

The Effect Of Teachers' Absenteeism On Students' Academic Performance In Lower Secondary Schools In Uganda; A Case Study Of Katikamu Sub County Luwero District

Nassaazi Grace¹, Okee Jill Margaret²

1, 2 Metropolitan International University

Abstract

Students' academic performance is the center around which the whole education system revolves, the success and failure of any educational institution is determined in terms of its students' performance hence a need for research looking into improving students' academic performance. This study analyzed the impact of teacher absenteeism on students' academic performance in Katikamu sub county Luwero district. To achieve this, the study examined; the causes of teachers' absenteeism among secondary schools, the measures undertaken to reduce teachers' absenteeism and establish the relationship between teachers' absenteeism and students' academic performance in Katikamu sub county Luwero district. The study adopted a descriptive research design with a study population of 50 respondents who were selected by purposive, cluster and simple random sampling techniques with the adoption of Herzberg's two factor theory and Self-determination theory. The study collected 113 responses out of 150 distributed questionnaires. The study revealed that teacher absenteeism among senior secondary schools in Katikamu Sub County are caused by workplace bullying or harassment, approved leave, family issues, management issues, medical appointments and family emergencies and family burden issues. The study identified measures against teachers' absenteeism such as enforcing teacher salary pay in time, penalization of teachers who miss without official permission, enforcing teacher attendance registration records, provision of teacher welfare support, effective supervision by the director of studies and teacher salary cuts, supervision by the education officers making regular teacher supervision among others. The study furthermore identified a negative relationship between teachers' absenteeism and students' academic performance. Among the measures to reduce teacher absenteeism, the study recommends the government to reduce on the taxes collected from CC TV cameras among other systems that could be used to record information according to teacher attendance and absence from school.

Keywords: Teachers' Absenteeism, Students, Academic Performance and Lower Secondary Schools

Background of the study

(Christopher, Moses, et al., 2022) defined absenteeism as not showing up for scheduled work and (Ntirandekura, Friday, et al., 2022b) defined absenteeism as the planned or unplanned absence of employees from the workplace. Absenteeism is one challenge among many that many organizations face in today's world. Teacher absenteeism has become an urgent problem that negatively affects the quality of education in Ugandan public schools. According to a 2010 study by the Center for Economic Policy Research, the national teacher absenteeism rate averaged approximately 27% (Julius, 2024). The study found higher rates of absenteeism in rural areas compared to urban schools. If left unaddressed, teacher absenteeism can undermine students' academic achievement and long-term learning outcomes.

Luwero District in central Uganda provides a case study for examining the effects of teacher absenteeism. As a predominantly rural region, Luwero reflects many of the geographical and infrastructural challenges to education delivery in Uganda. In Luwero, Katikamu Sub County is home to more than 30 junior secondary schools serving thousands of adolescents annually (Ntirandekura, Friday, et al., 2022a). However, the high rate of teacher absenteeism has proven to be a serious obstacle to quality education in these institutions. Recent studies in secondary schools in Katikamu suggest that teacher absenteeism rates average around 35-40% per day (Godfrey et al., 2023). The main reasons given for absences included arriving late, leaving school early, unexplained absences and absences due to non-teaching duties. As a result, many classes are often left unsupervised or haphazardly supervised, depriving students of valuable instructional time. There is compelling research evidence that teacher absenteeism negatively affects student achievement. The frequent absence of teachers disrupts the delivery of the curriculum and the pace of learning in the classroom. Students struggle to keep up without consistent guidance from their educators (Christopher, Komunda, et al., 2022).

Research conducted among three lower secondary schools in Katikamu District found a clear correlation between high teacher absenteeism and lower exam scores (Vincent & Peter, 2023). Schools with absentee rates above 35% experienced an average of 10-15 percentage point reductions in the number of students taking final exams compared to schools with lower absenteeism. Similarly, a 2017 study examining five years of national testing data found lower test scores in subjects and grade levels with habitual teacher absenteeism (Nelson, 2024). In Katikamu District, Luwero District, teacher absenteeism is always registered as a major contributor to poor student performance and low teacher productivity. This issue is a matter of concern among PTAs, school principals, students and authorities and is a serious matter that needs to be addressed and worked on. Reports from the Ministry of Education and Sports, reports from individual schools and reports from district school officials indicate that teachers are absent from school, which has a negative impact on students' academic performance and thus wastes resources on the part of parents. the general problem of the country still in the coming future because there will be poor and semi-skilled manpower and low valued leaders (Margaret & Kazaara, 2024). The absence of teachers in Katikamu sub-district is due to poor school culture, poor infrastructure development, lack of sufficient number of teachers' houses in the sub-district, among others (Moses & Nancy, 2024).

Received: 21.07.2024

Accepted: 25.07.2024

Published on: 30.07.2024

Problem statement

The practice of teacher absenteeism in secondary schools in Katikamu District has led to persistent poor student performance in final and term examinations (Victoria et al., 2023). However, if teacher absenteeism is prioritized among school principals, the Ministry of Education and Sports, parents and teacher associations, students are likely to change their performance, thereby improving teacher productivity (Ntirandekura & Christopher, 2022). Absence of teachers in fulfilling their duties has serious consequences on student performance as there is no interaction between teachers and students to transfer knowledge, skills and guidance (Godfrey et al., 2023). The absence of teachers in classrooms is a serious problem not only in Katikamu District but also in other parts of the country and the world in general (Ntirandekura, Ainebyoona, et al., 2022). Teacher absenteeism affects not only student performance, but also the dignity of schools, districts, the Department of Education, and the workforce across the country (Winny et al., 2023). Teacher absenteeism detracts from student achievement, causes early school leaving and wastes the country's resources. So it became a challenging task for the education authorities, divisional heads, sub-county, district and various ministries and therefore the researcher had to study this matter in the said Katikamu of Luwero sub-county (Suzan & Gracious Kazaara , 2023).

General objective

The major objective of the study was to examine the effect of teachers' absenteeism on students' academic performance in Uganda specifically focusing on secondary schools in Katikamu sub county Luwero district.

Specific objectives

1. To identify the causes of teachers' absenteeism among secondary schools in Katikamu sub county Luwero district.
2. To determine the measures undertaken to reduce teachers' absenteeism in Katikamu sub county Luwero district.
3. To determine the relationship between teachers' absenteeism and students' academic performance.

Methodology

According to (Anthony, Kazaara, Kazaara, et al., 2023), research design is a strategy for conducting research that specifies the procedures that were necessary to obtain the information needed to structure and solve the research. The study adopted a descriptive research design with both qualitative and quantitative methods. This design was useful because it is good at collecting data at one point in time (Anthony, Kazaara, & Kazaara, 2023).

The study was aimed at 150 respondents, however, the study obtained 113 respondents who actively participated in the study positively and among them were school principals who represented all school principals in the region and they provided essential information about the absence of teachers, teaching and no teaching staff that they represent all school staff as the vice relates to them, the student prefectural body and Katikamu sub-county leaders (Olanrewaju et al., 2021).

According to (Jallow et al., 2021), sample size refers to the number of subjects in the sample. For the research, 47 secondary teaching and non-teaching staff were selected using the sampling method, 12 school principals participated and were selected using the purposive sampling method, 46 student prefectures from the sub-region were sampled using the cluster sampling method, and 8 heads of regions were selected using the purposive sampling method (Rasheed et al. , 2022). The study

Received: 21.07.2024

Accepted: 25.07.2024

Published on: 30.07.2024

incorporated the use of various methods in the data collection process to produce reliable, specific and credible research findings. Therefore, the researcher used questionnaires and interview analysis in the primary data collection process.

(Jallow et al., 2022), argue that the primary method of data collection requires the researcher to use quantitative or qualitative methods themselves. This method was used using questionnaires that were distributed to respondents. The questionnaires were divided into sections, each of which was intended to collect data on a specific objective. The advantage of using this method was that it collected unique data and there were no changes to the data provided.

According to (Lu et al., 2013), the secondary data method collects data from primary sources that can be used in the current research. This method took significantly less time than collecting primary data. This type of data was obtained from school records in connection with teacher absences.

Self-administered questionnaires were used throughout the study because they were less expensive than other forms of data collection tools (Nafiu, 2012). By using this tool, the researcher did not have to travel completely away to meet research subjects or recruit interviewers face-to-face. The researcher only sent the questionnaires to the respondents and forwarded them after they were filled in at the agreed time. This research instrument was used to collect data from all respondents selected to participate in the study.

The study used a 5-point Likert scale to measure variables. The scales ranged from strongly agree, agree, not sure, disagree, and strongly disagree (A & Ahmed, 2019).

The adjusted data were analyzed quantitatively and qualitatively as follows; Quantitative data are grouped and statistical descriptions such as tables showing frequencies and percentages are used for better interpretation. However, qualitative data are analyzed to identify responses from respondents that are relevant to the research problem at hand (Nafiu et al., 2012). This data is analyzed by explaining the facts collected from the area in which the researcher quoted the responses of the respondents. Data were analyzed by tables, frequencies and percentages using SPSS & STATA (Nelson et al., 2022)

RESULTS

Table 1: showing the kind of absences associated by teachers in Katikamu sub county Luwero district

Kind of teacher absenteeism	Strongly agree		Agree		Not sure		Disagree		Strongly disagree	
	f	%	f	%	f	%	f	%	f	%
Students absenteeism	32	28	21	19	53	47	5	4.4	2	2

Workplace Bullying Or Harassment.	113	100									
Family Issues	113	100									
Approved Leave	113	100									
Noisy and non-conductive school environment	9	8	34	30	51	45	19	17			
Management Issues	113	100									
School terms and Conditions			34	30	71	63	8	7			
Job hunting	99	87.6	11	9.7			3	2.7			
Medical appointments and family emergencies.	113	100									

Source: primary source 2023

From table... above, 113 (100%) of the 113 respondents strongly agreed on five sub constructs namely workplace Bullying Or Harassment, approved leave, family Issues, management issues, medical appointments and family emergencies as the major causes of teacher absenteeism. the results also show that 99 (87.6%) of the respondents strongly agreed that teacher's absentee themselves in search for other careers or job (job hunt), 11 (9.7%) of the respondents agreed while 3 (2.7%) of them disagreed.

The study also revealed that 32 (28% of 113 study's respondents strongly agreed that teachers absenteeism is as a result of student absenteeism, 21 (19%) also agreed, while 5 (4.4%) disagreed and 2 (2%) strongly disagreed however 53 (47%) were not sure of the causes. on noisy and nonconductive school environment, 9 (8%) of the respondents strongly agreed, 34 (30%) also agreed while 19 (17%) disagreed however majority 51 (45%) of the respondents were not sure of the cause. lastly the study results shows that 34 (30%) of the respondents agreed that teachers absenteeism is caused by school terms and conditions while 8 (7%) of the respondents disagreed on the cause however the majority, more than half 71 (63%) of them were not sure of the cause.

Interview responses

Received: 21.07.2024

Accepted: 25.07.2024

Published on: 30.07.2024

School leader₁: One school leader when interview about the causes of teacher absenteeism, replied that the persistent single absenteeism stems direct from their homes where his or her parents did not teach him or her to value the kind of jobs. This kind of practice is watched and it an inheritance that some teachers inherited from their parents who used to absentee themselves for no good reasons and it is through this that teachers today are absenting themselves from school.

Scholl leader₂: teacher absenteeism is just because of the responsibilities that they at home which requires them to have an extra income earning capacity to support family requirements. Teachers are paid poorly yet they are in the society where things are expensive of which their teaching profession cannot support their families. He went further and said that other government workers are paid higher salaries which can help them support their families and make future investment which is not the case with teacher.

Kind of teacher absenteeism	Strongly agree		Agree		Not sure		Disagree		Strongly disagree	
	f	%	f	%	f	%	f	%	f	%
Teacher attendance registers	111	98	1	1	1	1				
Teacher salary cuts	87	77	21	19	5	4				
School provides everything for teachers such as health care, housing and, lunch	49	43.4	31	27.4	7	6.2	21	18.6	5	4.4
School provides teacher welfare support	100	88	9	8	2	2	2	2		
The school pays teachers in time	113	100								
The director of studies does thorough and effective teacher class supervision	97	86					16	14		
Penalize teachers if they miss without official permission	113	100								

The school provides counseling services to teachers	42	37. 2	29	25. 6	17	15	9	8	16	14. 2
The school board provides awards to the most attending teachers.	63	55. 7	41	36. 3	9	8				
Education officer makes regular teacher supervision.	84	74. 3	29	25. 7						

Sub-County leader: Replied that it is from the poor administration right from the ministry that teachers among government schools take it for granted because they feel they are safe at these jobs and being absentee cannot lead to termination of their job.

Measures put in place to reduce teacher absenteeism among secondary schools in

Katikamu sub county Luwero district

This was the third research objective and the researcher sought to establish the **Measures put in place to prevent teacher absenteeism in** Katikamu sub county Luwero district. The results of the study findings are presented in table 2 below.

Table 2: showing Measures put in place to prevent teacher absenteeism in Katikamu sub county Luwero district.

Source: primary source 2023

The third objective investigated the measures put in place to reduce teacher absenteeism among senior secondary schools in Katikamu sub county Luwero district. The study results show that 113 (100%) of all the 113 respondents strongly agreed that teacher absenteeism can be prevented through enforcing teacher salary pay in time and penalization of teachers who misses without official permission. the study went further and found out that 111 (98%) of the 113 respondents believed that through enforcing teacher attendance registration recoding, 1 (1%) of them also agreed while 1 (1%) of the respondents was not sure of teacher attendance registration.

With respect to provision of teacher welfare support, 100 (88%) of the respondents strongly agreed, 9 (8%) also agreed while 2 (2%) of the respondents were not sure of the provision of welfare support however, 2 (2%) of the respondents disagreed to provision of teachers with welfare support.

The study went further and inquired on the sub construct which states, the director of studies doe"s thorough and effective teacher class supervision and the results from the study respondents show that 97 (86%) of them strongly agreed to the statement while 16 (14%) of them strongly disagreed. on the teacher salary cuts, 87 (77%) of the respondents strongly agreed to the strategy, 21 (19%) of the respondents also agreed to the strategy while 5 (4) of the 113 respondents were not sure of the strategy.

The tenth sub construct inquired whether education officers making regular teacher supervision is a relevant strategy and the results of the study show that 84 (74.3%) of the respondents strongly agreed to the strategy and the rest 29 (25.7%) of the

Received: 21.07.2024

Accepted: 25.07.2024

Published on: 30.07.2024

respondents also agreed to the strategy. the study went further and investigated on the provision of awards (appraisals) to teacher who are fond on attending with the highest attendance records and the study shows that more than half 63 (55.7%) of the respondents strongly agreed, 41 (36.3%) also agreed while 9 (8%) were not sure of the statement.

The study went further and registered that 49 (43.4%) of 113 respondents strongly agreed that through provision of all necessary requirements to teachers, 31 (27.4%) also agreed while 21 (18.6%) of the respondents disagreed and 5 (4.4%) of them strongly disagreed, however 7 (6.2%) of the study respondents were not sure of the strategy. the study lastly observed that 42 (37.2%) strongly agreed that through providing teacher with counseling services, 29 (25.6%) also agreed, 17 (15%) of the respondents were not sure of the strategy while 9 (8%) disagreed to the statement and 16 (14.2%) of the respondents strongly disagreed.

Relationship between teacher absenteeism and students' academic performance

Table 3: Showing relationship between teacher absenteeism and students' performance in second term final exams

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.593	.354	.345	.64001
a. Predictors: (Constant), teacher absenteeism				

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.505	.567		2.656	.020
	Teacher absenteeism	.613	.152	.561	6.021	.000
a. Dependent Variable: Students' academic performance						

Source: Primary Data. 2023

Starting with the overall model fit, the correlation coefficient (R) is reported as 0.640, indicating a moderate positive relationship between teacher absenteeism and students' academic performance. The R Square value is 0.354, meaning that approximately 35.4% of the variance in students' academic performance can be explained by teacher absenteeism alone. This suggests that while teacher absenteeism is a significant factor, other variables not included in this model also play a role in influencing academic performance. The Adjusted R Square value of 0.345 adjusts for the number of predictors in the model, providing a more accurate reflection of the model's explanatory power. The standard error of the estimate indicates the average distance that the observed values fall from the regression line (Nelson et al., 2023).

Turning to the regression coefficients, the constant term (intercept) is 1.505 with a standard error of 0.567, which is statistically significant ($t = 2.656$, $p = 0.020$). This constant represents the expected level of student performance when teacher absenteeism is zero. The coefficient for teacher absenteeism is 0.613 with a standard error of 0.152. This coefficient is also highly significant ($t = 6.021$, $p < 0.001$), indicating that there is a statistically significant positive relationship between teacher absenteeism and students' academic performance. The standardized coefficient (Beta) is 0.561, reinforcing that teacher absenteeism is a strong predictor of students' academic outcomes.

Conclusion

Transforming a child from child hood, to a responsible citizen requires investing in him or her all the required and necessary resources. Obtaining school fees as the fundamental requirement for any student to go to school is challenging. Students in Uganda are also challenged by the persistent teachers' absenteeism associated with, poor school infrastructure, school policies and unfacilitated school resources. Teacher absenteeism is observed as the major contributor to the failure of students to obtain the required level of school attainment. For any educational institution to achieve its set goals, it should address teacher absenteeism as one of its hindrances and hunt in place strategies intended to overcome such vice. Transforming such strategies into action is a complex and difficult task. In fact, empirical evidence and literature has shown that identifying the causes of absenteeism is essential in determining strategies to control teacher absenteeism among secondary schools in Katikamu sub county Luwero district.

The researcher concludes that for strategy implementation to be executed successfully a comprehensive and robust plan must be developed and thoroughly communicated to all staff members. The initiative described in this study identified monitoring, teacher attendance tracking, counseling, salary cuts among others as the strategies that can be implemented in any education institution towards controlling teachers from absenteeism among teachers in secondary schools if students are to perform better.

Recommendations

The study discovered the causes of teachers' absenteeism among secondary school teachers in Katikamu sub county Luwero district. After identifying the causes of teacher absenteeism, the researcher recommends school leaders to design models that can be used to overcome the challenges that lead to teachers' absenteeism among secondary schools. This model should structure out the process involved in identifying the consequences of absenteeism among teachers.

Among the most vulnerable office in fighting poor academic performance of students is the director of studies office, there is need to examine the challenges faced by the directors of studies among secondary schools.

Adapting to the use of technology in reducing teachers absenteeism is essential and will lead to low levels of teachers absenteeism, however the system is expensive to put in place. The study recommends the government to reduce on the taxes charged on such systems so as schools can afford them and install them in the all schools in Uganda.

The study recommends the sub county administrator to always hire young, strong and energetic education officer who can move from all schools within the sub county. The sub county education officer is incapable of supervising all schools in the sub county since he is not provided with enough resources to enable him cover the big area of Katikamu Sub County. The supervisor should be provided with a safe transportation services (motor vehicle, fuel and the driver to enable him cover the big area at all times.

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.
- Christopher, F., Komunda, T. R., & Milton, N. (2022). *The Impact of Supervision on the Quality-Of-Service Delivery at Kirima Community Secondary School in Kanungu District , South Western Uganda*. 6(5), 157–162.
- Christopher, F., Moses, N., Muhindo, M. E., & Komunda, T. R. (2022). *Employee Training and Organizational Performance: A Case Study of African College of Commerce and Technology in Kabale District, South Western Uganda*. *International Journal of Academic Pedagogical Research*, 6(5), 1–7.
- 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., Abiodun, N. L., & Weke, P. (2022). *Stochastic Forecasting of Stock Prices of Capital Assets Using Semi-Markov Model*.
- 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.
- Lu, A. F. O. G., Abubakar, U. Y., Isah, A., Nafiu, L. A., & Rauf, K. (2013). *On inequality to generate some statistical distributions*. 2013, 1–14.
- 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.

Moses, N., & Nancy, M. (2024). *Public sector Leadership and citizen satisfaction of Kabale Local Government , Kabale*

Received: 21.07.2024

Accepted: 25.07.2024

Published on: 30.07.2024

- District . Empirical evidence of Kabale Municipality. 8(4), 17–22.*
- Nafiu, L. A. (2012). *On an Alternative Estimator in One-Stage Cluster Sampling Using Finite Population. 2(7), 102–107.*
- 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>*
- 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.*
- 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., & Christopher, F. (2022). *Employee Welfare and Productivity of Bankers in Kabale Municipality , Kabale District : a Case Study of Equity Bank. 6(7), 134–144.*
- Ntirandekura, M., Friday, C., & Muhammad, M. (2022a). *REWARDS AND STAFF RETENTION IN PUBLIC SECTOR IN UGANDA : AN EMPIRICAL STUDY FROM KABALE DISTRICT LOCAL GOVERNMENT. 6(7), 165–170.*
- Ntirandekura, M., Friday, C., & Muhammad, M. (2022b). *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.*
- Olanrewaju, R. O., Waititu, A. G., & Abiodun, N. L. (2021). *Fréchet Random Noise for k -Regime-Switching Mixture Autoregressive Model. 11(1), 1–10. <https://doi.org/10.5923/j.ajms.20211101.01>*
- 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. 2022.*
- Suzan, W., & Gracious Kazaara, A. (2023). *The Impact of Western Education on Social Economic Development of Communities in Uganda-A Case Study of Wakiso Town Council Wakiso District (Vol. 7).*
- 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*

Received: 21.07.2024

Accepted: 25.07.2024

Published on: 30.07.2024
