

Home Schooling and Students' Academic Performance in Secondary Schools in Kyamuhunga Town Council, Bushenyi District

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ABSTRACT

The study was set out to examine the effects of home schooling on students' academic performance in USE schools in Kyamuhunga town council, Bushenyi district. The major objectives of the study were; to establish the relationship between home schooling and students' academic performance in Kyamuhunga town council, to establish the factors limiting academic performance of day students, and to establish possible solutions to factors limiting academic excellence of day students. The study was carried out at Kyamuhunga secondary school, in Kyamuhunga town council, Bushenyi district. The study used a case study- correlation research design, and a sample size of 65 respondents was used which included teachers, students, school administrators, parents and opinion leaders in the area. The study found out that there was a negative relationship between home schooling and students' academic performance, a girl child was affected most by home schooling, and factors limiting academic performance among day students were; limited time for revision at home, love and relationships, domestic violence, and long distance covered, unfavorable academic environment. The study established the following measures for addressing the factors above; for example educating and sensitizing parents about their roles, creating a peaceful home environment, encouraging boarding especially for a girl child, government improving monitoring and supervision of teachers, plus investing more in education. The researcher made a number of recommendations which included: encouraging parents and guardians to put students in boarding section, creating a conducive home environment for day students, educating parents about their responsibilities on educating a child and government to invest more in secondary education especially teacher motivation, and providing lunch to students.

keywords: Home Schooling; Academic Performance; Secondary Schools; Day Students; Kyamuhunga Town Council

INTRODUCTION

The provision of education is a basic duty of the state; the ancient Greek society organized the youth and attached them men and women of integrity to teach them core values of their society, writing, arithmetic and basic science [1, 2]. The Millennium Development Goals clearly shows that the provision of primary and secondary education is core duty of the state. In the Berlin Conference on MDGs [3]. Uganda like any other country across the world committed itself to achieving a number of MDGs education inclusive. In India the state provides primary and secondary education to its citizens free of charge, in USA the citizens are provided free education up to senior six [4]. In Africa a number of countries including Kenya, Nigeria, Rwanda, Zambia, South Africa among others adopted the MDGs and consequently introduced compulsory free basic education to its population. Some countries have made good progress while others are still faced with multiple of challenges in implementing free basic and secondary education [5]. According to UNESCO sub-Saharan countries are facing a number of challenges in implementing compulsory basic and secondary education, mainly: poor planning, limited funds, corruption, political instabilities and insecurity, lack of sensitization, negative cultural values towards education, and high poverty levels in homes among other

challenges. This has made the region remain with relatively high levels of illiteracy and ignorance among the population. For example, the illiteracy rate still stands at an average of 38% in the region despite heavy investment in education. However, countries like Rwanda and Namibia have achieved a lot in implementing free secondary education and their average enrollment and completion rate at primary and secondary education is over 70%. Consequently, these countries have reduced illiteracy rates among the youth to less than 20% of the entire population. Uganda introduced compulsory Universal Primary Education (UPE) in 1996, and five years later in 2002 during presidential campaigns the president announced free Universal Secondary Education [6]. Initially, USE programme was to take four (4) children per family and parents were to provide food, accommodation and scholastic materials to students, while the government would pay teachers, assist in capital development and provide a basic fee to the school per child enrolled [7]. But along the way the programme faced a lot of setbacks especially from some parent who failed to fulfill their duties and responsibilities on providing basics to the child, besides the government to some extent failed to properly motivate/pay teachers, develop infrastructure and provide timely payment to schools, and was over whelmed by big numbers of pupils in UPE and USE schools. The above challenges made the scheme fail to achieve its objectives, besides the distances walked by day students daily and family conflicts worsened the situation making the programme remain a dream than a reality in the country despite heavy investments in education sector by the government [8].

The government of Uganda in 2000 introduced Universal Secondary Education (USE) across the country, and a adopted day schools model where by students would study during day and then sleep at home as a way of reducing costs of educating a child [9]. This strategy meant that school fees per child would be affordable by most average parents as compared to fees structure for boarding students. Along the way schools and students in particular faced a number of challenges related to day schooling especially, late coming, high dropout rate mainly for a girl child, domestic violence, absenteeism, sexual assault/harassment along the way and at times in homes, kidnap of student extra all which compromised a lot the academic standards of most USE schools as compared to boarding schools [10]. For instance, the dropout rate in urban day school stands at 28% for girls and 22% for boys, absenteeism at 25% and late coming at 20% [10]. However, the above situation remains a subject of investigation for the case of day schools in Kyamuhunga town Council and Bushenyi district at large. The performance of USE schools in Kyamuhunga town council and Bushenyi district at large is still poor according to UNEB results for 2019, and 2021, could this be caused by home schooling among students? For instance Kyamuhunga Town council had only 32 (5.7%) pupils in 1st grade out of 560 pupils who sat UACE in 2018 [11]. The above situation if not addressed may lead to deteriorating academic standards, high levels of drop outs, teenage pregnancies, high illiteracy, wastage of resources, increased poverty levels, slow economic growth among others, despite huge government investment in USE schools to educate the population. In addition, each child in a USE school receives an average of SHS 57,000 from government per term, implying that Kyamuhunga SS with an enrollment of 1200 students receives about UGX 68,400,000 per term and UGX, 205,200,000 in a year, yet students continue performing poorly in national exams. For example, the school had less than ten 1st grades in USE results released by UNEB in 2021.

METHODOLOGY

Research Design

The researcher used a case study- correlation research design. Cross sectional design was used because it enabled the researcher to collect data once across the area under investigation, while case study would enabled the researcher to do deep analysis of the problem under investigation [12]. The study used qualitative and quantitative research approaches. Qualitative approach enabled the researcher to collect data that cannot be quantified in measurable terms while quantitative approach enabled the scholar to collect data that can be quantified in measurable terms and analyzed using figures [13].

Study population

The study population comprised of 200 respondents; who consisted of 155-day students of Kyamuhunga secondary School, 30 teachers, 3 school administrators and 12 selected parents and opinion leaders in Kyamuhunga town council

Sample size selection and sampling techniques

The study targeted a sample of 76 respondents, who included; 50 students, 13 teachers, 3 school administrators and 10 parents and opinion leaders in the community. This sample was selected basing on Morgan and Krejcie tables [14].

Simple random Sampling

Respondents from students and teachers were selected using simple random sampling, because the technique was able to give each respondent equal chances of being selected to participate in the study. The researcher asked those that were available on day of collecting data.

Purposive sampling

Purposive sampling was used on school administrators specifically the head teacher and his deputies plus selected parent and opinion leaders in Kyamuhunga town council. Purposive random sampling enabled the researcher to select only those respondents who were more knowledgeable, conversant and informed about the topic under investigation.

Sources of data

Primary source of data

Primary data was collected by the researcher himself through interviews, questionnaires and observation.

Secondary data

Secondary data was also collected and used in this study, this data was got from literature especially text books, reports, unpublished research reports, newspapers and internet.

Data collection methods

Questionnaire survey method

The researcher used the questionnaire survey method to collect data because it was convenient to most respondents since they would answer where ever they are and at their convenient time. It also enabled the research to collect a lot of information in the shortest possible time [15].

Interview method

Interview method was used to collect data from key informants especially school administrators, selected parents and opinion leaders like councilors who were more informed and knowledgeable about the problem under investigation. This method was preferred because it enabled the researcher to get a deep analysis and understanding of the problem from views of key informants.

Documentary review method

In this method the scholar reviewed a number of documents in order to establish known facts about the problem, and identify the gaps that need to be filled [16]. The researcher reviewed a number of documents including education reports from district, UNEB reports, newspapers, research reports, among others.

Data collection tools/instruments

Questionnaire

The tool was used to collect data from students and teacher who were the main respondents in the study. The a self-administered questionnaire with both open ended and closed ended questions was designed basing on a five point Likert scale of strongly agree(SA), agree (A), not sure(N), disagree(D), and strongly disagree(SA).

Interview guide

This tool contained a set of pre-determined questions about the objectives of the study, and it was used on key informants especially school administrators, opinion leaders and some parents. The researcher used this tool during interviews where by open ended questions were asked to a respondent and his/her responses noted in a note book.

Documentary review checklist

This instrument contained a list/set of documents which the researcher wanted to review or look at. The researcher therefore was cross checking and ticking for each document reviewed.

Data collection procedure

The researcher obtained a letter from the faculty of education introducing him to school administrators of Kyamuhunga secondary school. He then visited the area for a number of times in order to build rapport with respondents; he personally distributed questionnaires to respondent some were collected immediately /that day after they were filled by respondents, while other were collected the following day. Appointments were also made with key informants for interviews; on agreed dates the researcher visited the area and conducted face to face interviews with key informants especially head teacher, his deputies and opinion leaders especially councilors and some parents.

Data analysis and processing

Quantitative data

Quantitative data refer to data that can be quantified in measurable terms. This data was edited to ensure all questions were answered, coded, presented and analyzed using statistical methods especially frequency tables, graphs, pie charts, mean, correlations extra.

Qualitative data

Qualitative data is the one that can't be analysed in measurable terms [16]. Such data after collecting it was edited arranged in themes/sub topics according to research objectives and questions, and was then analyzed using thematic analysis.

Quality control

To ensure validity of research tools, the tools were presented to experts/consultants especially the research supervisor to see their validity. He/she declared some items valid and others invalid.

Those that were declared invalid were removed from the tool and the valid ones maintained.

Then content validity index (CVI) was computed as below:

CVI = $\frac{\text{valid items/questions}}{\text{Total number of items/questions in a tool}}$ according to Regmi [17]. The content validity index computed was 77%, and according to Amin (2005), any CVI above 70% is good enough for the study.

RESULTS

Response rate

In order to get a higher response rate, more than seventy-six (76) questionnaires were distributed to respondents, and ten key informants were targeted. Sixty-three (63) questionnaires were returned fully completed giving a response rate of 78.9%. In addition, six key informants were interviewed to supplement data collected from questionnaire.

Table.1: Response rate

Category of respondents	Target sample size	Actual respondents	Percentage (%)
Students	50	42	84
Teachers	13	11	84.6
School administrators	3	02	67
Opinion leaders/parents	10	08	80
Total	76	63	78.9

Source: primary data

Table 1 above shows that a good response rate was achieved among respondents in the field i.e 78.8%. According to Fincham [18], a response rate above 70% is good enough for the study, and the average response rate for this study was 78.8%

Demographic information about respondents

The researcher thought to collect demographic information about respondents. This information was about gender, age, and level of education.

Gender of respondents

The researcher asked respondents to indicate their gender/sex, and this was intended to find out whether the sample was a fair representation the population that include males and females. The response was presented in table 2.

Table 2: Shows below gender of respondents

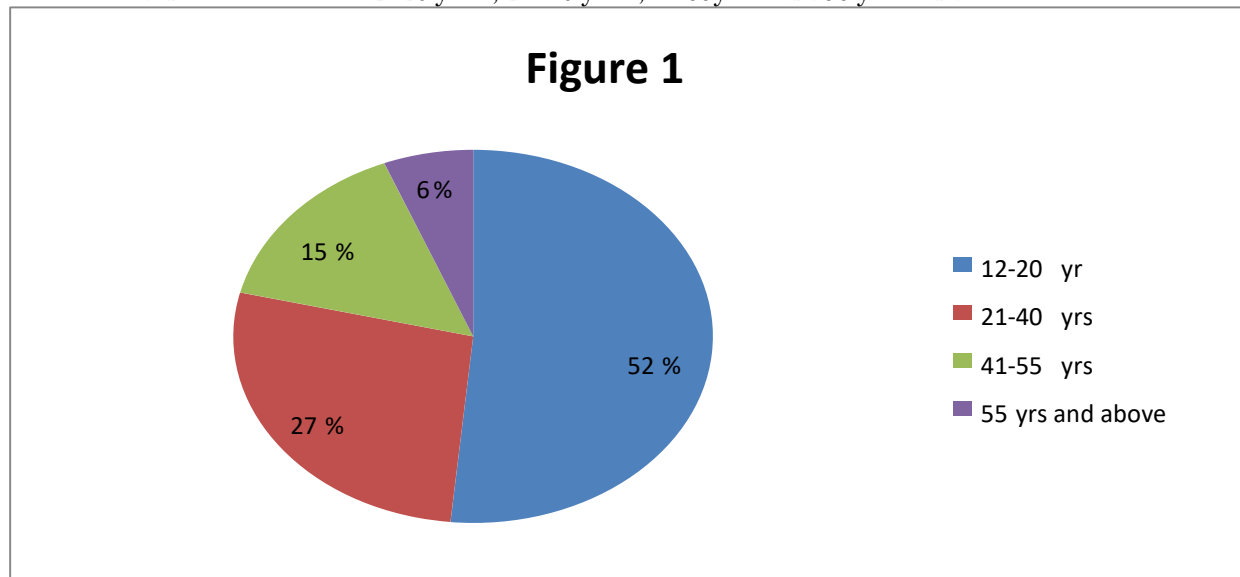
Gender of respondent	Frequency(f)	Percentage (%)
Males	27	43
Female	36	57
Total	63	100

Source: primary data

Table 2 shows that majority of respondents were female 57% and males 43%. Though there were gender differences it can be observed that this sample was a fair representation of the population, and views of both males and females were captured.

Age of respondents

Respondents were asked to indicate their age so as to capture views of different age groups about the problem. Age was stratified into four strata i.e 12- 20 years, 21- 40 years, 41-55years and 56 years and above.



Source: primary data

Figure 1: The results were presented in figure 1 below

Above shows that majority of respondents were aged 12-20 years (52%), followed by those aged 21-40 year (27%), that 41-55year (15%) and those aged 55 years and above were (06%). This implies that different age groups were fairly represented in the study

Education level for respondents

The researcher requested respondents to indicate their level of education; this was intended to capture different views of population as they are influenced by the level of education. Figure 4.2 below show their responses:

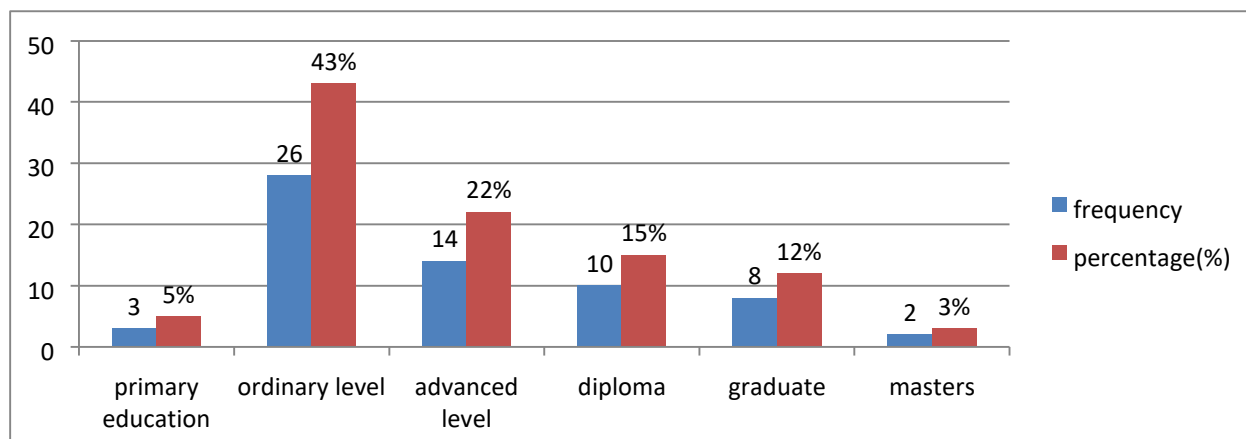


Figure 2: Shows respondents' level of education

Source: primary data

Figure 2 shows that most of respondent (43%) had ordinary level of education, followed 22% with Advanced level, 15% with diploma, 12% were graduates, 5% had primary education and 2% with a master's degree. From the above it can be observed that all respondents were literate and able to read and write, read the questions and express their views.

Respondents opinion on relationship between day schooling and students' academic performance.

The first objective of the study was to establish the relationship between home schooling and students' academic performance in Kyamuhunga town council. Three questions were set on this objective and respondents were asked to select from five responses of Strongly Agree (SA), Agree (A), not sure (N), Disagree (D) and Strongly Disagree (SD). Their responses were shown below in table 3;

Table 3: Responses on relationship between home schooling and students' academic performance

Item/question/statement on 1 st objective	SA	A	N	D	SD
There is a relationship between home schooling and students' academic performance	24 (37%)	20 (31%)	07 (11%)	08 (12%)	06 (9%)
Home schooling negatively affects learners academic performance	42 (65%)	15 (23%)	02 (03%)	04 (06%)	02 (3%)
A girl child is affected most by day schooling compared to a boy child/student	28 (43%)	17 (26%)	06 (09%)	11 (17%)	03 (05%)
Day students perform better in academics than boarding students	06 (09%)	09 (14%)	04 (06%)	16 (25%)	30 (46%)

Source: primary data

On the first objective above respondents were asked four items/ questions, and in each statement they could either agree or disagree. The first item was “*there is a relationship between home schooling and students’ academic performance*” the findings were that 37% strongly agreed with the statement, 31% simply agreed, 11% were not sure, 12% disagreed and 09% strongly disagreed. This means that in general 68% agreed with statement, 21% disagreed and 11% were not sure implying that there is a relationship between day schooling and students performance as earlier observed by Amerstorfer [19]. The second item was asking respondents on whether home schooling negatively affects students’ academic performance. On this question majority of respondents i.e. 88% agreed with the statement, 3% were not sure and 9% disagreed with the statement. These findings were in agreement with findings from key informants interviewed who also agreed that day schooling negatively affects a learner’s academic performance. The third item asked respondents on whether a girl child is affected most by day schooling compared to his male counterpart. Findings on this question also revealed that; 69% of respondents agreed with the statement, 9% were not sure while 22% disagreed with the statement. This implies that female students are affected most by day schooling, this resonates with views of opinion leaders and parents interviewed who said that many times the girl child is the one to participate in domestic cores like cooking, sweeping, child caring extra while the boy is left free. These findings correlate with those of Kwaw [20] who observed that house hold cores affect academic performance of day students. The last item on first objective asked respondents on whether day students perform better than their counter parts in boarding schools; 23% agreed with the statement, 06% were not sure while 71% disagreed with the statement implying that boarding students perform better than day students. This can be proved by results released where almost all the best performing schools and students were boarding schools.

Responses on major challenges affecting academic performance of day students The second objective thought to establish major challenges affecting academic performance of day students, and three items were asked on this objective and responses were as below;

Table 4: show factors affecting academic performance of day students USE schools

Statements on objective two	SA	A	N	D	SD	TOTAL
Most day students don’t get enough time to revise while at home	26(40%)	16(24.6%)	05(7.7%)	13(20%)	05(7.7%)	63(100%)
Love relationships affect day students more than boarders	21(32%)	06 (9.2%)	18(27.7%)	32(16.9%)	09(13.8%)	63(100%)
Long distances between home and school affect academic performance of day students	16(24.6%)	14(21.5%)	10(15.4%)	13(20%)	12(18.5%)	63(100%)
Domestic violence and family conflicts affect academic performance of students	24(40%)	15(23%)	06(9.2%)	08(12.3%)	12(18.4%)	63(100%)

Source: primary data

Responses on ways of improving academic performance of day students in USE school in Kyamuhunga town council.

Respondents were asked to suggest different ways of improving academic performance of day students, and below is what they suggested;

- Providing a conducive home environment for students to make preps
- Parents/ guardians/ or other responsible persons to escort/ transport students to school where possible.
- Avoiding family conflicts through promoting peace and dialogue
- School engaging parents more in discipline and education of a children
- Promoting constant and timely guidance and counseling to day students.
- Home schooling should be allowed only in lower secondary and boarding be made compulsory for students in upper secondary so as to enable them concentrate on academics and improve performance.

DISCUSSION

On this objective four items were asked to respondents, the first one asking whether day students don't get enough time to revise while at home. Most of respondents 64.6% agreed with the statement, 7.7% were not sure, while 27.7% disagreed with the statement, implying that day scholars don't get enough time at home to make preps/revise. Respondents were farther asked whether love relationships affect day students most compared to boarders. 41% respondents agreed with the statement, 27.7% were not sure while 30.7% disagreed with the statement. From the above findings it can be observed that love relationship affects academic performance of both day and boarding students though day students especially girls were affected most i.e with 41% of respondents agreeing and 30.7% disagreeing. This was in line with findings of Blumenstock, and Papp[21]. Another item presented to respondents was that "long distance between home and school affect academic performance of day students", Findings showed 46% of respondents agreed with the statement, 15.4% were not sure and 38.5% disagreed with the statement. The researcher also asked respondents whether domestic violence and family conflicts affect academic performance of day students, findings showed 63% of respondents agreed with the statement, 9.2% were not sure, and 30.7% disagreed. This also implies that day students are affected most by family conflicts and violence at homes especially between parents, since they witness most of it. This traumatizes them compared to students who are sleeping at school. Respondents were farther asked to state other factors limiting academic performance among day students, and they brought out: low level of education among parents, high poverty levels, peer influence/pressure, and culture of the school and society at large. The major purpose of this study was to examine the influence of home schooling on students' academic performance in Kyamuhunga town council, Bushenyi district. The study had three specific objectives that included; to establish the relationship between home schooling and students' academic performance in Kyamuhunga town council, to find out major factors limiting academic performance of day students in USE schools in Kyamuhunga town council, and to establish possible measures for improving academic performance among day students in USE schools Kyamuhunga town council. The study was also guided by three study questions based on each objective of the study.

Summary of findings on relationship between home schooling and students' academic performance

From the four items set on this objective, it was established that there was a negative relationship between home schooling and students' academic performance, a girl child is affected most by day schooling than a boy child, and it was established that boarding students perform better in academics than day students. These findings imply that if there was a reduction in number of day students in a school there is a likely hood of improving academic performance. Therefore, educationalists and policy makers in Kyamuhunga town council and Bushenyi district at large should endeavor to reduce the number of day students, and encourage more of USE boarding schools.

Factors limiting academic performance of students in USE schools

On factors limiting academic performance among day students in Kyamuhunga town council, it was found out that; most day students don't get enough time to revise while at home, love and relationships affect most students though day students and girls are affected most, long distances between school and home also make students tired, exhausted and fail to concentrate and excel in academics. The study also revealed that domestic violence and family conflicts negatively affect academic performance of day students. Other factors were high poverty levels in some homes, low levels of education among parents and culture of society. This means that once the above challenges are addressed or minimized for instance by reducing violence in homes, sparing time for day students to make preps, extra the

academic performance of day students is likely to improve. Therefore, parents, teachers and other stakeholders in education should aim at establishing to address the above setbacks, and consequently improve academic performance of day students and value of USE.

Possible ways of improving academic performance in USE day schools

The following measures were suggested by respondents as a way of improving academic performance of in USE schools; Providing a conducive home environment for students in USE schools, parents/ guardians/ or other responsible persons where possible should escort/ transport students to schools, avoiding family conflicts through promoting peace and dialogue, schools to engage parents more in discipline and education of a child, promoting guidance and counseling students, sensitizing parents and guardians about their responsibilities on a child/students, day schooling should be allowed only in lower secondary(S.1-S.2) and boarding be made compulsory for upper secondary(S.3-S.4), last but not least government need to improve payment and motivation of teachers, monitoring and supervision such that it could realize value for billions invested in USE programmes

CONCLUSION

Basing on findings from respondents and documents reviewed it was established that there was a negative relationship between home schooling and students' academic performance in Kyamuhunga, town council thus concluding that home schooling influences the learners academic performance in USE schools in Kyamuhunga town council. This implies that the government and other education stakeholders to realize value in USE schools have to reduce on the numbers of day students in schools especially in candidate classes. It can also be concluded that domestic violence and family conflicts, love relationships, long distances, low motivation of teachers, limited counseling, lack of textbooks and other scholastic materials among others affect academic performance and excellence in USE schools. This is a wake-up call to key stake holders in education to address the challenges above in order to improve performance of learners.

RECOMMENDATIONS

Basing of the findings of the study above, the research made the following recommendations;

- The government and school administration need to encourage parents and guardians to put their children in boarding section due to its advantages over day schooling.
- To educate and sensitize parents/guardians about their duties and responsibilities in educating and disciplining the child. This was because some parents had negative perception and tend to transfer the whole burden of educating a child to the state/government.
- To address challenges in USE the government has to invest more in schools especially teacher motivation and capital development, plus improving on monitoring and supervision of teachers to realize the objectives of introducing universal secondary education.
- Lastly parents and guardians need to provide basic needs to a child for example pads, food, uniforms, and ensure a conducive and violence free home environment where day students can study and excel in academics.

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