

**Socio-Emotional Learning and Students' Academic Achievement among
O'level Students in Secondary Schools in Kyabugimbi Sub County**

Alexson Bukenyo Musinguzi

20/BSU/MEAP/3126

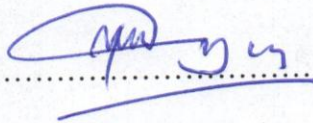
**A Dissertation Submitted to the Faculty of Education, Arts and Media Studies
in Partial Fulfilment of the Requirement for the Award of Master of
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Declaration

I, **Musinguzi Alexson Bukenyo**, affirm that this dissertation titled, "*Socio-emotional learning and Students' Academic Achievement among O'Level Students in Secondary Schools in Kyabugimbi Sub County*" is my own work and has not been submitted to any other University or Institution of higher learning for any academic award. I have cited all statements that are not my own and all citations have been well referenced.

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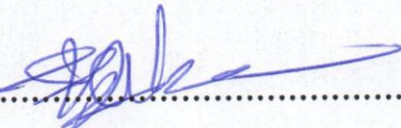
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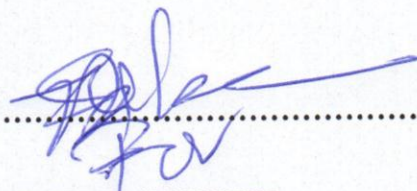
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Approval

This is to affirm that this dissertation has been written under my supervision and is now ready to be submitted for presentation to the Faculty of Education, Arts and Media Studies at BSU.

Signature..........Date.....23/9/24.....

IRENE AHEISIBWE (PhD)

Signature..........Date.....23/9/24.....

REV. AHABWE EMMANUEL

SUPERVISOR

Dedication

This work is dedicated to my family particularly my wife Ms. Deborah Ahimbisibwe and my children Akansasibwa Brendah, Avumilia Treasure, Tunu Bliss, Ajuadi Triumph and Alipa Taibu for their moral support and care throughout my study life.

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List of Acronyms

BSU	:	Bishop Stuart University
CASEL	:	Collaborative for Academic, Social and Emotional Learning
CVI	:	Content Validity Index
REC	:	Research Ethics Committee
MEAP	:	Master of Education in Administration and Planning
SEL	:	Socio-emotional learning
SPSS	:	Statistical Package for Social Scientists

Abstract

This study is about the relationship between socioemotional learning and students' academic achievement among O'level students in secondary schools in Kyabugimbi Sub County. The study sought to examine the relationship between self-awareness and students' academic achievement, relationship between self-management and students' academic achievement, relationship between interpersonal relations and students' academic achievement among O'level students in secondary schools in Kyabugimbi Sub County. A cross-sectional study design was used where data was collected at a single point in time. The study population comprised of 2,682 students in S1-S3 in six secondary schools in Kyabugimbi Sub County. The sample size sample size comprised of 235 students. Data was collected using a self-administered close-ended questionnaire whose content validity and reliability were determined prior to the study. Data was analyzed using descriptive statistics, correlation, and regression analyses. The study findings show a strong positive significant relationship ($r=0.681^{**}$; $p<0.05$) between self-awareness and students' academic achievement, a moderate positive and significant correlation ($r=0.519^{**}$; $p<0.05$) between self-management and students' academic achievement and a strong positive and a moderate positive significant relationship ($r=.456^{**}$; $p<0.05$) between interpersonal relations and students' academic achievement among O'level students in secondary schools in Kyabugimbi sub county. The study concludes that socioemotional learning plays a significant role towards the students' academic achievement among O'level students in secondary schools in Kyabugimbi Sub County. The study recommends policy makers to prioritize self-awareness and self-management programs in schools, integrating socioemotional learning into the school curriculum, training teachers to help students develop self-awareness, self-management and positive interpersonal relations and educating parents on fostering the importance of fostering socioemotional learning needs of their children at home.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background of the study, problem statement, objectives of the study, study hypotheses, scope of the study, significance of the study and conceptual framework.

1.1 Background to the Study

This section is organized in terms of historical, theoretical, conceptual and contextual perspectives as shown below;

1.1.1 Historical Background

Historically, cognitive, social and emotional learning have been critical concepts that shape the cognitive, social and emotional development of children (Simion, 2023). Initially, educational paradigms prioritized intellectual learning over social and emotional aspects. However, research has increasingly highlighted the interplay between cognitive and sociocultural factors in learning processes (Scholes, 2020). In the recent past however, there has been a shift from viewing cognitive, social, and emotional learning as separate entities to recognizing their interconnectedness, leading to a new concept, ‘socioemotional learning’ (Moore, 2019). This evolution underscores the importance of integrating socioemotional learning (SEL) into educational frameworks to enhance academic outcomes and overall student well-being (Moore, 2019; Simion, 2023).

Many nations around the world view academic achievement as crucial to their ability to prosper economically (Monroe & Lee, 2022; Steinmayr et al., 2015). However, many schools and academic institutions around the world continue to be concerned about helping students achieve

academic success, particularly those in less developed nations (Al-Zoubi & Younes, 2015). Around the world, the average rate of academic achievement is only 14.2%; only 26% of countries have reached this level, and 74% have not (Wisevoter, 2023). Worldwide, only three (3) nations—Singapore (71.4%), Hong Kong (66.7%), and Japan (58.0%)—have achieved a school academic achievement rate of greater than 50% (Wisevoter, 2023).

There are significant differences in educational attainment between African nations. According to data from the World Education Rankings, not a single African nation has reached the average global school achievement rate of 14.2%. Egypt (5.09%) has the highest school achievement rate in Africa, with Kenya (3.57%), South Africa (just 2.79%), Tunisia (2.56%), Zimbabwe (2.52%), Morocco (1.47%), and Madagascar (1.45%) following closely behind. The remaining countries have school achievement rates of less than 1% (Wisevoter, 2023).

Since gaining independence in 1962, the Ugandan government has been dedicated to developing the educational system to promote increased student participation and academic success (Uganda Child Rights NGO Network, 2023). Nonetheless, secondary school pupils continue to have a low academic achievement rate (Uganda Child Rights NGO Network, 2023). According to the United Nations Development Program's education rankings, the nation is ranked 127th out of 163 countries, with an education index of 0.52 compared to the global average of 0.7, a literacy rate of 73.81% compared to the average of 85.8% worldwide, and a school achievement rate of 0.63% compared to the average of 14.2% worldwide (Wisevoter, 2023).

1.1.2 Theoretical Background

The socio-emotional learning (SEL) theory created by Goleman et al. (1994) served as the study's compass. In order to promote successful teaching and learning, this theory emphasizes the

significance of comprehending and controlling emotions, thoughts, and behaviors in addition to establishing wholesome and productive relationships (Goleman et al., 1994). It places a focus on SEL skill development as a practical way to improve the teaching and learning process (Tarsono, 2018). According to Goleman et al. (1994), learning is seen as a social participation process in which people actively participate in activities and create identities in relation to social communities. The SEL theory has a significant bearing on secondary school academic achievement because it shows that fostering students' social and emotional competencies reduces emotional distress, improves academic achievement, and fosters resilience in learners (Vestad, 2022).

1.1.3 Conceptual Background

Developed in 1994, the term "socio-emotional learning" (SEL) primarily refers to explicit instruction and learning strategies that support students in developing knowledge, abilities, and attitudes in the five competency domains of relationships skills, self-awareness, self-management (self-regulation), social awareness, and responsible decision making. These are all recognized as critical for both short- and long-term academic success as well as positive social and behavioral adjustment (Hayashi et al., 2022). Socio-emotional learning, according to Cristóvão et al. (2017), is the ability to identify and control emotions, find effective solutions to problems, and build strong interpersonal bonds. However, according to Anziom et al. (2021), socio-emotional learning is a set of skills that kids need to succeed and be accepted in society. The present study defined socio-emotional learning as the students' knowledge, skills, and abilities that help them identify and manage who they are and how they relate to others in order to succeed and be accepted members of society. This definition combines the three definitions mentioned above. Therefore, by grouping social awareness and relationship skills under interpersonal relations and including responsible

decision making under self-management, this study transforms the five competency domains into three (3) domains of self-awareness, self-management (self-regulation), and relationships skills.

Marsay et al. (2021) define self-awareness as knowing one's own feelings, thoughts, values, and abilities as well as being conscious of how these things may impact one's relationships with others. The ability of a student to recognize his or her own feelings and perspective on the world, as well as their strengths, self-assurance, and problem-solving skills, is referred to in the current study as self-awareness. According to Marsay et al. (2021), self-management is the capacity to successfully control one's emotions, ideas, and values so as to build and preserve wholesome interpersonal relationships, pursue objectives, and reap favorable consequences. However, for the purposes of this study, "self-management" meant a student's capacity to control stress, maintain self-discipline, self-motivation, and make wise decisions in order to regulate his or her reactions, emotions, and behavior. Marsay et al. (2021) define interpersonal relations as the capacity to create and sustain constructive relationships and participate in conflict resolution through problem-solving. Interpersonal relations in this study was defined as a student's capacity to interact, communicate, and work together with other students, teachers, parents, and other members of the community they live in, despite cultural and life experience differences, in order to accomplish a shared goal.

Academic outcomes, which show how well students have learned in relation to their grade point average from exams or ongoing assessments in the short term, or completion rates and successful progression from one level to another in the long term, are frequently used to define academic achievement (Tophat, 2023). However, in this study, academic achievement was measured by a student's capacity to meet the majority of the learning competencies outlined in the recently implemented lower secondary school curriculum. As a result, academic achievement was

evaluated using the current lower secondary school curriculum, which divides students' performance into three categories: outstanding, moderate, and basic.

1.1.4 Contextual Background

Kyabugimbi Sub-County is a fourth-order administrative division located in Bushenyi District, Western Region, Uganda. It is found in Igara county east constituency and borders with Ruhumuro to the north-west, Nyakabirizi to the south west, Kyeizooba to the south, Sheema district to the east and Buhweju district to the north. The sub county has six (6) secondary schools including; Kibona Secondary School, Nyakabanga secondary school, Bushenyi High School, Mujuni Foundation School, Kajunju Blessed Secondary School and Kyabugimbi Secondary School. All these schools have both day and boarding, mixed, with ordinary (O) and Advanced (A) levels.

In contrast to the previous curriculum, which was theory-oriented, Uganda's lower secondary curriculum was redesigned in 2020 with an emphasis on enhancing socio-emotional learning competencies (The Independent News, 2022). Secondary school students now have the chance to learn in groups and engage with one another outside of the classroom through co-curricular activities as part of the new curriculum (Chemonges, 2022). Students' critical thinking, collaboration or teamwork, communication, information literacy, ICT, and flexibility all improve as a result of this interaction. These skills are crucial in helping students develop socio-emotional learning competencies like self-awareness, self-management, and interpersonal relationships (Chemonges, 2022).

Being a new innovation in the school curriculum, it remains unknown whether socio-emotional learning can contribute positively towards students' academic achievement. No study has been done yet in the study area to assess the relationship between socio-emotional learning and students' academic achievement.

Hence, this study seeks to examine the relationship between Socio-emotional learning (SEL) and student achievement in O’level students in secondary schools in Kyabugimbi Sub County.

1.2 Problem Statement

One of the most important variables in determining educational outcomes and success outside of school is academic achievement (EuroKids, 2023; Mautushi, 2022). Academic success gives students the confidence to pursue their aspirations, makes them stand out in interviews and on scholarship applications for additional education, gives them a sense of accomplishment, helps them acquire valuable life skills, and can result in higher salaries down the road (Mautushi, 2022). Despite the important short- and long-term effects of academic achievement, there is a long history of low academic achievement among secondary school students in Kyabugimbi Sub County. For the last 10 years, the failure rate among secondary school O’level students has been high with more than 50% of the total number of students experiencing basic achievement especially in science subjects such as biology, chemistry, physics, mathematics and English/literature (Bushenyi District Education Departmental Report, 2023). Low academic achievement has been a major source of concern for parents, students, school administrators, and policy makers in the majority of schools. Goal 4, which aims to provide high-quality education for all, will not be realized as quickly as planned if this issue is not resolved. Thus, the purpose of this study was to investigate the connection between SEL and academic achievement among students in Kyabugimbi Sub County secondary schools.

1.3 Objectives of the Study

1.3.1 General Objective

To examine the relationship between socio-emotional learning and student academic achievement in secondary schools in Kyabugimbi Sub County.

1.3.2 Specific Objectives

- i. To establish the relationship between student self-awareness and student academic achievement in secondary schools in Kyabugimbi Sub County.
- ii. To investigate the relationship between student self-management and student academic achievement in secondary schools in Kyabugimbi Sub County.
- iii. To find out the relationship between interpersonal relations and student academic achievement in secondary schools in Kyabugimbi Sub County.

1.4 Research Hypotheses

H₀₁: There is no significant relationship between student self-awareness and student academic achievement among O’level students in secondary schools in Kyabugimbi Sub County.

H₀₂: There is no significant relationship between student self-management and student academic achievement among O’level students in secondary schools in Kyabugimbi Sub County.

H₀₃: There is no significant relationship between interpersonal relations and student academic achievement among O’level students in secondary schools in Kyabugimbi Sub County.

1.5 Scope of the Study

1.5.1 Content Scope

The relationship between academic achievement and socioemotional learning in secondary schools in Kyabugimbi Sub County was the main focus of the study. Three (3) of the five SEL elements—self-awareness, self-management, and student interpersonal relations—was used to analyze socio-emotional learning. However, in accordance with the current grading scheme of the new lower secondary curriculum, student academic achievement was evaluated in terms of subject-wise performance grades.

1.5.2 Area Scope

The study was conducted from secondary schools in Kyabugimbi Sub County in Bushenyi district. Kyabugimbi Sub-County is a fourth-order administrative division located in Bushenyi District, Western Region, Uganda. It is found in Igara county east constituency and borders with Ruhumuro to the north-west, Nyakabirizi to the south west, Kyeizooba to the south, Sheema district to the east and Buhweju district to the north (Bushenyi District Local Government, 2021). The sub county has six (6) secondary schools including; Kibona SS, Nyakabanga SS, Bushenyi High School, Mujuni Foundation School, Kajunju Blessed SS and Kyabugimbi SS. This area was selected because of its record of poor academic achievement in secondary schools.

1.5.3 Time Scope

The study was conducted for a time scope of three (3) years since this is the period within which socio-emotional learning was introduced with the current new lower school curriculum.

1.6 Significance of the Study

The results of this study hold importance for various parties involved in education, such as educators, head teachers, students, and education officials within the Ministry of Education and Sports.

The results would be used by the Ministry of Education and Sports to identify the need of adding programs for improving students' socio-emotional learning to the school curriculum in order to raise academic achievement.

The results would help head teachers and school administration to comprehend the significance of socio-emotional learning for academic success. This understanding will enable them to implement programs aimed at enhancing socio-emotional learning competencies. The results can also be used

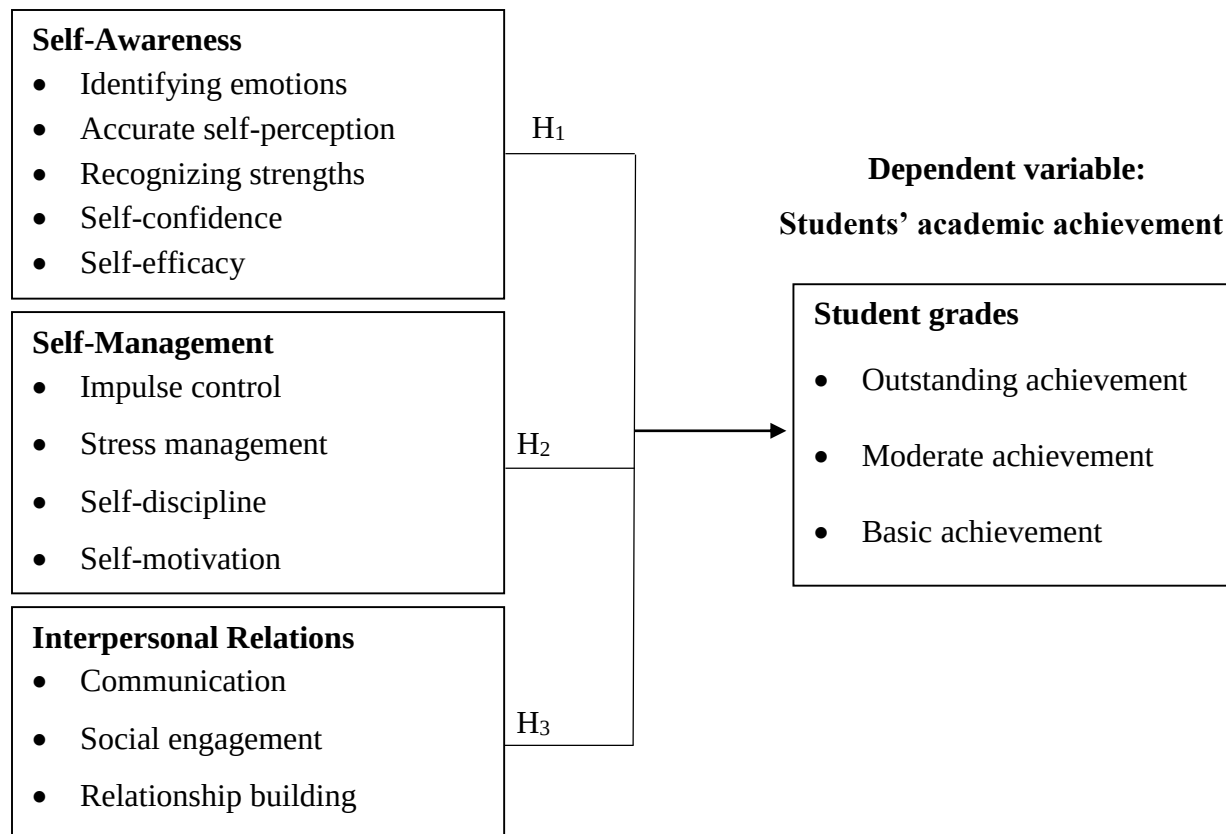
by educators to implement new and creative teaching strategies that will help students learn more socio-emotionally and achieve better academically.

Finally, by carefully examining the relationship between socio-emotional learning and student achievement, the study would contribute to the body of knowledge already available on the factors influencing student achievement.

1.7 Conceptual Framework

Independent Variable:

Socio-emotional Learning



Source: Adopted from the literature (CASEL, 2017) and modified by the researcher

Figure 1.1: Conceptual Framework

The relationship between the dependent variable (students' academic achievement) and the independent variables of socio-emotional learning is depicted in the conceptual framework above. Socio-emotional learning was operationalized into three (3) core competencies including self-Awareness, self-management and interpersonal relations (CASEL, 2019). These skills are believed to improve students' social skills, academic achievement, and interpersonal relationships while they are in school; they also lessen behavioral issues and psychological discomfort and help to prepare young people for success in the workplace, in college, with their families, and in society at large. Conversely, the operationalization of student academic achievement was based on the average percentage of students' passing grades in O'level required subjects, such as English, Mathematics, Physics, Chemistry, Geography, and History.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the review of related studies on socio-emotional learning and student academic achievement as well the theoretical underpinnings of the study.

2.1 Theoretical Review

The socio-emotional learning (SEL) theory, which was created by Goleman et al. (1994), provided support for the study. In order to promote successful teaching and learning, the socio-emotional learning theory emphasizes the significance of comprehending and controlling emotions, thoughts, and behaviors in addition to establishing wholesome and productive relationships (Goleman et al., 1994). It places a strong emphasis on the growth of socio-emotional abilities like resilience, self-assurance, empathy, and handling challenging circumstances. The theory acknowledges the usefulness of socio-emotional competencies in improving the process of teaching and learning. Additionally, it recognizes how cognitive elements—like expectations, beliefs, and interpretations—affect behavior and learning (Tarsono, 2018). According to the theory, learning is a social participation process in which people create identities in connection to their social communities by actively participating in activities (Goleman et al., 1994).

The socio-emotional learning theory has a lot to do with secondary school academic achievement. Studies have indicated that the adoption of social and emotional learning (SEL) curricula in secondary education results in enhanced student conduct, improved learning outcomes, and improved academic performance (Thomas & Asha, 2022). According to a study conducted in China, self-efficacy and the relationships between teachers and students acted as mediators in the relationship between students' academic performance and their socio-emotional skills (Huang &

Zeng, 2023). A social emotional model for coping with learning was found to improve learning outcomes for both teachers and students in another Tanzanian study, demonstrating the efficacy of SEL in raising academic achievement (Sospeter et al., 2021). Furthermore, social and emotional factors had a direct impact on students' perceived cognitive competence and academic performance, according to a study done in a large school district in Alberta. This finding highlights the significance of social and emotional skill development for academic success (Hachem et al., 2022). Additionally, it has been demonstrated that fostering students' social and emotional competencies reduces emotional distress, supports academic achievement, and increases resilience in learners (Vestad, 2022).

However, there are certain drawbacks to the social and emotional learning (SEL) theory. Despite the benefits of SEL programs and their potential to raise teachers' emotional intelligence, one drawback is the dearth of training for educators in the social and emotional components of their jobs (Johnson & Bradbury, 2015). The theory's applicability to corporate and state criminality is further limited by its emphasis on self-report studies of teenagers and college students (Bradshaw, 2011). Furthermore, the inconsistent results of communication skills training on relationship outcomes suggest that the theory may not offer a strong basis for relationship-sustaining interventions (Tošić-Radev & Pesikan, 2017). Moreover, the family theory literature does not provide a thorough discussion of social learning theory, despite the fact that it has been developed in the context of families with adolescents (Woszidlo & Kunkel, 2017). These drawbacks emphasize the need for additional study and the inclusion of various approaches to improve the SEL theory's applicability and comprehensiveness.

2.2 Empirical Literature

In this section, the past studies on the specific objectives are reviewed;

2.2.1 Student Self-Awareness and Student Academic Achievement in Secondary Schools

Students' academic performance in senior secondary schools was found to be positively correlated with their level of self-awareness, according to research conducted by Obilor & Briggs (2021) on the relationship between students' academic achievement and self-awareness in secondary schools in Nigeria. However, the setting in which this study was carried out—Nigeria—may have different academic achievement levels than Uganda. Additionally, because accounting is not taught in Uganda, the study was restricted to academic achievement in that subject. It's possible that this means the findings cannot be applied to Uganda.

The study conducted by David & Ukpong (2016) investigated the relationship between business education students' academic performance and self-awareness at Federal Universities. The results indicated that self-awareness had a noteworthy impact on students' academic performance. However, this study was carried out in Nigeria, where academic achievement may not be as high as it is in Uganda. Additionally, the study was restricted to academic achievement in accounting, a subject that is not taught in Uganda. As a result, it's possible that the findings cannot be applied to Uganda. The study's focus was on business education students at Federal Universities, and its findings might not apply as much in a secondary school setting.

Amalu (2018) looked at the relationship between students' achievement in secondary school and their level of self-awareness. The results showed that students' academic performance was significantly impacted by their level of self-awareness. However, this study was carried out in Nigeria, where academic achievement may not be as high as it is in Uganda.

According to an investigation by Shuib et al. (2018) into students' achievement in Malaysian primary schools and their level of self-awareness, students' academic achievement is strongly

correlated with their level of self-awareness. The study was carried out in Malaysia, whose secondary school academic performance is measured differently than Uganda's. Furthermore, it's possible that the findings cannot be applied to Uganda. Additionally, primary school students—a class of elementary school children—were included in the study. Self-awareness concept among primary school pupils differs from those in secondary school context hence need for the study.

In their investigation of the relationship between self-awareness and academic achievement in Indonesian secondary schools, Soeprijanto et al. (2022) found a direct correlation between the two. However, this study was carried out in Indonesia, where academic achievement may not be as high as it is in Uganda. The study was also done with vocational teacher education students, whose concept of self-awareness and degree of accomplishment is different from secondary school students', so the findings cannot be applied to a secondary school setting.

According to Dost et al. (2017), self-awareness education improved Iranian students' academic performance. However, this study was carried out in Iran, where grading and academic achievement levels may not be the same as in Uganda. The study, which was also carried out among Iranian pre-university students, was limited to examining their performance in the English language, so it cannot be applied to other subjects like the current study. The pre-university level in Iran is comparable to Uganda's advanced level, so although the previous study concentrated on students at higher secondary school levels, the current study concentrates on students at lower secondary school levels.

Pitlik (2021) investigated the relationship between students' accomplishments in upper secondary schools and their self-awareness as a social emotional learning competency. The results showed that students' self-awareness increases their likelihood of succeeding academically. The study was

carried out in Iowa with college students whose academic achievement metrics and curricula were different from those used in secondary schools.

The literature review suggests that there is a positive and significant relationship between student academic achievement and self-awareness in the majority of studies (Amalu, 2018; David & Ukpong, 2016; Dost et al., 2017; Obilor & Briggs, 2021; Obilor & Ndugbu, 2022; Pitlik, 2021; Shuib et al., 2018; Soeprijanto et al., 2022). The majority of research, however, has been carried out in other nations, including Nigeria (Amalu, 2018; David & Ukpong, 2016; Obilor & Briggs, 2021; Obilor & Ndugbu, 2022), Iran (Dost et al., 2017), the United States (Pitlik, 2021), Malaysia (Shuib et al., 2018), and Indonesia (Soeprijanto et al., 2022). The results of these studies might not be applicable in Uganda because curricula vary from nation to nation. Other research may not apply in a secondary school setting because it was conducted in a primary school (Shuib et al., 2018) or a higher education setting (David & Ukpong, 2016; Soeprijanto et al., 2022). The study is required because of the aforementioned research gaps in the Ugandan setting and secondary school context, which must be filled with additional research on SEL and academic achievement.

2.2.2 Student Self-Management and Student Academic Achievement in Secondary Schools

There is a significant correlation between students' academic achievement and their ability to manage their own academic affairs, according to research done by Jasim (2020). The results of the study also showed that effective learners can accomplish their own learning objectives by practicing self-management. However, the study was carried out from Baghdad and focused on university students whose curricula and grading schemes are different from those found in Ugandan secondary schools. As a result, the findings cannot be applied to the Ugandan setting.

When compared to other social emotional learnings, self-management is significantly significant to students' achievement gains, according to Claro & Loeb (2019) analysis of the students' achievement gains and self-management skills. However, the study was carried out in California, a more developed state than Uganda. Additionally, since Uganda does not have students in fourth through seventh grade, the study concentrated on them. This study did not conduct a correlation analysis, and descriptive statistics were used to determine the effect rather than inferential statistics. Pearson correlation was utilized in this study to determine the relationships between the variables.

The study conducted by Al-Abyadh & Azeem (2022) investigated the relationship between students' academic achievement in secondary schools and their self-management. The results indicate that students' academic achievement in both countries is positively impacted by their self-efficacy and self-management. Furthermore, it has been demonstrated that self-management abilities affect self-efficacy, which has a significant impact on academic success. However, this study was carried out from two distinct Arab nations—Egypt and the Kingdom of Saudi Arabia—and it was directed at college students whose academic achievement levels differed from those of Ugandan secondary schools. The study relied more on statistical differences than on correlations between variables to determine how well two countries performed in terms of academic achievement and self-management.

Ali et al. (2016) looked at students' self-management and academic performance. The results of the study provide compelling evidence for the effectiveness of self-management in improving academic performance. The results may not apply to the Ugandan context, especially secondary schools, because the study was restricted to the academic achievement of accounting students in Malaysia.

Miller (2016) looked at the relationship between students' academic success and their self-management tools. The study's conclusions showed that self-management is essential to all learning for academic success in other subject areas. It also showed that self-management enables students to stick to their study schedules, finish assignments on time, and maintain focus in class.

A substantial correlation was found between the self-management component and academic achievement in Stan (2021) investigation of the relationship between students' achievement and self-management in secondary schools. Since the study was carried out in Romania, the findings might not apply to Uganda.

The impact of students' self-management in secondary schools was investigated by Obilor & Ndugbu (2022), and the results showed a positive and significant correlation between students' academic performance in senior secondary schools and their ability to manage their own behavior. However, this study was carried out in Nigeria, where academic achievement may not be as high as it is in Uganda. Additionally, the study was restricted to academic achievement in accounting, a subject that is not taught in Uganda.

According to research by Kadiyono & Hafiar (2017) academic self-management can be used to empower students to raise their academic achievement so they have the resources they need to move forward and create their future. The study also looked at the relationship between academic self-management and student performance. Since the study was carried out in Indonesia, it's possible that the findings cannot be applied to Uganda. Additionally, 105 university students participated in the study, so its conclusions might not apply to the secondary education setting.

Self-management and students' academic achievement have a positive and significant relationship, according to almost all studies (Al-Abyadh & Azeem, 2022; Ali et al., 2016; Claro & Loeb, 2019;

Jasim, 2020; Kadiyono & Hafiar, 2017; Miller, 2016; Obilor & Ndugbu, 2022; Stan, 2021). Various studies have been conducted in different parts of the world, including Arab nations such as Saudi Arabia, Egypt, and Iraq (Al-Abyadh & Azeem, 2022), European nations such as Malaysia (Ali et al., 2016), Indonesia (Kadiyono & Hafiar, 2017), Romania (Stan, 2021), American states such as California (Claro & Loeb, 2019), and west African nations such as Nigeria (Obilor & Ndugbu, 2022). Owing to variations in curriculum, these studies might not produce trustworthy findings that apply to Uganda. The majority of research (Al-Abyadh & Azeem, 2022; Ali et al., 2016; Jasim, 2020; Kadiyono & Hafiar, 2017; Stan, 2021) has been conducted on students in higher education institutions, so the findings may not be applicable to secondary school students. The need for the study stems from the aforementioned research gaps in the Ugandan setting and secondary school context, which call for additional research on SEL and academic achievement to close the gap.

2.2.3 Student Interpersonal Relations and Student Academic Achievement in Secondary Schools

A positive rapport between instructors and students fosters student success in the classroom and creates a welcoming, safe environment for all (Vanner et al., 2022). Positive relationships between students and teachers foster the development of stronger social-emotional skills in them, which raises their chances of learning more academic material and gives them the confidence to explore and take chances on their assignments. Ultimately, these students perform better in the classroom (Vanner et al., 2022). According to Luz (2015), effective teacher-student relationships can support kids' growth in self-regulation, especially in the areas of autonomy and self-determination, which enhances their capacity to meet both academic and personal objectives. Over time, this can reduce failing grades and the need for redirection (Waterford, 2019).

According to a University of Missouri study from 2022, effective teaching and rapid learning are encouraged by positive student-teacher relationships, which in turn boost academic achievement in students as measured by improved test scores and grades. The idea that improved teaching may result from positive teacher-student relationships was also emphasized in a study conducted by (Li et al., 2022).

Nonetheless, research indicates that relationships have an impact on academic success. For instance, Yu et al. (2023) found that academic achievement is more strongly correlated with relationships between students and their peers than with relationships between students and their parents or teachers, even though the quality of personal relationships significantly and positively correlates with academic performance.

Research indicates that enhancing the rapport between students and educators has significant, favorable, and enduring consequences for the academic and social growth of students. For instance, Rimm-Kaufman & Sandilos (2015) assert that raising student-teacher relationships won't result in academic gains on its own. Rather, they contend that students who experience close, constructive, and encouraging relationships with their teachers will outperform students who experience greater conflict in their relationships (Rimm-Kaufman & Sandilos, 2015). Okello (2018) conducted a study in Uganda that also cast doubt on the value of student-teacher relationships based on health or illness. It was discovered that while an unhealthy student-teacher relationship is negatively associated with students' academic performance, a healthy student-teacher relationship is positively associated with students' academic performance (Okello, 2018).

Academic achievement is generally positively correlated with positive teacher-student relationships, according to a number of studies (Abhilasha & Ahmed, 2020; Luz, 2015; Okello, 2018; University of Missouri, 2022; Vanner et al., 2022; Yu et al., 2023). Nevertheless, the

majority of these studies are scholarly theories that aren't supported by empirical or statistical evidence. Furthermore, research has been carried out in Chinese schools (Yu et al., 2023) and Indian secondary schools (Abhilasha & Ahmed, 2020) whose curricula differ from Uganda's. The explanation of student relations in a university setting provided by other studies (University of Missouri, 2022) might not be as relevant in a secondary school setting. The available Ugandan study, Okello (2018), was carried out in the Tororo district in 2018, prior to the inclusion of socio-emotional learning in the curriculum of schools. The study is required because of the aforementioned research gaps in the Ugandan setting and secondary school context, which must be filled with additional research on SEL and academic achievement.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the methods to be used in data collection, sampling and analysis and comprises of the research design, study population, sample size and sampling techniques, research instruments, data collection procedures, data analysis and ethical considerations.

3.1 Research Design

The research employed a cross-sectional design, which aims to gather population data at a single point in time. With the help of this design, current data on the various socio-emotional learning competencies and academic attainment of O-level students can be gathered and analyzed to address specific objectives. The study adopted a quantitative approach where descriptive and inferential statistics was generated to describe the characteristics of the population and understand the correlations between variables respectively. Quantitative approach focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon (Pallant, 2020). This approach was used because it produces objective data that can be clearly communicated through statistics and numbers. The data collected through a quantitative approach is primarily used to find patterns and averages, make predictions and generalize results to a wider population (Babbie, 2020). The quantitative data is also used to test the magnitude, direction and significance of causal relationships between variables which makes it easy to accept or reject hypotheses (Ranjit, 2019).

3.2 Study Population

The study population included O'level students enrolled in secondary schools in Kyabugimbi Sub County, grades S1 through S3. Both private and public, single and mixed day and boarding

secondary schools were selected to ensure balance representation in the schools. According to Bushenyi District Education Department (2023), Kyabugimbi Sub County has 2682 secondary school students. This is arranged according to the table below;

Table 3.1: Study Population

School	School Code	Study Population
Kibona Secondary School	KiSS	534
Nyakabanga secondary school	NSS	355
Bushenyi High School	BHS	457
Mujuni Foundation School	MFS	259
Kajunju Blessed Secondary School	KBSS	456
Kyabugimbi Secondary School	KySS	621
Total		2682

Source: Bushenyi District Education Department, 2023

3.3 Sample Size

The sample size included 235 students in secondary schools in Kyabugimbi Sub County. This was determined using Krejcie and Morgan tables and summarized in the table below;

Table 3.2: Sample Size

School	School Code	Study Population	Sample Size
School 1	KiSS	534	47
School 2	NSS	355	31
School 3	BHS	457	40
School 4	MFS	259	23
School 5	KBSS	456	40
School 6	KySS	621	54
Total		2,682	235

Source: Bushenyi District Education Department, 2023

3.4 Sampling Technique

Simple random sampling was used in the study to choose O' level students from Kyabugimbi Sub County's S1, S2, and S3 secondary schools. With this probability sampling technique, each student had an independent and equal chance of taking part in the research. This provided an appropriate blend of student feedback on academic achievement and socio-emotional learning from students with various socioeconomic backgrounds.

3.5 Data Collection Method

Data was gathered using a questionnaire approach, in which a series of statements-based questions was created, each with a response scale to help the respondent answer. The questionnaire was self-administered by the respondent and consisted of closed-ended questions meant to elicit all the data required to address particular goals. The questionnaire was essentially divided into three sections: section A which contained questions about the demographics of the students, section B contained questions about socio-emotional learning, and section C contained questions about the academic achievement of the students.

All of the other sections—aside from section A—included opinion statements that were rated on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5). The operationalization of social and emotional (SE) competencies, such as self-awareness, self-management, and interpersonal relations, by CASEL (2019) served as the basis for the statements on socio-emotional learning. The socio-emotional learning competencies scale was used by (Coelho et al., 2016; Coryn et al., 2009; Ülvey & Ozkul, 2018; Zych et al., 2018) to adopt the statements on each of the SEL competencies.

The current new lower secondary curriculum uses a 3-point grading scale to determine student achievement, so student achievement was determined in accordance with that system. These ranges are: 0.9-1.5 for basic level, 1.6-2.5 for moderate achievement, and 2.6-3.0 for outstanding achievement. Since the questionnaire method gathered information from a comparatively larger sample size in a comparatively short amount of time, it was employed. The method was also suitable because the respondent completed it at their convenience and with a high degree of secrecy.

3.6 Data Collection Procedure

When the proposal was completed, the researcher got permission from research supervisors to submit it to the Bishop Stuart University Research Ethics Committee (BSU REC) for ethical review. Upon obtaining approval from BSU-REC, the researcher went ahead and obtained permission from the Directorate of Graduate Studies, Research and Innovation (DGSRI) of BSU to allow me go for data collection. The researcher then sought authorization from the head teachers of secondary schools in Kyabugimbi Sub County and the Bushenyi District Education Officer after receiving REC approval. The researcher then introduced by the head teachers to the S1, S2, and S3 class teachers, who introduced the researcher to the students. All students who had willingly agreed to participate and those whose teachers had consented to participate received questionnaires from the researcher. The questionnaires were given to the students for a minimum of one week, after which the class teachers gathered them and notified the researcher to retrieve them. Following the collection of the questionnaires for data analysis, a report was prepared and submitted for review.

3.7 Validity and Reliability

Validity and reliability tests were conducted prior to data collection in order to guarantee data quality control. Reliability is the degree to which results are consistent over time, provide an accurate representation of the entire population under study, and can be replicated using a similar methodology. Validity on the other hand is the degree to which the research instrument measures what it intends to measure or how truthful the research results are (Heale & Twycross, 2022).

3.7.1 Validity

By using an expert judgment method to determine the relevance of the questions, the validity of the instruments was assessed. Before the actual data collection period, the questionnaire was pre-tested by three (3) research experts to get their feedback on whether the items are applicable to the study variables and whether they can be used to address the particular objectives. Next, as indicated below, the researcher computed the content validity index (CVI) by dividing the total number of items marked relevant (R) by judges by the total number of items in the instrument. From the expert judgment, the instrument was considered valid when the generated coefficient (CVI=0.886) is found to be greater than 0.70 as recommended by Amin (2005).

3.7.2 Reliability

The research instrument was pretested among five (5) teachers from a different school that is not included in the list of schools. This information was however not incorporated into the final analysis. Instead, an analysis based on Cronbach's (1951) alpha was performed using SPSS Version 26.0 to test for internal consistency. The Cronbach alpha value was found to be higher than 0.70 ($\alpha=0.799$) meaning that the instrument was reliable and internally consistent as suggested by Amin (2005). In order to increase the Cronbach Alpha coefficient, certain questionnaire items with lower or negative inter-item correlations were removed if the alpha value is less than 0.70.

3.8 Data Analysis

Following data collection, every questionnaire was examined one by one to make sure that all necessary errors and mistakes in the raw data are removed. The software SPSS version 26.0 was utilized by the investigator to retrieve unprocessed data from the surveys. Following data cleaning, frequencies and percentages were produced for each respondent demographic attribute and displayed using an amalgamated frequency table. Inferential statistics were produced and interpreted as shown in table 3.3 below for the objectives;

Table 3.3: Analysis of data according to objectives

Analysis type	Objective	Indicators	Interpretation	
			No significant relationship exists	A significant relationship exists
Pearson correlation analysis	To establish the relationship between student self-awareness and student academic achievement (Specific objective 1)	Correlation coefficient (r)	if $r=0$	if $r \neq 0$
		p-value (p)	if $p > 0.05$	if $p < 0.05$
Pearson correlation analysis	To establish the relationship between student self-management and student academic achievement (Specific objective 2)	Correlation coefficient (r)	if $r=0$	if $r \neq 0$
		p-value (p)	if $p > 0.05$	if $p < 0.05$
Pearson correlation analysis	To establish the relationship between interpersonal relations and student academic achievement (Specific objective 3)	Correlation coefficient (r)	if $r=0$	if $r \neq 0$
		p-value (p)	if $p > 0.05$	if $p < 0.05$
Multiple linear regression analysis	To establish the relationship between socio-emotional learning and student academic achievement (General objective)	Correlation coefficient (R)	If $R=0$	if $R \neq 0$
		Coefficient of determination (R^2)	If $R^2=0$	if $R^2 \neq 0$
		F-statistic (F)	If $F < 3$	If $F > 3$
		p-value (p)	if $p > 0.05$	if $p < 0.05$
		Beta value (B)	If $B=0$	if $B \neq 0$
		Test statistic (t)	If $t=0$	if $t \neq 0$

3.9 Ethical Considerations

Prior to beginning data collection, the researcher secured Bishop Stuart University's (BSU) ethical clearance. The study was explained to every student, and each participant who was above 18 years signed a consent form. Students who were below 18 years were consented by their teachers on behalf. Every student had the option to discontinue participation at any time, and participation was entirely voluntary. Nowhere in this report are the names or identities of the respondents disclosed, protecting confidentiality. In order to avoid being identified, students were also permitted to respond to questionnaires whenever and wherever was most convenient for them.

3.10 Study Limitations

This study adopted a cross-sectional design where data was collected within a short period of time. This could have ignored a longitudinal trend in achievement and how it was affected by changes in socioemotional learning.

The study exploited a quantitative approach where only quantifiable data were collected. However, such approach ignores a detailed explanation by teachers and head teachers on the various socioemotional learning competencies and how they can influence academic achievement.

CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF STUDY FINDINGS

4.0 Introduction

This chapter comprises the analysis, presentation and interpretation of the findings resulting from this study. The analysis involves formatting the complex data into small data outputs that make it easier for readers to understand. Following the analysis, the results are presented in a clear and organized manner which involves summarizing the key findings in tables. The presentation is structured logically, guiding the reader through the findings step-by-step, and ensuring that each result is clearly linked to the research objectives or hypotheses. The interpretation of the tabulated results is done after every table to explain the meaning and implications of the results. This chapter serves as the bridge between the raw data collected and the conclusions drawn from the research.

4.1 Biodata of the Respondents

The biodata of the respondents is presented in table 4.1 below;

Table 4.1: Respondents' Biodata

Respondents' biodata		Frequency	Percentage (%)
Gender	Male	102	43.4
	Female	133	56.6
	Total	235	100.0
Age (<i>Mean age=17 years, Std.Dev.= 2 years</i>)	13 years	3	1.3
	14 years	14	6.0
	15 years	38	16.2
	16 years	53	22.6
	17 years	73	31.1
	18 years	33	14.0
	19 years	12	5.1
	20 years	6	2.6
	22 years	3	1.3
	Total	235	100.0

Respondents' biodata Cont'd		Frequency	Percentage (%)
Class	S1	85	36.2
	S2	69	29.4
	S3	81	34.5
	Total	235	100.0
Boarding Status	Boarding	164	69.8
	Day scholar	71	30.2
	Total	235	100.0

Source: Primary data, 2024

Majority (56.6%) of the O'level students in secondary schools in Kyabugimbi Sub County are females while 43.4% are males. The gender distribution may reflect the actual student population in the schools where the population of females tend to be higher than the male population.

Majority (96.2%) of the O'level students in secondary schools in Kyabugimbi Sub County are still young below 18 years of age with a mean age of 17 ± 2 years. The above findings imply that the majority of students are within the typical age range for O'level education, which usually includes students aged 13 to 17 years. This suggests that most students are progressing through the educational system at the expected pace without significant delays or advancements. Students at this age are generally in adolescence, a critical period for socioemotional development. Their socioemotional learning (SEL) needs and challenges are likely to be different from those of younger children or those above teenage, which should be considered in the study. Given that these students are in a sensitive developmental stage, socioemotional learning programs targeted at this age group could be particularly impactful to support their emotional and social development, which is crucial at this stage of life.

Majority (36.2%) of the O'level students in secondary schools in Kyabugimbi Sub County were in form one, 29.4% were in form 2 while 34.5% were in form 3. This distribution of students across

different forms indicate that the views of all students in all classes have been considered. However, the decreasing percentage from Form 1 to Form 3 may suggest that some students are not advancing to higher forms, possibly due to dropout rates or academic challenges. Students who struggle to progress might experience feelings of inadequacy or low self-esteem, impacting their socioemotional well-being. Those who drop out may miss out on important social skills and emotional regulation developed in school.

Majority (69.8%) of the O'level students in secondary schools in Kyabugimbi Sub County were in boarding status while only 30.2% were day scholars. With the majority of students in boarding schools, there is likely more peer interaction, which can promote social skills, teamwork, and emotional regulation. These interactions often occur outside of the classroom, during free time, which can reinforce SEL. Boarding students might have greater access to support systems, such as counselors, teachers, and peers, who are consistently available. This constant support can be beneficial for their socioemotional development, especially in times of stress or personal challenges. Boarding school students often develop a stronger sense of independence and responsibility due to being away from home. This environment can foster self-management skills, time management, and decision-making, which are crucial components of SEL. However, being away from family for extended periods can lead to feelings of homesickness or emotional strain, especially for younger students. This could affect their emotional well-being and SEL if not properly addressed by the school. Boarding schools typically offer a more structured environment with scheduled study times, fewer distractions, and easier access to academic resources. This can lead to better academic performance as students have more time dedicated to learning and homework.

4.2 Correlation Analysis Results

A Pearson correlation analysis was done to determine magnitude and the direction of the relationship between socioemotional learning dimensions (Self-awareness, Self-management and Interpersonal relations) and students' academic achievement among O'level students in secondary schools in Kyabugimbi Sub County. The results are presented in table 4.1.

Table 4.2: Pearson Correlation Analysis Results

Pearson Correlation Results		SA	SM	IR	SEL	AA
Self-Awareness (SA)	Pearson Correlation	1				
	Sig. (1-tailed)					
	N	235				
Self-Management (SM)	Pearson Correlation	.391**	1			
	Sig. (1-tailed)	.000				
	N	235	235			
Interpersonal relations (IR)	Pearson Correlation	.338**	.461**	1		
	Sig. (1-tailed)	.000	.000			
	N	235	235	235		
Socioemotional Learning (SEL)	Pearson Correlation	.703**	.697**	.646**	1	
	Sig. (1-tailed)	.000	.000	.000		
	N	235	235	235	235	
Students' Academic Achievement (SAA)	Pearson Correlation	.681**	.519**	.456**	.714**	1
	Sig. (1-tailed)	.000	.000	.000	.000	
	N	235	235	235	235	235

**, Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data, 2024

4.2.1 Relationship between Self-Awareness and Students' Academic Achievement among O'level Students in Secondary Schools in Kyabugimbi Sub County

The study findings results in table 4.1 show a moderate positive significant relationship between self-awareness and students' academic achievement ($r=0.681^{**}$; $p<0.05$). The results imply that proper self-awareness is associated with an increase in students' academic achievement among O'level students in secondary schools in Kyabugimbi Sub County. Basing on the results, the study rejects the null hypothesis H_{01} which states that there is no significant relationship between self-awareness and students' academic achievement among O'level students in secondary schools in Kyabugimbi Sub County.

4.2.2 Relationship between Self-Management and Students' Academic Achievement among O'level Students in Secondary Schools in Kyabugimbi Sub County

The study findings in table 4.1 also show a moderate positive and significant correlation between self-management and students' academic achievement among O'level students in secondary schools in Kyabugimbi sub county ($r=0.519^{**}$; $p<0.05$). The above results indicate that proper self-management is associated with an increase in students' academic achievement among O'level students in secondary schools in Kyabugimbi Sub County. Based on the findings, the study rejects the null hypothesis H_{02} which states that "There is no significant relationship between self-management and students' academic achievement among O'level students in secondary schools in Kyabugimbi Sub County".

4.2.3 Relationship between Interpersonal Relations and Students' Academic Achievement among O'level Students in Secondary Schools in Kyabugimbi Sub County

The results in table 4.1 show a moderate positive and significant relationship between interpersonal relations and students' academic achievement among O'level students in secondary schools in

Kyabugimbi Sub County ($r=.456^{**}$; $p<0.05$). The above results indicate that proper interpersonal relations is associated with an increase in students' academic achievement among O'level students in secondary schools in Kyabugimbi Sub County. Based on the findings, the study therefore rejects the null hypothesis H_{03} which states that "There is a positive relationship between strategic monitoring and students' academic achievement among O'level students in secondary schools in Kyabugimbi Sub County".

4.3 Regression Analysis Results

Regression analysis is a statistical method used to examine the relationship between a dependent variable and one or more independent variables. The goal is to model the expected value of the dependent variable given the values of the independent variables. In this study, a regression analysis also run in addition to correlation analysis because correlation analysis only measures the strength and direction of a linear relationship between two variables but does not predict the value of the dependent variable for given values of the independent variables as in regression analysis. A multiple regression analysis was run to quantify the relationship by providing a mathematical equation that describes how the dependent variable changes with the independent variable(s) and determine the predictive power of different independent variables towards the dependent variable.

Table 4.3: Regression Analysis Results

Model	Unstd. Coeff		Std Coeff	t	Sig.	Model Summary	ANOVA
	B	se	Beta				
(Constant)	-.130	.161		-.807	.421		
Self-awareness	.592	.054	.533	11.052	.000		
Self-management	.301	.066	.232	4.541	.000		
Interpersonal relations	.203	.060	.169	3.378	.001		
R						.749	
1 R-Square						.561	
Adjusted R-Square						.555	
df							3
F							98.425
Sig.							.000

Dependent Variable: Students' academic achievement

The table above is a summary of multiple linear regression analysis results. It involves 1 model assessing the impact of three socioemotional learning competencies (self-awareness, self-management and interpersonal relations) on students' academic achievement among O'level students in secondary schools in Kyabugimbi Sub County. The coefficient of determination after adjusting for the number of predictors in the model (Adj. R-square) indicate that these three SEL dimensions together explain 55.1% of the variance in students' academic achievement among O'level students in secondary schools in Kyabugimbi sub county. This proportion is significant at 95% confidence level since the p-value is less than the critical value (sig<0.05). All the individual factors are statistically significant (sig.>0.05).

CHAPTER FIVE: DISCUSSION, CONCLUSIONS, RECOMMENDATIONS AND AREAS FOR FUTURE STUDY

5.0 Introduction

The study findings are discussed in line with the empirical literature in an effort to make conclusions and recommendations in line with the objectives.

5.1 Discussion

The findings are discussed in accordance with the study objectives;

5.1.1 Relationship between Self-Awareness and Students' Academic Achievement among O'level Students in Secondary Schools in Kyabugimbi Sub County

The study results reveal a strong and positive significant relationship between self-awareness and students' academic achievement among O'level students in secondary schools in Kyabugimbi Sub County. This indicates that a positive change in self-awareness is associated with an increase in students' academic achievement among O'level students in secondary schools in Kyabugimbi Sub County. This mean that students who are more self-aware tend to perform better academically. This could be because self-aware students are more likely to understand their strengths and weaknesses, set realistic goals, and take responsibility for their learning. They may also be better at managing their time, emotions, and stress, all of which contribute to academic achievement. This indicates that schools and educators might benefit from integrating emotional and self-awareness training into the curriculum to improve students' overall academic outcomes. Given this relationship, interventions aimed at enhancing students' self-awareness could potentially lead to improvements in their academic performance. Programs or activities that encourage students to reflect on their learning processes, understand their emotional states, and develop self-management

skills could be beneficial. These findings underscore the importance of fostering environments that support the development of self-awareness. The relationship highlights the need for a holistic approach to education that goes beyond traditional academic subjects to include the development of personal and social competencies, which are crucial for students' overall success.

The findings are in agreement with Obilor & Briggs (2021) whose findings in Nigeria revealed that students' academic performance in senior secondary schools is positively correlated with their level of self-awareness. The findings are also in line with the results of David & Ukpong (2016) from Federal Universities in Nigeria where it was revealed that self-awareness had a noteworthy impact on students' academic performance. Further, the findings are in line with Amalu (2018) whose results from Nigeria showed that students' academic performance in secondary schools was significantly impacted by their level of self-awareness. The study further agree with Shuib et al. (2018) whose study in Malaysian primary schools revealed that students' academic achievement is strongly correlated with their level of self-awareness. The results are also supported by Soeprijanto et al. (2022) whose results from Indonesian secondary schools found a direct correlation between self-awareness and student achievement. Dost et al. (2017) also supports the findings since their study in China revealed that self-awareness education improved Iranian students' academic performance. Lastly, the findings agree with Pitlik (2021) whose results showed that students' self-awareness increases their likelihood of succeeding academically in secondary schools in Iowa state, United States. Since the results agree with almost all the studies in other countries, they clearly indicate that self-awareness is a general concept and a key factor that positively improves academic achievement in not only Uganda but also in other countries whether developed, developing or underdeveloped.

5.1.2 Relationship between Self-Management and Students' Academic Achievement among O'level Students in Secondary Schools in Kyabugimbi Sub County

The study results reveal a moderate and positive significant relationship between self-management and students' academic achievement among O'level students in secondary schools in Kyabugimbi Sub County. The findings suggest that self-management is a critical factor in academic achievement. Students who can effectively manage their time, set goals, stay organized, and regulate their behavior are more likely to achieve higher academic results. The relationship suggests that education should not only focus on academic content but also on developing students' personal skills, such as self-management, to enhance their overall performance.

The results are supportive with a study by Jasim (2020) in Baghdad whose results revealed that there is a significant correlation between students' academic achievement and their ability to manage their own academic affairs. The results of the study also showed that effective learners can accomplish their own learning objectives by practicing self-management. The results are also in line with Claro & Loeb (2019) where the findings show that self-management is significantly significant to students' achievement gains among secondary schools in California. The study also agree with Al-Abyadh & Azeem (2022) whose results indicate that students' academic achievement in Egypt and the Kingdom of Saudi Arabia is positively impacted by their self-efficacy and self-management. The findings are in line with Ali et al. (2016) whose study about students' self-management and academic performance provide compelling evidence for the effectiveness of self-management in improving academic performance in Malaysia. The study findings are in agreement with Miller (2016) whose study showed that self-management is essential to all learning for academic success in other subject areas. It also showed that self-management enables students to stick to their study schedules, finish assignments on time, and

maintain focus in class. A substantial correlation was also found between the self-management component and academic achievement in Stan (2021) investigation of the relationship between students' achievement and self-management in secondary schools in Romania. The results further agree with Obilor & Ndugbu (2022) whose study in Nigeria on the impact of students' self-management in secondary schools showed a positive and significant correlation between students' academic performance in senior secondary schools and their ability to manage their own behavior. Lastly, the results agree with Kadiyono & Hafiar (2017) whose study in Indonesia revealed that academic self-management can be used to empower students to raise their academic achievement so they have the resources they need to move forward and create their future.

5.1.3 Relationship between Interpersonal Relations and Students' Academic Achievement among O'level Students in Secondary Schools in Kyabugimbi Sub County

The Pearson correlation results reveal a moderate positive significant relationship between interpersonal relations and students' academic achievement among O'level students in secondary schools in Kyabugimbi Sub County. The findings suggest that students who have better interpersonal relations that are positive, supportive, and cooperative interactions with peers, teachers, and perhaps even family members tend to achieve higher academic outcomes than those with poor interpersonal skills. The findings may suggest that schools in Kyabugimbi Sub County should focus not only on academic instruction but also on fostering a positive school climate and interpersonal relationships. This could involve implementing programs that encourage teamwork, communication skills, conflict resolution, and emotional intelligence.

The results are in agreement with Vanner et al. (2022) whose study revealed that a positive rapport between instructors and students fosters student success in the classroom and creates a welcoming, safe environment for all. According to Vanner et al. (2022), positive relationships between students

and teachers foster the development of stronger social-emotional skills in them, which raises their chances of learning more academic material and gives them the confidence to explore and take chances on their assignments. Ultimately, these students perform better in the classroom. The findings also agree with Luz (2015) whose study revealed that effective teacher-student relationships can support children's growth in self-regulation, especially in the areas of autonomy and self-determination, which enhances their capacity to meet both academic and personal objectives. The findings further agree with Li et al. (2022) whose study from the University of Missouri revealed that effective teaching and rapid learning are encouraged by positive student-teacher relationships, which in turn boost academic achievement in students as measured by improved test scores and grades. Nonetheless, the results agree with research by Yu et al. (2023) which found that academic achievement is more strongly correlated with relationships between students and their peers than with relationships between students and their parents or teachers, even though the quality of personal relationships significantly and positively correlates with academic performance. Lastly, the results confirm the findings of Rimm-Kaufman & Sandilos (2015) who assert that raising student-teacher relationships won't result in academic gains on its own. They contend that students who experience close, constructive, and encouraging relationships with their teachers will outperform students who experience greater conflict in their relationships. Lastly, the findings are in agreement with Okello (2018) whose study in Uganda revealed that also cast doubt on the value of student-teacher relationships based on health or illness. It was discovered that while an unhealthy student-teacher relationship is negatively associated with students' academic performance, a healthy student-teacher relationship is positively associated with students' academic performance (Okello, 2018).

5.2 Conclusions

The study concluded that there is a strong positive and significant relationship between self-awareness and students' academic achievement among O'level students in secondary schools in Kyabugimbi Sub County. The findings suggest that self-awareness is a critical factor in academic achievement. Students who develop strong self-awareness are likely to continue to achieve academically and professionally, as they are better equipped to manage their learning processes, set realistic goals, and overcome challenges. By focusing on enhancing self-awareness, schools can potentially improve student outcomes, leading to a more effective and holistic educational experience.

The study concludes that there is moderate and positive significant relationship between self-management and students' academic achievement among O'level students in secondary schools in Kyabugimbi Sub County. The study's findings suggest that enhancing students' self-management skills could lead to improved academic outcomes, necessitating a multi-faceted approach involving curriculum changes, policy development, parental involvement, and continued research. These implications highlight the critical role of self-management in student success and the potential benefits of integrating this focus into educational practices in Kyabugimbi Sub County and beyond.

The study concludes that there is moderate and positive significant relationship between interpersonal relations and students' academic achievement among O'level students in secondary schools in Kyabugimbi Sub County. The results suggest that fostering positive interpersonal relationships among students is crucial for their academic achievement. Schools, parents, and communities need to work together to create environments that support and enhance these relationships.

5.3 Recommendations

Policymakers might consider developing and implementing policies that prioritize self-awareness and management programs in schools. This could involve creating guidelines for schools to follow or providing resources for the development of self-management programs, self-awareness programs and interpersonal relations at school.

The findings suggest that integrating self-awareness training into the curriculum could enhance academic performance. Schools might consider incorporating self-awareness exercises, reflective practices, and activities that promote emotional intelligence into the education curricula. The results also suggest that educational curricula should incorporate more components that focus on developing self-management skills, such as time management, goal setting, and self-discipline. This could be integrated through life skills education or as part of the regular academic syllabus.

The findings support the creation of interventions aimed at improving students' self-awareness and self-management abilities, which could lead to enhanced academic achievement. Such interventions could be in the form of workshops, counseling sessions, or extracurricular activities. Schools need to develop mentorship programs that can help students better understand their strengths, weaknesses, and learning styles, which could lead to improved academic performance. The results also highlight the need for robust counseling and guidance services within schools to help students develop self-management strategies that can positively impact their academic performance.

Teachers could be trained to help students develop self-awareness, which in turn could improve academic outcomes. This may involve professional development on how to create a classroom environment that fosters self-reflection and self-regulation. Educators may also need to be trained

to foster self-management skills in students, recognizing its importance in improving academic outcomes. Teachers could use strategies that promote student autonomy and responsibility in learning. Teachers could consider tailoring educational support and teaching to individual students based on their self-management abilities. Students who struggle with self-management might benefit from additional resources, such as mentorship programs or peer support systems.

The findings could be used to educate parents on the importance of fostering self-awareness in their children. Parents could be encouraged to engage in activities at home that promote self-reflection, goal setting, and self-assessment. A focus on self-awareness might lead to the promotion of supportive home environments where students feel safe to express themselves and reflect on their experiences, contributing positively to their academic performance. Parents and guardians might also be encouraged to support the development of self-management skills at home. This could include setting routines, encouraging goal-setting, and promoting responsible behaviors that align with academic success. The findings further suggest the importance of involving parents in fostering positive interpersonal relationships at home, as this can extend to students' interactions at school and contribute to their academic achievement.

Community-based programs could be developed to support students in enhancing their self-management skills, especially in rural or under-resourced areas like Kyabugimbi Sub County. This might involve collaborations between schools, local governments, and non-profit organizations.

Schools and educational stakeholders may need to invest in tools and resources that help students build self-management skills. This could include educational technologies, learning management systems, and self-assessment tools that encourage independent learning and self-discipline.

5.4 Policy Implications

The results could influence educational policymakers to prioritize the development of self-awareness and self-management as part of the national education agenda. Policies might be developed to ensure that self-awareness, self-management and interpersonal relations are key components of the educational system. Traditional methods of evaluating student performance might evolve to include assessments of self-awareness, self-management and extent of interpersonal relations thereby encouraging students to develop these skills alongside academic knowledge to improve their academic achievement.

5.5 Suggested Areas for Further Studies

The researcher encourages further research to explore the relationship between socioemotional learning and academic achievement in different contexts, such as in other regions, age groups, or educational levels. This could lead to a broader understanding of how self-awareness, self-management and interpersonal relations impact student academic achievement. Other socioemotional learning competences such as self-regulation and social awareness need to be integrated within the scope of socioemotional learning.

Future studies might focus on testing specific interventions designed to enhance self-awareness and measure their direct impact on academic achievement, providing more concrete evidence for educational practices.

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APPENDICES

Appendix 1: Questionnaire

Questionnaire

Dear Participant,

I am **Alexson Musinguzi Bukenyo**, a student of Master of Education Management, Planning and Administration at Bishop Stuart University. I am currently conducting an academic study on *“Socio-Emotional Learning and Students Academic Achievement among O’ Level Students in secondary schools in Kyabugimbi Sub County”*. You have been selected as one of the most relevant persons to this study and your ideas are very important in this study. I therefore seek your consent to participate in this study. Your responses will be kept strictly confidential and will only be used for research purposes. Your cooperation is highly appreciated.

SECTION A: BIO DATA (Please tick ☒ appropriately).

1. Please indicate your gender

(1) Male/Boy ☐

(2) Female/Girl ☐

2. How old are you? _____ (years)

3. Which class are you?

(1) S1 ☐

(2) S2 ☐

(3) S3 ☐

4. Are you a boarding student or day scholar?

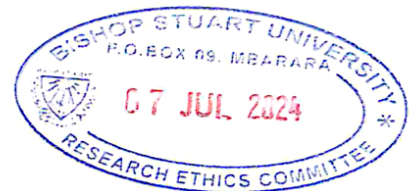
(1) Boarding ☐

(2) Day scholar ☐



SECTION B: SOCIOEMOTIONAL LEARNING

This section seeks to understand your mindset about mathematics subject. Read each question carefully. There is no right or wrong answer for any of the statements below. I am interested in your views. Please answer every item without fear or favor. Thank you.



Socio-emotional Learning Scale	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Abbreviation	SA(5)	A(4)	U(3)	D(2)	SD(1)
Please place a tick in the box that best indicates your opinion.					
SOCIOEMOTIONAL LEARNING SCALE	SA	A	U	D	SD
	(5)	(4)	(3)	(2)	(1)
SA-Self Awareness					
1. I know how to label my emotions.	☐	☐	☐	☐	☐
2. I understand situations and thoughts that cause me to feel happy, sad, angry, or frustrated.	☐	☐	☐	☐	☐
3. I can express my emotions without getting mad, excited, or yelling.	☐	☐	☐	☐	☐
4. I understand how my family, school, and community can support my success in school.	☐	☐	☐	☐	☐
5. I can explain what I need to do to reach a goal.	☐	☐	☐	☐	☐
6. I keep track of my progress toward a goal.	☐	☐	☐	☐	☐
7. I differentiate one emotion from another.	☐	☐	☐	☐	☐
8. I know how my emotions influence what I do.	☐	☐	☐	☐	☐
SM-Self Management					
9. I know how to motivate myself.	☐	☐	☐	☐	☐
10. I have my goals clear.	☐	☐	☐	☐	☐
11. I know how to manage stress by avoiding any situation that can make me upset.	☐	☐	☐	☐	☐
12. I understand that I am responsible for my own actions.	☐	☐	☐	☐	☐
13. I can figure out ahead of time how certain situations may get me into trouble.	☐	☐	☐	☐	☐
14. I am able to say no to people or situations that may get me into trouble.	☐	☐	☐	☐	☐
15. I figure out different solutions to personal problems.	☐	☐	☐	☐	☐
16. I ensure self-discipline in school by following school regulations.	☐	☐	☐	☐	☐
IR-Interpersonal relations					
17. I pay attention to the needs and expectations of others and offer help to those who need it.	☐	☐	☐	☐	☐



18. I have good relationships with my classmates.	☐	☐	☐	☐	☐
19. I understand that everyone is important and show respect to others in their respective capacities.	☐	☐	☐	☐	☐
20. I usually listen in an active way to advice from colleagues, relatives and teachers.	☐	☐	☐	☐	☐
21. I am able to understand the feelings expressed by others towards me.	☐	☐	☐	☐	☐
22. I know different ways to make and keep constructive friends.	☐	☐	☐	☐	☐
23. I understand what causes problems among my friends and offer help to solve those problems.	☐	☐	☐	☐	☐
24. I am able to communicate well with my friends, relatives, teachers and community members.	☐	☐	☐	☐	☐

SECTION C: STUDENT ACADEMIC ACHIEVEMENT

This section seeks to understand your achievement in all subjects. Please indicate your most recent grade in all the subjects. Read each question carefully and answer every item without fear or favor. Thank you.

Grade Descriptors		
S/N	Score range	Grade descriptor
1	0.9-1.5	Basic achievement score
2	1.6-2.5	Moderate achievement score
3	2.6-3.0	Outstanding achievement score

Subjects	Student Academic Achievement Scale		
	Outstanding (3)	Moderate (2)	Basic level (1)
1. English	☐	☐	☐
2. Mathematics	☐	☐	☐
3. Physics	☐	☐	☐
4. Chemistry	☐	☐	☐
5. Biology	☐	☐	☐
6. Geography	☐	☐	☐
7. History	☐	☐	☐

Thank you



Appendix 2: Krejcie and Morgan tables for Sample Size Determination

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size

Source: Krejcie & Morgan, 1970

Appendix 3: Informed Consent Form



BISHOP STUART UNIVERSITY

RESEARCH ETHICS COMMITTEE

P.O. Box 09 Mbarara-Uganda Tel: +256 485-433468 E-mail:

rec@bsu.ac.ug

INFORMED CONSENT FORM

This document outlines the research study and expectations for potential participants. It should be written in lay man terms and typed on BSU-REC letterhead.

Instructions

1. The wording of this document should be directed to the potential participant not BSU- REC.
2. If a technical term must be used, then define it the first time it is used and any acronyms or abbreviations used should be spelled out the first time they are used.
3. All the sections of this document must be completed without any editing or deletions.
4. Please use a typing font that is easily distinguishable from the questions of this form. Preferably the font size should be 12.

Study title:

**SOCIO-EMOTIONAL LEARNING AND STUDENTS ACADEMIC ACHIEVEMENT
AMONG O'LEVEL STUDENTS IN SECONDARY SCHOOLS IN KYABUGIMBI SUB
COUNTY**

Principal Investigator:

MUSINGUZI ALEXSON BUKENYO

Introduction

What you should know about this study:

1. You are being asked to join a research study.
2. This informed consent form explains the research study and your part in the study.
3. Please read it carefully and take as much time as you need.



Leave blank for REC Office only:

REC OFFICE USE ONLY:

APPROVAL DATE:

APPROVED CONSENT IRB VERSION NUMBER:

PI NAME:

IRB NO:

4. You are a volunteer. You can choose not to take part and if you join, you may quit at any time. There will be no penalty if you decide to quit the study.

Brief background to the study

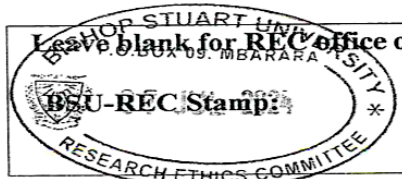
Globally, attaining successful academic achievement is still a global concern for many schools especially those in less developed countries (LDCs). The global average rate of academic achievement is only 14.2% and it has been achieved by only 26% of the countries. None of the African countries have attained the global average school achievement rate of 14.2%. Uganda is ranked in the 127th position out of 163 countries ranked by United Nations Development Programme (UNDP) education rankings with school achievement rate of 0.63% against the global average of 14.2%. In Kyabugimbi sub county, a significant portion of secondary school O'level candidates have failed in the past ten years, with over 50% of candidates receiving division three, division four, or division nine scores. The researcher therefore intends to examine the relationship between socio-emotional learning and student academic achievement in secondary schools in Kyabugimbi Sub County.

Purpose of the research project

The study involves research on socio-emotional learning and academic achievement. The estimated number of participants is 235 who will include students in S1,S2 and S3 in selected secondary schools in Kyabugimbi sub county. The purpose of the study is to examine the relationship between socio-emotional learning and student's academic achievement. Participation will not take more than 45 minutes of your time.

Why you are being asked to participate?

You have been selected to participate in this study because the study is being conducted on academic achievement of O'level students in which you are among.

 Leave blank for REC Office only:	REC OFFICE USE ONLY: APPROVAL DATE: APPROVED CONSENT IRB VERSION NUMBER: PI NAME: IRB NO:
---	---

Procedures

The procedure for answering questionnaires will be as follows. I will first give you a brief description about the study and explain why the study is being conducted. You will be required to indicate your consent to participate in the study. By signing the informed consent form, you will have indicated your willingness to voluntarily participate in the study. After your consent, a copy of the questionnaire will be administered to you after which you will be guided on how the questionnaire will be answered. You will be allowed a time lapse of about 30 minutes to 1 hour to enable you understand and fill the questionnaire. You will be allowed to hand in the questionnaire to the teacher when you finish answering questionnaires.

Risks or discomforts

There are no any reasonably foreseeable risks or discomforts-physical, psychological, social, legal or other associated with participating in this study. The topic under investigation is not too much sensitive to make you uncomfortable. However, if you feel any discomfort, you have a right to share it with the teacher or the researcher and an appropriate measure would be undertaken to address it.

Benefits

You will not personally benefit from participating in this study. However, the recommendations in this study made to the school administration will help secondary schools in Kyabugimbi Sub County to put in place measures to improve student academic achievement. Indirectly, this will benefit all students including you.

Incentives or rewards for participating

There are no costs anticipated for enrolling as a participant in this study. The only identified cost is the student's time which is only about 30 minutes. I urge you to reserve this time. For the purposes of filling the questionnaire, a pen will be given to you which you will retain as an incentive for participation.

 Leave blank for REC office only: BSU-REC Stamp:	REC OFFICE USE ONLY: APPROVAL DATE: APPROVED CONSENT IRB VERSION NUMBER: PI NAME: IRB NO:
---	---

Protecting data confidentiality

Data confidentiality will be ensured by keeping all the research instruments safely in a lockable decker or shelves when not in use. The data collected will only be accessible to the researcher and will only be used for academic purpose and not any other purpose. After extracting all the data, the materials identifying the participant will be kept for only a period when research report has not been examined after which the materials will be destroyed by dissolving them in water.

Protecting subject privacy during data collection

The privacy of the participant will be ensured by not recording or revealing the names or any identification document of the student anywhere in the research process. You cannot even be identified by your handwriting since response will be by ticking or marking on the right answer.

Right to refuse or withdraw

Participation is voluntary and refusal to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled.

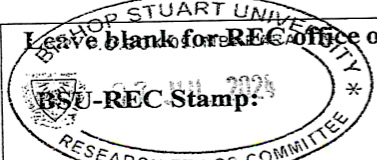
What happens if you leave the study?

You may discontinue participation at any time without penalty or loss of benefits.

Who do I ask/call if I have questions or a problem?

If you have any questions or a problem, contact the following people;

1. Alexson Musinguzi
The researcher
Tel: 0772528822
2. Dr. Godfrey Zaari Rukundo
Chairperson,
Bishop Stuart University Research Ethics Committee (BSU-REC).
P.O. Box 09 Mbarara
Tel: 0772663671

 Leave blank for REC office only: BSU-REC Stamp:	REC OFFICE USE ONLY: APPROVAL DATE: APPROVED CONSENT IRB VERSION NUMBER: PI NAME: IRB NO:
---	---

Statement of Consent

I have been informed about this study's purpose, procedures, possible benefits and risks
I have been given the chance to ask all my questions and I have been given answers. I have
voluntarily agreed that my child takes part in this study.

_____	_____	_____
Name of Parent	Signature of parent	Date
_____	_____	_____
Print name of young participant	Signature of young participant	Date

 Leave blank for REC office only:	REC OFFICE USE ONLY:
	APPROVAL DATE: APPROVED CONSENT IRB VERSION NUMBER: PI NAME: IRB NO:

I have fully explained the research study described by this form. I have answered the participant and/or parent/guardians questions and will answer any future questions to the best of my ability. I will tell the family and/or the person taking part in this research of any changes in the procedures or in the possible harms/possible benefits of the study that may affect their health or their willingness to stay in the study.

06/07/2024
Date



Appendix 4: Assent Form



BISHOP STUART UNIVERSITY

RESEARCH ETHICS COMMITTEE

P.O. Box 09 Mbarara-Uganda Tel: +256 485-433468 E-mail:

rec@bsu.ac.ug

ASSENT FORM

This document outlines the research study and expectations for potential participants. It should be written in lay man terms and typed on BSU-REC letterhead.

Instructions

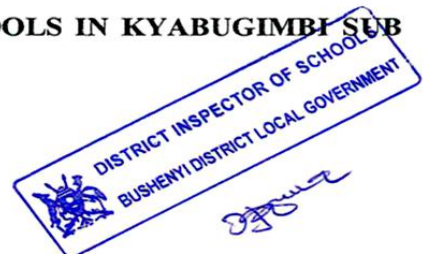
1. The wording of this document should be directed to the potential participant not BSU- REC.
2. If a technical term must be used, then define it the first time it is used and any acronyms or abbreviations used should be spelled out the first time they are used.
3. All the sections of this document must be completed without any editing or deletions.
4. Please use a typing font that is easily distinguishable from the questions of this form. Preferably the font size should be 12.

Study title:

**SOCIO-EMOTIONAL LEARNING AND STUDENTS ACADEMIC ACHIEVEMENT
AMONG O'LEVEL STUDENTS IN SECONDARY SCHOOLS IN KYABUGIMBI SUB
COUNTY**

Principal Investigator:

MUSINGUZI ALEXSON BUKENYO



Introduction

What you should know about this study:

1. Your student is being asked to join a research study.
2. This Assent form explains the research study and your part in the study.
3. Please read it carefully and take as much time as you need.
4. Your child will be a volunteer. He/she can choose not to take part and if he/she joins, he/she may quit at any time. There will be no penalty if he/she decides to quit the study.

Leave blank for REC office only: BSU-REC Stamp:	REC OFFICE USE ONLY: APPROVAL DATE: APPROVED ASSENT IRB VERSION NUMBER: PI NAME: IRB NO:
--	--

Brief background to the study

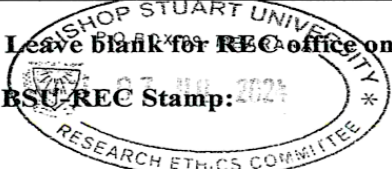
Globally, attaining successful academic achievement is still a global concern for many schools especially those in less developed countries (LDCs). The global average rate of academic achievement is only 14.2% and it has been achieved by only 26% of the countries. None of the African countries have attained the global average school achievement rate of 14.2%. Uganda is ranked in the 127th position out of 163 countries ranked by United Nations Development Programme (UNDP) education rankings with school achievement rate of 0.63% against the global average of 14.2%. In Kyabugimbi sub county, a significant portion of secondary school O\level candidates have failed in the past ten years, with over 50% of candidates receiving division three, division four, or division nine scores. The researcher therefore intends to examine the relationship between socio-emotional learning and student academic achievement in secondary schools in Kyabugimbi Sub County.

Purpose of the research project

The study involves research on socio-emotional learning and academic achievement. The estimated number of participants is 235 who will include students in S1,S2 and S3 in selected secondary schools in Kyabugimbi sub county. The purpose of the study is to examine the relationship between socio-emotional learning and student's academic achievement. Participation will not take more than 45 minutes of your time.

Why you are being asked to participate?

The student will be selected to participate in the study because the study is being conducted on academic achievement of O'level students in which the participant is among.

Leave blank for REC office only: BSU-REC Stamp: 	REC OFFICE USE ONLY: APPROVAL DATE: APPROVED ASSENT IRB VERSION NUMBER: PI NAME: IRB NO:
---	--

Procedures

The procedure for answering questionnaires will be as follows. The researcher after giving a brief description about the study and explaining why the study is being conducted, the teacher will be required to consent on behalf of the student only where the student is below 18 years. Where the student is above 18 years, the student will sign the informed consent form indicating his willingness to voluntarily participate in the study. After their consent, a copy of the questionnaire will be administered to the student who will then be guided on how the questionnaire will be answered. The researcher will then allow a time lapse of about 30 minutes to 1 hour to enable students understand and fill the questionnaire. The researcher will allow any student who will have finished answering questionnaires to hand in the same to the teacher.

Risks or discomforts

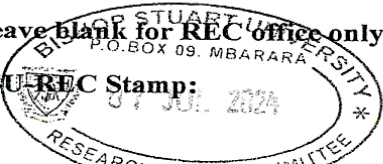
There are no any reasonably foreseeable risks or discomforts-physical, psychological, social, legal or other associated with participating in this study. The topic under investigation is not too much sensitive to make you uncomfortable. However, if the student feels any discomfort, he/she has a right to share it with the teacher or the researcher and an appropriate measure would be undertaken to address it.

Benefits

The student will not personally benefit from participating in this study. However, the recommendations in this study made to the school administration will help secondary schools in Kyabugimbi Sub County to put in place measures to improve student academic achievement. Indirectly, this will be the benefit of all students including those who participated in the study.

Incentives or rewards for participating

There are no costs anticipated for enrolling as a participant in this study. The only identified cost is the student's time which is only about 30 minutes. I urge every student to reserve this time. For the purposes of filling the questionnaire, a pen will be given to each participant which will be retained by the participant as an incentive for participation.

Leave blank for REC office only: BSU REC Stamp: 	REC OFFICE USE ONLY: APPROVAL DATE: APPROVED ASSENT IRB VERSION NUMBER: PI NAME: IRB NO:
---	--

Protecting Data Confidentiality

Data confidentiality will be ensured by keeping all the research instruments safely in a lockable decker or shelves when not in use. The data collected will only be accessible to the researcher and will only be used for academic purpose and not any other purpose. After extracting all the data, the materials identifying the participant will be kept for only a period when research report has not been examined after which the materials will be destroyed by dissolving them in water.

Protecting Subject Privacy during Data Collection

The privacy of the participant will be ensured by not recording or revealing the names or any identification document of the student anywhere in the research process. The participant cannot even be identified by handwriting since response will be by ticking or marking on the right answer.

Right to Refuse or Withdraw

Participation is voluntary and refusal to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled.

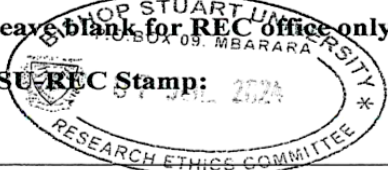
What happens if you leave the Study?

The participant may discontinue participation at any time without penalty or loss of benefits.

Who do I ask/call if I have questions or a problem?

If you have any questions or a problem, contact the following people;

1. Alexson Musinguzi
The researcher
Tel: 0772528822
2. Dr. Godfrey Zaari Rukundo
Chairperson,
Bishop Stuart University Research Ethics Committee (BSU-REC).
P.O. Box 09 Mbarara
Tel: 0772663671

Leave blank for REC office only: BSU-REC Stamp: 	REC OFFICE USE ONLY: APPROVAL DATE: APPROVED ASSENT IRB VERSION NUMBER: PI NAME: IRB NO:
---	--

Statement of Consent

I have been informed about this study's purpose, procedures, possible benefits and risks. I have been given the chance to ask all my questions and I have been given answers. I have voluntarily agreed that my child takes part in this study.

Name of Teacher

Signature of Teacher

Date

Print name of young participant

Signature of young participant

Date

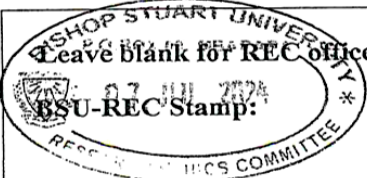
Researcher's Signature

I have fully explained the research study described by this form. I have answered the participant questions and will answer any future questions to the best of my ability. I will tell the student of any changes in the procedures or in the possible harms/possible benefits of the study that may affect their health or their willingness to stay in the study.

MUSINGUZI ALISON
Name of researcher

[Signature]
Signature

06/07/2024
Date

 Leave blank for REC office only:	REC OFFICE USE ONLY: APPROVAL DATE: APPROVED ASSENT IRB VERSION NUMBER: PI NAME: IRB NO:
---	--

Appendix 5: BSU REC Approval

BISHOP STUART UNIVERSITY
P.O. BOX 9, MBARARA

Tel: 0772 512551



Website: www.bsu.ac.ug
E-mail: rec@bsu.ac.ug/info@bsu.ac.ug

RESEARCH ETHICS COMMITTEE

To: Alexson Musinguzi

Bishop Stuart University
0772528822

Type: Initial Review



Re: BSU-REC-2024-369: SOCIO-EMOTIONAL LEARNING AND STUDENTS ACADEMIC ACHIEVEMENT AMONG O'LEVEL STUDENTS IN SECONDARY SCHOOLS IN KYABUGIMBI SUB COUNTY

I am pleased to inform you that at the 28 convened meeting on 13/06/2024, the Bishop Stuart University (BSU) REC meeting voted to approve the above referenced application.
Approval of the research is for the period of 05/07/2024 to 05/07/2025.

As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

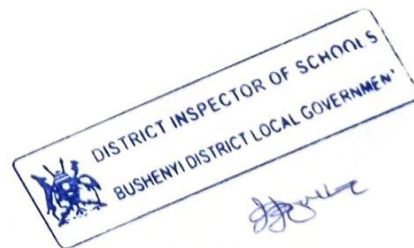
1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and addenda to the protocol or the consent form must be submitted to the REC for re-review and approval **prior** to the activation of the changes.
3. Reports of unanticipated problems involving risks to participants or any new information which could change the risk benefit: ratio must be submitted to the REC.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by participants and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Continuing review application must be submitted to the REC **eight weeks** prior to the expiration date of **05/07/2025** in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. You are required to register the research protocol with the Uganda National Council for Science and Technology (UNCST) for final clearance to undertake the study in Uganda.

The following is the list of all documents approved in this application by Bishop Stuart University (BSU) REC:

No.	Document Title	Language	Version Number	Version Date
1	Community Engagement Plan	English	Version 1	2024-07-04
2	Compliance report	English	version 1	2024-07-04
3	Assent form if applicable to your study	English	version 2 for teachers	2024-07-04
4	Protocol	English	Clean Copy version 2	2024-07-04
5	Informed Consent forms	English for students	1	2024-07-04
6	Protocol	English	Tracked Changes version 2	2024-07-04
7	Submission Letter	English	English	2024-05-08
8	Assent form if applicable to your study	English	For Students below 18 years	2024-05-08
9	Data collection tools	English	English	2024-05-08

Yours Sincerely

Godfrey Rukundo
For: Bishop Stuart University (BSU) REC



Appendix 6: Plagiarism Report



Similarity Report ID: oid:26567:227541637

PAPER NAME

**Alexson Dissertation Plagiarism Report.d
ocx**

WORD COUNT

10286 Words

CHARACTER COUNT

62035 Characters

PAGE COUNT

44 Pages

FILE SIZE

146.8KB

SUBMISSION DATE

Aug 31, 2024 9:30 AM GMT+3

REPORT DATE

Aug 31, 2024 9:31 AM GMT+3

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