
**Impact Of Strike Actions On The Academic Performance Of Primary School Learners In Mabira Town Council
Kyenjojo District.**

Kamara Sabiiti¹, Mwesigwa Henry²

1, 2 Metropolitan International University

Abstract

The impact of strike actions on the academic performance of primary school learners is a critical and multifaceted issue that requires careful consideration. Strikes in the education sector can disrupt the normal functioning of schools, affecting both teachers and learners. The purpose of this abstract is to provide a concise overview of the potential consequences of strike actions on the academic performance of primary school learners. Strike actions among educators can lead to a loss of instructional time, as classes may be canceled or postponed during the period of the strike. This disruption in the learning process can have negative implications for the academic progress of primary school learners. Additionally, the absence of regular classroom instruction may result in gaps in knowledge and skills development, hindering learner's overall academic achievement. Furthermore, the psychological impact of strike actions on primary school learners cannot be overlooked. From the findings, it was revealed that 36% of the respondents strongly agreed that regular payment of teachers' salaries reduced strike actions, 40% agreed while 18% disagreed and 6% strongly disagreed. The study also revealed that 41% of the respondents strongly agreed that strengthening of educational supervisory/monitoring bodies reduced strike actions, 35% agreed, 17% disagreed and 7% strongly disagreed. The uncertainty and instability caused by strikes can create stress and anxiety among students, potentially affecting their ability to concentrate and engage in the learning process. The emotional toll of such disruptions may have long-term consequences on the well-being and academic resilience of primary school learners. It is essential for educators, policymakers, and stakeholders to consider the potential repercussions of strike actions on the academic performance of primary school learners. Developing strategies to minimize the negative effects of strikes, such as implementing alternative learning methods during strike periods and addressing the emotional well-being of students, is crucial to ensure that the educational goals and outcomes of primary education are not compromised.

Keywords: Strike Actions, Academic, Performance, Primary and School Learners

Background of the Study

The education sub-sector, particularly primary schools in Uganda, has recently witnessed continuous closures due to strike action (Julius, 2024). The impact of these repeated school closures on academic programs can be better imagined than described. Thus, primary school education in Uganda has suffered huge setbacks as a result of strike action by teachers (L. Nafiu et al., 2013). This has always subjected students to deplorable conditions, disrupting academic programs, giving students undeserved extensions of their academic years, poor student concentration on academic programs, and poor teacher-student relationships. As a result, students' academic performance has declined relatively, while various forms of examination malpractice are on the rise (Godfrey et al., 2023). The situation has taken on such an alarming dimension that it is moving to tertiary institutions (Julius, 2024).

Received: 09.07.2024

Accepted: 12.07.2024

Published on: 30.07.2024

Currently, education in Uganda is unable to achieve the lofty goal because it is in deep trouble (Anthony, Kazaara, & Kazaara, 2023). Many reasons can be considered for these constant NUT strikes. These problems according to the NUT include funding, lack of autonomy and dehumanizing working conditions in an attempt to find a permanent solution to these problems, a lengthy commission set up by the federal government in its report recommended a 90% funding level for the next fifteen years. 1992-2007 (Victoria et al., 2023).

The recommendations were adopted in an agreement between the Federal Government of Uganda and the NUT, unfortunately the government breached the agreement. For example, funding in 1996 was supposed to be four times higher than prescribed in the report, but fell short of this expectation due to the government's stance on education funding (Anthony, Kazaara, Kazaara et al., 2023). The economic downturn and exchange rates didn't help matters. Judging by the economic downturn, the revision of the agreement was strongly rejected by the government (Micheal et al., 2023). This was followed by several strike actions by the Ugandan Union of Teachers since then the situation was further exacerbated by the way the government responded to the NUTS strike action (Seth & Ntirandekura, 2022). Instead of engaging in meaningful dialogue with teachers, governments have dismissed some and even gone so far as to forcibly evict them from their official quarters (Nelson, 2024).

In addition to the humiliation, the government refused to pay them salaries and other entitlements. As a result, most teachers left for the private sector, while some others left for private schools in search of greener pastures (Moses, 2022). Some students turn to crime, while others also secure temporary employment and others engage in street hawking and become juvenile delinquents (Cand et al., 2022). The consequences of these strike actions led to a decline in the level of education (Nancy & Prudence, 2024).

The conflict between the Federal Government and the teachers has been occurring at times in Mabira Town Council, specifically in Kyenjojo District, as a result, a lasting solution is in order through a comprehensive research on the impact of the strike on the academic level of the students. (Kanyerere & Muhammed, 2023). This work intends to achieve this by bringing to the attention of the government the various steps that need to be taken to eliminate these problems once and for all.

Statement of the Problem

The demand of the National Union of Teachers (NUT) and other academic unions in Uganda's primary school is that the government fulfill the agreement it reached with them in 2009 on how to save the national education system from collapse (Vincent & Peter, 2023). On the other hand, the government proposes a piecemeal selective approach. There is no doubt that education is too fundamental to the survival of any nation to be treated as a topic outside of politics or evasive polemics (Pauline, 2023). It cannot be denied that Uganda is not currently doing enough, by world standards, to fund the education of its children. As for the government, there are other competing items for the limited funds available and the government is not doing enough to develop the infrastructure of the Ugandan education systems (Brighton et al., 2023).

Received: 09.07.2024

Accepted: 12.07.2024

Published on: 30.07.2024

This caused serious disputes between the government and these academic unions including the NUT, which resulted in sustained strike action. The constant strike action by the NUT and all these academic unions eventually affected the academic standard of the students; it usually presents many problems in terms of the length of their studies, their performance in exams and their final result (Christopher et al., 2022). Students are kept out of school for long periods of time; most are completely cut off from academics because conditions at home may not support productive and rigorous academic practice. Students and their parents are frustrated because of the long wait for school to resume, which is far in sight (Godfrey et al., 2023). Some of the students, when they are not doing anything at home, are engaged in things other than academics. In some cases, they are easy recruits for criminal activities such as armed robbery, kidnapping and rape, and on the other hand, they support cultism. This has made them a problem for social peace and order in Uganda. However, the extent to which strike actions by school staff, particularly NUT strikes, affect students' academic performance requires careful investigation and this research focuses on examining the impact of strike action on academic performance in Mabira Town Council, Kyenjojo District (Victoria et al., 2023).

Purpose of the Study

The general purpose of this study was to find out the impact of strike actions on Learners academic performance in Mabira Town council Primary Schools in Kyenjojo District.

Specific Objectives

1. To find out the prevalence of strike actions in Mabira Town council Primary Schools in Kyenjojo District.
2. To find out the causes of strike actions in Kyenjojo district
3. To identify the impact of strike actions on Learners academic performance Primary Schools in kyenjojo district.

Methodology

This study adopted a descriptive survey design that was used to collect existing information among the study population. A descriptive survey design was chosen for its ability to collect data from respondents (Jallow et al., 2021). The field of study focused on the impact of strike actions on the school performance of primary school students within the broader field of education research (Olanrewaju & Abiodun, 2021). Specifically, this study fell within the subfield of educational policy and administration with a particular emphasis on the social, psychological and academic dimensions of primary education. Research has examined the effects of labor strikes in the education sector, with primary schools as the primary context of investigation (Rasheed et al., 2022).

The target population for the study on the impact of strike action on the academic performance of primary school students included various stakeholders within the educational ecosystem, with a primary focus on primary school students. The target population consisted of primary school students, typically between the ages of 6 and 12, spanning both urban and rural schools to capture diverse experiences and perspectives (A & Ahmed, 2019). In addition, primary school teachers were considered important participants as their experiences during strike action could affect students' academic performance (Winny et al., 2023). The study involved primary school teachers to gain insights into how the

Received: 09.07.2024

Accepted: 12.07.2024

Published on: 30.07.2024

strikes affected their ability to teach and support students. In addition, parents or guardians of primary school students played a key role in the study and provided valuable insights into how strike action affected their children's education, their well-being and overall family dynamics (Aslam et al., 2022). School principals, including school principals and other administrative staff, were also integral participants in the study, who contributed insights into how strike action at school level was managed and what measures were taken to mitigate the impact on students. The data collection tool used in this study was a questionnaire designed by the researcher (L. A. Nafiu et al., 2017). The questionnaire was critically reviewed by two educational experts for validation. Section “A” of the questionnaire sought demographic information about respondents' personal information such as age, gender, and religion (L. A. Nafiu et al., 2012). Section “B” contained sixteen items that required respondents to rate each item on a 4-point Likert-type scale based on the extent to which they believed the statements reflected their response to study habits.

Face validity of the instrument was established by the researcher's supervisor and two other lecturers specializing in measurement and assessment at the Department of Science Education, University of Agriculture, Makurdi (L. A. Nafiu & Ph, 2012). They assessed the appropriateness of the research and provided suggestions and modifications that formed the final draft of the questionnaire (Anwar et al., 2022). Items were checked for clarity and inappropriate items were discarded, leaving only appropriate items in the questionnaire. Data collection was done through a questionnaire administered by the researcher through personal guidance and personal interviews (Olanrewaju et al., 2021). The researcher directly interacted with the participants, scoring and collecting the data. The data collected from the respondents was analyzed using frequency analysis, tables and figures. Statistical software such as SPSS (Statistical Package for the Social Sciences) and Stata (Nelson et al., 2022) were used for data analysis. Data were analyzed in a cross-sectional design, examining patterns and trends within the data collected. Simple percentages were calculated for a clear understanding of the findings.

RESULTS

What is the prevalence of strike actions in Mabira Town council Primary Schools in Kyenjojo district

Table 1 The prevalence of strike action in Primary Schools

S/N	Items	SA	%	A	%	D	%	SD	%	Total	Total %
2	Primary Schools	88	44	60	30	36	18	16	8	200	100
1	in Mabira Town council										
	State experience										
	strike actions.										
3	You have experienced	70	35	90	45	26	13	14	7	200	100
	strike action in the										
	cause of your study										

Received: 09.07.2024

Accepted: 12.07.2024

Published on: 30.07.2024

2	duration.										
5	Almost every administration experience strike action	68	34	80	40	30	15	22	11	200	100

Table 1 revealed that 44% of the respondents strongly agreed that Primary Schools in Kyenjojo district experience strike actions, 30% agreed while 18% disagreed and 8% strongly disagreed. The above table also shows that 35% of the respondents strongly agreed that they have experience strike action in the cause of their study duration, 45% agreed while 13% disagreed and 7% strongly disagreed. From the table above 34% strongly agreed that almost every administration experience strike action in Primary Schools in Mabira town council primary schools, Kyenjojo District, 45% agreed, 15% disagreed and 11% strongly disagreed.

What are the causes of strike actions in Mabira Town council primary schools, Kyenjoo district.

Table 2 The causes of strike actions.

S/N	Items	SA	%	A	%	D	%	SD	%	Total	Total %
1	Non-payment of salary causes strike actions in Primary Schools in Kyenjoo district	90	45	60	30	16	8	34	17	200	100
2	Lack of infrastructure causes strike actions in Mabira Town council Primary Schools in Kyenjojo district	70	35	72	36	30	15	28	14	200	100
3	Insecurity causes strike actions in Mabira Town council Primary Schools in Kyenjojo district	72	36	68	34	40	20	20	10	200	100
4	Lack of instructional materials causes strike actions in Mabira Town council Primary schools in Kyenjojo district.	88	44	50	25	42	21	20	10	200	100

Received: 09.07.2024

Accepted: 12.07.2024

Published on: 30.07.2024

5	Low labour force causes strike actions in Mabira Town Council Primary Schools in Kyenjojo District.	90	45	60	30	40	20	10	5	200	100
---	---	----	----	----	----	----	----	----	---	-----	-----

Table 2 revealed that 45% of the respondents strongly agreed Non-payment of salary causes strike actions, 30% also agreed while 8% disagreed and 17% remain strongly disagreed. Table 3 also revealed that 35% of the respondents strongly agreed that lack of infrastructure causes strike actions, 36% agreed, 15% disagreed and 14% remain strongly disagreed. The table also shows that 36% or the respondents strongly agreed insecurity as the cause of strike actions, 34% also agreed while 20% disagreed and 10% strongly disagreed. The table also shows that 44% respondents strongly agreed lack of instructional materials as the cause of strike action, 25% agreed, 21% disagreed and 10% strongly disagreed. From the table above 45% respondents strongly agreed low labour force causes strike actions, 30% agreed while 20% disagreed and 5% remain strongly disagreed.

What is the impact of strike actions on Learners academic performance Mabira Town council Primary Schools in Kyenjojo district?

Table 3: The impact of strike actions

S/N	Items	SA	%	A	%	D	%	SD	%	Total	Total %
1	Poor academic performance is an impact of strike actions on academic performance.	90	45	50	25	36	18	24	12	200	100
2	Poor implementation of curriculum is an impact of strike actions on academic performance.	76	38	68	34	22	11	34	17	200	100
3	Student indiscipline is an impact of strike actions on academic performance.	88	44	60	30	32	16	20	10	200	100
4	Poor academic administration is an impact of strike actions on academic performance.	76	38	62	31	16	8	46	23	200	200

Table 3 revealed that 45% respondents strongly agreed poor academic performance as an impact of strike actions on academic performance, 25% agreed while 18% disagreed and 12% strongly disagreed. From the table above 38%

Received: 09.07.2024

Accepted: 12.07.2024

Published on: 30.07.2024

respondents strongly agreed poor implementation of curriculum as an impact of strike actions on academic performance, 34% agreed, 11% disagreed and 17% strongly disagreed. The table also shows that 44% respondents strongly agreed student indiscipline is an impact of strike actions on academic performance, 30% agreed, 16% disagreed and 10% strongly disagreed. Table 4 revealed that 38% respondents strongly agreed that poor academic administration is an impact of strike actions on academic performance, 31% agreed while 8% respondent disagreed and 23% strongly disagreed.

What are the strategies that can be put in place to reduce strike actions in Mabira Town council Primary Schools in Kyenjojo district?

Table 4: The strategies that can be put in place to reduce strike actions

S/N	Items	SA	%	A	%	D	%	SD	%	Total	Total %
1	Regular payment of teachers salaries will reduce strike actions.	72	36	80	40	36	18	12	6	200	100
2	Strengthening of educational supervisory/monitoring bodies will reduce strike actions.	82	41	70	35	34	17	14	7	200	100
3	Organizing of educational programmes to improve government/staff relationship will reduce strike actions.	70	35	76	38	32	16	22	11	200	100
4	Proper design of curriculum will reduce strike actions	68	34	80	40	40	20	12	6	200	100

Table 4 revealed that 36% of the respondents strongly agreed that regular payment of teachers salaries will reduce strike actions, 40% agreed while 18% disagreed and 6% strongly disagreed. The table also revealed that 41% of the respondents strongly agreed that strengthening of educational supervisory/monitoring bodies will reduce strike actions, 35% agreed, 17% disagreed and 7% strongly disagreed (Nelson et al., 2023). From the table 35% respondent strongly agreed organizing of educational programmes to improve government/staff relationship will reduce strike actions, 38% agreed, 16% disagreed and 11% strongly disagreed. Table 5 also shows that proper design of curriculum will reduce strike actions, 34% strongly agreed, 40% agreed while 20% disagreed and 6% remain strongly disagreed.

Conclusion

Received: 09.07.2024

Accepted: 12.07.2024

Published on: 30.07.2024

Recommendation

Based on the finding of the study, the researcher recommends as followings:

- i. A strike free environment should be ensuring for quality and conducive atmosphere for learning in schools
- ii. Government/teachers regulatory bodies such as NUT, ASSU etc. should be straighten for a quality education output.
- iii. Schools supervisory personnel should be trained regularly to avoid challenges which gradually lead to strike actions.
- iv. Haven listed the strategies to be put in place to reduce strike actions such as regular payment of teachers' salaries, strengthening of educational supervisory/monitoring bodies, organizing of educational programmes to improve government/staff relationship, proper design of curriculum, the researcher therefore urges the government/private organization to put forth this notion in mind in other to have a strike free environment.

References

- A, S. M. D. A. U. Y. N. L., & Ahmed, H. O. (2019). *On a Semi-Markov Model for Stock Exchange using Capital Assets*. 6(1), 138–144.
- 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.
- Anwar, S. M., Komal, S., Cheema, A. N., Abiodun, N. L., Rasheed, Z., & Khan, M. (2022). *Efficient Control Charting Scheme for the Process Location with Application in Automobile Industry*. 2022.
- Aslam, M., Anwar, S. M., Khan, M., Abiodun, N. L., & Rasheed, Z. (2022). *Efficient Auxiliary Information – Based Control Charting Schemes for the Process Dispersion with Application of Glass Manufacturing Industry*. 2022.
- Brighton, B., Deus, T., Kazaara, A. G., Nelson, K., Alex, K., Christopher, F., & Benefansi, I. (2023). *The Effect Of Covid-19 Pandemic On The Education System And Institutions In Wakiso District A Case Study Of Gombe Sub County* . 7(2), 55–61.
- 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., Moses, N., Muhindo, M. E., & Nturanabo, M. (2022). *The Influence of Intrinsic and Extrinsic Motivation on Employees ' Performance : A Case Study of African College of Commerce and Technology in South Western Uganda*. 6(4), 321–329.
- 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*

Received: 09.07.2024

Accepted: 12.07.2024

Published on: 30.07.2024

Secondary Schools , A Case Study Of Buwesswa Secondary School In Manafwa District. 7(2), 100–107.

Jallow, M. A., Weke, P., Nafiu, L. A., & Ogutu, C. (2021). *APPLICATION OF A DISCRETE-TIME SEMI-MARKOV MODEL TO THE STOCHASTIC FORECASTING OF CAPITAL ASSETS AS STOCK* Department of Mathematics School of Mathematics University of Nairobi Department of Mathematics and Statistics. 63(1), 1–18.

Julius, A. (2024). *Staff Development and its Impact on students Academic Performance Among selected secondary Schools in Kanungu District. 8(4), 155–160.*

Kanyerere, O. E., & Muhammed, M. (2023). *The Factors Affecting Learners Attitude towards Offering Kiswahili Subject in Secondary Schools . A Case Study of Sironko Secondary School in Sironko District. 7(3), 39–43.*

Micheal, T., Nicholas, K., Kazaara, A. G., & Nelson, K. (2023). *The Effect of Teacher ' s Motivation on Academic Performance of Students in Kole District a Case Study of Alito Sub-County. 7(2), 64–72.*

Moses, N. (2022). *Delegation of Responsibilities and Teachers ' Performance in Selected Secondary Schools in Kabale Municipality. June.*

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

Nafiu, L. A., & Ph, D. (2012). *Comparison of One-Stage , Two-Stage , and Three-Stage Estimators Using Finite Population . 13(2), 166–171.*

Nafiu, L. A., Ph, D., Ibitayo, L. D., Ph, D., Muyombya, S. M., & Sc, M. (2017). *On Empirical Power of Univariate Normality Tests under Symmetric , Asymmetric , and Scaled Distributions . 18(1), 90–96.*

Nafiu, L., Lanlege, D., & Hakimi, D. (2013). *Statistical analysis of knowledge and awareness to universal basic education in Nigeria. 1(3), 28–35. <https://doi.org/10.11648/j.sjedu.20130103.11>*

Nancy, M., & Prudence, K. (2024). *Capacity Building programs and their impact on employee performance . A case study of Metropolitan International University. 8(4), 23–27.*

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., 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.*

Olanrewaju, R. O., & Abiodun, N. L. (2021). *Stochastic Modelling of the Dynamics of the SARS-CoV-2 Epidemic : An Africa Perspective. 11(2), 41–48. <https://doi.org/10.5923/j.ajms.20211102.03>*

Olanrewaju, R. O., Waititu, A. G., & Abiodun, N. L. (2021). *On the Estimation of k-Regimes Switching of Mixture Autoregressive Model via Weibull Distributional Random Noise. 10(1), 1–8. <https://doi.org/10.5923/j.ijps.20211001.01>*

Pauline, N. (2023). *Effects of Physical Education on the Learners Academic Performance in Secondary School . A Case of Kabojja Secondary. 7(4), 118–125.*

Rasheed, Z., Khan, M., Abiodun, N. L., Anwar, S. M., Khalaf, G., & Abbasi, S. A. (2022). *Improved*

Received: 09.07.2024

Accepted: 12.07.2024

Published on: 30.07.2024

Nonparametric Control Chart Based on Ranked Set Sampling with Application of Chemical Data Modelling. 2022.

Seth, A., & Ntirandekura, M. (2022). *Delegation of Responsibilities and Teachers ' Performance in Selected Secondary Schools in Kabale Municipality. 6(6), 31–48.*

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.*

Vincent, S., & Peter, M. (2023). *Examining The Relationship Between Poverty And Early Marriages Among School Going Girls . A Case Study Of Kimanya Sub County. 7(3), 154–159.*

Winy, N. D., Ariyo, D., Kazaara, G., Kazaara, A. I., & Deus, T. (2023). Effect Of Motivation On Employee Performance In Non-Government Organizations (NGOS): A Case Of Mbale City. In *International Journal of Academic Multidisciplinary Research* (Vol. 7). www.ijeais.org/ijamr

A, S. M. D. A. U. Y. N. L., & Ahmed, H. O. (2019). *On a Semi-Markov Model for Stock Exchange using Capital Assets. 6(1), 138–144.*

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.*

Anwar, S. M., Komal, S., Cheema, A. N., Abiodun, N. L., Rasheed, Z., & Khan, M. (2022). *Efficient Control Charting Scheme for the Process Location with Application in Automobile Industry. 2022.*

Aslam, M., Anwar, S. M., Khan, M., Abiodun, N. L., & Rasheed, Z. (2022). *Efficient Auxiliary Information – Based Control Charting Schemes for the Process Dispersion with Application of Glass Manufacturing Industry. 2022.*

Brighton, B., Deus, T., Kazaara, A. G., Nelson, K., Alex, K., Christopher, F., & Benefansi, I. (2023). *The Effect Of Covid-19 Pandemic On The Education System And Institutions In Wakiso District A Case Study Of Gombe Sub County . 7(2), 55–61.*

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., Moses, N., Muhindo, M. E., & Nturanabo, M. (2022). *The Influence of Intrinsic and Extrinsic Motivation on Employees ' Performance : A Case Study of African College of Commerce and Technology in South Western Uganda. 6(4), 321–329.*

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.*

Jallow, M. A., Weke, P., Nafiu, L. A., & Ogutu, C. (2021). *APPLICATION OF A DISCRETE-TIME SEMI-*

Received: 09.07.2024

Accepted: 12.07.2024

Published on: 30.07.2024

MARKOV MODEL TO THE STOCHASTIC FORECASTING OF CAPITAL ASSETS AS STOCK Department of Mathematics School of Mathematics University of Nairobi Department of Mathematics and Statistics. 63(1), 1–18.

Julius, A. (2024). *Staff Development and its Impact on students Academic Performance Among selected secondary Schools in Kanungu District*. 8(4), 155–160.

Kanyerere, O. E., & Muhammed, M. (2023). *The Factors Affecting Learners Attitude towards Offering Kiswahili Subject in Secondary Schools . A Case Study of Sironko Secondary School in Sironko District*. 7(3), 39–43.

Micheal, T., Nicholas, K., Kazaara, A. G., & Nelson, K. (2023). *The Effect of Teacher ' s Motivation on Academic Performance of Students in Kole District a Case Study of Alito Sub-County*. 7(2), 64–72.

Moses, N. (2022). *Delegation of Responsibilities and Teachers ' Performance in Selected Secondary Schools in Kabale Municipality*. June.

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

Nafiu, L. A., & Ph, D. (2012). *Comparison of One-Stage , Two-Stage , and Three-Stage Estimators Using Finite Population .* 13(2), 166–171.

Nafiu, L. A., Ph, D., Ibitayo, L. D., Ph, D., Muyombya, S. M., & Sc, M. (2017). *On Empirical Power of Univariate Normality Tests under Symmetric , Asymmetric , and Scaled Distributions .* 18(1), 90–96.

Nafiu, L., Lanlege, D., & Hakimi, D. (2013). *Statistical analysis of knowledge and awareness to universal basic education in Nigeria*. 1(3), 28–35. <https://doi.org/10.11648/j.sjedu.20130103.11>

Nancy, M., & Prudence, K. (2024). *Capacity Building programs and their impact on employee performance . A case study of Metropolitan International University*. 8(4), 23–27.

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., 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.

Olanrewaju, R. O., & Abiodun, N. L. (2021). *Stochastic Modelling of the Dynamics of the SARS-CoV-2 Epidemic : An Africa Perspective*. 11(2), 41–48. <https://doi.org/10.5923/j.ajms.20211102.03>

Olanrewaju, R. O., Waititu, A. G., & Abiodun, N. L. (2021). *On the Estimation of k-Regimes Switching of Mixture Autoregressive Model via Weibull Distributional Random Noise*. 10(1), 1–8. <https://doi.org/10.5923/j.ijps.20211001.01>

Pauline, N. (2023). *Effects of Physical Education on the Learners Academic Performance in Secondary School . A Case of Kabojja Secondary*. 7(4), 118–125.

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*. 2022.

Seth, A., & Ntirandekura, M. (2022). *Delegation of Responsibilities and Teachers ' Performance in Selected*

Received: 09.07.2024

Accepted: 12.07.2024

Published on: 30.07.2024

Secondary Schools in Kabale Municipality. 6(6), 31–48.

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.*

Vincent, S., & Peter, M. (2023). *Examining The Relationship Between Poverty And Early Marriages Among School Going Girls . A Case Study Of Kimanya Sub County. 7(3), 154–159.*

Winny, N. D., Ariyo, D., Kazaara, G., Kazaara, A. I., & Deus, T. (2023). *Effect Of Motivation On Employee Performance In Non-Government Organizations (NGOS): A Case Of Mbale City. In International Journal of Academic Multidisciplinary Research (Vol. 7). www.ijeais.org/ijamr*