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The relationship between discipline Management and pupils' academic performance in Butambala district

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Abstract

The research sought to investigate on the relationship between discipline Management and pupils' academic performance in Butambala district. The study aims to investigate how time Management affects pupils academic performance in Kibibi sub county Butambala district. The study was based on a cross sectional survey design using mixed method. The data was eventually analysed using summary statistics and Pearson product moment correlation coefficient. The study established concluded that there exist a significant positive relationship between pupils' discipline, leader's management and academic performance. The study therefore recommended that in order to uplift student's academic performance among Primary schools in Kibibi sub-county, Butambala district, discipline of pupils in form of receiving punishment from their teachers, recognition, should be deeply and passionately emphasized. Teachers should extremely and passionately exhibit high efficacy in their skills, abilities and being knowledgeable to what he or she does and this should be done through making a lot of research, attend many workshops and do a lot of readings and lastly, leaders should have a format of reward. She recommend rewards like promotions, prizes for good performance and discipline and negative rewards like suspension.

Keywords: Discipline, management, pupils, academic, performance

Introduction

Research reveals that self-discipline is the ability to suppress prepotent responses to obtain a higher goal is a crucial skill with far reaching effect in every aspect of life. It measured that self-discipline and academic performance levels in Chinese learners in E-learning environment. The relationship between the two variables was investigated upon. The sample included 100 English major students at the Guilin University of Technology based on the scores from adapted academic self-discipline (ASD) questionnaires (Sal-2016) and the scores from test for English Major-Bond 4 (TEM-4). The findings indicated that 75% of students maintained a moderate level of 76% of students had a poor academic performance. The findings provide insight for education by showing a significant relationship between students' self-discipline and academic achievement in E-learning environment. In the study by Asiimwe and Zuena (2023) ^[1]; Asiimwe and Niyikiza (2023) ^[2] the academic self-discipline questionnaire technique was used to assess the self-discipline of college aged women to evaluate their time management. In addition Ryatura, Serunjogi, and Asiimwe (2023) ^[6], investigated the variations in academic self-discipline be in high schools and primary school learners. The study found that the average level of academic self-discipline is much high than that of university and primary learners. Management of discipline in learners plays an improvement of academic performance. However, in many public schools in Kenya, students register low grades in KCSE with cases of students' indiscipline being on the rise. This implies that academic performance. This implies that academic performance increases among the pupils with increase in level of discipline (Asiimwe & Niyikiza, 2023; Asiimwe & Zuena, 2023; Asiimwe & Magunda, 2024) ^[10, 2, 3].

In Tanzania, the study examined the challenges which schools face in managing pupils 'discipline. The result shows that pupils disciplinary problems manifest themselves in two ways major and minor minors include; noise making in classrooms, late coming, improper wearing of school uniforms, bullying and others (Asiimwe & Niyikiza, 2023)^[1]. The major were; fighting, threatening teachers, drug abuse, use of mobile phones, pregnancies and others. Parenting styles, surrounding environment peer pressure and teachers' behavior, media influential, poor administration in schools were a trigger for pupils' indiscipline in schools (Asiimwe & Niyikiza, 2023; Asiimwe & Zuena, 2023)^[1, 2]. Tanzania experiences other forms of indiscipline like theft, smoking, disobedience, abusive language and so forth (Asiimwe and Zuena (2023)^[6]; Asiimwe and Niyikiza (2023)^[10] who also included that discipline management affects pupils' academic performance. In Uganda, the Ministry of Education and Sports report 2016: The number of school going pupils was recorded increasing from 2017 as a result of good governance, new education policies in the country. This was supported by the New Vision 30/10/2020 which cited that some of the key programmes included Universal Primary Education (UPE), Universal Secondary Education (USE) and Universal Primary Teacher Education (UPTE).

Related Literature

Punctual children will always get success in their studies. During school time, punctuality ensures that they don't miss any part of the lesson. It also helps students manage their academic and personal life. There is a consensus that punctual students tend to have better academic achievements Asiimwe and Zuena (2023)^[1]; Asiimwe and Niyikiza (2023)^[2] who argued that punctuality and time management problems among learners in schools are related to late coming. According to Ayeni 2018 there is a growing conviction that empowerment of school, tight supervision on administrators punctuality, can make schools respond to needs of students. This checking and mentioning is a guarantee for better quality which is possible with co-operation between principals and heads of department in the school. Although head teachers/principals can help improve academic performance, the frequency of monitoring should be intensified for its success. According Asiimwe and Zuena (2023)^[6]; Asiimwe and Niyikiza (2023)^[10] automatic movement from one class to the next, provide some of the students' opportunity not to attend daily. Also argues that some teachers admit that atomic promotion of students to the next class encourage absenteeism. On the other hand, other teachers from different schools are of the different view that automatic promotion has no significance effect on absenteeism.

Asiimwe and Zuena (2023)^[1]; Asiimwe and Niyikiza (2023)^[2] found that watching television or playing games till mid night, working on lots of homework which must be submitted the next day, children end up sleeping late which leads to waking up late. The author further elaborated that apart from the school homework, catering and attending to house chores, made it difficult for some female learners to sleep early. In this situation where the house chores overwhelmed the children and eventually makes them tired before going to bed, the time they wake up the next day is also affected. The study also revealed that discouragement is another issue for concern, Some learners were discouraged from attending a particular class because of the teacher that teaches that

subject learners where sometimes influenced by their friends, most of the learners walked to school in peers, chatting and drugging their feet on their way to school and there by getting to school late.

Asiimwe and Zuena (2023)^[6]; Asiimwe and Niyikiza (2023)^[10] reported that punctuality and time management problems among students in school occurred related to the lateness of entering classroom. The author further explained that students involved, are mostly influenced by their own behavior, peers' influence, parents' ignorance and teachers' unattractive class lectures to conduct such types of punctuality and time management problems. Attendance and punctuality play a huge role in increasing children's academic success. When students are not in class, they miss out on a wealth of knowledge of well as continuity of learning (Immaculate, Asiimwe, Gaita, Tumwesigye, 2022; Asiimwe & Niyikiza, 2023)^[5, 1].

There is a consensus that punctual students tend to have better academic achievement Asiimwe and Zuena (2023)^[2]; Asiimwe and Niyikiza (2023)^[6] add that this makes the prominence or absence of watches in people's daily I deal determinants or "axonal markers" of the personality. Adds that being said, this study will aim to determine if a glance at ones wrist could really tell something about on individuals personality particularly punctuality which can be factors that affect time management, which can generally be described as someone's control overtime (Rahim & Kasami, 2019)^[9]. This finding also agrees with Asiimwe and Zuena (2023)^[1]; Asiimwe and Niyikiza (2023)^[2] study on the impact of classroom attendance on academic performance of students in an organic chemistry courses. It was found that classroom attendance correlated strongly with and had a significant effect on examination scores in organic chemistry. Sultan and Rashid 2019 found out that a good time management is required for each teacher in the process of teaching in order to create systematic teaching environment that attracts students following the punctuality in their learning process. The reason for this contradiction could be the standard lack of punctuality in Pakistani people because they belong to event time culture rather than the clock time culture Asiimwe and Niyikiza (2023)^[6]. Asiimwe and Zuena (2023)^[10]; Asiimwe and Niyikiza (2023)^[1] postulate that recurrent lateness at school may not only affect the academic performance of learners, but could also create serious problems for individuals in later life if not checked. Asiimwe and Zuena (2023)^[2]; Asiimwe and Niyikiza (2023)^[6] held a study in secondary level schools in the Kashmir region and found that male teachers should better teaching attitude that female teachers. Regular school attendance provides opportunity to learner's to realize their full potential through skill development. Asiimwe and Zuena (2023)^[6]; Asiimwe and Niyikiza (2023)^[10] posit that punctuality and time management problem among learners in schools are related to late coming. In addition, teachers' punctuality has been predicted to influence punctuality amongst their students (Karim & Mitra, 2016; Immaculate, Gaita, Mugenyi, 2022; Asiimwe & Niyikiza, 2023)^[4, 5, 1].

Therefore, it can be conducted that punctuality of their teacher will directly contribute to better academic achievement by their student. Collective discipline efficacy is a specific form of self-efficiency in which the target of the belief is that the efforts of the faculty as a unit will have a positive impact on pupils' academic performance (Karim & Mitra, 2016; Immaculate, Gaita, Mugenyi, 2022; Asiimwe

& Niyikiza, 2023) ^[4, 5, 2]. Today's leaders face unprecedented challenges as organizations struggle to adapt to ever-accelerating rates of change both internally and with the external environment in which they are embedded. Such change challenges not only the knowledge, skills and abilities of leaders, but perhaps even more important, the self-conceptualizations of their efficiency capabilities and psychological resources to meet the ever-increasing demands of their roles. To overcome such challenges, it is believed that learners need to have a positive attitude towards their studies. That is to say they must be willing to study to the satisfaction of their objectives in this case. Time must be considered vital for students to achieve high grades in their academic performance (Karim & Mitra, 2016; Immaculate, Gaité, Mugenyi, 2022; Asiimwe & Niyikiza, 2023; Asiimwe & Magunda, 2024) ^[4, 5, 6].

Discipline efficacy is a specific form of efficacy associated with the level of confidence in the knowledge, skills, and abilities associated with leading others. With such confidence a leader be positioned to direct others to their destiny. No doubt that if a confident leader co-exist with confident subordinates the end result will be excellent performance. If head disciplines and disciplines disassociate themselves from confidence in the knowledge, skills, and abilities attached to their profession, the end result will be the sorry pupils' academic performance. We argue that the current conditions require leaders to continually "step up" to meet complex challenges and to have the requisite agency to positively influence their followers and the organization's culture, climate, and performance. To mobilize groups toward collective performance, leaders have to both exercise high levels of personal efficacy and create similar levels of efficacy in those individuals they are leading by proxy (Asiimwe and Zuena 2023; Asiimwe & Niyikiza, 2023) ^[1, 2]. Central to efficiency and its development Asiimwe and Zuena (2023) ^[6]; Asiimwe and Niyikiza (2023) ^[10] state that commitment to communal partnership is the most pervasive among the mechanisms of an organization like a discipline and provide a foundation for all other facets of the organisation to operate. Efficacy's relevance and comprehensive nature in meeting today's efficiency challenges is captured by Kibuuka's statement that "efficacy beliefs of communal partnership depends on how well members motivate themselves and persevere in the face of difficulties, the quality of their well-being and their vulnerability to stress and depression, and the choices they make at important decision points". A confirmation that communal partnership surely builds efficacy within and among members of the group. Asiimwe and Zuena (2023) ^[1]; Asiimwe and Niyikiza (2023) ^[1] have recently proposed that efficacy directly promote effective leader engagement, flexibility and adaptability and ability to meet and handle challenges. The influence of efficacy may be specific to a challenge. Asiimwe and Zuena (2023) ^[1]; Asiimwe and Niyikiza (2023) ^[1] stipulates that tasks differ to the extent they are means dependent. Thus, efficacy will help a leader to have the ability to mobilize the groups towards collective performance however rough the situation may seem to be. In jobs that involve heavy use of external means, efficacy may even overshadow all huddles in determining performance (Karim & Mitra, 2016; Immaculate, Gaité, Mugenyi, 2022; Asiimwe & Niyikiza, 2023) ^[4, 5, 1].

Highlighting the influence of an enabling environment in fostering engaged efficiency it was observed that when

managers were exposed to an organizational context they believed they could control, they displayed higher levels of efficacy and set increasingly more challenging goals. Conversely, when managers were exposed to contexts they felt they could not control, they quickly lost self-efficacy and performance deteriorated, even when goals were in easy reach. However, it should be noted that while leaders higher on self-efficacy typically view situations as more controllable, they are also less likely to perceive crises in their work environments Asiimwe and Zuena (2023) ^[2]; Asiimwe and Niyikiza (2023) ^[1] suggest that one's subjective efficacy involves an assessment of all of the available resources that can be used to perform one's tasks. One's *internal* resources include perceptions of such things as knowledge, experience, skills, and endurance, which we have referred to above as constituting self-effiss. Management and pupils' academic performance in primary school.

September 2021 "Role modeling Head teachers and administrators who prioritize punctuality set an example for both staff and students. By consistently being punctual, they demonstrate the value of time management, discipline and respect for schedules. This can create a positive school culture where punctuality is encouraged and appreciated, potentially leading to better academic performance (Karim and Mitra, 2016) ^[4]. Organizational effectiveness: punctuality is cruel for effective school management when head teachers and administrators are punctual. It helps ensure that administrative tasks and responsibilities are carried out effectively (Asiimwe and Zuena 2023; Asiimwe & Niyikiza, 2023) ^[10, 1]. This contributes to the smooth functioning of school allowing teachers to focus more on teaching and students to have access to necessary resources, ultimately impacting to their academic performance positively (Karim & Mitra, 2016; Immaculate, Gaité, Mugenyi, 2022; Asiimwe & Niyikiza, 2023; Asiimwe & Magunda, 2024) ^[4, 5, 1, 2].

Trust and accountability: punctuality can foster trust and accountability among staff and students. When head teacher and administrators are consistently punctual, it signals their commitment to their roles and responsibilities. This can enhance the trust that teachers and students have in their leadership creating a conducive environment for teaching and learning (Karim & Mitra, 2016; Immaculate, Gaité, Mugenyi, 2022; Asiimwe & Niyikiza, 2023; Asiimwe & Magunda, 2024) ^[4, 1, 2, 5].

Also, emphasizes that time management and planning by head teachers can result into better organization and allocation of resources including staff, budget and instructional time. effective time management can lead to improved teaching practices, increased opportunities for students engagement and better utilization of learning resources all of which can positively impact academic performance (Asiimwe and Zuena 2023; Asiimwe & Niyikiza, 2023) ^[1]. A study of Alrhone and Almardeni (2020) aimed at identifying the students' view point about how to time in terms of planning, organizing, directing and censorship and its effect on academic achievement as long as identifying the personal variables' effects on academic performance. Asiimwe and Zuena (2023) ^[1]; Asiimwe and Niyikiza (2023) ^[1] core-ac-uk cited that, the better the time. Asiimwe and Niyikiza (2023) ^[1]. Asiimwe and Zuena (2023) ^[1]; Asiimwe and Niyikiza (2023) ^[1] argued that time management practice can facilitate productivity and success contributing to work effectiveness, maintaining balance and job satisfaction in schools thus

leading to high better grades.

Methodology and discussion

The study was of a mixed paradigm based on a cross sectional survey design. This design offers the chance of gathering data from a relatively large number of cases at a particular time so as to make inferences and generalization from the study of the sample. It is essentially cross sectional. Perceive the cross-sectional survey as a research design that attempts to describe existing, situations without actually analyzing relationships among variables. It is also designed to obtain information concerning the current status of the phenomena.

This design has the advantage of producing a good amount of responses from a wide range of people.

Description of the dependent variable: Pupils academic performance

Pupils academic performance was conceptualized using eight items in the questionnaire that required each respondent to rate pupils academic performance based on likert's scale ranging from one that represented poor, fair, good and lastly very good. Summary statistics on respondents rating on pupil's academic performance are in the table 1.

Table 1: Summary statistics on the respondent's rating on pupil's academic performance

Statements relating to dependent variable	Scale	Frequency	%	Mean	Median	Mode	Standard Deviation
Attempting daily class work	Poor	35	32.4	2.138	2.00	1	0.9807
	Fair	33	30.6				
	Good	30	27.8				
	Very good	10	9.3				
Efficient reading skills	Poor	28	25.9	2.185	2.00	2	0.928
	Fair	42	38.9				
	Good	28	25.9				
	Very good	10	9.3				
Performance in the end of term examination	Poor	21	19.4	2.296	2.00	2	0.878
	Fair	43	39.8				
	Good	35	32.4				
	Very good	9	8.3				
Efficient writing skills	Poor	24	22.2	2.351	2.00	2	1.016
	Fair	41	38.0				
	Good	24	22.2				
	Very good	19	17.6				
Sitting end of year examination	Poor	19	17.6	2.574	3.00	3	0.987
	Fair	28	25.9				
	Good	41	38.0				
	Very good	20	18.5				
Performance in final examination	Poor	23	21.3	2.296	2.00	2	0.939
	Fair	43	39.8				
	Good	28	26.9				
	Very good	13	12.0				
Performance in final examination	Poor	14	13.0	2.629	3.00	3	0.943
	Fair	33	30.6				
	Good	40	37.0				
	Very good	21	19.4				

Table 1: shows that respondent's rated student's academic performance as poor and fair as shown by the percentage for example attempting daily class work at 32.4% as poor and 30.6% as fair as compared to 27.8% good and very good at 9.3%. This percentage shows that most of the respondents rated student's academic performance as poor and just fair. The values of percentages rhyme with those revealed by measures of central tendency. For example the mean, median and mode of student's academic performance in attempting daily work were 2.12, 2 and 1 respectively which is just of average and slightly above average.

This implying that most of the pupils were rated fair and poor. Besides respondents views were almost similar as shown by the small standard deviation of 0.98. On performance in the

of the term examinations, respondents showed a standard deviation of 0.78 which is also very small. Implying that most of the respondents had similar views about the academic performance of pupils. Generally, with critical observation on the responses to the eight items, majority of the respondents indicated that the student's academic performance is poor and a few indicated that it was good and this was showed by the low standard deviation of the particular items. Still even some of the results obtained from the interview underpinned the poor academic performance. This was declared by one of the pupils who opened up to the researcher that since she joined the school, she has never seen any first grade obtained by any pupil in their school despite their good performance in the monthly and end of term examinations.

Table 2: Summary statistics on the respondent's rating on teacher's discipline

Statements relating to school rules and regulations and academic performance	Scale	Frequency	%	Mean	Median	Mode	Standard Deviation
Head teachers give copies of school rules and regulations to both the teachers and pupils	Strongly disagree	25	23.1	2.39	2.00	2	1.206
	Agree	47	43.5				
	Neutral	12	11.1				
	Strongly agree	16	14.8				
	Agree	8	7.4				
Are the school and regulations followed by both pupils and the staff	Strongly disagree	30	27.8	2.203	2.00	2	1.048
	Agree	42	38.9				
	Neutral	24	22.0				
	Strongly agree	8	7.4				
	Agree	4	3.7				
Are your parents aware of the school rules and regulations	Strongly disagree	26	24.1	2.555	2.00	2	1.240
	Agree	31	28.7				
	Neutral	24	22.2				
	Strongly agree	19	17.6				
	Agree	8	7.4				
Are you concertized about school rules and regulations	Strongly disagree	27	25.0	2.50	2.00	2	1.271
	Agree	34	31.5				
	Neutral	25	23.1				
	Strongly agree	10	9.3				
	Agree	12	11.1				
Do you strictly follow the time table	Strongly disagree	32	29.6	2.305	2.00	2	1.203
	Agree	38	35.2				
	Neutral	18	16.7				
	Strongly agree	13	12.0				
	Agree	7	6.5				

Table 2: indicates that discipline of pupils was rated differently. For example the percentages show that more than a half of the respondents 72(67%) disagreed that pupils are disciplined by punishing. This percentage shows that majority of the respondents rated pupils being punished. The values of central tendency; mean =2.39, median=2.00 and mode =2 which is just of average. The standard deviation being low or small of 1.2 also indicating that almost all respondents had similar views with the item school rules and regulations, still majority of the respondents 56(66.7%) as compared to those who agreed 12 (11.1%), with having school rules and regulations 57(52.8%) and only 27(25%) agreed. As regards negative 61(57%) disagreed and only 22 (20.4%) agreed. Then with being assured of promotion to next class, 70(64.8%) disagreed and only and only 20 (19%) agreed of being assured of promotion. Then with average and slightly below average central tendency measures rhyming

with the small standard deviation of the respective items, it gives a clear implication that pupils are not disciplined which could explain the poor pupil's academic performance. In her interview with one of the teachers about how teacher's discipline could affect pupil's academic performance, one of the teachers had this to say.

"let me tell you the fact. You cannot give what you don't have. If am not told to discipline pupils therefore I cannot discipline pupils. When am not motivated I just teach for the sake of teaching to fulfill my obligation of standing before pupils. I am sorry to mention it but that is the fact madam." Such response white washed my doubt about the powerfulness of teacher's discipline towards pupils.

To test whether pupil's discipline has an influence on pupil's academic performance, the two variables were correlated using Pearson's correlation co-efficient index as in table 3

Table 3: Pearson's correlation co-efficient index between teachers discipline and pupils academic performance

		Academic performance	Teacher discipline
Academic performance	Pearson correlation	1	$r = .323^{**}$
	Sig. (2-tailed)		0.001
	N	108	108
Teacher discipline	Pearson correlation	$r = .323^{**}$	1
	Sig. (2-tailed)	0.001	
	N	108	108

Correlation significant at 0.01

Table 4.8 show Pearson's correlation co-efficient index between pupils academic performance and teachers discipline $r = .323^{**}$ with a significant P value = 0.001 which is less than 0.01. this suggests a high positive significant relationship between teacher discipline and pupils academic performance. Thus, there is a positive significant relationship between pupil academic performance and teacher's discipline at one percent level of significance. This is implying that

teachers who are highly motivated will produce good results from pupils and the other way round.

Conclusions

The study established that school heads have a challenge of pupils who are not aware of the school rules and regulations much as they are given copies and therefore violet them. Many of the learners just dump them without reading through

them so as to be able to get their real meaning a sign of lack of sensitization and awareness to pupils from school administrators. Pupils believe that many of their friends have fallen victims which they believe to be a weakness from the school administrators. Pupils therefore feel unsatisfied with school judgement in accordance with violated school rules and regulations which lead to violence in schools that affects their academic performance. It was therefore found that the school rules and regulations have effect on pupils' academic performance on pupils in Kibibi sub-county Butambala District.

Recommendations

School rules and regulations need to be emphasized and given enough awareness so as to enable pupils understand them. These will help to prescribe the standards of behavior expected of pupils and teacher. Pupils will learn to behave and so will the teachers. For the case of time management there should be a great emphasis on the use of the timetable. Let there be designed and strictly followed time of arrival and departure for both teachers and pupils. Time for entering classes should be emphasized and maintained. For the reward system, punishments should be adjusted whereby corporal punishments should be abolished in schools and emphasise guidance and counseling. By setting a room of peace in the school environment, making a school a home away from home will maintain discipline in school. Reward both pupils and teachers according to the failure or success done given appropriate rewards let it be positive or negative.

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