.1	100
Average response	12.3		2.3	85.4		100

Source: Field data, 2023

Key: 1 = Strongly Disagree 2 = Disagree 3 = Uncertain 4 = Agree 5 = Strongly Agree

Qualitative results on scheme of work preparations

In agreement with the quantitative findings, results from interviews reveal that due to supervision, teachers generally prepare schemes of work which brings about consistency in syllabus coverage and *teachers generally become more focused on their work*. Some of the head teachers reported that *because of supervision, teachers are able to follow the time frame set for completing and submitting schemes of work and at least three-quarters of the teachers comply and make their schemes of work*. This confirms the quantitative finding that teachers' competence in terms of preparedness to teach is high.

Lesson Plan Preparation

Findings on lesson plan preparation revealed that on average 19.3% of the teachers disagreed that appropriate and effective lesson plan preparation is done in the schools while 65.6% agreed that there is appropriate and effective lesson planning in the schools. Only 15% of the teachers were undecided on the status of lesson plan preparation in the schools as reflected in Table 3 below;

Table 2: Opinion of the teachers on lesson plan preparation in the schools

Statements	Respondents Percentage					
	1	2	3	4	5	Total
Lesson plan preparation						
I am willing to prepare lesson plan for each lesson	4.8	17.7	19.4	40.3	17.7	100
School administration supervises my lesson plan preparation	11.3	21.0	17.7	43.5	6.5	100
School administration provides materials needed for lesson plan	6.5	16.1	17.7	37.1	22.6	100

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preparation.						
I always prepare lesson plan ahead of each lesson.	9.7	16.1	16.1	45.2	12.9	100
My lesson plan bears clear objectives for each lesson.	4.8	1.6	6.5	51.6	35.5	100
My lesson plan reflects the curriculum.	4.8	1.6	12.9	43.5	37.1	
Average response	19.4	15.0	65.6			100

Source: Field data, 2023

Key: 1 = Strongly Disagree 2 = Disagree 3 = Uncertain 4 = Agree 5 = Strongly Agree

However, much as majority (65.6%) of the teachers prepares lesson plans as required, the other 34.4% of teachers (who disagreed or remained undecided) not actively involved in lesson plan preparation means that lesson plan preparation in the schools fall below expectation. The 60-competence gap in lesson plan preparation can be explained by the fact that some teachers operate in more than one school and therefore lack the time to prepare lesson plans (Micheal et al., 2023).

On importance of lesson plan in teaching, 14.5% of the teachers were of the view that there is no time for lesson plan preparation, 12.9% held that lesson plan is not necessary, 64.5% recognized that lesson plan is necessary for all lessons and 8.1% maintained that lesson plan preparation should be done by science teachers. This indicates that 35.5% of the teachers do not have the right attitude towards lesson plan preparation in the schools but 64.5% of the teachers recognize that lesson plan preparation is necessary for all lessons (Christopher, Moses, et al., 2022). Similarly 90.3% of the teachers maintained that lesson plan helps them deliver their content better as opposed to 9.7% who held that lesson plan does not help them deliver better in class as presented in the Table 2. This means that much as some teachers do not prepare lesson plans, they generally appreciate the importance of lesson plan in teaching.

Table 3: The views of the teachers about lesson plan preparation and its importance in Teaching

Views	Frequency	Percentage	Cumulative Percentage
There is no time	9	14.5	14.5
Not necessary	8	12.9	27.4
Necessary for all lessons	40	64.5	91.9
Should be done by science teachers	5	8.1	100
Total	62	100	
Helps to deliver better	Y 56	90.3	90.3
	N 6	9.7	100

Total	62	100	
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Source: Primary data, 2023

Qualitative results on lesson plan preparation

Findings from interviews confirmed that lesson planning is not done by most teachers *because they feel that it is a duplication of the schemes of work while long serving teachers argue that they already know their lessons and don't need to plan*. This finding is in agreement with the quantitative finding that lesson plan preparation falls below expectation. Therefore, there is need for close supervision to motivate teachers plan their lessons for better competence.

Organization of Teaching/Learning Aids

On research findings regarding teaching and learning resources in the schools, a total of 9.4% of the teachers disagreed that teaching /learning aids are appropriately organized and managed in the schools, 9.3% remained uncertain and 81.3% agreed that teaching/learning aids are appropriately organized and managed in the schools as reflected in Table 4 below;

Table 4: Opinion of the teachers on organization of teaching/learning aids in the schools

Statements	Respondents Percentage					
	1	2	3	4	5	Total
Organization of teaching/learning aids						
I organize teaching/learning aids ahead of each lesson	1.6	3.2	3.2	59.7	32.3	100
School management supervises my teaching and learning aids organization	5.0	16.7	20.0	53.3	5.0	100
I am self-motivated to organize teaching/learning aids.	1.6	0.0	4.8	53.2	40.3	100
Average response	9.4		9.3	81.3		100

Source: Field data, 2023

Key: 1 = Strongly Disagree 2 = Disagree 3 = Uncertain 4 = Agree 5 = Strongly Agree

This finding indicates that generally there is good organization and management of teaching and learning aids in the schools and therefore teaching/learning aids are appropriately used in the 62 schools. This means that teacher's competence in terms of preparedness to teach is good. This can be attributed to the fact that the teachers in the schools are trained and therefore do appreciate the importance of teaching/learning aids in the teaching and learning process besides supervision in the schools (Paul & Kazaara, 2023).

On provision of teaching and learning aids in the schools, 53.2% of the teachers admitted that there is adequate provision of teaching and learning aids in the schools while 46.8% of the teachers rated provision of teaching and learning aids as inadequate in the schools. This shows that almost half of the teachers in the schools are not satisfied with the level of teaching and learning aids provision in the schools and therefore lack materials to effectively conduct their lessons (Victoria et al., 2023). This means that there is deficiency in teaching and learning aids provision in the schools which affects teachers' ability to exhaustively deliver to the learners. This can be attributed to failure by school administration to adequately allocate resources needed for teaching/learning aids provision and

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also laxity by the teachers to improvise teaching/learning aids needed. Table 5 summarizes findings on teaching/learning aids provision in the schools.

Table 5: Teachers' views on provision of teaching/learning aids in the schools

Views	Frequency	Percentage	Cumulative Percentage
Adequate	33	53.2	53.2
Inadequate	29	46.8	100
Total	62	100	

Source: Field data, 2023

Qualitative results on teaching/learning aids

Results from interviews reveal that schools provide teaching/learning aids and teachers are able to identify and use suitable teaching aids. However, reliance on teaching/learning aids provided by the schools means that teachers have limited initiatives to improvise teaching/learning aids and therefore lack variety needed for effective teaching and learning.

Relationship between supervision of pre-teaching activities and teacher's competence

Correlation coefficient was computed to determine the relationship between supervision of pre-teaching activities and teacher's competence. At 95% level of confidence, Pearson Correlation coefficient of 0.397 was obtained, indicating that there is a weak positive relationship between supervision of pre-teaching activities and teacher performance in schools in Kanungu District as reflected in the Table 6. The relationship is statistically significant since the generated p-value (Sign) is less than 0.05 ($=0.002$). This means that improvement in supervision of pre-teaching activities in these schools will lead to improvement in teacher's competence. Similarly decline in supervision of pre-teaching activities in these primary schools will lead to decline in teacher's competence.

Table 6: Correlation coefficient between supervision of pre-teaching activities and teacher's competence

		Teacher's competence
	Pearson correlation	.397*
Supervision of pre-teaching activities	Sig. (2-tailed)	.002
	N	61

*. Correlation is significant at the 0.05 level (2-tailed).

Summary of finding

The study found out that there is a weak but significant positive relationship between supervision of pre-teaching activities and teacher's Competence in primary schools in Kanungu District. At 95% level of confidence, Pearson Correlation coefficient of 0.397 was obtained, confirming that there is a weak positive relationship between supervision of pre-teaching activities and teacher's competence in schools (Nelson et al., 2023). However, the relationship is statistically significant since the generated p-value (Sign) is less than 0.05 ($=0.002$) meaning that

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improvement in supervision of pre-teaching activities in these schools will lead to improvement in teacher's competence and decline in supervision of pre-teaching activities in these schools will lead to decline in teacher's competence. Qualitative findings revealed that due to supervision, teachers generally prepare schemes of work but most teachers do not prepare lesson plans. Schools provide teaching / learning aids but are mostly used in science lessons while teachers of arts subjects are quite reluctant in using teaching/learning aids.

Discussion

Pre-teaching activities focused on schemes of work preparation, lesson plan preparation and organization of teaching/learning aids. Findings revealed that there is a weak but significant positive relationship between supervision of pre-teaching activities and teacher's competence in schools in Kanungu District (Pearson correlation coefficient of 0.397). Pearson correlation coefficient of 0.397 means that the relationship between supervision of pre-teaching activities and teacher's competence is positive but weak and therefore improvement in supervision of pre-teaching activities will lead to a slight improvement in teacher's competence. This could be attributed to the fact pointed out by (Emmanuel et al., 2023); that teaching necessitates passion, dedication and commitment and that commitment results from job satisfaction. For teachers to compete well, they must feel satisfied with their job. This implies that teacher's competence is not determined by supervision alone but also by other factors such as level of commitment and job satisfaction. Thus, schools have a duty to create conducive working condition alongside adequate supervision that enhances the teachers' job satisfaction for better competence. This supports findings by Nakpodia (2017) who in a study to investigate the dependent outcome of teacher competence in schools in Delta State, Nigeria, discovered that teacher competence in is significantly dependent on the capacity of the principals to effectively conduct adequate and valuable supervision.

Conclusion

In line with this objective and considering the findings that there is a weak but significant positive relationship between supervision of pre- teaching activities and teacher's competence in schools in Kanungu District; and that supervision of pre-teaching activities has influence on teacher's competence in schools in the district; and incorporating the qualitative findings that due to supervision, teachers generally prepare schemes of work but most teachers do not prepare lesson plans, and schools provide teaching / learning aids but are mostly used in science lessons while teachers of arts subjects remain reluctant to use teaching/learning aids; and in light of the discussion that the contribution of supervision to teacher's competence cannot be under estimated but that teaching necessitates passion, dedication and commitment and that commitment results from job satisfaction and for teachers to compete well, they must feel satisfied with their job; it is logical to conclude that supervision of pre-teaching activities has a significant positive influence on teacher's competence (at 14.3%). Hence 14.3% of the variation in teacher's competence in the schools can be attributed to variation in the level of supervision of pre-teaching activities. It is therefore important that attention be paid to supervision while at the same time addressing the other factors that have greater influence on the competence of teachers in the schools.

Recommendation

In line with this objective and considering the conclusion that supervision of pre-teaching activities has a significant positive influence on teacher's competence (14.3%) and that teacher's competence in primary schools can be partly attributed to the level of supervision of pre-teaching activities, therefore attention be paid to supervision as well as identifying and addressing the other factors that have greater influence on the competence of teachers in the schools; it is recommended that management of schools should carry out supervision and at the same time endeavor to find out and address the other factors affecting teacher's competence and ensure conducive working condition for teachers to create job satisfaction so that teachers may be able to concentrate on their mother schools and improve their competence in the schools.

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