

THE UniK Graduate NEWSLETTER

GRADUATION ISSUE: Published on 21st October 2022



**SCHOOL OF GRADUATE STUDIES,
RESEARCH AND INNOVATIONS**



CONTENTS

EDITORIAL BOARD _____	2
INTRODUCTION TO THE GRADUATION ISSUE _____	2
EDITORIAL _____	2
THE GRADUANDS, IN THEIR OWN VOICE _____	3





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INTRODUCTION TO THE GRADUATION ISSUE

By Aloysius Lwanga Bukenya, AJ

Dear Reader, We congratulate the following students, the graduating class of the School of Graduate Studies, Research, and Innovation,

who have successfully completed their course of study to obtain their master's degrees. We applaud their commitment and effort to become an instrument for innovation through the completion of graduate research projects. For the Masters of Clinical Psychology and Counselling (MCPC), we congratulate: Engwau Nicholas, Musiimenta Maureen, and Mukabayiganwa Jacqueline. In the programme of Master of Arts in Educational Leadership (M.A.Ed.), we congratulate: Akongai Hellen, Akulu Stella, Nakuya Hasifah, Mugisha Alex, Kenyangi Evelyn Nilly, Nyeko Robert, Nangabo Robert, Bainomugisha Consolata,

Kyahurwa Mildred, Nabukeera Doreen, Achiro Jeremina, and Atala Agnes. We also congratulate those who are to obtain the degree of Master of Business Administration (MBA): Otyeno Simon, Kwesiga Irimaso Charles, Tiwangye Dianah, Irene Kente, Twinomugisha K.K. Innocent, John Nambasi, Ekyagonza Lucy, Kiwanuka Deogratias, Kiguli Peter Kitooke, Lydia Namulondo and Lubega Anita. Each of these graduands have a story to tell. Published in this newsletter is a small sampling from four students who have provided us with their work.

We invite you to read their profiles and abstracts and find inspiration from what has shaped their success.

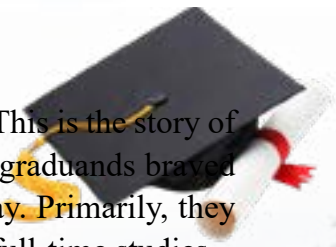
EDITORIAL

Their Success, Our Pride

By Aloysius Lwanga Bukenya, AJ

This week the University of Kisubi is celebrating its 7th Graduation ceremony since its accreditation by the National Council for Higher Education (NCHE). The School of Graduate Studies, Research and Innovations will, on Saturday, 22nd October, 2022, be presenting 26 graduands! They are celebrating completion of the requirements for their awards and the achievement of their goal in successfully obtaining their master's degrees. We applaud them for their success.

The term success is defined as the attainment of a certain goal, often pitched high, and the attainment of which requires individuals to stretch their imagination and flex their energies in order to complete it. The move towards a goal encompasses considerable struggle and managing a variety of challenges; it is rarely along a straight path but is more often one that winds through thickets of discouraging moments and even failures. This brings to mind a statement by Nelson Mandela (1918 – 2013): "Do not judge me



by my successes, judge me by how many times I fell down and got back up again.” This is the story of many people we call successful, heroes or heroines. In their course of studies, our graduands braved a number of hurdles that accrue from undertaking graduate studies in Uganda today. Primarily, they remained in full-time employment and participated in ministry as they engaged in full-time studies.

Our Graduands acknowledge the many people that contributed to their success: lecturers, classmates, research supervisors, staff and administration, sponsors, parents, spouses, children, and members of their religious communities for those in the special vocations, and the many others who provided moral support. Everyone shares in the success of these Graduands. This means that we all have a cause to celebrate as we acknowledge their achievement because their success is our pride.

THE GRADUANDS, IN THEIR OWN VOICE

I have made it!!



Sr. Achiro Jeremina, M.A.ED

My name is Sr. Achiro Jeremina and I belong to the Congregation of the Little Sisters of Mary Immaculate of Gulu and I am finally a graduate student of the University of Kisubi. I went for my Primary Education in Kihura Primary School- Masindi; Secondary Education in St. Mary’s S.S- Kibaale, Sacred Heart S.S- Gulu, NTC- Muni for a Diploma in

Secondary Education, the University of Kisubi for Bachelors and a Master of Arts in Educational Leadership, and now at last, I am now eligible to receive a graduate degree. Presently, I am a teacher of English Language and English Literature at Morulem Girls’ S.S., Abim District.

The University of Kisubi has helped me to acquire more knowledge and skills that are of great benefit as I go out to face the complex realities of today’s world, especially in guiding my learners. I am proud of my University. Long live University of Kisubi!

TOPIC: ENVIRONMENT AND STUDENTS’ ENROLMENT IN SCHOOLS OF KWANIA DISTRICT

ABSTRACT: This study focuses on English language proficiency and students’ academic performance in secondary schools of Kwania District, Uganda. It seeks to find out the effect of English language fluency and reading skills on students’ academic performance, and to establish the relationship between written English language and students’ academic performance.

A sample of 132 participants were selected for the study. The research methods used included questionnaires and interview guides. This study found out that English fluency has an overall effect on students’ academic performance (67.3%). College reading level skills contribute to students’ academic performance (79.2%). There was a statistically significant and high positive correlation between written English and students’ performance ($r=0.723$, $p=0.000$). The study concluded that the effect of English language fluency on students’ academic performance is critical and vital to success, and that collegiate-level reading skills relate to students’ academic performance.



Sr. Akongai Hellen, M.A.Ed

My name is Sr. Akongai Hellen, a religious member of the Institute of the Sisters of Mary of Kakamega. I am currently the Headteacher of 'Gamatui Girls' Boarding Primary School' in Sipi Parish, Kapchorwa District. I am happy to express my joy at my graduation and to briefly narrate my story as a graduate student.

In 2013, I graduated with a Bachelor of Arts with Education from Uganda Martyrs University, Nkozi. My journey to obtain a Master's Degree in

Educational Leadership started in 2012 when I visited Sr. Tereza Namataka. It was then that I learned about this Education Programme and expressed my interest to earn it from the University of Kisubi. Thanks to the African Sisters Collaborative Education (ASEC) who availed a scholarship, I joined the University of Kisubi in 2019 after passing the Graduate Admission Tests (GAT).

My success is attributed to a number of people: My superiors who permitted me to further my studies, the ASEC Director and coordinators who provided the scholarship; my lecturers who taught me and research supervisors that guided me in writing the research report from proposal to the final dissertation; the Deans of the Faculty of Education and of the School of Graduate Studies and Research; Sr. Celestine Lindrio, the Administrator who kept me in touch on research issues; Mr. Aloysius Senteza, the Director of the E-Learning Programme (ODEL) who was especially supportive, particularly during the Covid-19 lockdowns.

My word to my fellow sisters, teachers, and continuing graduate students, please keep your focus, work hard, consult, always trust and believe that you will make it, and lastly pray for your goals because with God everything is possible. With all the love and encouragement accorded to me, I am humbled and feel like I should proceed on to another level for a the degree of Doctor of Philosophy in Education, in case I get a sponsor.

TOPIC: EFFECT OF TEACHERS' WELFARE ON THEIR PERFORMANCE IN PRIMARY SCHOOLS OF TINGEY COUNTY, KAPCHORWA DISTRICT

ABSTRACT: This study attempts to examine the effect of teachers' welfare on their performance in the primary schools of Tingey County, Kapchorwa District. It aims to explore the effect of providing Kapchorwa District Teachers with housing, meals, and medical care to their performance. This study adopted the cross-sectional survey research design. Using simple, random, and purposive sampling, 108 participants were selected to participate in the study. Data was collected by use of interview guide and questionnaires. Quantitative data was obtained with the use of self-administered questionnaires, which was then analysed through statistical techniques. Qualitative data was obtained through interviews and analysed by use of descriptive statistics.

Conclusions based on this study are that of: teachers' housing, provision of meals, and medical care all significantly contributes to boosting teachers' performance.

This study recommends that the Ugandan Government, plus the relevant educational stakeholders, put in place appropriate measures and mechanisms that are tailored towards availing enough houses to teachers; that the Ministry of Education and Sports address the matter of provision of teachers' meals; and that the government and the relevant ministry dutifully provide medical care to all teachers.



Sr. Akulu Stella, M.A.ED

Akulu Stella belongs to the Religious Institute of the Little Sisters of Mary Immaculate of Gulu (LSIMG) as a Catholic Nun. She was born on 15th March, 1990 to Mr. Richard Elai and Mrs. Lily Rose Elai of Gulu. Sister Akulu is celebrating the completion of her Master's Degree in Educational Leadership and also holds a Bachelor's of Arts in Education from Uganda Martyrs University. She is currently teaching at Sacred Heart Senior Secondary School, Gulu.

TOPIC: INTEGRATING ICT IN TEACHING AND LEARNING OF ECONOMICS IN SELECTED SECONDARY SCHOOLS IN GULU CITY

ABSTRACT: This study seeks to investigate the integration of Information Communication Technologies (ICT) in the teaching and learning of economics in secondary schools of Gulu City, northern Uganda. It aims to determine the extent that teachers engage the use of ICT in the teaching of economics. The study employs a cross-sectional survey design which is descriptive in nature; being both quantitative and qualitative. A sample of 217 participants were selected from the target population of 500.

The major findings reveal there is relatively low ICT use by teachers as an instrument in the teaching of secondary level economics. The major factors limiting ICT integration in secondary schools in Gulu City are: inadequate computers, restricted entry to the computer laboratory, lack of or slow internet connectivity, as well as a deficiency of skills and knowledge by members in the teaching profession. Were there a more adequate employment of ICT in the teaching of economics, it could increase the level of independent and active learning among the students, encourage creativity, as well as elevate the intrinsic and extrinsic motivation within learners.

This study recommends a variety of stakeholders organize workshops, seminars, and continuing education courses for Gulu City Teachers offering basic ICT skills thereby improving teachers' computer skills and knowledge. This study also implores the Ugandan government to increase ICT infrastructure in the northern region while adequately furnishing schools with computers and other related equipment.





Mrs. Namulondo Lydia, MBA

With a certificate from Association of Chartered Certified Accountants (ACCA) and almost 20 years working in the field, I have utilized my passion for Accounting in both governmental and international agency positions. I am married with four children and I am thrilled to be graduating with a Master's in Business Administration from the University of Kisubi in order to enhance my skills as a manager and become a more effective leader to my team.

TOPIC: COVID-19 EFFECTS ON ORGANIZATIONAL PERFORMANCE OF NATIONAL TEACHERS COLLEGES SUPPORTED BY ENABEL

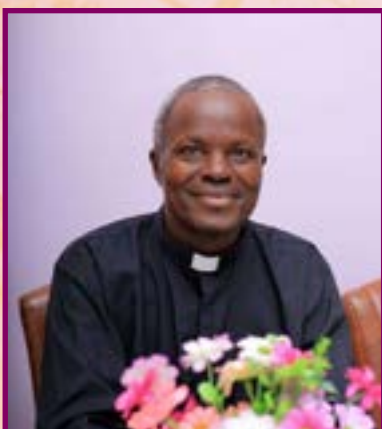
ABSTRACT: This study sets out to determine the effect of COVID-19 programmatic disruptions on the organizational performance within the National Teachers' Colleges supported by Enabel, a Belgian Development Agency. It seeks to establish the effect of funding disruptions and examine how the capacity gap has impacted organizational performance within these teaching colleges.

A cross sectional study design was applied for this study. 117 study participants were randomly selected from a population of 168 respondents. Data analysis comprised of descriptive and inferential analysis. Findings showed that programmes disruptions were moderate and positively associated with organisational performance at ($r = 0.496$); funding disruptions were positively and weakly associated with organizational performance at ($r = .403$); and the capacity gap was moderate and positively associated with organisational performance at ($r = .556$).

This study concludes that programme disruptions had some impact on organisational performance of National Teachers' Colleges, financial disruptions did not adversely affect organisational performance within these National Teachers' Colleges, and finally, the capacity gap significantly affected organisational performance of National Teachers' Colleges.

Recommendations resulting from this study include: National Teachers' Colleges improve long-term financial planning in order to accommodate potential programme disruptions by increasing their contingency planning; National Teachers' Colleges consolidate their budgeting processes; and also identify, recruit, and retain employees at the top of their fields.

Congratulations and Thanks



We congratulate you, our dear graduates, those mentioned in this issue and all others. *Remember: Your Success Is Our Pride.*

My special thanks go particularly to our colleague, Elizabeth Oddy, the Consulting Editor of the UniK Graduate Newsletter who has dedicated many hours in the final product of this edition. Thank you, very much Elizabeth, my co-teacher.

Fr. Dr. Aloysius Lwanga Bukunya, AJ

Dean, School of Graduate Studies, Research, and Innovations.



Thank You For Reading.

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University website: unik.ac.ug

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