

**ATTITUDES OF TEACHERS TOWARDS THE EFFECTIVENESS OF THE M&E
SYSTEM IN IMPLEMENTATION OF THE NEW LOWER SECONDARY
CURRICULUM: A CASE OF BUSAANA SUB-COUNTY**

PETER BARAKA

RM22M66/002

**A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A DEGREE OF MASTER
OF DEVELOPMENT MONITORING AND EVALUATION OF UGANDA CHRISTIAN
UNIVERSITY**

August, 2025

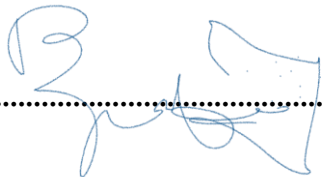


**UGANDA CHRISTIAN
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

DECLARATION

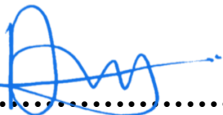
I, Baraka Peter do hereby declare that the dissertation *titled "ATTITUDES OF TEACHERS TOWARDS THE EFFECTIVENESS OF THE M&E SYSTEM IN IMPLEMENTATION OF THE NEW LOWER SECONDARY CURRICULUM; A CASE OF BUSAANA SUB-COUNTY."* is completely original work of my own and has never been submitted to any institution for any academic award or any other purposes, and the information was not reproduced from any other sources except where owed credit is made.

Signature:  Date: 15th August, 2025

BARAKA PETER

APPROVAL

This dissertation with the topic “Attitudes of teachers on the effectiveness of the M&E system in implementation of the new lower secondary curriculum; a case of Busaana Sub-county” has been read and approved by the university supervisor and recommended to be submitted to the School of Social Sciences at Uganda Christian University as it satisfies the partial requirements for the award of Master of Arts in Development Monitoring and Evaluation.

Signature:.....

Date: 17/08/2025.....

MERCY AMANIYO

SUPERVISOR

ACKNOWLEDGEMENT:

Great thanks go to God, who made this whole research process a possibility. I am this far because of his will. Heartfelt gratitude goes out to my research supervisor, Ms. Mercy Amaniyo, who took me on as a research student, invested time to read and guide me, constructively criticized and supported me through the process, which did not seem easy at the start, but has ended up being a lovely learning process.

TABLE OF CONTENTS

DECLARATION.....	1
APPROVAL.....	2
ACKNOWLEDGEMENT:	3
TABLE OF CONTENTS	4
ABSTRACT:	8
CHAPTER ONE INTRODUCTION	9
1.1. BACKGROUND OF THE STUDY	9
1.2. STATEMENT OF THE PROBLEM.....	10
1.3. PURPOSE OF THE STUDY	11
1.4. OBJECTIVES OF THE STUDY.....	11
1.5. RESEARCH QUESTIONS.....	12
1.6. SCOPE OF THE STUDY	12
1.6.1. GEOGRAPHICAL SCOPE	12
1.6.2. TIME SCOPE	12
1.6.3. CONCEPTUAL SCOPE	12
1.7. JUSTIFICATION	13
1.8. SIGNIFICANCE OF THE STUDY.....	13
1.9. DESCRIPTION OF THE UGANDAN EDUCATION MINISTRY M&E STRUCTURE..	13
1.10. OPERATIONAL DEFINITIONS	16
CHAPTER TWO LITERATURE REVIEW	17
2.3. INTRODUCTION	17
2.4. THEORETICAL FRAMEWORK.....	17
2.5. EMPIRICAL EVIDENCE	19
2.5.2. THE DIMENSIONS OF THE M&E SYSTEM USED IN THE ASSESSMENT OF THE PERFORMANCE OF SECONDARY SCHOOLS.	19
2.5.3. ATTITUDE OF TEACHERS TOWARDS THE EFFECTIVENESS OF THE M&E SYSTEM IN IMPROVING TEACHING AND LEARNING IN THE NEW LOWER SECONDARY CURRICULUM.	21
2.5.4. ATTITUDE OF TEACHERS TOWARDS THE EFFECTIVENESS OF THE M&E SYSTEM IN IMPROVING STUDENTS' ACADEMIC PERFORMANCE IN THE NEW LOWER SECONDARY CURRICULUM.	23
2.6. GAPS IN THE LITERATURE.....	24
CHAPTER THREE: METHODOLOGY	25
3.1. INTRODUCTION	25
3.2. RESEARCH APPROACH	25

3.3.	RESEARCH DESIGN.....	25
3.4.	RESEARCH PARADIGM.....	25
3.5.	STUDY SITE.....	26
3.6.	INFORMATION SOURCES	26
3.7.	DATA COLLECTION METHODS.....	27
3.7.1.	Semi-structured Interviews.....	27
3.7.2.	Key Informant Interviews	27
3.7.3.	Document Analysis.....	27
3.8.	Population and sampling techniques.....	27
3.9.	Procedure for data collection.....	28
3.10.	Data collection instruments and equipment	28
3.10.1.	Interview guide.....	28
3.10.2.	Focus group discussion guide.....	29
3.10.3.	Document review checklist.....	29
3.11.	Quality/ error control	29
3.12.	STRATEGY FOR DATA PROCESSING	29
3.12.1.	Import data	29
3.12.2.	Data cleaning	30
3.12.3.	Coding of data.....	30
3.13.	STRATEGY FOR QUALITATIVE DATA ANALYSIS	30
3.13.1.	Triangulation	30
3.13.2.	Data Interpretation and Reporting	30
3.14.	ETHICAL CONSIDERATION.....	30
CHAPTER 4: DATA ANALYSIS, PRESENTATION, AND INTERPRETATION OF FINDINGS		32
4.0.	Introduction	32
4.1.	Demographic profile of participants	32
4.1.2.	Teacher participants	32
4.1.3.	Key informants	35
4.2.	Participants' general understanding of the M&E system.....	35
4.3.	The dimensions of the M&E system used in the assessment of the performance of secondary schools.....	38
4.3.2.	M&E indicators, data collection, and methodology dimension:.....	38
4.3.3.	M&E indicators	38
4.3.4.	M&E data collection methods.....	40
4.3.5.	M&E CAPACITY.....	46

4.3.6.	Participation of actors outside government:	48
4.3.7.	M&E information utilization	48
4.4.	Teachers' attitude towards the effectiveness of the M&E system in improving teaching and learning in the new lower secondary curriculum.	50
4.4.2.	Perceived positive influence of the M&E on teaching and learning. ..	50
4.4.3.	Perceived limitations and negative attitudes towards M&E effectiveness.	52
4.5.	Teachers' attitude towards the effectiveness of the M&E system in improving students' academic performance.	55
CHAPTER 5: DISCUSSION OF FINDINGS.		58
5.1.	Introduction	58
5.2.	The participants' demographics implications.....	58
5.3.	Participants' general understanding of the M&E system:.....	59
5.4.	Dimensions of the M&E system used in the assessment of the performance of secondary schools.	62
5.4.1.	M&E indicators, data collection, and methods.....	62
5.3.2.	M&E capacity	69
5.4.2.	Participation of actors outside government:	72
5.4.3.	M&E information utilization	74
5.5.	Teachers' attitudes towards the effectiveness of the M&E system in improving teaching and learning in the new lower secondary curriculum.	76
5.5.1.	Perceived positive influence of the M&E system on teaching and learning.	76
5.5.2.	Perceived limitations and negative attitudes towards M&E effectiveness.	78
5.6.	Teachers' attitude towards the effectiveness of the M&E system in improving students' academic performance	81
5.7.	Relationship with the theory of planned behavior.	82
5.8.	Study Limitations.	84
Chapter 6: Conclusions and Recommendations.....		85
6.0.	Introduction:	85
6.1.	Summary of key findings.....	85
6.1.1.	Dimensions of the M&E system used in the assessment of the performance of secondary schools.....	85
6.1.2.	Attitudes of teachers towards the effectiveness of the M&E system in improving teaching and learning.	87

6.1.3. Attitudes of teachers towards the effectiveness of the M&E system in improving the academic performance of learners.	88
6.2. Conclusions	89
6.2.1. Dimensions of the M&E system used in the assessment of the performance of secondary schools	89
6.2.2. Attitudes of teachers on the effectiveness of the M&E system's influence on teaching and learning.	90
6.2.3. Teachers' attitudes towards the effectiveness of the M&E system's influence on the academic performance of learners.	90
REFERENCES:	96
Appendices:.....	111
Appendix 1: Key informant interview guide	111
Appendix 2: In-depth interview guide	114
Appendix 3: Code book	117
Appendix 4: Consent form qualitative research study	119
Appendix 5: Research Introductory Letter from the School of Social Sciences, Uganda Christian University.	123
Appendix 6: Research Ethics Committee (REC) clearance.	124

ABSTRACT:

The study explored the attitudes of the teachers on the effectiveness of the M&E system in the implementation of the new lower secondary curriculum, looking at the case of Busaana sub-county. The specific objectives of the study included identification of the dimensions of the M&E system used in the assessment of the performance of secondary schools in Uganda, to find out the teachers' attitude toward the effectiveness of the M&E system in improving teaching and learning in the new lower secondary curriculum, and lastly to evaluate the attitudes of teachers towards the effectiveness of the M&E system in improving students' academic performance in the new lower secondary curriculum. A case study design was adopted in this qualitative study to collect information from teachers of secondary schools in Busaana sub-county in Kayunga district. The main data collection methods used were in-depth interviews and key informant interviews.

The research found that teachers fairly understood the monitoring and evaluation system, discussed a number of tools and methods used in the educational M&E systems, like lesson observations, student assessments, and inspections, among others. The study also found that teachers positively perceived the system to nurture their responsiveness to learners' needs, a tool of accountability, and a source of professional development. However, the study also found negative effects like heavy workload, data loss, among others. The study also found a big gap in professional training and resource availability; however, it also highlighted its strength in early identification of weaknesses and solutions, and motivating students to improve academically.

Based on these findings, the study recommended engaging and recruiting more monitoring and evaluation actors, timely availability of essential tools, teacher training on M&E, and increased M&E efforts from the government, like more frequent visits. The study also recommended that schools engage all stakeholders in M&E, and encouraged teachers to engage in professional development.

CHAPTER ONE INTRODUCTION

This study specifically looked at teachers' attitudes towards the effectiveness of monitoring and evaluation systems in implementing the new lower secondary curriculum in Busaana Sub-County, as it is important in tracking the effectiveness of teaching methods, resource allocation, and curricula in schools.

The chapter details the background of this study, statement of the problem, purpose, objectives, and research questions to be used in the study. This chapter also comprises the justification, significance, and scope of the study, the conceptual framework, and shares the operational definitions used.

1.1. BACKGROUND OF THE STUDY

Many countries across the world have embraced the new curricula in their states, and this has proven to be a successful undertaking in many of them. The USA is at the peak of this with the National Assessment of Educational Progress (NAEP) as an independent monitor (Fahle, Shear, and Shores, 2019). Finland is also one of the countries implementing a new curriculum in schools and education departments for teachers (Cabral-Gouveia, Menezes, and Neves 2023).

Implementers in these countries, for example, teachers, are given attention first and priority, and the success of the new curricula implementation in the countries is also attributed to the strength of NAEP in the USA and the Finnish national quality assurance framework in Finland. In addition, Cabral-Gouveia et al. (2023) argue on a number of issues, but missed a report on teachers' reports on the implementation of the curriculum, which gives more reason to dive into an inquiry on the same in the context of Uganda.

Many education sectors are evolving in Africa as many countries have made reforms to reshape secondary education (MasterCard Foundation, 2020). In Kenya, the imperial education control system which controlled the curriculum and its assessment was replaced by the East African Examinations Council (EAEC) KENYA NATIONAL EXAMINATIONS COUNCIL, (2019) which is the body that enforced curriculum implementation, and in Tanzania, we see in Ministry of Education, (2025) that government and its stakeholders' cooperative attitude was much evident and real change was brought about in the school learning environment. However, Kyaruzi, Strijbos, Ufer, and Brown (2019), among the different

challenges reported, advocate for continuous assessment, which demands a lot of the teacher-learners' time in the spirit of individual assistance.

Uganda in 2019 introduced a new lower secondary curriculum, which is meant to meet the demands of a rapidly changing world and to cultivate holistic development according to the NCDC (Framework, n.d.). For the successful implementation of a new curriculum, activating an effective M&E system is crucial to ensure the quality of delivery of the designed curriculum, which Cutbush, Krieger, Clinton, and Miller (2017) define as how well an implementer presents content in alignment with the theoretical ideals of the intervention.

Implementing a new curriculum successfully in Uganda would be based on a number of factors, but one key factor for the effectiveness of this M&E system in new curriculum implementation is the teachers' attitudes and experiences, simply because they are the primary implementers of the curriculum. Understanding teachers' views on the effectiveness of these systems is crucial for determining improvement areas and making sure curriculum implementation is successful (Fullan, 2011).

In Uganda, the Directorate of Education Standards details the monitoring and evaluation system, which is intended to assess the quality and standards of teaching and learning, institutional management, and the learners' achievement and overall attainment levels (Ministry of Education and Sports, n.d.). External evaluation (inspection) takes place through the work of inspectors from the ministry level to districts, sub-counties, and municipalities, and it is nourished by internal evaluation (self-evaluation) by schools themselves. The internal evaluation engages different stakeholders like members of the school community: school staff, parent-teacher associations, founding and governing bodies, and students themselves (Ministry of Education and Sports, n.d.).

1.2. STATEMENT OF THE PROBLEM

The new lower secondary curriculum implementation strongly relies on effective monitoring and evaluation practices for it to achieve its intended objectives, as it was developed based on the development of a holistic education for personal and national development (Baguma, 2019).

Research has been done on education and monitoring and evaluation systems. Otyola et al. (2023) conducted a study that investigated how the practices employed in the Monitoring and Evaluation processes contributed to the overall goal of Higher Education Institutions in Uganda through continuous supervision. Internationally, Giacon (2024) in Brazil analyzed the National Education Plan discussed the monitoring and evaluation process, and identified the main challenges like such as low-quality indicators.

However, there's limited research on teachers' thoughts and ideas on the effectiveness of the Monitoring & evaluation system in the new lower secondary curriculum implementation, especially in some remote areas in Uganda, like Busaana. The available studies have a gap in lower secondary education, as most of them focus on higher institutions of learning. Uganda's education system is measured based on six key dimensions of monitoring and evaluation, including policy, indicators, data collection & methodology, organization, participation of actors outside government, capacity, and lastly, use of information (Inberg, 2012). Based on that research gap, this study will focus on aspects of the M&E system, including the indicators, data collection & methodology dimension, the participation of actors outside government dimension, the capacity dimension, and lastly the use of information dimension.

1.3. PURPOSE OF THE STUDY

The primary purpose of this study is to explore the teachers' attitudes in Busaana Sub-County concerning the effectiveness of the M&E system in the implementation of the new lower secondary curriculum. This study shall specifically identify the different aspects of M&E used in schools and the teachers' attitudes towards them.

1.4. OBJECTIVES OF THE STUDY

The study specifically aimed to;

- 1.4.1. To assess the dimensions of the M&E system used in the assessment of the performance of secondary schools in Uganda.
- 1.4.2. To examine the teachers' attitude towards the effectiveness of the M&E system in improving teaching and learning in the new lower secondary curriculum.

- 1.4.3. To evaluate the attitude of teachers towards the effectiveness of the M&E system in improving students' academic performance in the new lower secondary curriculum.

1.5. RESEARCH QUESTIONS

- 1.5.1. What are the key aspects of the M&E system currently used in the assessment of secondary school performance in Uganda?
- 1.5.2. What is the attitude of the teachers toward the effectiveness of the M&E system on the quality of learning outcomes and enhancing teaching practices in the new lower secondary curriculum?
- 1.5.3. What is the teachers' attitude towards the effectiveness of the M&E system in improving students' academic performance?

1.6. SCOPE OF THE STUDY

1.6.1. GEOGRAPHICAL SCOPE

The study was conducted in Busaana Sub-County. Busaana sub-county is one of the 9 sub-counties in Kayunga district and comprises of 8 parishes and 56 villages. Specifically, Busaana Subcounty has 6 secondary schools, with 2 government schools and 4 private schools, as provided by a sub-county official.

The special focus was on Busaana subcounty for relevance to the study, first, because schools there are implementing the new curriculum, and also, like many rural areas, Busaana may face challenges of limited resources, low-staffed inspection, among others, hence making Busaana a case of value to examine the effectiveness of curriculum implementation. In the end, findings from Busaana subcounty can be generalized to other contexts.

1.6.2. TIME SCOPE

The study focused on the period from the academic year 2021 to 2024 because these four years are the first four cohorts to use the new lower secondary curriculum since it was introduced.

1.6.3. CONCEPTUAL SCOPE

This study was specifically directed to explore the different aspects of M&E used in schools and the teachers' attitudes towards them.

1.7. JUSTIFICATION

The study carries the importance of picking the thoughts and ideas of teachers on what they think about the M&E system used in the new lower secondary curriculum implementation in the sub-county of Busaana, where strengths and points for improvement will be highlighted by the study. The study was also timely because the curriculum was newly introduced in 2019 according to Baguma (2019), and covers 4 years which elapse this year 2024 hence making it timely to assess effectiveness, and also since it has covered the four years, understanding the attitude of the teachers towards the curriculum M&E system informs and guides decisions and future policies. Josephine (2025) provides a case in point where a study on teachers' attitudes had implications that could support students, instructors, and curriculum designers to address the issues that are of great challenge in the different contexts of education in any educational curriculum.

1.8. SIGNIFICANCE OF THE STUDY

The study will be very useful in several ways in contributing to the curriculum, since it is a major means of information dissemination to young people (Zendah, 2025).

One, the findings of this study will support the Ministry of Education and Sports in enhancing the implementation of the new curriculum by identifying areas that need improvement, from the teachers' feedback and other participants. This study will basically highlight areas where the M&E system is not working well and suggest strategies that may be used by the ministry to inform decisions and implementation.

Secondly, the findings of this study can be used to guide policymakers and administrators of education sectors in making decisions regarding educational monitoring and evaluation systems, for example, investing in the systems and training, among others.

Lastly, the challenges that will be discovered and the practical potential strategies that will be recommended by this study will offer guidance on improving not only the lower curriculum but also the monitoring and evaluation system used.

1.9. DESCRIPTION OF THE UGANDAN EDUCATION MINISTRY M&E STRUCTURE

Ministry of Education and Sports (2012) describes and details the monitoring and evaluation structure of Uganda's education ministry as summarized herewith.

Monitoring and evaluation are done through inspection which (Ministry of Education and Sports, 2012) defines as a purposeful visit to an institution of education to offer an assessment that is external and independent on the provided education quality, and it aims at providing public assurance about the quality of education across the country, and contributing to improvements in education.

It is both external and internal, whereby in Uganda, inspection, also known as external evaluation, is done nationally with the help of inspectors from the Directorate of Education Standards, and it's also done locally by district, subcounty, and municipal inspectors.

External evaluation is complemented by ongoing internal evaluation or self-evaluation by schools themselves. Internal evaluation should involve all members of the school community: all school staff, parent-teachers associations, founding and governing bodies, and students themselves. The M&E structure is illustrated below (Ministry of Education and Sports, 2012).

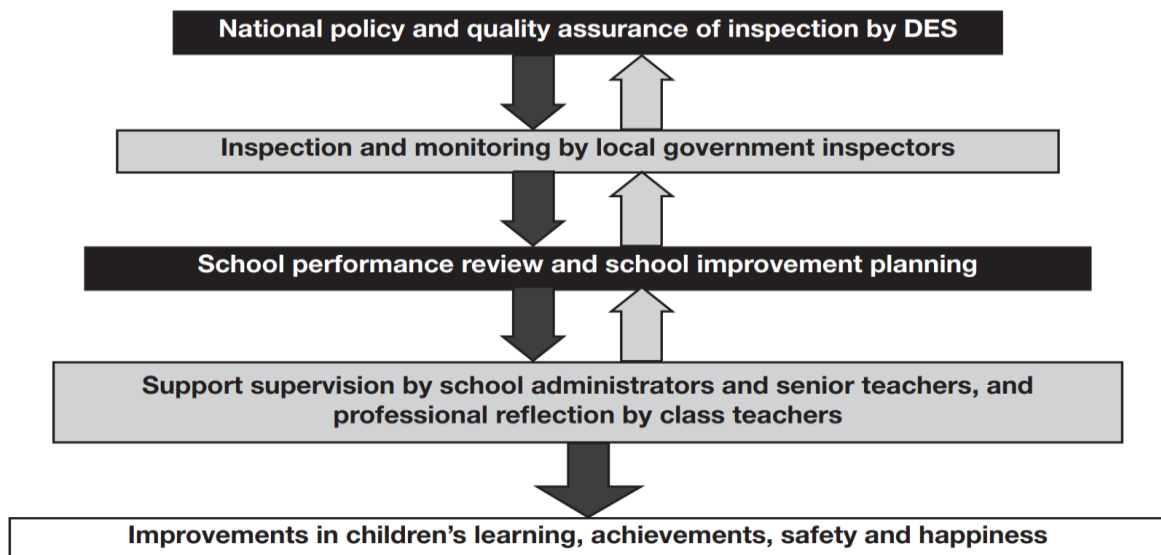


Figure 1: Ministry of Education monitoring and evaluation structure.

Values of integrity, objectivity, honesty, and impartiality are upheld, where working with high professional and moral standards, being fair, truthful, and taking no sides are the values that guide the monitoring and evaluation of schools.

Professional inspectors require specialized training and specific skills, not limited to professional expertise & experience, leadership skills, analysis, synthesis, and use of intelligence, financial management, political and social awareness, risk management, self-management, oral and written communication, research skills, decision making, building relationships, and dealing with conflict.

Data is gathered by listening to people’s views, observing classroom practice and out-of-class, looking at documentaries, and interviewing key stakeholders, too. Two major tools are used, which are standards and quality indicators. The standards measure minimum requirements, or they are the basic expectations that are set down and against which evaluators measure the actual practice and provision they observe. The indicators are 18 and evaluate how well a school is doing.

Reports are given clearly to headteachers, staff, and other stakeholders as both an oral report and a written summary report, to help them improve their school and to DES regional offices. DES uses the reports from individual inspectors to produce national reports for communication to Ministers and policy officials.

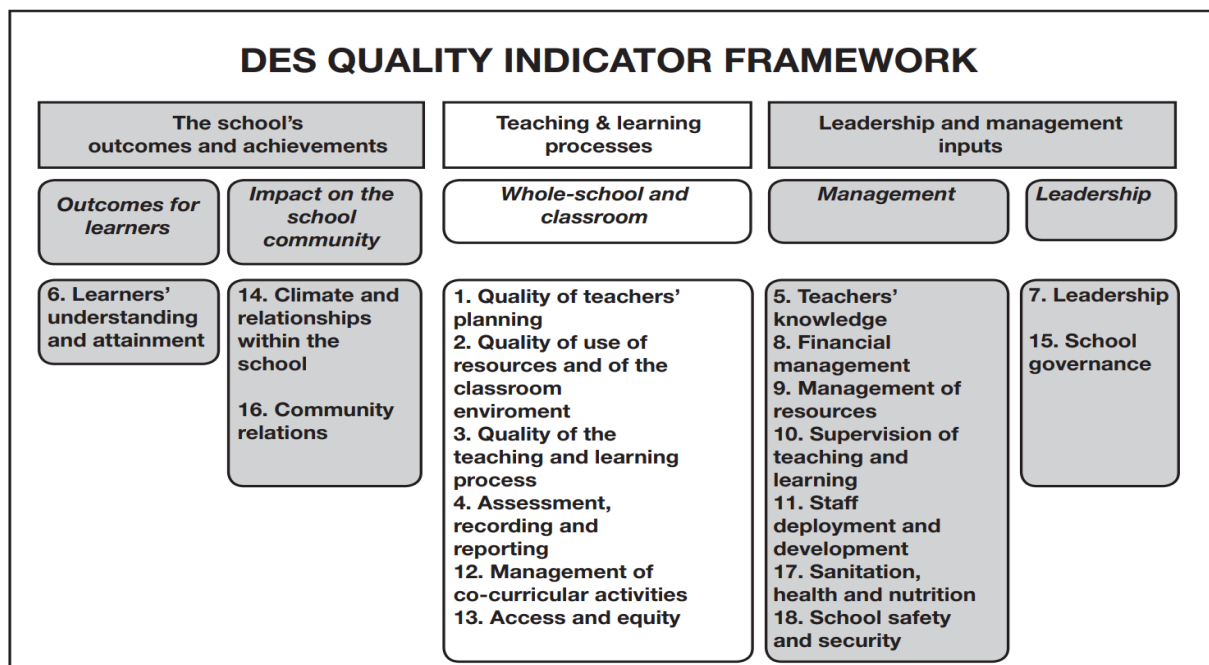


Figure 2: The 18 indicators that guide the monitoring and evaluation of schools in Uganda (Ministry of Education and Sports, 2012).

1.10. OPERATIONAL DEFINITIONS

Curriculum: A curriculum outlines the content and learning objectives for a subject area, strategies of teaching, testing, materials, and sequence of instruction for a focused subject area (Rebecca Herman, Angela A. Hung, Jeremy Burke, & Carman, Noreen Clancy, 2020).

Lower Secondary education: Jurand (2011) refers to secondary education as an intermediary step between tertiary and primary education. Specifically, lower secondary education covers learning in the structured four years of secondary school after primary school, before the advanced level of secondary school education.

Monitoring and evaluation system: This is a snapshot of all events, right from the beginning to the final project evaluation. Simister (2019) defines a project monitoring and evaluation (M&E) system to mean all activities done during or after a project to define, select, collect, analyze, and use information.

Attitude: these are feelings and thoughts towards an issue or something, or even someone. Adewuyi (2023) says that attitudes are basically evaluations of what people hold about others or something.

CHAPTER TWO LITERATURE REVIEW

2.3. INTRODUCTION

This chapter details the related literature from secondary sources like published articles and books from the internet on the aspects of M&E systems dimensions used to assess the performance of schools, the attitude of teachers towards the effectiveness of the M&E system in improving teaching, and lastly, learning and in improving students' academic performance in the new lower secondary curriculum. theoretical framework for the study. The chapter also contains the theoretical framework, which adopts the theory of planned behavior that speaks to the study as it explains how the attitudes, perceived behavior, and norms of teachers affect their response toward the effectiveness of the M&E systems.

2.4. THEORETICAL FRAMEWORK

This study adopts the theory of planned behavior (TPB) as proposed by Ajzen Icek, as a theory to predict human behavior (Ajzen, 1991). Human behavior, according to this theory, is shaped by what one believes about the impacts of the behavior, the normative expectations of others, and the presence of factors that may facilitate behavioral performance (Bosnjak et al., 2020).

The theory of planned behavior assumes that recurring behavioral performance produces the development of a habit (Ajzen, 1991). The theory further assumes that individuals rationally act based on their perceived behavioral control, attitudes, and norms. The theory also assumes that perceived control reflects actual control reasonably well, and lastly, the theory has an assumption of sufficiency where attitude, subjective norm, and behavioral control determine behavior (Bosnjak et al., 2020).

This theory has been used in a number of studies, for example, Hassan et al. (2016), which studied consumer behaviors, and Budovska et al. (2020), which studied the environmental behavior of hotel guests. In line with this study, the behavior is the effective use of monitoring and evaluation for implementing the new lower secondary curriculum. Similarly, the attitude towards the behavior is the positivity or negativity of the teachers towards using monitoring and evaluation for curriculum implementation. This would be premised on the teachers' beliefs and assessment of the M&E system in line with usefulness, relevance, and effectiveness.

The subjective norms may be the beliefs that other important figures have towards the use of the monitoring and evaluation system. This may include the pressure on teachers in line with what is expected of them in the system.

Lastly, the perceived behavioral control is basically what the teachers themselves believe about their ability to effectively use the monitoring and evaluation system, and may be premised on factors such as individual capacity and availability of resources, among others.

The theory of planned behavior is relevant in many ways as it can assist in deeply understanding the issues influencing the attitudes of teachers towards the M&E system, which, according to Ajzen (1991), is an understanding of particular behaviors in specified contexts. The theory will help understand the reasons for teachers' resisting or adopting M&E systems by understanding their attitudes, subjectivity, and perceived behavioral control, which can also help forecast future actions. The theory will also help develop strategies appropriate enough to address barriers and enhance its effectiveness and usefulness

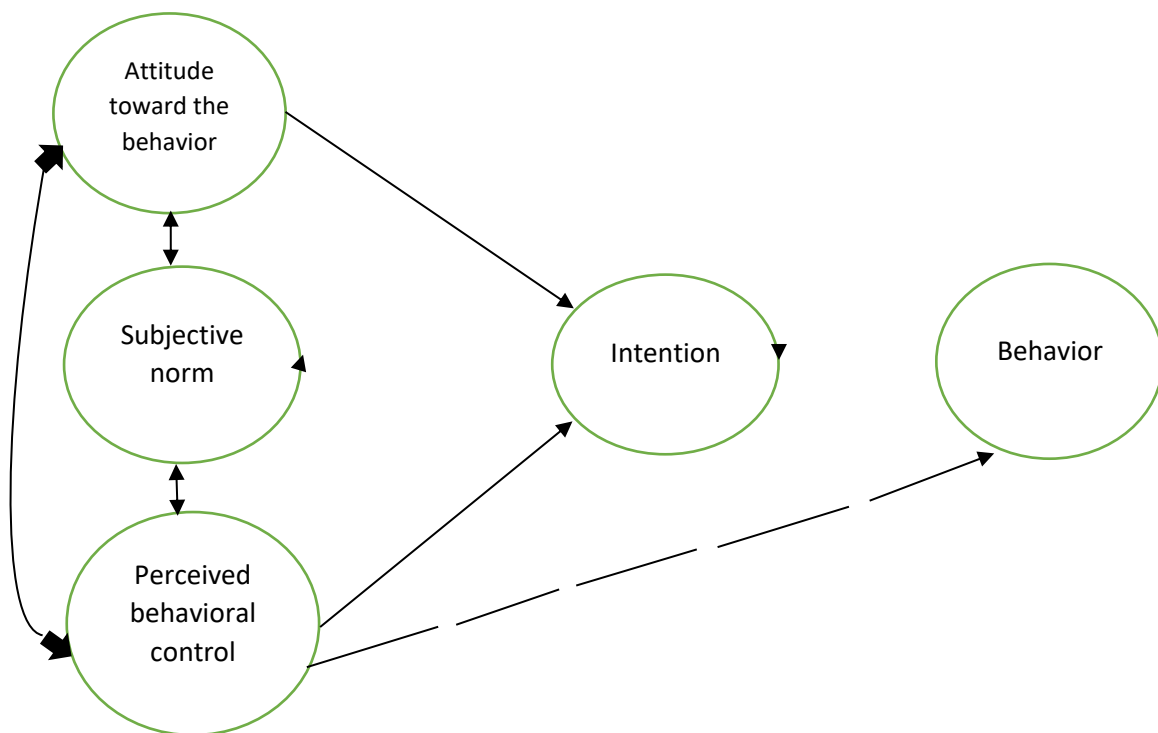


Figure 3: Theory of planned behavior (Ajzen, 1991)

The figure above illustrates the theory of planned behavior, specifically showing how the attitude towards something, behavioral perceived control, and subjective norm

can affect one's intention to perform the behavior, which in an actual sense affects the specific action.

2.5. EMPIRICAL EVIDENCE

2.5.2. THE DIMENSIONS OF THE M&E SYSTEM USED IN THE ASSESSMENT OF THE PERFORMANCE OF SECONDARY SCHOOLS.

Monitoring is a form of accountability, and the main duty of the inspectors is to assess the level of performance of our schools, which they conduct during school inspections (Rosli & Mohd Matore, 2024). A number of faces for monitoring and evaluation are used in performance assessment in secondary schools all over the world. The systems are vital to cover informational needs that are internal (Vincent et al., 2019). One common means of monitoring and evaluation of education is regular education inspections. Supervision or inspection is an instrument that ensures that all education staff follow similar regulations and rules, and follow a similar program (Mathembele et al., 2025a).

Closer extension of inspection to schools is another way of making external supervision very effective, and it is another key tool to assess performance in schools, as inspection of schools is a crucial quality assurance approach (Mathembele et al., 2025b). This was done by putting supervision under the district office, with fewer schools to supervise.

This is similar to a case in the Philippines, where the Department of Education institutionalized a results-based M&E system to guide units in developing their own plans; set performance measures; define roles and responsibilities; and ensure alignment with organizational and learner outcomes to enhance decision-making, policy development, resource allocation, transparency, and accountability in the basic education sector as stated by Race & Race (2023), which brings M&E closer to schools, just like Uganda where school inspectors are even at subcounty level like Busaana subcounty. However, supervision is not given attention, and the negative growth of education is what shows. So, teachers should be at the forefront because just as Buhl-Wiggers et al. (2017) notes that the teacher is key because they are a core factor in building quality in education.

Mohammed (2024) further shares other means of performance assessment in schools, like strengthening school-level supervision, which is more like self-assessment, like

drafting plans for school improvement. School Self Evaluation (SSE) defines the process where a school measures and assesses the level of satisfaction and achievements it brings to its stakeholders, by carefully gathering and examining information about itself to make value judgments (Kokeyo & Oluoch, 2015).

Similarly, Brown et al. (2016) shares self-evaluation to be macro (whole-school focused), and micro self-evaluation, which focuses on the quality of the learning taking place. This is a comprehensive approach to self-evaluation that provides a means whereby a school can carefully monitor several issues consistently. Strategies permitting the general public to engage in school inspection are another assessment means, like parents' committees and management committees are also means through which external monitoring and evaluation can be done.

In the U.K., privately owned schools are supervised either by the Office of Standards in Education (OFSTED), which equally inspects government-owned schools, or by one of three inspectorates that are independent and that have frameworks approved by OFSTED and the Department for Education (Vernez et al., 2016). These gather information about the schools, not limited to student scores, interviews with staff, and will require self-evaluation as a path to self-improvement. and then an inspection visit is made to the school, and after the report and commentary are given to the school for improvement. This is widespread across many places as a number of countries have had school inspections for many years (Brown et al., 2016). In a country like Tanzania, inspection of schools that is external targets monitoring education delivery, curriculum & adherence, and ensuring efficiency and quality (Kokeyo & Oluoch, 2015).

Quansah et al. (2024), a systematic review also presents student evaluation as a one-way performance assessment that can be done to collect highlights and data to be used for three purposes which are improving the quality of teaching, supplementing the appraisal exercises, and lastly providing evidence for institutional accountability. Here, students who spend direct time with the teachers share opinions on the performance of teachers. Much as inspections are done during school visits, supervisors spend little time due to their many administrative tasks.

A case in point in Zimbabwe, while a teacher is on average visited once every two and a half years, it is once every 4 years in rural areas. This lack of follow-up can

compromise the assessment of performance in schools (Seth B. Hunter, 2022), which strengthens the point of student evaluations. This dimension of student evaluation is one of the most criticized and yet the most prevalent (Brown et al., 2016).

In Uganda, the performance of schools is assessed by the inspectors of the Directorate of Education Standards and the District Inspectors using a common inspection framework and instrument, and quarterly inspection reports are prepared. Overall, the M&E system of Uganda's education sector is assessed on the basis of six M&E key dimensions, including policy, indicators, data collection & methodology, organization, participation of actors outside government capacity, and use of information (Inberg, 2012).

The policy dimension outlines exactly what to monitor and evaluate, organization and capacity dimensions are about the structure and resources in the education bodies, which, according to Inberg (2012), states that the M&E technicalities are a challenge for countries. The indicators dimension carries the measurable units of progress and performance. In addition, the data collection and methodology dimension entails details of information acquisition and analysis, and then, participation of actors outside government (Inberg, 2012). Lastly, the use of information, which is basically utilizing the findings of the M&E activities.

2.5.3. ATTITUDE OF TEACHERS TOWARDS THE EFFECTIVENESS OF THE M&E SYSTEM IN IMPROVING TEACHING AND LEARNING IN THE NEW LOWER SECONDARY CURRICULUM.

Before looking at the teachers' attitude towards the effectiveness of the M&E system in improving teaching and learning, it's important for the teachers to have a positive attitude towards the M&E process first, as a positive attitude facilitates the achievement and implementation of new systems (Bakaria et al., 2017). Since the M&E process is facilitated mainly by inspectors, it's important to also have a positive attitude towards them if the fruits of improving teaching and learning are to come out of the inspection. Mavromatidis (2016) emphasizes the importance of the teachers having a positive attitude towards them first and then the process because processes of inspection are more effective that way by yielding desired results, after all, the teacher's professional attitudes are important (James OJO, 2018).

Resistance towards an M&E system would hinder improvement in teaching and learning in the new lower secondary curriculum because there's no other way for teachers to get corrective advice from inspectors. In Greece, there is resistance towards self-evaluation, and Mavromatidis (2016) shares that the lack of adequate training in teachers' education and negatively affected the attitudes toward evaluation.

On top of that, Mavromatidis (2016) adds that the Ministry of Education provides low-quality seminars to supervisors who further misinform school staff. This speaks to the context of the Busaana subcounty, as failure to embrace monitoring and evaluation in schools can affect teaching and learning. This resistance is also seen in Kenya by Ndungu et al. (2015a), a study that also showed that change is fought against unjustifiably, especially where the methods used are not favorable.

Mutabaruka et al. (2018) shares that supervisors or inspectors table concerns about a lack of resources. This is mainly inspectors lacking vehicles or funds to facilitate movements, yet the expected number of schools per inspector has increased. In the long run, there's no feedback on improvement strategies, which eventually will affect teaching and learning in schools. This is also a common case in Uganda, as Mutabaruka et al. (2018) argue that inspectors have limited resources to do inspections.

The power of self-assessment is explained by Panadero et al. (2018) as a process that involves students vigorously monitoring their own progress, doing strength and weakness identification, and pursuing improvement, a process that is vital to student learning. The study suggests the need for more professional development and dedicated support to help integrate self-assessment into their teaching exercises. Panadero et al. (2017) explain the process of self-assessment to be the monitoring and evaluation of learners of their very own learning process, thinking quality, and behavior when learning, and identifying strategies that improve their understanding and skills. The goal of self-evaluation is to spot strong areas and areas that require improvement in one's work to make enhancements and promote learning (Panadero et al., 2017).

Ndungu et al. (2015b), a study in Kenya, investigated the influence of principals' Monitoring and Evaluation in public schools on teaching and learning effectively, and

it was concluded that a bigger proportion of the teachers there portrayed a need to improve their evaluation of learning and teaching. This shows that appropriate monitoring and evaluation are not done sufficiently for teaching and learning improvement, and recommends that the schools should enhance learners' and teachers' attendance at school, since it influences the process of education through monitoring the teachers' class attendance and taking updated records.

Another study in Kenya was conducted to establish teachers' attitudes towards the implementation of the teacher performance appraisal policy. The findings showed that teachers had negative attitudes towards teacher performance appraisal. Appraisals are one way to evaluate teachers' teaching practices. This negative attitude can also be a barrier to improving teaching and learning in the new lower secondary curriculum if the teachers keep this negative attitude. Owuonda et al. (2020) recommend teacher training to build understanding of the Activity of appraising teachers' performance, which is a key point to consider if teachers, even in Busaana sub-county, will embrace the appraisals.

2.5.4. ATTITUDE OF TEACHERS TOWARDS THE EFFECTIVENESS OF THE M&E SYSTEM IN IMPROVING STUDENTS' ACADEMIC PERFORMANCE IN THE NEW LOWER SECONDARY CURRICULUM.

The teachers are a key factor in achieving great academic performance in public examinations. No wonder that it is often said that teachers are a very important resource in any educational system (James OJO, 2018). An M&E system also has a lot of influence on the aspects that are woven under it, for example, learning and improved students' academic performance. An effect on the M&E system can have a proportionate effect on those aspects under it.

Ifarajimi (2023) a study in Nigeria dug into the effectiveness of monitoring and evaluation of education in focus on curriculum evaluation and cited challenges of M&E systems in Nigeria like insufficient funding, insufficient professional M&E officers, poor capacity development, Corruption, and inadequate M&E tools, which may as well be challenging even in Busaana subcounty, and these challenges can affect the improved academic performance of students.

Effective learning of students comes about when effective teaching is done, and this is reflected in good performance. (Kathleen, n.d.) explains that the learning

time of students is increased and overall achievement is improved when homework assignments are used and monitored, as they carry a positive impact on performance. which would directly feed into improving students' academic performance and could well feed into the context of Busaana subcounty. However, learners need to be ready if learning is to happen. Readiness is the rate at which one is prepared for a specific duty to perform.

In a Nigerian study Aniah, Solomon Agwanyang, et al. (2022), where teachers' attitudes to work on learners' study readiness were studied, it was found that teachers who cultivate positive attitudes towards their work always help nurture in learners' growth of capacity using effective study readiness as a guarantee for maximum achievement, which contributes greatly to improvement in student academic performance improvement.

2.6. GAPS IN THE LITERATURE

From different countries, areas, and contexts, current literature has studied the behaviors of teachers and how they interact with the systems of monitoring and evaluation. Even when some studies done in Uganda have started to focus on this area, for example, the study by Twesigye, (2024), which explored the engagement of teachers with performance monitoring in Rwamucucu sub-county in Rukiga district, a wider understanding and broad picture remains understudied. Therefore, there is a significant gap in the literature concerning the broader attitudes, experiences, and opinions of teachers in Uganda toward the current monitoring and evaluation system. It is critical to close this gap because acquiring this data would offer evidence-based guides to enhance the monitoring and evaluation frameworks and contribute to the successful implementation of the new lower secondary curriculum.

CHAPTER THREE: METHODOLOGY

3.1. INTRODUCTION

This chapter contains details about the strategies and procedures for conducting this study. Specifically, it details the design and approach of the study, details of the area of study, sources of information, data collection methods, sampling techniques, and the procedure of data collection. The chapter also details the instruments and tools of data collection, the strategy for data analysis, the ethical considerations, and the anticipated methodological challenges.

3.2. RESEARCH APPROACH

A qualitative research approach was utilized in this study. This design is very appropriate for exploring experiences (John W. Creswell & J. David Creswell, 2018). Likewise, it was appropriate to collect teachers' experiences and also attitudes towards the effectiveness of the M&E system and how it impacts the new lower secondary curriculum implementation. A qualitative study made it possible to collect a detailed and in-depth understanding of the variables from the analysis of the data that will be collected.

3.3. RESEARCH DESIGN

A case study evaluation design was utilized in this study, which is usually used in investigating an overarching research question (Carter, 2020). This design will be able to gain contextual and deep information on the study. This design was appropriate because it is flexible and it delves deep and unpacks more complex experiences and circumstances that may not have a specific or singular outcome (Lucas et al., 2018).

3.4. RESEARCH PARADIGM

This study adopted a constructivist paradigm. This paradigm looks at the knowledge of people being influenced by their experiences. Constructivism is an approach that holds that people develop their understanding and knowledge from experience and reflecting on those experiences (Adom & Ankrah, 2016).

The constructivist paradigm was appropriate for this study as it comprises the elements of the subjectivity of experiences and perceptions, and likewise their attitudes. Through the different interviews with the teachers, and picking their thoughts, attitudes, and perceptions on the M&E system in relation to the new lower

secondary curriculum, the constructivist paradigm allows room for the diverse perspectives that will come from the different participants based on their various experiences, as it holds that the studied issue has various faces, and that meaning can be got out of them or developed by interacting with the subjects or participants of research (Kivunja & Kuyini, 2017).

Constructivism agrees with this study's research questions, which aim to capture the perceptions and attitudes of teachers. This constructivist worldview will facilitate the in-depth discovery of subjective perceptions and experiences of the teachers and relate their experiences, beliefs, and backgrounds to their perceptions of the M&E system in regard to the new lower secondary curriculum implementation.

Therefore, the constructivist paradigm allowed an in-depth study and understanding of the connection between teachers' perceptions, the M&E system, and the new lower secondary curriculum implementation.

3.5. STUDY SITE

The area for this study is Busaana Subcounty, which is one of the 9 subcounties of Kayunga District, which is north of Mukono District. Busaana subcounty comprises 8 parishes and 56 villages. Specifically, Busaana Subcounty has 6 secondary schools, with 2 government schools and 4 private schools, as provided by a sub-county official.

Busaana subcounty is representative of a bigger area and population of teachers of the new lower secondary curriculum, and the information and characteristics of the area of Busaana could be generalized to the rest of the population.

3.6. INFORMATION SOURCES

(Balamurugan M, 2024) lists primary and secondary sources of data, and for this study, in accordance with that, primary data was also collected from the field using different methods and tools, which will include focused group discussions with teachers, and data collected from the field will involve more of respondents' opinions and explanations on the variables. Key informant interviews were also held with leaders at the school level, subcounty level, and district level.

Secondary information was picked from written sources like statistics reports from authentic sources like the Ministry of Education and Sports, Uganda Bureau of

Statistics, among others. These written document sources were accessed online from the official websites of the authorities, newspapers, and published journals.

3.7. DATA COLLECTION METHODS

3.7.1. Semi-structured Interviews

The semi-structured interview is defined by Mashuri et al. (2022) as an exploratory interview, and specifically for this study, these were done with a sample of teachers purposively selected from schools in the Busaana subcounty. They were guided by an interview guide, which comes with the benefits of creating room for flexibility in responses and questions.

3.7.2. Key Informant Interviews

These, according to the Sax Institute (2018), are conducted on people who understand and carry knowledge on a specific issue or problem being addressed in a community. This method is important because it may provide information of value that may not be picked up from other methods. In this study, the key informants were headteachers and sub-county education inspectors.

3.7.3. Document Analysis

Different documents that are relevant to the study were reviewed, for example, M&E reports, school reports, curriculum implementation documents, and related articles, on top of the findings from the different methods of data collection. This method is relevant for the study because it supplements the other findings, for intensity to be added to a study through many methods for triangulation purposes. (Cardno, 2018).

3.8. Population and sampling techniques

This study had a target population of teachers from all secondary schools that teach the new lower secondary curriculum in Busaana subcounty. This is because they are the key players in the new lower secondary school curriculum implementation. According to the subcounty education officer, there were 6 secondary schools in Busaana sub-county, with 2 being public and 4 being privately owned.

With the population of 6 secondary schools, purposive sampling as a technique was employed to choose participants who had specific characteristics that are important and relevant to the study's research questions John W. Creswell & J. David Creswell,

2018), in order to provide in-depth opinions and experiences. Through the principle of theoretical saturation, the sample size was established, which is the point in coding when we found that no new codes occur in the data (Saunders et al., 2018), so information will be gathered until no new data is found. To ensure the capturing of many perspectives, participants were picked from different schools based on experience and school size. The sampled teachers were selected on the condition that they had at least 2 years of teaching experience in the new curriculum because such had enough experience with the curriculum implementation, and also, they were selected on the condition that they were willing to be part of the study.

Key informants for the study were the subcounty education supervisor attached to Busaana and the school head teachers who provided in-depth understanding and context-specific information.

The researcher also engaged teachers who teach various subjects to gather data with a comprehensive picture of experiences.

3.9. Procedure for data collection.

Before gathering any data, tools, and instruments to use in the data collection were developed. The tools developed were interview guides, focus group discussion guides, and a document review checklist. Once the tools had been developed, a pilot test was done with a group of teachers from a school outside the subcounty. Pretesting is regarded as a very effective method for enhancing the effectiveness of the data collection techniques and providing a clear understanding of the findings (Hurst et al., 2015).

3.10. Data collection instruments and equipment

3.10.1. Interview guide

This guide included mainly open-ended questions purposed to capture sufficient information about teachers' attitudes towards the M&E system, its effectiveness, and its impact on curriculum implementation. Guides for these interviews were also prepared to gather detailed data from key stakeholders like sub-county leaders, M&E or education inspectors, and head teachers. These individuals had specialized knowledge, experience, and skills.

3.10.2. Focus group discussion guide

This guide was specifically used to guide discussion cohorts among teachers to traverse their common experiences and perspectives on the M&E system towards implementation of the new lower secondary curriculum.

3.10.3. Document review checklist

In order to facilitate the process of analyzing related documents and articles, a checklist for document review was made. The documents were, but not limited to, curriculum guides and M&E reports.

3.11. Quality/ error control

This study sought to satisfy the criteria advocated for by Riggs & Treharne (2015), which were used for research quality assessment: transferability, credibility, dependability, confirmability, and authenticity. Credibility and dependability were ensured in this study through triangulation with different methods and researchers. Credibility means the findings best represent the feelings of the community.

Transferability is the applicability of the findings in other contexts, and this was ensured in this study using Riggs & Treharne's (2015) strategy of richer descriptions of responses of the participants makes transferability possible.

Confirmability ensures that the findings are owned by the participants and not the researcher. Confirmability and authenticity of the findings were ensured through member checking with different teachers to make sure that findings were an average of the different viewpoints, since events tend to be understood and reported in the context of the respondents (John W. Creswell & J. David Creswell, 2018), and should be that way.

3.12. STRATEGY FOR DATA PROCESSING

3.12.1. Import data

Data was transferred from the various tools and instruments and put into the appropriate software. Transcription of recorded audio from oral interviews and focus group discussions was done after the data collection process, and compilation of information from different reviewed written documents, and the data from the questionnaires was also reorganized into the NVivo software for analysis.

3.12.2. Data cleaning

Inconsistencies, errors, and missed data or skipped data were checked for, and then the mistakes and errors were corrected as required.

3.12.3. Coding of data

A coding plan was drawn to prepare analysis for qualitative data, and this helped in easily identifying common themes and patterns that were common.

3.13. STRATEGY FOR QUALITATIVE DATA ANALYSIS

For analysis, the thematic analysis was used as a procedure of data analysis of the data collected from the different tools, instruments, and methods, that is, key informant interviews, and in-depth interviews. This method involves identifying, coding, and categorizing themes that are repetitive in the information gathered (Akramul Kabir, 2024). Thematic analysis was facilitated with the NVivo software following a framework of coding guided by the research questions and interview guides. Content analysis was also done, specifically by looking through the content in the documents in order to identify important patterns and information. Analysis of this data was iterative in nature as coding initially was followed by refining and theming the findings.

3.13.1. Triangulation

Comparisons of findings with results from other data sources and research were also done to confirm the interrelation and connection of the findings. There are many ways to do triangulation, which include comparison of various information sources, use of different methods, and using different investigators (INTRAC, 2017), and these will be put to use.

3.13.2. Data Interpretation and Reporting

The findings of this research were interpreted in accordance with the research objectives and questions to organize the findings. Then the implications from the findings were also discussed, and the results were also shared for better comprehension and use. Recommendations were also shared for the purposes of improving the M&E system and curriculum implementation.

3.14. ETHICAL CONSIDERATION

Ethical considerations were at all times highly followed in this research study. Principles of anonymity and confidentiality were followed where respondents, for

example didn't want their names or faces to be seen or recorded. Informed consent was also acquired from respondents before getting any information from them, and the data collection was preceded by approval from the ethics research committee.

Ethical Approval was sought from the UCU research ethics committee (REC) and a letter of introduction for the research as a student before conducting any data collection, and they were granted. This looked into the protection of the participants as looking out for anything that considers privacy, the physical and psychological well-being of the participants, as well as protecting the university and the researcher from research-related challenges in this study.

CHAPTER 4: DATA ANALYSIS, PRESENTATION, AND INTERPRETATION OF FINDINGS

4.0. Introduction

This chapter details the empirical findings reached from the qualitative data that was collected for the study: “Attitudes of Teachers on the Effectiveness of the M&E System in Implementation of the New Lower Secondary Curriculum; A Case of Busaana Sub-County.”

The study findings are organized in line with the three specific objectives of the study including: To identify of the dimensions of the M&E system used in the assessment of the performance of secondary schools in Uganda, to examine the teachers’ attitude towards the effectiveness of the M&E system in improving teaching and learning in the new lower secondary curriculum, and lastly to evaluate the attitude of teachers toward the effectiveness of the M&E system in improving students’ academic performance in the new lower secondary curriculum. Illustrative quotes from participants are inserted to provide authenticity to the findings.

4.1. Demographic profile of participants

4.1.2. Teacher participants

Teachers were purposively selected and engaged in semi-structured interviews from the six secondary schools in Busaana sub-county, with two being government-aided schools and four being privately owned schools. The teachers were selected on the basis of having a minimum of two years of teaching experience in the new lower secondary curriculum, and also on the teachers’ willingness to participate in the study. The characteristics of the teacher participants are summarized in Table 1.

PARTICIPANT ID.	GENDER	PARTICIPANT SCHOOL	DISTANCE TO SUBCOUNTY HQ (EST.)	SCHOOL CATEGORY
S1_T01	Male	Bugerere High School	5.3km	Private
S1_T02	Male	Bugerere High School	5.3km	Private
S1_T03	Male	Bugerere High School	5.3km	Private

S1_T04	Male	Bugerere High School	5.3km	Private
S1_T05	Male	Bugerere High School	5.3km	Private
S2_T01	Male	Busaana Modern Academy	2.1km	Private
S2_T02	Female	Busaana Modern Academy	2.1km	Private
S2_T03	Female	Busaana Modern Academy	2.1km	Private
S2_T04	Male	Busaana Modern Academy	2.1km	Private
S2_T05	Male	Busaana Modern Academy	2.1km	Private
S3_T01	Male	Busaana Secondary School	1.0km	Public
S3_T02	Male	Busaana Secondary School	1.0km	Public
S3_T03	Male	Busaana Secondary School	1.0km	Public
S3_T04	Male	Busaana Secondary School	1.0km	Public
S3_T05	Female	Busaana Secondary School	1.0km	Public
S4_T01	Male	Hope Christian High School	8.0Km	Private
S4_T02	Male	Hope Christian High School	8.0Km	Private
S4_T03	Female	Hope Christian High School	8.0Km	Private
S5_T01	Female	St. Peter's S.S Kibuzi	8.8km	Public
S5_T02	Female	St. Peter's S.S Kibuzi	8.8km	Public
S5_T03	Female	St. Peter's S.S Kibuzi	8.8km	Public
S6_T01	Male	St. Mark's S.S Kayunga	9.1km	Private
S6_T02	Male	St. Mark's S.S Kayunga	9.1km	Private
S6_T03	Female	St. Mark's S.S Kayunga	9.1km	Private
S6_T04	Female	St. Mark's S.S Kayunga	9.1km	Private

Table 1: In-depth interview participants' demographic table.

As reflected in Table 1, the study involved participants totaling 31, with 1 picked from the subcounty headquarters and the others picked from six secondary schools within Busaana subcounty. The six schools express a mix of both private institutions and government/ public institutions, and their proximity to the subcounty headquarters is different.

Composition of gender:

Of the participants engaged, 10 were female, whereas 21 were male. This shows a moderate imbalance of gender among the teachers who participated in the study,

since the male teachers surfaced most. It should be noted that the distribution of gender differed with different schools, with some schools, like Busaana Secondary School and Bugerere High School, having male teachers represent them entirely, while schools like St. Peter's S.S. Kibuzi were fully represented by female participants.

School category:

The participants were picked from government/ public schools and private schools, which made a total of six schools from the whole subcounty. The private schools included Bugerere High School, Busaana Modern Academy, Hope Christian High School, and ST. Mark's S.S. Kayunga. The government schools were Busaana Secondary School and St. Peter's S.S. Kibuzi. Of the 30 participants from schools, 21 teachers came from private schools and 9 teachers came from government schools, which suggests that there is a bigger representation of private schools in the study, which shows that insights gathered will be more representative of the private school teachers' attitudes, perceptions, and experiences than the government school teachers.

Distance from the subcounty:

The schools in the study had various estimated distances from the subcounty headquarters. The closest school to the headquarters was Busaana Secondary School with located approximately 1.0km from the headquarters, and St. Mark's S.S. Kayunga was the farthest, as it was about 9.1km away from the headquarters.

The location of the schools from the subcounty headquarters can be grouped into three categories that is, 1.0km to 2.1km, as close proximity. These were Busaana Secondary School (1.0km) and Busaana Modern Academy (2.1km). The second category is 5.3km, marked as mid proximity, and this was Bugerere High School (5.3km). lastly was 8.0km-9.1km, marked as distant, and this included Hope Christian High School (8.0km), St. Peter's S.S Kibuzi (8.8km), and St. Mark's S.S Kayunga (9.1km).

This variance in distance shows that the schools had different geographical access to administrative headquarters, which is vital in understanding how the school distances can affect a key aspect of this study, which is monitoring and evaluation of the effective implementation of the curriculum.

4.1.3. Key informants

A total of 6 key informants were engaged in the research study through key informant interviews. These participants were chosen based on their leadership roles, knowledge, and direct involvement in the monitoring and evaluation practices within the sub-county education system of Busaana in Kayunga district. These included 2 deputy headteachers, 3 head teachers, and the subcounty inspector. The characteristics of the key informants are summarized in Table 2.

PARTICIPANT ID.	PARTICIPANT POSITION	GENDER	SCHOOL CATEGORY
S1_HT	Headteacher	Male	Private
S2_HT	Headteacher	Male	Private
S3_DHT	Deputy Headteacher	Male	Public
S4_HT	Headteacher	Male	Private
S6_DHT	Deputy Headteacher	Male	Private
INS01	Inspector of schools	Female	N/A

Table 2: Key informant demographic table

4.2. Participants' general understanding of the M&E system.

Before getting to the main objectives, the participants of this study showed a clear understanding of what the monitoring and evaluation system comprises within the contexts of their schools and work jurisdictions. The overall perception of the participants showed that the monitoring and evaluation system is a dynamic and comprehensive process that involves rigorous data collection, general oversight, and different assessments. As understood by both head teachers and teachers, the monitoring and evaluation system aimed to track progress, enforce adherence to the

standards of education, and spot those areas that need improvement in both teaching practices and student learning outcomes.

M&E system as an instrument of tracking progress and assessment:

Most participants shared that monitoring and evaluation serve as a key mechanism for tracking progress and performance across different education levels. The participants' understanding also showed and emphasized the iterative nature of the monitoring and evaluation system to measure growth and development over time. Just like one headteacher stated, monitoring and evaluation are vital for understanding how individuals are performing and how well they are performing within the curriculum.

"One, we look at the schemes of work covered, because there's no way you can know how this person is performing without looking at the record of work covered. That helps you to know how far this person is moving."
(S1_HT_2025).

M&E system as a driver of accountability:

The participants also perceived the monitoring and evaluation system as a consistent tool for ensuring accountability and adherence to standardized education. This included consistent systematic monitoring of different aspects of the school management and teaching practices. Participants expressed how the monitoring and evaluation system keeps the teachers in synch with the expectations of the relevant authorities.

"There's also what we call lesson monitoring tools, where we check on the attendance of lessons by teachers. When the inspectors come from the ministry, they check the timetable, they always ask for schemes of work to confirm whether learning takes place, the classroom environment, and the external environment." (S4_T01_2025)

This clearly shows the key role of the monitoring and evaluation system in ensuring compliance with standard expectations. Another key informant explained that this is also a key responsibility of teachers within the system, showing that monitoring

and evaluation are not only an external part of education quality assurance but also a vital part of their mandate.

"We talk to the teachers to take part and remind them that monitoring and evaluation is part of their duty because they are the ones who primarily do the monitoring and evaluation of the learners." (S4_HT_2025)

This clearly shows that there's an understanding of the monitoring and evaluation system as a core function, and important in maintaining educational quality.

M&E system: a tool for identifying weaknesses and solutions:

Importantly, the teachers' understanding also touched on the role of the monitoring and evaluation system in identifying loopholes and suggesting effective solutions. Participants perceived the system of monitoring and evaluation as a thorough process of assessment and giving of feedback, especially on areas of weakness, and providing solutions.

"At times, for example when you are assessing using activities of integration, you can easily understand the learners' weaknesses and look for possible ways of improvement, because you must investigate why the learner is not improving and then change the methodology of teaching and learning such that you can cater to all, so that way it helps improve my teaching approaches." (S1_T04_2025)

This identifies the monitoring and evaluation system as a diagnostic tool that informs changes in teaching practices and ensures that it incorporates the needs of the learners.

The M&E system has an overarching educational function:

Lastly, one recurrent theme from the participants was the comprehensive coverage of the monitoring and evaluation system, capturing different aspects within the educational environments. The participants expressed how monitoring and evaluation go beyond performance in academics and even include factors that are administrative and environmental.

"I look at hygiene and sanitation in the school, I assess the headteachers' management skills, I check for the meetings that are held, and how the community is engaged in the school activities. I also check the teaching and learning process." (INS01_2025)

4.3. The dimensions of the M&E system used in the assessment of the performance of secondary schools.

This part shares findings that speak to the dimensions of the M&E system used in the Ugandan secondary school, as fully experienced and shared by participants from Busaana sub-county. The findings shared here are in synch with Inberg's (2012) dimension framework for M&E system assessment, and they touch the dimensions that the study focuses on, that is, the indicators, data collection, and methodology dimension, the capacity dimension, the dimension of participation of actors outside government, and the information utility dimension.

4.3.2. M&E indicators, data collection, and methodology dimension:

The teacher participants and key informants gave a description of the different indicators and the primary tools that are employed in the process of monitoring and evaluation in secondary schools in Busaana sub-county. The key and primary tools that were stated by the study participants included a number of tools that gather data for student assessment, and also teacher assessment.

4.3.3. M&E indicators

Participants also shared another method of teacher performance evaluation and monitoring where assessors check the learners' books to measure if the teacher is teaching what is required of them. On top of that, when inspectors visit, the assessors also check the attendance of teachers, preparedness of the teacher, participation of learners, and it goes as far as assessing the head teacher's leadership work by looking at how they manage the school through meetings, stakeholder engagement, among others. The subcounty inspector (*INS01_2025*) shared the details by explaining that;

"I look at hygiene and sanitation in the school, I assess the headteachers' management skills, I check for the meetings that are held, and how the

community is engaged in the school activities. I also check the teaching and learning process.”

Inspections of schools are the other monitoring and evaluation practice that was cited by the participants, and this was broken into two categories that is, external inspections done by external actors like inspectors from the sub-county, district, and the Directorate of Education Standards. Other external actors included parents, examination bodies, and governing bodies, among others. The others are internal inspections done by internal actors like teachers and administrators.

Participants shared that sometimes inspectors come from the subcounty and also the district to assess the work we do, but mainly the external inspectors visit a few schools and visit schools a few times, usually once a year. Most of them visit the schools close by, and those that are not very remote. Participants also shared that the external inspectors put a lot of focus on amenities and less is out on academic performance, so it doesn't support students to improve academic performance. One of the headteacher's key informants (S4_HT_2025) further explained, saying;

“I have experienced inspectors from the Department of Education Standards follow up on the implementation of the lower secondary curriculum. They want to see how teaching takes place, they visit classes, and check facilities to see that they are favourable for the curriculum. They also look at the quality of the teachers and other support staff. They have a monitoring tool they use, and in that tool, they get to look at the schemes of work and lesson plans and how the lessons are executed in classes. The only challenge is that they rarely show up.”

“It is by the routine monitoring and supervision by all stakeholders, because just an inspector of schools is not enough, but the teachers are the first supervisors, even the political leaders, even the government, the directors of studies, the head teachers, and other stakeholders. when they play their roles, it all contributes to improvement in performances because it checks the weaknesses that affect student performance.” - Sub-county schools inspector

Participants also shared that whenever inspectors visit schools, the monitors and evaluators in the education sector seek to ensure that the ethics and conduct of teachers meet the standards of the education ministry.

4.3.4. M&E data collection methods

Schemes of work:

The schemes of work and lesson plans came out so clearly as primary tools for monitoring and evaluation. They are mainly used to assess the performance of teachers in terms of how-to standard they standardize their work and also check for their coverage. One of the head teacher's key informants (*S1_HT_2025*) shared, saying;

“One, we look at the schemes of work covered, because there’s no way you can know how this person is performing without looking at the record of work covered. That helps you to know how far this person is moving.”

Education management information system (EMIS):

The Education Management Information System (EMIS) was explained by the participants as a very important tool used to store and keep track of student performance. This is an online system by the Ministry of Education and Sports in which performance records of students are entered, stored, and tracked, and are later used to compute final results in the Ugandan Certificate of Education. This tool safeguards the results of student assessments and keeps them from loss, damage, and forgery.

A teacher at the Bugerere High School (*S1_T02_2025*) stated the tool, saying:

“First of all, when we are uploading data on the new technique called EMIS, and some other new technology whereby when you enter marks for a student, you cannot be able to change the entered mark, so you can easily be able to track where there's forgery in the learner's assessment.”

Observation checklists:

The observation checklists were the other tool that was cited by the different participants as an important tool for the observation method, and they capture qualities of learners that may not be assessed through written tools, for example,

leadership qualities, collaboration, and presentation, among others. Project forms also came out clearly as a tool that assesses the learners through the things that they do hands-on, through project assessments. These are all tools used in student evaluation or learner assessment. Another teacher at Bugerere High School (S1_T05_2025) talked about the checklists, saying:

“The checklists for continuous assessment, here we see learners' abilities in different things where they cannot write, but we observe, like communication skills, collaboration, leadership skills, among others, then I give a learner to present something as I observe, so it helps so much.”

Attendance lists and registers:

Attendance lists were also described by participants as some of the primary and daily tools used in monitoring student attendance. *“These lists have the names of all learners, and roll calls are done almost daily to monitor the attendance of students,”* as shared by a teacher from Busaana secondary school (S3_T02_2025), who mentioned that they also use attendance sheets for students and for teachers during the monitoring and evaluation activities.

Attendance registers for teachers are also employed as tools to monitor the attendance of teachers. *“Some schools use arrival books to capture the date and arrival time for teachers at the school,”* as shared by one teacher at Hope Christian High School (S4_T01_2025). The timetable is also another tool used but the different monitors and evaluators to assess teachers' performance through lesson attendance.

The participants also mentioned lesson monitoring tools where attendance of lessons by teachers is monitored, and with these, teachers have to sign off on them after every taught lesson. A teacher at Hope Christian High School (S4_T01_2025) explained as follows;

“There's also what we call lesson monitoring tools, where we check on the attendance of lessons by teachers. When the inspectors come from the ministry, they check the timetable, they always ask for schemes of work to confirm whether learning takes place, the classroom environment, and the external environment.”

Record keeping:

Computers are, in another way, a vital tool in monitoring and evaluation, as stated by participants, as they are used to capture records, especially student performance records.

“We also have a small computer to store students' performance, so we record marks for students to record their performance,” a teacher at Bugerere High School (S1_T02_2025).

Record keeping was also highlighted by one of the participants as a method of managing data on student assessments and evaluations. One teacher from Bugerere High School (S1_T05_2025) noted that *“One of the methods we have is record-keeping. We record what we assess. Each learner has their own record in terms of performance.”* These are mostly marks assessed from continuous assessments, activities of integration, among others.

Another method of doing monitoring and evaluation that was mentioned by the participants was student engagement, where the thoughts of the students are collected by some parties regarding teacher performance in teaching. This feedback from students is used to make some decisions, and it is mostly done by school administrators.

Debate:

The study was able to identify different methodologies used in monitoring and evaluation through the various responses highlighted by the participants. Participants highlighted debates as one way through which data on student assessment is collected. Observation is done on students as they debate to assess different qualities. A teacher from Bugerere High School (S1_T03_2025) explained this, saying;

“...debates also help us in monitoring and evaluating learners in line with targeting confidence, where you have been training them in presentation and sharing.”

Note checking practices:

One teacher from Busaana secondary school (S3_T01_2025) shared and said that *“Note checking is done while evaluating and monitoring students.”* This is another way through which students are also monitored through note-checking practices, where teachers check the books of learners to assess their work and learning.

Sampling:

Participants shared that sampling is one of the methods employed in doing monitoring and evaluation in schools. This was brought forward by a statement from a teacher of Busaana Secondary School (S3_T04_2025) who said that *“Sampling, as is done with big numbers, since monitoring and evaluation is a heavy job.”* This is because the number of students is very large, and it is impossible to use some student assessment methods on them all.

Lesson observation:

Lesson observations were also highlighted by the participants of the research study as one of the methods of monitoring and evaluation. Participants shared that administrators, like the director of studies, the head teachers, among others, visit classes to assess students and teachers, and that it creates more accountability, gives direct feedback, and improves performance.

“We also have someone from the school leadership in charge of monitoring and evaluation, especially the director of studies, who visits classes and assesses students and teachers.” - a teacher from Busaana Modern Academy (S2_T04_2025).

A teacher from Busaana Secondary School (S3_T02_2025) shared the significance of the lesson observations, saying that *“Physical visits by the director of studies and the deputy head teacher to the classes are very beneficial because they give feedback to improve my performance.”*

Observation method:

Observation as a method of monitoring and evaluation was also mentioned by the participants as one that they use, especially in student assessments. They shared that inspectors also observe a number of things to assess students, teachers, and the environment in secondary schools. The observation results also contribute to twenty

percent of the final student marks by the Uganda National Examinations Board after they do the Uganda Certificate of Education examinations in senior four. A teacher from Bugerere High School (S1_T05_2025) qualified this through the explanation below;

“We also have a continuous assessment where we just observe learners through participation in classes. We don’t only give exams, but you just see how learners express their ability, maybe in coordinating, teamwork, is the learner social, so that is continuous assessment through observation, because there are skills you can’t tell someone to write, but you observe.”

Workload auditing:

The participants also shared the workload audit as a practice of monitoring and evaluation used to assess planned work and the work that gets actually done. A teacher at St. Mark’s secondary school (S6_T01_2025) strengthened this by saying that *“...At the end of each term, we have what we call a workload audit to check on whether one has accomplished the intended workload.”* This assessment is done on teachers to ensure that they perform their duties on time and fully.

Evaluation meetings:

One of the key informants shared a monitoring and evaluation practice of evaluation meetings where they engage the parties in a certain issue and liaise with them on how to manage it best.

Sometimes I do use evaluation meetings. In case there is something that you have identified, you engage the people who are involved in that, such that you can come up with the best. Then, in the same meeting, you can come up with other ideas that may be best.” - Sub-County Inspector of Education (INS01_2025).

Digitalization of arrival registration:

Participants also shared that technological advancement in monitoring and evaluation of teacher attendance exists and are very helpful. This was shared in line with the digital biometric registration of teachers using fingerprints, which one of the key informants (S3_DHT_2025) testified to by saying that *“Also, the digitalized*

registration and arrival following up of teachers by clocking in using fingerprints has helped a lot in maintaining teacher attendance.”

Student evaluation:

The study participants also shared another interesting practice of monitoring and evaluation in secondary school called student evaluation, where learners assess the education services. One teacher from Bugerere High School (S1_T03_2025) explained, saying that *“The learners also assess our performance as teachers and give feedback through class meetings or through suggestion boxes.”* Different parties engage learners through interviews or meetings to know how teachers are teaching them and get feedback from students on teachers’ performance.

Student assessment:

Student assessment is the other monitoring and evaluation practice that was shared by the participants. This is a form of student evaluation that is done in different ways, as mentioned by participants, like the Continuous Assessment Items (CAI), the end-of-cycle assessment, which we normally do at the end of every term, and also projects where the UNEB framework is used. The most used method is activities of integration that are given at the end of every topic to assess learning capacity and applicability of knowledge.

Some of the insights were given by a teacher from Bugerere High School (S1_T01_2025), saying;

“We use a practice of activities of integration after the end of every topic to see if they are able to apply the knowledge they have learned in daily life. we organize end-of-term examinations, which are not allowed by the Ministry of Education, but it’s done to collect the finances, since it’s hard to raise enough funds.”

Another teacher from Busaana Secondary School (S3_T03_2025) further explained the student assessment, saying that;

“We have many methods that we use, for example, we use continuous assessment as we assess learners inside and outside class, and then through activities of integration, which are given at the end of every topic to assess

the competences achieved by students. We also have projects where we give learners assignments.”

4.3.5. M&E CAPACITY

Labour shortage:

The participants cited challenges of labour shortage, where there are few teachers, and a high number of students. Schools have large populations and students are many for one teacher to monitor, which leaves a big teacher-student ratio. The large numbers demand manpower, yet teachers are few, contributing to the bad teacher-student ratio. A teacher at St. Peter’s S.S. Kibuzi added by saying;

“The monitoring and evaluation done by teachers is a lot, and it is heavy. Students are many, and teachers are few which makes monitoring and evaluation of students by teachers ineffective sometimes. The number of students in the classes is overwhelming for a single teacher to monitor and evaluate.”

Secondly, sometimes you go to a school but you cannot assess every aspect, yet you are supposed to assess all, which is impossible with the large numbers of students and things to track by one person, yet there are many schools to look at,” the subcounty inspector added.

Teacher participants mentioned a point that there are also very many indicators and things to assess, which makes monitoring and evaluation a hard job for teachers. This was further explained by a teacher at Busaana Modern Academy (S2_T01_2025) shared that *“The system of monitoring and evaluation is hectic, as there’s a lot to assess and also to be assessed on.”*

Struggles with part-time teachers:

Participants also shared how it gets harder for the private schools that rely mostly on part-time teachers because they can't afford to pay full-time teachers. This becomes hard to deal with the assessment of many learners, yet external support is so little from the government and the ministry, since they don't inspect the schools regularly to understand problems.

Capacity and skills gap:

The participants also highlighted a capacity and skills gap in not knowing how to conduct some monitoring and evaluation practices in the schools. This was emphasized by a teacher at Busaana secondary school (S3_T04_2025), who explained by saying that *“Some of us have not understood how to do monitoring and evaluation in this new curriculum because it involves many things, and we need regular training.”*

From the findings, at least every teacher has attended a training, but the participants shared that there are few trainings conducted on how they can monitor and evaluate in this new curriculum, yet it needs a lot of time to train and understand. In addition, a teacher at Busaana secondary school (S3_T05_2025) said that *“Also, the facilitators who train us give us different ideas, meaning that they are not prepared to train teachers.”* This expressed another finding, which was that even the trainers lack consistency in their training.

A participant (S4_T01_2025) also talked about the bad timing of the training, which ends up affecting their attendance.

“One of the challenges is in most cases, the ministry programs like workshops come during holidays when some teachers have no money since, in most cases, we are not paid during holidays, and cannot raise transport, then there are projects that require some money, but there's a big challenge.”

Delayed tools:

Participants also noted that tools for monitoring and evaluation assessments in schools do not arrive on time, and they are late in most cases. This, combined with the little knowledge of using the tools, builds a big challenge for the monitoring and evaluation effectiveness in schools by teachers. This was emphasized by a teacher at Hope Christiaan High School (S4_T02_2025) who said that;

“It is basically a lack of materials to use during the monitoring and evaluation of learners and the school. We lack printers to prepare tools like attendance lists, checklists, among others.”

4.3.6. Participation of actors outside government:

Participants mentioned that there are a number of actors outside the government that contribute to monitoring and evaluation efforts in secondary schools. However, the study found that participation from other actors, especially parents, students, and the community, is somewhat limited, especially in private schools. One headteacher (S4_HT_2025) shared saying that *“Parents also evaluate and monitor through visitation days, where they assess the development of the child.”* They are mainly involved in visitation days and during a few board meetings, which are not held often. They all participate in the monitoring and evaluation through physical visits, but these are not frequent, and they are not engaged in all activities. He, however, also cited a challenge of the parents' association in monitoring and evaluation, saying that *“The PTA also comes to do monitoring and evaluation and gets a report from the office, but they are not so technical.”*

The study also found that most of the monitoring and evaluation work is done by internal monitors who are mostly the directors of studies, head teachers, subject teachers, and students themselves.

Participants shared other non-governmental actors that aid in the monitoring and evaluation process, and that is SESEMAT (an association for teachers of science and mathematics subjects), and Uganda Technical Drawing Teachers' Association, that organize workshops and send private inspectors to assess teaching, NGO's like opportunity international that organize workshops, private individuals for example a teacher (S2_T05_2025) shared that *“Dr. Enock Kibuuka, a university lecturer did train staff”*.

Participants also cited religious leaders, political leaders, and the community as important parties that partly support the school monitoring and evaluation processes. The subcounty inspectors also shared other actors like *“...the foundation body of the schools, religious leaders, political leaders, and also the community members.”* (INS01_2025).

4.3.7. M&E information utilization

The study found that there is consistent and continuous feedback that is immediate from internal supervisors, who are mainly the directors of studies and the head

teachers. The teachers perceive this as immediate feedback and useful for improving their work.

“I always get immediate feedback from the director of studies every time I submit data to him. I get feedback every time I explain marks to the director of studies.” (S1_T02_2025)

Another teacher from Bugerere High School cited how responsive internal actors' feedback is to learner issues:

“Feedback is always immediate based on how learners are performing. If the failure rate is high, then the supervisor will query the topic and give recommendations.” (S1_T03_2025)

Contrary to the internal practices of M&E feedback, participants reported that external inspectors' feedback was unclear and slow. Some participants reported that it was inconsistent at times. (S2_T05_2025) further explained, saying that *“Inspectors promise to visit schools, but they rarely surface. When they visit, they go to nearby schools, and sometimes just stop in offices.”* The inconsistencies in the external inspection feedback were reported to affect the effectiveness of the M&E system.

Another teacher from Hope Christian High School shared a key concern, not regarding the delay, but the rarity of the visits:

“The feedback from external inspectors is always there whenever they visit, it's just that they rarely visit. Then, from the internal supervisors, feedback comes promptly.” (S4_T03_2025)

Participants also shared that follow-up and responsiveness are very limited from the higher levels of monitoring and evaluation, that is, from the subcounty, district, and the directorate of education standards, and this was particularly related to the raised concerns from the schools in inspection and M&E reports.

“In most cases, whenever I give a report, I am always on their neck to see that there is a response because in most cases, what may hinder some process

from being conducted because the materials required may not be available, so I am always on their neck for feedback.” (S1_T04_2025)

A teacher from Busaana Secondary School raised a pertinent issue regarding the detachment of decision-makers from information from the school.

“When feedback is collected from the ground, it does not reach the people who are supposed to implement the issues affecting learners, for example, with text textbooks, which are supposed to be provided by the government, don’t reach schools because the complaints are not forwarded so that way it has failed to improve students’ academic performance. (S3_T01_2025)

4.4. Teachers’ attitude towards the effectiveness of the M&E system in improving teaching and learning in the new lower secondary curriculum.

4.4.2. Perceived positive influence of the M&E on teaching and learning.

Enhanced teaching responsive to learners’ needs:

A myriad of teachers reported that a number of things, like feedback, self-reflection, and evaluation, among others, prompted by the monitoring and evaluation system, influenced the improvement of their teaching methods and aligned them to match the requirements of the new curriculum. This greatly involved switching to approaches and designs of teaching that were matched to the needs of learners and addressing the identified weaknesses.

“At times, for example when you are assessing using activities of integration, you can easily understand the learners’ weaknesses and look for possible ways of improvement, because you must investigate why the learner is not improving and then change the methodology of teaching and learning such that you can cater to all, so that way it helps improve my teaching approaches.” S1_T04_2025.

Another teacher from Bugerere High School (S1_T03_2025) stressed the point of their responsiveness to the understanding of students, saying that *“The feedback also helps me determine how to modify the methods of teaching so that they can match the learners’ level of understanding.”* This clearly shows that the teachers were

guided by the M&E system components to tailor their teaching approaches to cover the gaps of learners.

Accountability:

Teacher participants largely perceived the monitoring and evaluation system as a very good mechanism in terms of upholding accountability and aligning the teachers on track in implementing the Ministry of Education's standards and the requirements of the new lower secondary curriculum. This was reflected in (S1_T01_2025)'s response, saying that *"The monitoring and evaluation system also keeps teachers in check and on track with curriculum requirements."*

The participants also shared that knowing that they are being evaluated and monitored motivates them to adhere to the best and required procedures, which was supported by S1_T02_2025, who mentioned that *"Also, when teachers know that they will be assessed, they do their best to adhere to ministry standards."*

From the information reported by the participants, the practice of oversight done by both external and internal supervisors was greatly perceived as a very beneficial thing towards maintaining quality delivery of teaching in alignment with the framework of the new curriculum.

Contribution to professional development and learning:

The participants also perceived the monitoring and evaluation monitoring and evaluation system to be a source of professional development and learning. Some teachers reported that feedback received from supervisors and students has a direct impact on their professional development and helps them acquire new knowledge. For example, one teacher (S1_T01_2025) shared, saying, *"I feel good whenever I participate in the M&E process, because I learn new ideas, because some students can bring new ideas, which makes me gain knowledge."*

The feedback from teachers' supervisors and all practices of assessment were perceived as practical learning opportunities that assisted the teachers to nuance their skills and pedagogical designs for the best implementation of the new lower secondary curriculum. This was supported by a response from (S4_T03_2025), who said that *"There's always something we learn from the supervisors, and it's good because it teaches us something, and we are able to help the learners."*

4.4.3. Perceived limitations and negative attitudes towards M&E effectiveness.

Much as some reports from teachers were positive, a significant portion of the participants and key informants shared a number of negative points and limitations in line with the monitoring and evaluation system and how it affects their teaching work. The perceptions of these participants were based on issues connected to heavy workload, insufficient resources, little support from external parties, and limitations in training, especially for teachers.

Heavy workload:

Many teachers shared and emphasized the point of numerous tasks, particularly related to continuous assessment or student evaluation within the new curriculum, and they felt that this raised their volumes of work and led to perceived inefficiency.

“The monitoring and evaluation done by teachers is a lot, and it is heavy. Students are many, and teachers are few, which makes monitoring and evaluation of students by teachers ineffective sometimes.” This birthed the perception that this contributes to monitoring and evaluation ineffectiveness.

Headteachers corroborated reports from teachers by noting that *“One is understaffing as staff are few, yet the system requires that teachers do a lot of assessments.” (S3_DHT_2025)*

Loss of student data:

Teacher participants also further shared that they have a very big challenge of losing the information collected. This is mainly information regarding students' performance, like marks from different student assessments. This makes tracking of performance of learners hard.

“To be honest, it is tiresome, and secondly, there are high rates of losing data for learners, because we write on papers to capture marks and students’

data, and so challenges of rain can even wash away the papers and all the data captured.” (S1_T02_2025)

Limitations of essential resources:

One crucial limitation that was reported frequently by the participants was the lack of essential materials and resources vital for making monitoring and evaluation effective. This was illustrated by a teacher (S2_T01_2025) who said that *“Assessment tools are also a challenge because they are never there on time.”* This ranged from tools, funding, especially for student evaluation projects, and infrastructure, among others. This affects how teachers do their monitoring and evaluation work consistently and effectively.

Lack of sufficient infrastructure for the management of data was also reported by participants, for example, one teacher (S5_T02_2025) who noted that *“The ICT needs are big and not met, for example, computers and a database to store student records and feedback are not there.”*

Insufficient training:

Teachers also expressed issues regarding little training given to them for retooling, new curriculum requirements, and adapting to the methodologies of new assessments, among others. This, joined with other challenges like the rigidity of teachers, exacerbated the problem of weaknesses in their teaching practice.

“I think it is not so good because the time was not enough for training on how we can monitor and evaluate in this new curriculum, yet I think we need a lot of time to train and understand.” (S3_T05_2025)

“Some of us have not understood how to do monitoring and evaluation in this new curriculum because it involves many things, and we need regular training.” (S3_T04_2025)

Rare external inspections and evaluations:

Number of participants, both teachers and key informants, frequently reported the rare and scarce external inspection and perceived limited interaction between teachers and external supervisors, which poses a significant challenge to contributing to teaching practices.

“Inspectors don’t interact with teachers and students, but only interact with administrators, so they may not capture the entire picture of the state of the school.”

“I have never interacted with an inspector from the ministry because they visit a few schools and never reach here, and say that this school is far.”
(S4_T03_2025)

The bad frequency of visits from external supervisors birthed a perception in teachers that the limited interaction would hinder practical and actionable insights that potentially could improve teaching practices, for example one key informant (S4_HT_2025) shared and said that *“Realistically, the ones from the ministry take a long time to appear, like two years, and then the ones from the district take a long time too.”*

Low motivation with many tasks:

Participants shared that, much as teachers are encouraged and motivated to conduct M&E activities in school, the M&E system lacked strength in the area of financial motivation, yet a number of teacher participants shared that financial allowances were a direct motivation for their dedicated participation in the monitoring and evaluation process, especially for student assessment cycles. One of the participants (S4_T01_2025) illustrated the situation, saying that *“No, there’s little financial motivation with little allowances and a lot of work, which demotivates me.”* This directly and negatively affects student performance.

4.5. Teachers' attitude towards the effectiveness of the M&E system in improving students' academic performance.

The study found consistency in the participants' perception of the Monitoring and evaluation system, with its emphasis on student continuous assessment strongly and positively influencing the academic performance of students.

Early identification of weaknesses:

The study found that the teachers' perception of effectiveness is greatly related to the monitoring and evaluation system's role in identifying students' weaknesses, motivating students, and maintaining continuous academic support for the students.

The study found that monitoring and evaluation produce early identification of learning gaps and weaknesses, and interventions. The teacher participants frequently reported that the monitoring and evaluation system helped them to identify the academic weaknesses of students, which quickly offers feedback and calls for remedial actions, which link to improved student performance.

“First of all, when you store all the data together and don't lose the data, you can be able to see the weakness of the learner... and you can be able to see the weakness of that learner and be able to concentrate on those parts where a learner has a weakness.” (S1_T02_2025)

The study also, through the participants' reports, noted that the system has the capacity to track student progress over time.

The study also found that the students being aware that their performance is being tracked motivated them to work harder at their academic performance. One participant shared:

“I think yes, it does. Because these results are made progressively, and at times they are pinned for them to check. Usually, when they see and know that they are lagging behind their friends, it pushes them to work harder.” (S6_T02_2025)

The M&E system, a source of motivation for students to work hard.

The study found that the continuous monitoring and assessment of students was key in motivating students to study harder. This was emphasized by one teacher's comment (S2_T01_2025), who said that *"The system assesses student performance, so this motivates them to do better, hence improving academic performance."* This wholly contributed to improved student academic performance.

The M&E system, a source of students' motivation to actively engage in class.

The study found that the monitoring and evaluation system pushes the students to participate actively in school activities and also during sessions of teaching. This is because, according to the new curriculum, this active engagement of students in class sessions and also in other school activities counts during general student assessment. This was further explained by one teacher (S2_T03_2025), who said that;

"Yes, it does. First of all, it helps them to become active in class. It calls everyone to participate, which was not in the first curriculum, so now they are very serious about their studies. This is because students know they are being observed and assessed always."

This pushes students to engage more during the classes through attempting activities, exercises, and projects, such that they can be assessed well for active engagement. This directly contributes to the better academic performance of students.

Some teacher participants observed a change in the traits of students. One teacher from Busaana Modern Academy (S2_T03_2025) reported that:

"First of all, it helps them to become active in class. It calls everyone to participate, which was not in the first curriculum, so now they are very serious about their studies. This is because students know they are being observed and assessed always."

The M&E system, a link to proper school attendance by students.

In addition to the assessment that comes from active engagement in classes, the monitoring and evaluation system motivates students to be prompt in attendance at school because it counts in the general assessment of the students according to the new lower secondary curriculum standards. Some teacher participants explained this point strongly, for example, one teacher shared and said;

“Yes, first of all, it helps them not to miss classes, as they try to avoid absenteeism because they know they are always evaluated, and it is very important to their performance.” (S2_T03_2025)

This pushes the learners to physically make it to school on a daily basis because their attendance contributes to their overall academic performance through the attendance tracking.

CHAPTER 5: DISCUSSION OF FINDINGS.

5.1. Introduction

This chapter presents a detailed discussion and interpretation of the empirical findings from Chapter 4. The analysis deeply connects the attitudes of teachers in Busaana sub-county on the effectiveness of the M&E system in the implementation of the new lower secondary curriculum to the existing and related literature that is on the M&E systems in education, and also with the features of the theory of planned behavior (Ajzen, 1991).

5.2. The participants' demographics implications.

The profile of the participants' demographics, as clearly shown, explained, and described in Tables 1 and 2 in Chapter 4, gives a detailed and important context for understanding the findings on the attitudes of teachers towards the monitoring and evaluation system. The disaggregation of the sample's characteristics into school category, gender, and school geographical location provides insights into the various perspectives collected and possible parts of the differences in experiences.

The participants' demographics profile, specifically the thirty teachers and the six key informants, gives a rich basis for understanding the attitudes of the participants towards the M&E system. The sample showed a remarkable imbalance in gender, where the number of male teachers was notably higher than that of the female teachers. This suggested that the findings of this study could be dominated by the male voices, and much as in the study, gender was not a major determinant of the teachers' attitudes towards the M&E system, for this specific case, the results of the study potentially will reflect less of the experiences of the underrepresented gender (Martínez-Ruiz & Hernández-Amorós, 2023).

For the school category cases, representation of the privately-owned schools was higher than the public schools, which showed that the results of the study were more reflective of the private school contexts, which are somewhat different from public schools in terms of administration, resource management structures, and other dimensions, as supported and shared in (Lin, 2025b). In addition, the estimated geographical distance between the schools and the headquarters of the subcounty

ranges from 1.0 km to 9.1 km. This affects school M&E logistically, as schools that are closer are likely to receive frequent M&E engagements, which could potentially affect the attitudes towards oversight work. This is in correlation with SPERA Society for the Provision of Education for Rural Australia (2015), a study that found that remoteness is associated with reduced oversight work and reduced access to educational support.

5.3. Participants' general understanding of the M&E system:

The participants of this study showed a deep and thorough understanding of the monitoring and evaluation system used in the education system in Busaana subcounty. The monitoring and evaluation system was perceived by the participants generally as an iterative process of collection of data, monitoring, evaluations, assessments, and generally including oversight work over the different education aspects. This is related to Peter H. Rossi (2004), a study that defines monitoring and evaluation, which clearly highlights its role in data collection, and then analyzes it to track progress, promote accountability, and guide the making of informed decisions. Here, the participants portrayed an understanding that encompassed the role of the M&E system serving as an instrument of tracking progress and assessment, using different tools and indicators to measure progress.

In addition, the participants also saw the monitoring and evaluation system as an instrumental driver of accountability through what they mentioned as internal responsibility. This was through monitoring and evaluation of the enforcement of policies and educational standards. On top of the accountability and tracking understanding, the participants recognized the monitoring and evaluation system as a diagnostic tool that identifies challenges and develops solutions through the robust identification of weaknesses and produces insights that inform solution development.

Lastly, the monitoring and evaluation system was perceived as an overarching education function which not only focuses on educational academic performance but also cuts across areas like management & administration, the school environment, sanitation, hygiene, among others, which shows that it has a comprehensive focus on many aspects to contribute to educational quality. The

participants' deep understanding of the monitoring and evaluation system forms a backdrop against which their perceptions and attitudes towards the M&E system are anchored.

The perception of the monitoring and evaluation system as an instrument of tracking progress and assessment was mainly focused on assessing the growth and development, and reflects an output-based perception of monitoring and evaluation in schools, where measurable indicators like classwork coverage are used as measures of performance and progress. This perception highlights that the participants view monitoring and evaluation in schools not as some kind of bureaucracy or aimless process but as a device for assessment of educational professional activities, enabling them to measure their learners' growth and development.

However, whereas the dependence on outputs, a challenge can arise just as some studies, like Holvoet & Inberg (2012), which found that relying excessively on outputs that are easily measured, for example, classwork coverage, may neglect some important and deep educational outcomes like critical thinking or collaborative skills. This, in the end, could potentially reduce the wider view of educational outcomes.

The participants' understanding of the monitoring and evaluation system as a driver of accountability moved closely with systematic monitoring of different issues of management of schools and pedagogical practices, like lesson monitoring tools, and schemes of work as a basis for compliance and the regulatory role of monitoring and evaluation. In a related study, this perception of the participants is in alignment with the frameworks of accountability usually embedded in systems of education, where the monitoring and evaluation function ensures that education institutions and practitioners implement their duties in alignment with the predefined standards and policy requirements (Michael Fullan, 2007). Additionally, the perception of monitoring and evaluation in schools being an internal responsibility was also clear from the responses of the participants, as it was understood to be part of their duty. This suggests that monitoring and evaluation in schools around Busaana sub-county is clearly understood not as mere inspection from external parties but also as a vital

and integral aspect in the mandate of the teachers and administrators, which eventually contributes to general assurance of quality in the education service. This kind of perception of responsibility is essential in cultivating a sense of ownership of the process of monitoring and evaluation process by the internal stakeholders. Oktarina et al. (2023) also suggest that the effectiveness of internal quality assurance systems relies largely on the internal actors' commitment and growing a quality management culture, meaning that when staff understand that monitoring and evaluation are part of their duties, it becomes a culture, shifting the practice from a compliance perspective to constant improvement.

Understanding the monitoring and evaluation system as an identifier of weaknesses and solutions came from the recognition of the monitoring and evaluation system as a rigorous process of assessments and collection of feedback, precisely targeting areas that are weak and devising realistic solutions. This nature of understanding places the monitoring and evaluation system in a position as a very valuable tool for educational review and modification, not being a fault-finder but constructive in nature, with a clear problem-solving approach. Preskill & Torres (1999), a related study, state that the monitoring and evaluation system is a learning process, where results or feedback inform continuous improvement cycles.

Lastly, the participants' understanding of the M&E system as an overarching educational function encompassed the perception of the comprehensive coverage of the monitoring and evaluation system, covering many aspects within the educational context, going beyond the academic part of it. This suggests that the participants understand that the monitoring and evaluation system in schools goes beyond the expected indicators like academic performance to even other factors like school management efficiency, engagement of the community, and even environmental factors, as all these factors generally can determine or affect the quality of the educational service.

This wide perception shows that the participants understand that monitoring and evaluation are systemically focused on quality assurance, and not just focused on unconnected indicators and measures. A related study recognizes educational quality to be an aspect that is multi-faceted, encompassing a number of indicators

like infrastructure, leadership, management, school environment, in addition to academic performance (Teachers Institute, 2023).

Generally, in summary, the understanding of the participants of the monitoring and evaluation system in Busaana sub-county is multi-faceted, strengthening its purposes of performance tracing, ensuring accountability, identifying weaknesses and solutions, as well as fixing oversight work for the wider educational environment. This strong understanding of the monitoring and evaluation system forms a base for more specific and clearer attitudes towards the system's effectiveness in realizing the intended objectives of developing pedagogical & learning practices, and the learners' academic performance.

5.4. Dimensions of the M&E system used in the assessment of the performance of secondary schools.

This part discusses the empirical results linked to the first objective of the study, which is to identify the dimensions of the M&E system used in the assessment of secondary school performance in Busaana sub-county. The results from the perceptions and experiences of the key informants and teacher participants are in sync with Inberg's (2012) monitoring and evaluation dimension framework used in assessments, specifically looking at indicators, data collection, and methodology, and then also the capacity, participation of actors outside government, and utility of information as dimensions.

5.4.1. M&E indicators, data collection, and methods

The participants painted a detailed picture of the various indicators and core tools used in the monitoring and evaluation process in secondary schools within Busaana subcounty. This specific dimension offers a key foundation to the monitoring and evaluation system, as it stipulates what is to be measured, how information should be collected, and what to use in data collection, hence directly influencing the system's function of providing meaningful insights and causing improvement (Inberg, 2012). The core tools shared by both key informants and teacher participants included many tools that provide information on assessments of both students and teachers.

The study highlighted a comprehensive set of indicators used in Busaana sub-county, which move beyond the academic measures and then grasp the different facets of the operations and management of the school and the conduct of the teachers. Regarding the performance of the teachers, monitoring and evaluation involve checking of learners' books to confirm teaching coverage in class and effectiveness, acting as a direct assessment of alignment of teaching practice with predefined content.

Direct observation of attendance of teachers, lesson preparation, and the level of learner participation were crucial indicators that captured the aspects of operation in classroom work by the teachers. At the level of administration, the monitoring and evaluation system measures the leadership ability of the head teachers, including their skills of management, efficiency of school meetings, regularity, and also the head teachers' engagement with the community.

This comprehensive set of indicators suggests that there is an understanding that the performance of a school is a complex mix and inter-relationship between administrative, pedagogical, community, and environmental factors. This is common with the modern-day quality assurance frameworks in education, which champion assessments that are holistic and not narrow, and output-focused evaluations (UNESCO, 2017b). The incorporation of sanitation, hygiene, and community engagement suggests that participants understand that the environment significantly contributes to the outcomes of education.

For M&E data collection and methods, the teacher participants and key informants shared a myriad of tools and practices used to collect data within the monitoring and evaluation system, which showed a multi-faceted approach in collecting data and information on school performance, effectiveness of pedagogical practices, and student learning.

Inspection turned out to be the predominant data collection method in the education monitoring and evaluation practices in Busaana subcounty. Specifically, the external inspections are done by external parties like the inspectors from the sub-county, district, and the Directorate of Education Standards. Other external parties included examination bodies, parents, and governing bodies that also contribute to the

oversight work. This shows that these external visits are supposed to be systematic, use standard tools to assess educational quality and curriculum implementation. OECD (2013), a previous study with aligned findings, found that the work of external quality assurance organs in promoting accountability to national standards.

The study found challenges with external inspections. Participants frequently shared that external inspectors rarely show up, meaning that they visit schools a few times, usually once a year. Additionally, they have a geographical limitation in their inspections as they visit the nearby schools and the schools that are not remote. These findings highly resonate with the demographic information of school distance from the sub-county headquarters (section 5.1.1.3), meaning that remote schools may never receive an inspector. This infrequency shows that there is limited monitoring and evaluation attention, leaving remote schools with limited external guidance and evaluation, which causes a big challenge of inconsistency and inequity in regards to monitoring and evaluation in the sub-county.

Similarly, the participants also shared the important part played by the internal inspections, which are done by teachers and school administrators who do the routine monitoring and supervision, as just one inspector is not enough to perform M&E functions. This forms a foundation for shared responsibility for monitoring and evaluation, where internal constant monitoring complements external inspection. The capacity of schools to self-assess is key to building a culture of constant improvement and ownership within the schools (Michael Fullan, 2007a).

The work schemes and lesson plans came out clearly as core tools for monitoring and evaluation. They are vital in measuring the performance of teachers in terms of how consistent they are in planning their work in alignment with required standards, and also to measure their coverage of the curriculum. A related study confirmed that quality planning of lessons immensely influences the performance of a teacher and, in the end, also impacts the performance of learners (Yusup Ali et al., 2025). With that, the schemes of work and lesson plans play a key role in serving as evidence of teachers' work and preparation readiness, and serve as a means of accountability for the delivery of the curriculum content.

The education management information system, as discussed by the participants, is a vital tool that stores and keeps track of student performance for every school. It is heavily dependent on very much by the Ministry of Education, and this tracked performance contributes to the Uganda Certificate of Education results. According to the participants' response, this tool is perceived as a safe haven for the results of students against damage, loss, and even against being forged. A tool as this is very important for ensuring the integrity of data and accessibility too, and these two are key aspects for the effectiveness of monitoring and evaluation and policy formulation at a broader systemic level (Acevedo et al., 2010a).

The observation checklists came out clearly from the participants as a vital tool used during observation, because these checklists capture different learner qualities which may not be captured in exams, like collaboration, presentation, among others. The project forms as another vital tool that was well cited by participants used assess learners on hands-on activities. This makes these tools vital in the comprehensive assessment of students. A similar study with the competency-based approach of the new lower secondary curriculum upholds practically applying and holistically developing skills, and not rote memorization (NCDC, 2020).

Participants described attendance lists and lesson monitoring tools as core tools used daily in monitoring student attendance and monitoring lesson attendance by teachers. The attendance lists carry learners' names and then roll calling is done on a daily basis to track student school attendance, while the lesson monitoring tools are signed by teachers whenever they teach. These tools offer direct, but very important and essential information for monitoring operations and consistency in the educational environment. Using these tools, like registers, is a vital mechanism of ensuring educational quality and accountability, as an organized way of documenting information on attendance, which helps with the management of schools and influences improvement in the academic performance of learners (Gershenson, 2016).

The dependence on digital and physical means of record keeping, specifically for learners' performance, shows a deep understanding of monitoring and evaluation in education to be a data-driven process. Participants cited computers for storing

student performance marks, and the overall practice of keeping records of student performance shows that there is systematic documentation, where accessibility and accuracy of records are upheld, which are very vital in tracking student progress, informing teaching improvements, and ensuring accountability (Asfaw et al., 2023).

However, some participants mentioned that a low-grade computer, which suggests that there are possible challenges in digital infrastructure, could affect integrity, security, and wider use of the information, which is a common challenge in developing contexts (Acevedo et al., 2010b). The continued use of record-keeping methods that are manual, besides digital means, suggests that there could be a challenge in synchronization of the data and general analysis.

The use of debates as a key method for student assessment was a key insight. This mechanism runs ahead of the traditional means of assessment to evaluate higher-order thinking skills, confidence, collaboration, communication, and other skills. It clearly aligns with the competence-based approach of the new lower secondary curriculum in related literature, which attaches value to practicality and all-round (holistic) development of skills (NCDC, 2020). When teachers observe students in good and active discussions, they can avail valid evidence for student competencies like collaboration, presentation skills, among others, which are commonly hard to assess through written examinations alone (Darling-Hammond et al., 2010). This portrays a comprehensive assessment strategy where learning activities at the same time act as an assessment means.

The continuous mechanism of teachers reviewing the books of students acts as a continuous method of assessment. This usual engagement with students' notes enables the teachers to monitor understanding of students, identify gaps, and also receive feedback directly, which guides pedagogical decisions. This hands-on monitoring and evaluation approach is very important for effective teaching, as it offers quick feedback on learning progress and challenges, enabling responsive pedagogy (Black & Wiliam, 2006). This suggests that there is an informal but good internal monitoring and evaluation mechanism that is well embedded in the education process.

The participants' mention of the use of sampling as a method used in educational monitoring and evaluation, because of the large student numbers in schools, provides a background for the challenges of limited resources in monitoring and evaluation. Much as it is vital to collect data comprehensively, the logistical problems that come with assessing every student on the very many indicators cause the use of sampling. This approach can produce gainful insights if the sample is representative enough of the target population and the methods are thorough and robust (Palinkas et al., 2015). This shows a flexible data collection approach, which strikes a balance between robustness and the challenges of large class numbers of students with few teachers.

Lesson observation by the administrators of schools, that is, the directors of studies, head teachers, was mentioned as a core internal monitoring and evaluation. The teacher participants and key informants stressed that these physical visits are very important in assessing students and teachers, offering feedback directly, and generally causing improvement in performance. This class observation mechanism was generally perceived as a pillar of efficient teaching, monitoring, and professional development, as was in a similar study (Villanueva et al., 2021). This is because it allows administrators to assess the alignment of curriculum implementation, identify weaknesses and strengths, and then devise solutions.

On top of the lesson observation, the method of observation is also used in the continuous assessment of students' participation, teamwork, and social skills. The dominant finding that the results from observations also contribute to 20% of the Uganda Certificate of Education results shows a great change and shift in the assessment systems nationally towards holistic evaluation. This is in alignment with literature from the National Curriculum, Development Centre, which shares the principles of authentic assessment and a competence-based curriculum, which values assessment of comprehensive skills that range beyond normal cognitive knowledge (NCDC, 2020). This means that there's an intended shift towards embedding observational information into main grading systems, leading to comprehensive student assessments.

The method of workload audit at the closing of every term shows an internal tool for evaluation, specifically focused on teacher productivity and accountability. This method targets checking whether teachers have actually finished what was intended to be taught, making it a performance management mechanism that ensures finishing intended targets on time. This tool can also be key in identifying imbalances in teaching responsibilities, which, if not corrected, can cause burnout and decreased pedagogical effectiveness (Ingersoll & Strong, 2011). The presence of the workload audit tool shows that there are intended efforts by schools to effectively manage teachers well.

Using evaluation meetings as a method of monitoring and evaluation shows that there is a participatory approach to mending problems and planning. In these meetings, challenges identified were discussed, and the stakeholders involved were engaged to find actionable solutions to those challenges, suggesting a collaboration in decision-making on findings from monitoring and evaluation activities. This is in synch with a related study by Ramírez & Brodhead (2013) that puts forward the ideas of participatory monitoring and evaluation, which stress engagement of stakeholders in the interpretation of information, developing actionable insights, and building ownership and organizational learning.

Adopting the digitalized registration and arrival following up of teachers by clocking in using fingerprints shows considerable improvement in technology for monitoring. This growth towards biometric registration to track attendance of teachers promotes efficiency, accuracy, and validity of information, and decreases the chances of data manipulation. This mechanism of digitizing monitoring and evaluation is in synch with the global trends in education technology for efficiency in administration and enhanced integrity of data, which are key for effective monitoring and evaluation (Wagner et al., 2005).

Students' evaluation as a method of monitoring and evaluation, where students give feedback in regards to performance of teachers through class meetings and also through suggestion boxes, suggests a rich student-centered approach of monitoring and evaluation. Engaging the students in monitoring and evaluation directly provides rich and unfiltered data into the pedagogical experience from the students'

perspective (Cook-Sather, 2006). This method ensures an inclusive and democratic approach to monitoring and evaluation where perceptions of students can contribute to educational improvement.

The results from the feedback of the participants shared a multi-faceted mechanism of student assessment, embedding continuous assessment items (CAI), end-of-cycle assessments, projects, and most dominantly, activities of integration. These diverse methods of student assessment synchronize greatly with the competency-based curriculum, illustrated in National Curriculum Development Centre literature, which values measuring the capacity of learners and their application of knowledge (NCDC, 2020).

The activities of integration, which are administered at the end of each topic to assess the achievements of learners, are very important; however, the disclosure that end-of-term examinations, which are not allowed by the Ministry of Education, but are done to collect the finances, raises an issue. This practice, being unofficial, caused by the need for finances, possibly weakens the authenticity and integrity of the assessment system of the new curriculum. In related literature, this shows how limitations of resources can cause deviation from standard policy, building a hybrid assessment system that could weaken the very goals of competency-based education (Crawford et al., 2011).

5.3.2. M&E capacity

The capacity dimension in a monitoring and evaluation system means the technical, human, and financial resources present to enable effective planning, implementation, and utilization of monitoring and evaluation processes (Inberg, 2012). The results and findings of this study from Busaana sub-county highlight key issues related to this dimension, linked to shortages in labour, challenges of part-time teachers, gaps in skills and capacity of staff, and delays in the availability of important monitoring and evaluation resources. These challenges primarily affect how effective the monitoring and evaluation system would be.

The participants shared another problem, which was the shortage of labour, directly in relation to teacher-student ratios. The teacher participants shared that they get

overwhelmed by the large number of learners who need monitoring and evaluation. This clearly shows that, much as the desire to monitor and evaluate is there, the practicality of the same is affected by the small number of teachers compared to the students, which wears the teachers out. This is in line with the literature by Kanwal et al. (2023), which discusses how this heavy workload on teachers that comes from many administrative and evaluation tasks is a major influencer of the burnout of teachers.

This challenge crosses beyond the teachers themselves to the sub-county level, too. This is clear too because the study found the difficulty and impossibility of tracking every aspect in the different schools because of limited human resources. These findings clearly show the heavy load that is put on teachers because of the large number of indicators and duties. This shortage in labour affects the frequency and robustness of the monitoring and evaluation practices, which could possibly produce shallow assessments and gaps, hence affecting the quality and reliability of the monitoring and evaluation system. These findings are in line with a related study by Mthethwa (2016), which found that inadequate human resources and capacity are a major challenge and constraint to monitoring and evaluation.

The private schools, which in this study make up the biggest percentage of the schools, have a distinctive capacity problem because they depend mostly on part-time staff. The teacher and key informant participants highlighted that usually these schools are unable to afford full-time teachers, which means that their human resources may lack consistency in their presence at the school sites. This, in turn, affects the consistency of the monitoring and evaluation since these teachers may not be fully available for continuous assessments, engaging in monitoring and evaluation meetings, and keeping records. In a related study, Hidayah & Pulungan (2023) emphasize the importance of consistency as they discuss the monitoring and evaluation implications for educational quality. Additionally, the participants highlighted that there is very little external support from the government and the Ministry of Education, coupled with irregularity in inspections, meaning that they don't regularly visit the school to get to know the problems on the ground.

The absence of this external inspection and monitoring broadens the capacity problems of private schools, leaving them without higher guidance to solve their

staff issues. The findings here resonate with a related research study's finding of Fredua-Kwarteng (2016), which shows that in educational environments with limited resources, dependence on part-time and uncertified staff affects the effectiveness of the monitoring and evaluation systems in schools.

A key capacity-related finding of this study was the skills gap of teachers in relation to the monitoring and evaluation practices of the new curriculum. Some teachers expressed their lack of understanding of conducting M&E in this new curriculum, which showed that there's a big gap between the various requirements of the new lower secondary curriculum and how prepared teachers are to put everything into practice. This finding is consistent with similar research that shows that effective implementation of a similar curriculum depends on how prepared the teachers are, and also their capacity to adjust to new teaching and evaluation practices (Mwende Muthoka & Mange Mbirithi, 2025).

Additionally, much as many teacher participants who took part in this study got some training, but the few and inconsistent trainings with facilitators giving different ideas turned out to be a big challenge, which suggested that there is a problem with the quality and standard of professional teacher development in regard to monitoring and evaluation. This finding is in alignment with studies that show how limitations in quality training weaken the ability of staff to effectively conduct the due practices of monitoring and evaluation, leading to challenges in the evaluation of students and educational outcomes (Pholphirul et al., 2023).

Furthermore, the "bad timing of trainings" as highlighted by the participants during the holidays, when the financial strength is not good enough, since they don't get aid during the holidays, makes it hard for them to attend trainings due to lack of transport fees. Challenges of logistics, as shared above, like monetary issues, unfriendly dates, and inaccessibility, are also shared among the challenges of participation of teachers in professional development arrangements (Lisa A. Cadero-Smith, 2020). This challenge increases the skills gap as teachers are not able to access training on monitoring and evaluation, in the end affecting the quality of the monitoring and evaluation system at the school level.

The untimely availability of the monitoring and evaluation resources, especially materials, was highlighted and turned out to be a big capacity issue. The teachers

mentioned that the monitoring and evaluation materials did not arrive on time, and this challenge of delay, coupled with the little knowledge of using the tools, affects the effectiveness of the monitoring and evaluation system. The findings shared are in sync with the research on the monitoring and evaluation implementation challenges in educational environments, specifically in the contexts of developing countries. Agawin & Alferez (2024a) showed that limited resources, not limited to funding, inadequate materials, and limitations in essential equipment, are big challenges to the effectiveness of monitoring and evaluation approaches.

Additionally, the teachers' limited knowledge of using the tools highlights a significant gap in the capacity and training of teachers. Much as materials and tools may be available on time, teachers need thorough professional training on how to use them and make sense of the results. Existing related research shows that teachers commonly don't have the skills to conduct effective assessments, most especially in situations when the new curricula require detailed and various methods of monitoring and evaluation (Agawin & Alferez, 2024). With the noted challenge, it means that even when the teachers have an idea of how to conduct the assessments theoretically, without the materials and tools, they would not have a chance to constantly practice using the tools, which, together, affects the strength of the monitoring and evaluation system.

5.4.2. Participation of actors outside government:

This dimension of participation of actors outside government studies how engaged the non-governmental actors are in the activities of monitoring and evaluation in secondary schools within Busaana sub-county. The study findings show differences in engagement and participation as shared below.

About the slow participation from students, parents, and the community, Participants shared that mostly for private schools, the participation of the community, parents, and students is low. They mainly get involved when it comes to visitation days and board meetings, which are not frequent. Much as the parents conduct evaluation and monitoring through visitation days, when they get to measure the changes in development of the students, these opportunities are not

common and are not embedded well in the monitoring and evaluation system formally. Driessen et al. (2005) recognize that the participation is present but not well embedded, and that the effectiveness of parental engagement is highest when it's part of a mainstreamed and clear partnership and not just an ad hoc event.

Another finding shared was about a capacity problem associated with the popular parent-teacher associations (PTA), which they noted to come and do monitoring and evaluation, and get reports from the office, but they are not so technical. This clearly shows that even if these actors are participating actively, they are not capacitated of sharing meaningful insights and inputs. Similarly, the low and shallow nature of engaging these actors suggests that there is a gap and missed opportunity for a thorough system of monitoring and evaluation, since the perceptions of these actors cannot be valuable for improving school performance and the well-being of students (Epstein, 2002a).

The results of the study showed that most of the work of monitoring and evaluation is done by internal actors. These are mainly the directors of studies, the headteachers, the subject teachers, and the learners themselves. This supports the aspect of a good and strong internal monitoring and evaluation state, as it was mentioned in earlier sections of Chapter 5; however, it also means that the dominance of the internal monitoring and evaluation processes may be because there is a weak participation of other external non-governmental actors.

Much as this may come off as a positive thing, with benefits like learning and clearer contextual knowledge, the prevalence and dominance of internal monitoring over external monitoring can cause challenges. Overdependence on internal actors can lead to possible bias and subjectivity since the assessments are done by the actors themselves, who conduct the daily operations in the school (Peter et al., 2024).

The study found that outside the school environment, there were other identified non-governmental actors actively participating in school monitoring and evaluation processes. These were the professional associations, such as the Uganda Technical Drawing Teachers Association and SESEMAT (an association of teachers of science and mathematics), which organized a training of teachers and sent inspectors to evaluate teaching practices, respectively. This finding suggests that valuable

participation from subject-specific associations is visible in promoting quality in teaching practices and implementation of the curriculum. In a related study, Samuel (2015) shares how organizations and associations greatly impact the implementation of curricula through research, evaluation, and enhancement of teaching approaches.

Additionally, private individuals like “Dr. Enock Kiwanuka, a university lecturer,” and also non-government organizations like Opportunity International, arrange workshop training, and in this way, they indirectly support the capacity of monitoring and evaluation. This multi-dimensional engagement from different non-governmental actors is important, as specifically non-governmental organizations are progressively being seen as agents that complement efforts of government in education, by supporting monitoring and evaluation, development of policies, among others, mainly in rural areas (Scholarworks & Okine, 2021).

Furthermore, the role of the school foundation body, religious leaders, and community members was also cited as actors who partially contribute to the processes of monitoring and evaluating schools. Even if their engagement is occasional, the finding puts forward a recognition of a bigger ecosystem that nourishes monitoring and evaluation practices. Engaging these various stakeholders in both formal and informal mechanisms puts forward different but rich perspectives, which nourish internal monitoring systems, altogether contributing to a quality system of monitoring and evaluation.

5.4.3. M&E information utilization

Here, this dimension measures the extent to which monitoring and evaluation findings are utilized or used to guide making of decisions, contribute to performance improvement, and cause learning (Inberg, 2012). Findings from this study in Busaana sub-county show a clear distinction between the use of data produced by external sources and internal sources.

The teacher participants highlighted that there is consistent and continuous feedback that is immediate from internal supervisors, who are mainly the directors of studies and headteachers. The teachers perceive this quick feedback as a vital mechanism for bettering their work and duties. This portrays the responsiveness and

suggests that information produced through internal monitoring and evaluation practices is utilized mainly for foundational purposes, and this contributes to appropriate changes in pedagogical approaches and improvement in student learning. The close relationship between the teachers and internal monitors accounts for the quick feedback and builds continuous improvement in the schools. This resonates with related studies that value supervision and feedback systems in improving teaching approaches. For example, Boadi et al. (2024) found that timely and constant feedback from supervisors produced a notable improvement in the teaching approaches and retention of knowledge among pre-service mathematics teachers.

Contrary to the internal monitoring, teacher participants described the feedback from external inspectors to be unclear and slow, and that it was inconsistent as inspectors were reported to rarely surface, and only stop in offices when they visit. This inconsistency of external inspector visits, combined with the perception that they lack thorough engagement, notably reduces the use of external feedback.

The other challenge that was clarified from the findings was with rare inspections, and the external inspections' rarity suggests that even when there's feedback provided, the impact of the implemented feedback is weakened by the long periods of time between the external inspections, which weakens the relevance of the monitoring and evaluation system. This, according to the research by Ehren & Shackleton (2016) shows that as inspections of schools ensure accountability, their efficiency in causing educational improvement is affected by issues like inspection frequency, feedback quality and specificity, and the perception of teachers of its relevance to their roles.

Another key finding showed that the limited follow-up from the higher monitoring and evaluation levels, which are the subcounty, district, and the Directorate of Education Standards, was concerning reported monitoring and evaluation issues. This finding is in line with concerns in the literature about educational governance, where moves to cause school improvement are often affected by poor feedback systems and limited accountability from central authorities (Ehren & Shackleton, 2016). Participants stressed clearly the need to always be on their neck to see that

there is a response, which shows that there is a big challenge of an almost closed door to feedback. This challenge builds a big gap between the collection of monitoring and evaluation data and tangible outputs from feedback.

One of the biggest information utility issues is the detachment and disconnection of decision makers and policy makers from the monitoring and evaluation data collected from schools. This was highlighted by the finding that collected information on the ground is not reaching the people who are supposed to address the issues affecting learners, which showed that there is a blockage of information from the ground from reaching the higher level of policy and decision makers, which makes the monitoring and evaluation system meaningless in solving educational challenges, making it impossible for the monitoring and evaluation system to contribute to educational improvement. In a related study, Basheka (2015) discussed the need to have a monitoring and evaluation system that is thorough, and the utilization of the system to be embedded through policy development and a well-defined performance culture in order for data to inform decision-making.

5.5. Teachers' attitudes towards the effectiveness of the M&E system in improving teaching and learning in the new lower secondary curriculum.

This part digs deeper into the results of the second specific objective of understanding teachers' attitudes towards the effectiveness of the M&E system in improving teaching and learning in the new lower secondary curriculum. The findings here are two-faced in perspective, showing a perception that is positive and a notably negative attitude caused by a number of limitations.

5.5.1. Perceived positive influence of the M&E system on teaching and learning.

Amidst the limitations shared by the participants in the monitoring and evaluation system's dimensions, a significant portion of the participants also shared positive perceptions of the system's influence on their pedagogical approaches and on the students. A number of participants highlighted that monitoring and evaluation, specifically through self-evaluation, feedback, among other things, caused teachers

to fashion and tailor their teaching approaches to fit the needs and requirements of the students and the new curriculum, respectively. For example, there were cases like adapting to more student-centered approaches and directly identifying weaknesses. This clearly suggests that the presence of adaptive capacity among the teachers is vivid. In a related study, Vaughn & Parsons (2013) describe how teachers adapt teaching approaches premised on their knowledge and learners' needs.

Additionally, participants emphasized how flexible they are in their understanding of students, where they adjust teaching methods in order to match the students' understanding levels. This clearly suggests that when practices of monitoring and evaluation yield feedback on challenges in student learning, teachers see it as a vital mechanism for improving teaching practices, which enables them to design inclusive teaching and learning spaces. This is in alignment with the principles of formative assessment, where improvements in learning and teaching are informed by feedback for ongoing improvement (Black & Wiliam, 1998a).

From the findings, many teachers had a perception of the monitoring and evaluation system as a vital practice of ensuring accountability and maintaining adherence to the standards and requirements of the Ministry of Education and the curriculum. Teachers knew that they would be evaluated impacted their work as it triggered them to adhere to ministry standards. This showed that the oversight work done by both internal and external actors was perceived as a very important mechanism of promoting quality pedagogical approaches within the design of the new curriculum. This finding is in line with research that suggests accountability in education does influence the behaviors of teachers and adherence to determined standards, whether it is by internal or external actors. For example, research by Muhammad Akram et al. (2021) identified a direct relationship between effectiveness in schools and performance evaluation scores of teachers, which means that evaluating and monitoring teachers constantly and effectively can lead to improved teaching approaches and overall educational improvement.

On top of the accountability function, participants expressed how they looked at the monitoring and evaluation system as a hub of professional learning and development. Teachers highlighted that the responses they receive from their

supervisors, inspectors, and students support their growth professionally and the gaining of new knowledge. This finding shows that there is learning produced from the monitoring and evaluation practices, and also, this suggests that when monitoring and evaluation are looked at as an instructive and formative mechanism, they produce impactful learning outcomes that teachers can use to improve their teaching and learning approaches. This is in sync with the aspect of monitoring and evaluation being a learning tool, where the results received are utilized to enhance the capacity and build continuous improvement among teachers (Song, 2004).

5.5.2. Perceived limitations and negative attitudes towards M&E effectiveness.

As much as many positive perceptions were captured from the participants, a notable proportion of the teachers and key informants shared some negative opinions and perceptions in relation to the effectiveness of the monitoring and evaluation system towards improving learning and teaching. This negativity was centered around issues related to heavy workload, data loss, shortage of essential resources, insufficient training, low levels of oversight, and many tasks with poor financial motivation.

One predominant issue was the heavy workload that comes with the many tasks of monitoring and evaluation, specifically with evaluations of students through continuous assessments, which is at the center of the new lower secondary curriculum. From the teachers' responses, they felt that the many tasks, coupled with the large number of students and few teachers, caused the monitoring and evaluation practices to be ineffective. This suggests that there's a big gap which is a serious concern, because much as the new curriculum demands continuous assessments which are central to it, the capacity on ground in terms of human resources is not matched to the demand to effectively conduct the monitoring and evaluation practices, which is an imbalance that can potentially cause burn outs for teachers and then affect the quality of monitoring and evaluation. This finding is in line with research showing that excessive loads of work can affect the quality of monitoring and evaluation (Dalail et al., 2018).

The teacher participants highlighted a big challenge they face, which is losing data for student performance, which is specifically marks from the various assessments conducted, and they attributed this to the use of bad tools, like paper, to capture marks. This challenge of losing student performance data makes it difficult to track the progress of students' performance over time, which eventually undermines the goal of continuous assessment and weakens the tracking purpose of monitoring and evaluation.

The absence of reliable management systems of information is a major enemy of effective monitoring and evaluation. This problem has a common appearance in education-related literature that is concerned with the keeping of records. Research by Shiyanda (2022) shows that paper-based systems of data management are associated with challenges like poor storage, challenges of data retrieval, among others, which altogether lead to loss of information and affect monitoring and evaluating effectively.

Another dominant challenge cited by the participants was the shortage of essential materials and resources needed for effectively implementing monitoring and evaluation activities. Specifically, this challenge was exacerbated by the untimely unavailability of essential resources, little or no funding for project-based student evaluations, and limitations in infrastructure.

The noted deficits in resources and materials affect the ability of teachers to be consistent with their monitoring and evaluation tasks, which pushes them to depend on unreliable methods like papers instead of infrastructure like computers. This finding is in line with the results of Namfukwe's (2016) research, which suggests that limited materials for teachers, the absence of funding opportunities, among others, pose major challenges to effective monitoring and evaluation in educational contexts, hence affecting teacher performance and the reliability of the findings from the monitoring and evaluation practices.

Teachers also shared about issues regarding the insufficient training that is given to teachers about the monitoring and evaluation requirements of the new lower secondary curriculum, specifically about retooling and new methods of assessment. This shows that there's still a big knowledge gap among the teachers and that the

need to learn is a lot. Related literature that addresses the issues of teachers related to the new lower secondary curriculum stresses the importance of having thorough assessment training (Center for Economic Transformation, 2024).

Furthermore, participants shared that the trainers are inconsistent in their training, as they give different ideas, meaning that they are not prepared to train teachers. The insufficient training that is not standardized affects the capacity of teachers to implement the monitoring and evaluation practices effectively. This is in line with the findings of research such as (Moses & Jacob, 2024), which found that insufficient resources, a big turnover of teachers, among others, are hindrances to effective teacher training, hence underscoring that insufficient training affects the ability of teachers to effectively put into practice monitoring and evaluation practices.

The rare and scarce external inspections bred negative attitudes among the participants. The participants shared that there's little interaction between external actors and the teachers, where these external actors only engage administrators and nearby schools, hence failing to capture the comprehensive picture of the state of the visited schools, and also the remote schools. This suggests that there is geographical bias and selective oversight work from the external inspectors. Coupling these challenges with supervisors taking a long time to visit schools affects the monitoring and evaluation quality, because inspectors would get outdated feedback whenever they appear.

The absence of consistency from external parties breeds the perception that external actors give unactionable insights because they are detached from educational environments. Mescal (2022) found that occasional inspections don't support quality improvement in schools, because they lead to untimely feedback, which affects the quality of monitoring and evaluation findings and also educational improvement as a whole.

Another challenge leading to the negative attitudes was the low financial motivation for many tasks. The teacher participants connected financial rewards to dedication to monitoring and evaluation, specifically in student assessments. This shows that teachers know how important monitoring and evaluation are, but the lack of financial motivation affects their dedication to perform. This affects their desire

and robustness in conducting monitoring and evaluation activities, which weakens the monitoring and evaluation system. This is in line with some studies, like Halsey & Vegas (2009), which found that poor motivation is a major factor that causes low motivation among teachers, among other issues, which generally affects monitoring and evaluation outputs.

5.6. Teachers' attitude towards the effectiveness of the M&E system in improving students' academic performance

In this section, the last specific objective is discussed in detail, which is to evaluate the attitude of teachers toward the effectiveness of the M&E system in improving the academic performance of students within the new lower secondary curriculum. Based on the findings, the participants generally have a positive perception of the monitoring and evaluation system's ability to improve the academic performance of students, specifically through early identification of gaps and weaknesses, and then through continuous assessment.

One key finding is that the positive perception of the teacher participants concerning the monitoring and evaluation system's influence on the learners' academic performance is based on the system's ability to identify learners' weaknesses and gaps early. The participants shared that the results from the continuous assessments enabled them to spot the academic weaknesses of the learners from time to time, give immediate feedback to learners, and also offer remedial responses. In this, we deduce that when monitoring and evaluation information is gathered and managed well and systematically, it paints a clear image of what direction to take in terms of interventions. This finding is in line with the results of Schildkamp (2019a), which stresses that systematic data collection and analysis that are systematic are vital in the identification of the learning needs of students and guiding adjustments in teaching approaches, hence helping teachers offer timely and student-specific support to enhance learning outcomes.

Additionally, the participants also shared about the possibility of the monitoring and evaluation system tracking the performance of the learners over time. This, coupled with the available Education Management Information System, which captures learners' performance over time, links the process of monitoring and evaluation

directly to improved academic performance results because it enables teachers to produce student-centered support and individualized assistance, and also tailor their teaching approaches based on the immediate needs of the learners. Black & Wiliam's (1998b) research on formative assessment holds that early realization of learning weaknesses and developing actionable solutions are vital for improving the achievements of students.

The study was able to find that the constant student monitoring and evaluation, which is a central part of the monitoring and evaluation system in the new lower secondary curriculum, was very instrumental in building motivation among students. This motivation was visible through a number of things, for example, more efforts from students, being very active and engaged during classes, and also better attendance at school, which came from the students' knowledge that they are always being observed and evaluated, and it led to better academic outcomes.

Ozan & Kincal (2018) provide empirical evidence that continuous (formative) assessments greatly lead to achievement of academic excellence among learners, and also nurture an improved attitude towards class, and motivate students. This, coupled with the finding that pinning of the students' results makes them compare results and lag behind their friends, pushes them to work harder, shows how these assessments push students to work harder and better their performance, and this finding is in line with a related study done by Kindermann (2015) which found that student results that are visible and social comparison are great motivators, making a foundation for improved engagement and growing responsibility to learn.

5.7. Relationship with the theory of planned behavior.

The outcomes of this study clearly align with the tenets of the theory of planned behavior (TPB), which was adopted for this study, according to Ajzen (1991), specifically in regards to the connection between the attitudes of the teachers, their subjective norms, and lastly their behavioral control in impacting their practice of monitoring and evaluation.

First of all, about the teachers' attitude towards the behavior, teachers have a positive comprehensive perception of the effectiveness of the monitoring and

evaluation systems in enhancing teaching and academic performance of learners. This is because the teachers see the monitoring and evaluation system to be a diagnostic tool, a mechanism of upholding accountability, and a source of motivation. However, the negative limitations experienced regarding the heavy workload, shortages in essential resources, among others which generally become a backdrop for negative attitudes towards the effectiveness of the monitoring and evaluation system.

Secondly, according to the findings of this study, a subjective norm is present for the teachers to participate in monitoring and evaluation. This is entirely premised on what is expected of them by the administration, the school, district, and sub-county line officers, and the government line ministry, which is the Ministry of Education. Based on the teacher participants' responses, the teachers showed understanding that their duties and work are liable to being evaluated from time to time, and the teachers also expressed knowledge of monitoring and evaluation practices being integral to their responsibility as teachers.

Lastly, perceived behavioral control stands to be a very crucial barrier to the effective execution of monitoring and evaluation. There are a myriad of issues that are affecting how the teachers perceive their ability to implement monitoring and evaluation practices effectively, for example, the insufficient training coupled with the limited knowledge of using tools, the overwhelmingly large numbers of learners with a shortage of labour, among others. This suggests that there is a low perceived behavioral control for the teachers, which builds a rift between the teachers' genuinely positive intended desire and the actual capacity to effectively implement their monitoring and evaluation duties, even in the presence of positive intentions from the subjective norms. The theory of planned behavior holds that in a situation of low perceived behavioral control, repetitive behavior may not be realized even with highly positive attitudes and subjective norms (Ajzen, 1991), and this is seen in the monitoring and evaluation irregularities and challenges.

5.8. Study Limitations.

The teachers were not very knowledgeable about monitoring and evaluation, which affected how they responded to certain questions. This cost the researchers more time and energy in explanation. To address this issue, the researcher spent more time explaining to the participants about monitoring and evaluation in the education context in order to ensure teachers' understanding, and subsequently have quality responses. This ensured internal validity for this study with more accurate responses.

Several respondents were busy, with the tight schedules of teachers, which are very demanding; this cost the researcher time in waiting, and also conducting the interviews at night, and at the teachers' residences. To remedy this, the flexibility of the researcher as an approach was adopted by waiting for a convenient time and place to have respondents answer the questions. This made it possible to acquire the data that would have been missed and increased the response rate of the participants.

The budget challenges were experienced with many unexpected costs incurred on transport between the schools and meeting the different respondents, especially the key informants, who often travel, which potentially affected the study's sample size. As a remedy, the researcher was determined to incur extra costs to be able to collect the data, and where it was impossible to access the respondents physically, remote data collection techniques were employed, like having the interviews on phone calls, which made it possible to acquire the intended data.

Some key informant participants were reluctant to engage in the interviews because of personal fears, which delayed acceptance and also the time spent on the interview process. To remedy this, the researcher spent some time explaining the ethics of the respondents' safety. Additionally, empathy and patience were expressed by the researcher to gain trust and build rapport with the respondents, which won the respondents' participation, and made way to access the needed information.

Chapter 6: Conclusions and Recommendations

6.0. Introduction:

This chapter exhibits the conclusions that are drawn from the various findings of this study, which are discussed in the fifth chapter. These findings are addressed to the specific study objectives from this study concerning the attitudes of teachers towards the effectiveness of the monitoring and evaluation system in the implementation of the lower secondary curriculum in Busaana sub county, and the specific objectives of this study are to identify of the dimensions of the M&E system used in the assessment of the performance of secondary schools, to find out the teachers' attitude towards the effectiveness of the M&E system in improving teaching and learning in the new lower secondary curriculum, and lastly to evaluate the attitude of teachers toward the effectiveness of the M&E system in improving students' academic performance in the new lower secondary curriculum. Additionally, this chapter presents a myriad of practical recommendations targeting the enhancement of the monitoring and evaluation system's effectiveness. Lastly, this chapter presents suggestions for further research to strengthen the awareness of monitoring and evaluation in educational contexts.

6.1. Summary of key findings

Here, this part provides a summary of the key findings that are discussed in Chapter 5, arranged by the objectives of the study.

6.1.1. Dimensions of the M&E system used in the assessment of the performance of secondary schools

Under this objective, the study focused on dimensions of capacity, participation of actors outside government, information utility, indicators, data collection, and methods. Under the indicators, data collection, and methods, the study reported a myriad of monitoring and evaluation dimensions that are used in the assessment of the performance of schools in Busaana subcounty. The indicators crossed the academic boundaries and captured different aspects like the conduct of teachers, the state of school administration, and even the environment of the schools. Methodology of data collection comprised inspections, both internal and external,

essential tools like schemes of work, lesson plans, observation checklists, computers, the education management information system, project forms, lists of attendance, debates, and then checking of notes. The holistic nature of these indicators synchronizes with the contemporary quality assurance structures that value comprehensive evaluations (UNESCO, 2017a). On the contrary, much as these methods were comprehensive, the study found notable challenges like rare inspections, especially from external actors, coupled with geographical bias.

From the capacity dimension, Busaana sub-county's monitoring and evaluation system was found to be notably limited. The major issues that were found included shortages of labour with big student-teacher ratios, coupled with few technical staff at the subcounty, which makes the practice of monitoring and evaluation in schools difficult, aligning with research that found that big classes of students and bad teacher-student ratios affect student-centered learning and conduct assessments effectively (John & Aaca, 2023).

The private schools in Busaana subcounty were faced with a challenge of inconsistency in evaluation and monitoring, which is required by the new curriculum, simply because they rely a lot on part-time teachers as they can barely afford full-time staff, and also the bad timing of professional development trainings. Additionally, there was another challenge of untimely delivery of essential materials and resources coupled with the little knowledge of using them to conduct educational monitoring and evaluation practices, which is consistent with studies that highlight this as a common challenge in developing contexts (Agawin & Alferes, 2024b).

From the findings of the study, there were various actors from outside the government. These included parents, students themselves, plus the community; however, the engagement of the community was low, specifically associated with common visits on only a few visitation days and infrequent board meetings, which suggested little input from them. The study further showed the dominance of internal actors, who are the school monitoring staff, especially the directors of studies, subject teachers, and headteachers, which caused apprehensions of possible bias due to internal dominance over external support. This little input from

external actors resonates with studies such as Epstein (2002b), which discusses the challenges of fostering community and parental input in educational monitoring and evaluation practices. From a positive perspective, the study also cited non-governmental associations like the Uganda Technical Drawing Teachers Association, SESEMAT, and private individuals like university lecturers, NGO's like Opportunity International, together with which add to the government efforts, especially in remote areas.

Under the information utility dimension, the study found that there's a notable imbalance in the use of monitoring and evaluation information. The feedback from internal actors like the directors of studies was perceived as reliable, quick, and practical, fostering the responsiveness of pedagogical practices. In contrast, feedback from external actors was perceived to be rare, slow, and unclear, as they rarely visited the schools for evaluation.

Similarly, the participants also cited that there are low levels of follow-up from the higher offices, like the district and directorate of education standards, over the monitoring and evaluation issues reported, which affects the action to provide feedback. This challenge of feedback resonates with studies such as Boadi et al. (2024), which stresses that it is vital to have consistent and timely feedback from educational supervisors to enhance pedagogical approaches.

6.1.2. Attitudes of teachers towards the effectiveness of the M&E system in improving teaching and learning.

The teacher participants showed a two-faced perception towards the effectiveness of the monitoring and evaluation system in influencing teaching and learning. From the positive perception, a notable number of teachers shared that monitoring and evaluation, specifically through feedback from supervisors and also self-evaluation, contributed to the increase in the responsiveness to learners' needs in their teaching approaches, in the end fostering accountability and adherence to predetermined standards of the new lower secondary curriculum. From the study, the participants saw the monitoring and evaluation system as a mechanism of professional development, making it possible for the teachers to enhance their teaching approaches from students' and supervisors' feedback, and this resonates with

studies that support the fact that monitoring and evaluation is a learning tool (Song, 2004).

On the contrary note, a significant number of teachers showed perceptions and attitudes that were negative concerning the heavy workload of the continuous assessments, coupled with the large numbers of students, which caused ineffectiveness in evaluations. Loss of student data because paper-related recording keeping was the other limitation cited by the teachers. They also reported the limitation in essential monitoring and evaluation resources, insufficient training, the rarity of external inspections due to the inspectors' geographical bias, and the low financial remuneration after the many monitoring and evaluation tasks, which reduced their dedication and motivation.

6.1.3. Attitudes of teachers towards the effectiveness of the M&E system in improving the academic performance of learners.

Generally, the teacher participants had a positive attitude towards the effectiveness of the monitoring and evaluation system in enhancing the academic performance of the learners, and this was directly linked to the two factors. One was the early identification of gaps and weaknesses in learning, which was mainly done through continuous assessment and student evaluations, and this enabled quick feedback and arrangement of remedial classes to close those gaps. This, coupled with the systematic gathering and management of monitoring and evaluation data through the education management information system, was perceived as a direct enabler for tailoring teaching approaches according to the learners' needs, which resonates with Schildkamp's (2019b) study, which attaches value to interventions that are data-driven.

The teacher participants also perceived the monitoring and evaluation system's continuous assessments as a source of motivation. The participants saw that the monitoring and evaluation of student continuous assessments, which are innate features of the new curriculum, to a greater extent, motivate their students. This was seen through the increase in effort by students, active engagement in classes, and also consistency in school attendance, which offers a good foundation for academic improvement. The presence of comparison between each other's

performances also causes the students to work hard. The possibility of viewing progress and comparison of results with peers is a major source of motivation, which resonates with Kindermann's (2015) study that discusses how peers influence motivation academically.

6.2. Conclusions

Grounded on the comprehensive and detailed analysis of findings, the following conclusions are drawn. The participants, in Busaana subcounty, specifically the teachers and key informants, holistically understand the purpose and aim of the monitoring and evaluation system in education. They do understand the purpose of the system in tracking performance and progress, accountability, identification of weaknesses, and the system's overall purpose of ensuring quality of education, which goes beyond the academic aspects to capture the comprehensive school systems.

6.2.1. Dimensions of the M&E system used in the assessment of the performance of secondary schools

One factor that significantly contributes to the quality of the monitoring and evaluation system is the thorough monitoring that is done mostly by the internal staff members of schools. Additionally, this also builds ownership within the school context and ensures that feedback is always timely. The monitoring and evaluation is, however, weakened and undermined by the less technical input of some non-governmental actors, that is, parents, students, and the community, and also generally their limited active engagement in the monitoring and evaluation process, which shows that there is a created gap hindering access to richer and varied insights.

Furthermore, the use of monitoring and evaluation information is greatly affected by a feedback gap, which is identified by the inconsistent and unclear feedback from the external inspectors, coupled with the absence of follow-up from the higher policy and decision-making offices. This weakens the potential of the system to bring about positive change and improvements in the educational setting.

6.2.2. Attitudes of teachers on the effectiveness of the M&E system's influence on teaching and learning.

Different from the old curriculum, M&E in this new curriculum makes it easy for teachers to use feedback, especially from student assessments, to accommodate all students' needs. Learners will generally benefit more from the teaching practices because they have individual benefits, as they are tailored to students' needs. On the contrary, the many challenges in monitoring and evaluation implementation also minimize the system's effectiveness in influencing teaching and learning by widening the gap between the intended benefits and the actual impact.

Schools struggle with a few teachers who struggle with a lot of tasks, especially rural schools with little financial stability and limited external financial support. This puts a big strain on the teacher's body. This affects the processes of monitoring and evaluation through delay or incomplete production of M&E results. Remote schools, due to a lack of frequent oversight, lag behind in information on policy, practice, and compliance, as the inspections are rare.

6.2.3. Teachers' attitudes towards the effectiveness of the M&E system's influence on the academic performance of learners.

The internal monitoring and evaluation practices contribute most to the academic performance of learners, as the system is more active internally through internal feedback flow and utility. Additionally, the student-centeredness of the monitoring and evaluation system, specifically in student evaluation, greatly impacts academic improvement because it offers unique academic support to the learners. Lastly, it is paramount to bring student assessments to the knowledge of the learners, about when and how they will be done, as this offers motivation among students to work towards performing well in those assessments and evaluations.

6.3. Recommendations.

Based on this study's conclusions, a number of recommendations have been made here in order to ensure more effectiveness of the monitoring and evaluation system

in the new lower secondary curriculum, not only in Busaana subcounty but also in other contexts with similar characteristics.

6.3.1. Higher-level administrative office recommendations (sub-county, district, directorate of education standard/ ministry of education and sports).

Pay extra attention to the human resource gaps. The line offices should put up a thorough plan to enroll and deploy other teachers to reduce the student-teacher ratios in schools, as this would reduce the heavy workload that is on the teachers regarding the continuous monitoring and evaluation requirements. Similar studies, such as Ingersoll & Strong (2011) which call for sufficient staff recruitment. In addition, the Ministry of Education should plan and then come up with incentives to aid the many private schools that are not able to fully maintain full-time staff, in retaining qualified staff, with the help of subsidies, and also much more decentralized professional training.

Improve the availability of monitoring and evaluation resources through sufficient and timely delivery of essential monitoring and evaluation resources like standardized checklists for observation and evaluation of students, project forms, among others, to all schools, putting a key focus on schools in remote and distant places.

Strengthen staff development professionally, through allocation of more funding and actually conducting standard and constant training for teachers, specifically focusing on monitoring and evaluation in the new lower secondary curriculum. These trainings should be tailored to address theoretical learning about monitoring and evaluation, and then contain the practical aspect of its application, including the methods and tools. Giving logistical support to teachers during these trainings should also be considered, especially during the holiday times when the teachers are financially low, to ensure that teachers participate maximally in these professional development trainings. Additionally, certification of monitoring and evaluation facilitators should be done by the ministry to see to it that professional development for teachers is reliable, valid, and consistent.

Increase the weight of external oversight work by increasing the number of visits to schools and the robustness of external inspections. This should be emphasized at all levels, that is, at the subcounty level, district level, and national level by the subcounty, district, and directorate of education standards officials, ensuring that conducted inspections go beyond the offices of administrators to thorough classroom observations, and engaging all relevant stakeholders, including students. This should also cover the remote and distant schools.

The ministry should also lay down clear channels through which feedback can get to schools on time and consistently, with action plans and follow-up plans put in place. Additionally, channels to ensure that feedback reached the high-level offices should be created, for example, coming up with meetings at all levels to create an interface where findings are discussed from the ground level to fill the detachment gap.

A second look should be given to the remuneration levels of the teachers for the monitoring and evaluation workload on them. With the monitoring and evaluation requirements being integral to the new curriculum and directly in the hands of the teachers, the financial motivation should be reviewed to make sure that the remuneration matches the workload. Similarly, the ministry should invest in the immediate causes of the illegal practices, like unofficial end-of-term exams given to students, by making sure that financial assistance given to schools is done transparently and consistently, in order to protect the integrity of the monitoring and evaluation system.

6.3.2. Recommendations at the school level (boards, administrators of schools).

Fine-tune internal monitoring and evaluation practice by first maintaining, and then boosting the constant supervision by directors of studies and headteachers to make sure that there is quick feedback, which will foster ownership and general educational improvement, and quality monitoring and evaluation findings. safeguards against loss of student data should be put in place through dependable data management mechanisms that are both physical and digital to ensure the safety of information, coupled with training on data management.

Intentionally engage all relevant stakeholders through mainstreaming involvement of parents and the community. This enhancement of parental and community management should be optimized through providing clear information to the stakeholders and also giving training to the community members and parents on how to participate in educational monitoring and evaluation. Schools should also engage in meaningful partnerships with more individuals, associations, and NGO's to gain access to more opportunities for professional development, resources, among other things.

Additionally, schools need to well-being of the teachers and promote their capacity through coming up with strategies that assist in managing workload for teachers, like assistance in the entry of data, conducting regular workload audits to ensure a balance of work among teachers. Additionally, schools should invest in more internal training to promote the acquisition of certain skills related to monitoring and evaluation, and improve teacher proficiency with monitoring and evaluation tools and methodology

Teachers should make it their ambition to engage in all important professional development trainings, especially those regarding the new curriculum requirements of monitoring and evaluation, to have their skills built and sharpened. In addition to that, teachers should leverage self-development and self-improvement opportunities to better their monitoring and evaluation performance. This should be based on feedback from monitoring and evaluation to reflect on their professional improvement.

Teachers should continuously advocate for the essential resources that they need, inform administrators about the training gaps they have, and any challenges they might be having related to monitoring and evaluation, in order to be linked to the needed and appropriate support.

Lastly, teachers should not only look at monitoring and evaluations, specifically continuous assessment practices, as just periodic tools, but should use continuous assessments even in their daily teaching approaches to find where learners could be struggling, inform teaching tailored to learners' needs, and also to boost their motivation

6.4. Suggestions for further research.

For the enhancement of the findings of this study, a number of areas have been stipulated for further research, and are shared below.

Explore gender-specific experiences in monitoring and evaluation. Carry out more qualitative research to delve into the gender specific attitudes, experiences, and perceptions of the female teachers in the journey of implementing the education monitoring and evaluation system with the purpose of making sure that they are fully represented.

Conduct a comparative study to break down monitoring and evaluation effectiveness in public/ government schools against those in privately owned schools, specifically looking at the differences in impact of the different actors, like allocation of resources, structuring of administration, among others, on the monitoring and evaluation results.

Researchers could investigate the effectiveness of the different mechanisms and means of professional development of teachers. With different means of teacher development like workshop training, internal training meetings, coaching, among others, researchers could dig into a clear evaluation of the effectiveness of those mechanisms in contributing to the desired capacity development of teachers in monitoring and evaluation in educational settings.

Further research could also be done on the identification of the different barriers to the flow monitoring and evaluation of information. Researchers could thoroughly investigate the exact barriers which could be logistical or financial, bureaucratic, political, or capacity-related, which potentially could be blocking the movement of monitoring and evaluation results, and feedback between the schools and the higher-level structures where decisions are made.

Look into the impact that financial rewards have by specifically looking into the different financial incentive mechanisms and the impact that they have on the teachers' engagement, motivation, and dedication towards monitoring and evaluation practices in the new lower secondary curriculum.

Researchers could also take a detailed look at the integration of different technology systems, like digital collection and analysis of M&E data, artificial intelligence, among others, in monitoring and evaluation through the exploration of how practical they are, and also evaluating the impact of embedding them in educational monitoring and evaluation systems.

Lastly, further research could be done by investigating the detailed perspectives of parents and students to gather their unique experiences with the monitoring and evaluation system.

6.5. Contribution to the existing body of knowledge.

The study found that internal actors in schools, especially the directors of studies, are very instrumental in managing, monitoring, and evaluating practices in schools because they are close to the school environment and offer quick M&E feedback.

The study also contributed to the existing body of knowledge the fact that some external actors in educational monitoring and evaluation systems, like parents, don't have technical knowledge on M&E and require exposure and training in order to make valuable contributions.

REFERENCES:

- Acevedo, G. L., Rivera, K., Lima, L., & Hwang, H. (2010a). *Fifth Conference of the Latin America and the Caribbean Monitoring and Evaluation (M&E) Network Challenges in Monitoring and Evaluation: An Opportunity to Institutionalize M&E Systems*.
www.worldbank.org
- Acevedo, G. L., Rivera, K., Lima, L., & Hwang, H. (2010b). *Fifth Conference of the Latin America and the Caribbean Monitoring and Evaluation (M&E) Network Challenges in Monitoring and Evaluation: An Opportunity to Institutionalize M&E Systems*.
www.worldbank.org
- Adom, D., & Ankrah, K. (2016). *CONSTRUCTIVISM PHILOSOPHICAL PARADIGM: IMPLICATION FOR RESEARCH, TEACHING AND LEARNING*.
<https://www.researchgate.net/publication/309413398>
- Agawin, M. B., & Alferez, R. C. (2024a). *TEACHERS CHALLENGES IN THE CONDUCT OF ASSESSMENT AND THEIR TEACHING PERFORMANCE PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL Teachers Challenges in the Conduct of Assessment and their Teaching Performance*. <https://doi.org/10.5281/zenodo.13931549>
- Agawin, M. B., & Alferez, R. C. (2024b). *TEACHERS CHALLENGES IN THE CONDUCT OF ASSESSMENT AND THEIR TEACHING PERFORMANCE PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL Teachers Challenges in the Conduct of Assessment and their Teaching Performance*. <https://doi.org/10.5281/zenodo.13931549>
- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179-211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
- Alade, O. M. (2007). Teacher Attitude to Inspectors and Inspection: Quality Control. In *International Journal of Educational Research* (Vol. 3, Issue 2).

- Andrade, H., & Valtcheva, A. (2009). Promoting learning and achievement through self-assessment. *Theory into Practice*, 48(1), 12-19.
<https://doi.org/10.1080/00405840802577544>
- Aniah, Solomon Agwanyang, Stephen Olenye, Odok Lilian Oyak, & Adie, Joy Ashibebongye, (2022). Teachers' attitudes to work on learners' study readiness in primary schools in odukpani local government area of cross river state, nigeria. *Global Journal of Educational Research*, 21(2), 99-104. <https://doi.org/10.4314/gjedr.v21i2.2>
- Asfaw, Z., Alemneh, D., & Jimma, W. (2023). Data-Driven Decision-Making and Its Impacts on Education Quality in Developing Countries: A Systematic Review. *2023 International Conference on Information and Communication Technology for Development for Africa, ICT4DA 2023*, 198-203. <https://doi.org/10.1109/ICT4DA59526.2023.10302228>
- Balamurugan M. (2024). *RESEARCH DATA COLLECTION SOURCES/ RESEARCH TOOLS/ RESEARCH TECHNIQUES Primary and Secondary Data Collection Sources*.
<https://doi.org/10.13140/RG.2.2.11748.14721>
- Basheka, B. C. (2015). *The state of Monitoring and Evaluation (M&E) as a discipline in Africa From infancy to adulthood?* (Vol. 8, Issue 3).
- Bizer, G. Y., Barden, J. C., & Petty, R. E. (2006). Attitudes. In *Encyclopedia of Cognitive Science*. Wiley. <https://doi.org/10.1002/0470018860.s00483>
- Black, P., & Wiliam, D. (1998a). Assessment and classroom learning. *International Journal of Phytoremediation*, 21(1), 7-74. <https://doi.org/10.1080/0969595980050102>
- Black, P., & Wiliam, D. (1998b). *Kappan Classic Inside the Black Box: Raising Standards Through Classroom Assessment*.
- Black, P., & Wiliam, D. (2006). *Inside the Black Box: Raising Standards Through Classroom Assessment*. <http://www.pdkintl.org/kappan/kbla9810.htm>

- Boadi, A., Amoah, E., Ameyaw, E. S., & Atteh, E. (2024). The Effect of Supervisors Feedback in Extended Teaching on Pre-Service Mathematics Teachers Practice. *Archives of Current Research International*, 24(3), 1-13. <https://doi.org/10.9734/acri/2024/v24i3638>
- Bodla, M. A., & Danish, R. Q. (2008). The Gender Differences in the Relationship between Perceptions of Organizational Politics and Work Performance. *The International Journal of Knowledge, Culture, and Change Management: Annual Review*, 8(6), 9-18. <https://doi.org/10.18848/1447-9524/cgp/v08i06/50599>
- Bosnjak, M., Ajzen, I., & Schmidt, P. (2020). The theory of planned behavior: Selected recent advances and applications. In *Europe's Journal of Psychology* (Vol. 16, Issue 3, pp. 352-356). PsychOpen. <https://doi.org/10.5964/ejop.v16i3.3107>
- Braun, V., & Clarke, V. (2006). *Using thematic analysis in psychology*.
- Brown, M., McNamara, G., O'Hara, J., & O'Brien, S. (2016). Exploring the changing face of school inspections. *Egitim Arastirmalari - Eurasian Journal of Educational Research*, 2016(66), 1-26. <https://doi.org/10.14689/ejer.2016.66.1>
- Budovska, V., Delgado, A. T., & Øgaard, T. (2020). *Pro-environmental behaviour of hotel guests*. 20(1), 105-116. <https://doi.org/10.2307/26990866>
- Cabral-Gouveia, C., Menezes, I., & Neves, T. (2023). Educational strategies to reduce the achievement gap: a systematic review. In *Frontiers in Education* (Vol. 8). Frontiers Media S.A. <https://doi.org/10.3389/feduc.2023.1155741>
- Cardno, C. (2018). Policy Document Analysis: A Practical Educational Leadership Tool and a Qualitative Research Method. *Kuram ve Uygulamada Eğitim Yönetimi*, 24(4), 623-640. <https://doi.org/10.2018/Revision>
- Carter, S. (2020). *CASE STUDY METHOD AND RESEARCH DESIGN: FLEXIBILITY OR AMBIGUITY FOR THE NOVICE RESEARCHER?*

- Center for Economic Transformation, A. (2024). *Implementing Uganda's revised lower secondary curriculum: the experiences of teachers and learners in review POLICY PAPER-UGANDA YES Perspectives: A Series on Youth Employment and Skills Policies.*
- Chapman, C., & Sammons, P. (2013). *School self-evaluation for school improvement: what works and why? School self-evaluation for school improvement: what works and why? School self-evaluation for school improvement: what works and why?*
- Cook-Sather, A. (2006). *Sound, Presence, and Power: "Student Voice" in Educational Research and Reform.* https://repository.brynmawr.edu/edu_pubs
- Crawford, M., De Préneuf, F., World Bank, /, & Mccourtie, S. D. (2011). Labor Competency Certifications in Commercial Occupations: A Literature Review Cover Photo Credits (from left to right): Eric Miller/ World Bank. In *World Bank Education Working Paper Series* (Issue 17). www.worldbank.org/educationeservice@worldbank.org
- Cutbush, S., Gibbs, D., Krieger, K., Clinton-sherrod, M., Miller, S., Cutbush, S., Gibbs, D., Krieger, K., & Clinton-sherrod, M. (2017). *Implementers' Perspectives on Fidelity of Implementation: "Teach Every Single Part" or "Be Right With the Curriculum"?* 18(2), 275-282. <https://doi.org/10.1177/1524839916672815>
- Dalail, R., Fook, C. Y., & Sidhu, G. K. (2018). Teachers'™ Workload Capacity in the Implementation of Standard-based Assessment System in Malaysian Primary Schools. *International Journal of Academic Research in Business and Social Sciences*, 7(14). <https://doi.org/10.6007/ijarbss/v7-i14/3654>
- Darling-Hammond, L., Adamson In collaboration with Jamal Abedi, F., Kahl, S., Lane, S., Montague, W., Olson, J., Owens, M., Pecheone, R., Picus, L. O., Roeber, E., Stecher, B., Toch, T., & Topol, B. (2010). *Beyond Basic Skills: The Role of Performance Assessment in Achieving 21st Century Standards of Learning.* <http://edpolicy.stanford.edu>

- De Grauwe, A. (2007). Transforming School Supervision into a Tool for Quality Improvement. *Education*, 53(5), 709-714. <https://doi.org/10.1007/sl>
- Driessen, G., Smit, F., & Slegers, P. (2005). Parental involvement and educational achievement. *British Educational Research Journal*, 31(4), 509-532. <https://doi.org/10.1080/01411920500148713>
- Ehren, M. C. M., & Shackleton, N. (2016). Risk-based school inspections: impact of targeted inspection approaches on Dutch secondary schools. *Educational Assessment, Evaluation and Accountability*, 28(4), 299-321. <https://doi.org/10.1007/s11092-016-9242-0>
- Epstein, J. Levy. (2002a). *School, family, and community partnerships : your handbook for action*. Corwin Press.
- Epstein, J. Levy. (2002b). *School, family, and community partnerships : your handbook for action*. Corwin Press.
- Fahle, E. M., Shear, B. R., & Shores, K. A. (2019). *Assessment for Monitoring of Education*. 683(May), 58-74. <https://doi.org/10.1177/0002716219841014>
- Framework, C. (n.d.). *iculu m Curr*.
- Fredua-Kwarteng, E. (2016). Democratization and participation: National education policy-making in Africa. In *The International Education Journal: Comparative Perspectives* (Vol. 15, Issue 4). <http://openjournals.library.usyd.edu.au/inex.php/IEJ/index>
- Gershenson, S. (2016). Linking teacher quality, student attendance, and student achievement. *Education Finance and Policy*, 11(2), 125-149. https://doi.org/10.1162/EDFP_a_00180
- Giacon, M. N. (2024). *PNE (National Education System) 2014-2024 Goal 20 : the challenges for its monitoring and evaluation*. January, 2014-2024. <https://doi.org/10.13140/RG.2.2.22953.98404>
- Grace K. Baguma. (2019). *Curriculum Framework*.

- Halsey, F., & Vegas, R. E. (2009). *No More Cutting Class? Reducing Teacher Absence and Providing Incentives for Performance.*
- Hassan, L. M., Shiu, E., & Shaw, D. (2016). Who Says There is an Intention-Behaviour Gap? Assessing the Empirical Evidence of an Intention-Behaviour Gap in Ethical Consumption. *Source: Journal of Business Ethics, 136(2), 219-236.* <https://doi.org/10.1007/s>
- Hidayah, N. N., & Pulungan, D. (2023). *Implications of Monitoring and Evaluation for Improving School Quality.* 2(1), 7-13. <https://doi.org/10.30596/jcositte.v1i1.xxxx>
- Holvoet, N., & Inberg, L. (2012). *Sector Monitoring and Evaluation Systems in the context of Changing Aid Modalities: The case of Uganda's Education Sector.*
- Holvoet, N., & Inberg, L. (2014). Diagnostic Review of the Monitoring and Evaluation System of Uganda's Education Sector: Selected Findings and Discussion. *Journal of Education and Training, 2(1), 134.* <https://doi.org/10.5296/jet.v2i1.6720>
- Hurst, S., Arulogun, O. S., Owolabi, M. O., Akinyemi, R., Uvere, E., Warth, S., & Ovbiagele, B. (2015). Pretesting qualitative data collection procedures to facilitate methodological adherence and team building in Nigeria. *International Journal of Qualitative Methods, 14(2015), 53-64.* <https://doi.org/10.1177/160940691501400106>
- Ifarajimi, M. A. (2023). THE ROLE OF CURRICULUM EVALUATION AND FEEDBACK IN IMPROVING TEACHING AND LEARNING QUALITY ... THE ROLE OF CURRICULUM EVALUATION AND FEEDBACK IN IMPROVING TEACHING AND LEARNING QUALITY IN NIGERIA. In *Sapientia Foundation Journal of Education* (Vol. 5). Online.
- Inberg, N. H. and L. (2012). *Sector Monitoring and Evaluation Systems in the context of Changing Aid Modalities : The case of Uganda ' s Education Sector Nathalie Holvoet and Liesbeth Inberg Institute of Development Policy and Management. October.*
- Ingersoll, R. M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. In *Review of Educational Research*

(Vol. 81, Issue 2, pp. 201-233). SAGE Publications Inc.

<https://doi.org/10.3102/0034654311403323>

INTRAC. (2017). *Triangulation*.

Jabbarifar, T., & Elhambakhsh, El. (2012). The Importance Of Examining Teacher And Learners Attitudes And Understanding Learning Needs In The Twenty First Century. *Journal of International Education Research (JIER)*, 8(2), 71-84.

<https://doi.org/10.19030/jier.v8i2.6827>

Jacob, W. J., Mosman, S. S., Hite, S. J., Morisky, D. E., & Nsubuga, Y. K. (2007). Evaluating HIV/AIDS education programmes in Ugandan secondary schools. *Development in Practice*, 17(1), 114-123. <https://doi.org/10.1080/09614520601092691>

James OJO, O. (2018). *Teachers' Professional Attitudes and Students' Academic Performance in Secondary Schools in Ilorin Metropolis of Kwara State*. <http://nau.edu/COE/eJournal/>

John, O., & Aaca, F. (2023). *TEACHER-STUDENT RATIO AND JOB PERFORMANCE OF TEACHERS IN GOVERNMENT UNIVERSAL SECONDARY EDUCATION SCHOOLS IN BUKEDEA TOWN COUNCIL BUKEDEA DISTRICT, UGANDA A THESIS SUBMITTED TO THE COLLEGE OF EDUCATION, OPEN, DISTANCE AND E-LEARNING IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF MASTER OF EDUCATION IN EDUCATION ADMINISTRATION AND MANAGEMENT OF KAMPALA*.

John W. Creswell, & J. David Creswell. (2018). *Research Design*.

Jurand, J. C. W. and R. D. (2011). *EQUIP2 State-of-the-Art Knowledge In Education Decentralization : A Guide to Education Project Design Based on a Comprehensive Literature and Project Review*. April. <https://doi.org/10.13140/RG.2.2.29044.19845>

Kanwal, A., Rafiq, S., & Afzal, A. (2023). IMPACT OF WORKLOAD ON TEACHERS' EFFICIENCY AND THEIR STUDENTS' ACADEMIC ACHIEVEMENT AT THE UNIVERSITY LEVEL. *Gomal University Journal of Research*, 39(02), 131-146. <https://doi.org/10.51380/gujr-39-02-02>

- Kathleen. (n.d.). *School Improvement Research Series Monitoring Student Learning in the Classroom*.
- Kindermann, T. (2015). *Peer Group Influences on Students' Academic Motivation*.
<https://www.researchgate.net/publication/277247733>
- Kivunja, C., & Kuyini, A. B. (2017). Understanding and Applying Research Paradigms in Educational Contexts. *International Journal of Higher Education*, 6(5), 26.
<https://doi.org/10.5430/ijhe.v6n5p26>
- Kokeyo, C. A., & Oluoch, J. (2015). *Journal of Education and Practice* www.iiste.org ISSN (Vol. 6, Issue 21). Online. www.iiste.org
- Kyaruzi, F., Strijbos, J. W., Ufer, S., & Brown, G. T. L. (2019). Students' formative assessment perceptions, feedback use and mathematics performance in secondary schools in Tanzania. *Assessment in Education: Principles, Policy and Practice*, 26(3), 278-302.
<https://doi.org/10.1080/0969594X.2019.1593103>
- Lin, A. (2025a). Comparative analysis of public and private secondary school education systems in the United States. *Journal of Education and Educational Policy Studies*, 3(2), 84-87.
<https://doi.org/10.54254/3049-7248/2025.23519>
- Lin, A. (2025b). Comparative analysis of public and private secondary school education systems in the United States. *Journal of Education and Educational Policy Studies*, 3(2), 84-87.
<https://doi.org/10.54254/3049-7248/2025.23519>
- Lisa A. Cadere-Smith. (2020). *Teacher professional development challenges faced by rural superintendents*.
- Lucas, P., Fleming, J., & Bhosale, J. (2018). *The utility of case study as a methodology for work-integrated learning research*.

- Martínez-Ruiz, M. A., & Hernández-Amorós, M. J. (2023). Missed Opportunities Due to Gender Bias: A Qualitative Analysis of Microdiscrimination against Female University Students in Spain. *Societies*, 13(4). <https://doi.org/10.3390/soc13040087>
- Mashuri, S., Sarib, M., Rasak, A., & Alhabsyi, F. (2022). *Semi-structured Interview: A Methodological Reflection on the Development of a Qualitative Research Instrument in Educational Studies Ruslin*. 12(1), 22-29. <https://doi.org/10.9790/7388-1201052229>
- Mavromatidis, I. (2016). *Characteristics of teachers with positive attitudes towards school self-evaluation in Greece A comparison between primary and secondary school teachers*.
- McMillan, J. H., & Hearn, J. (2008). *Student Self-Assessment: The Key to Stronger Student Motivation and Higher Achievement*.
- Mescal, J. V. (2022). *The Experience and Effect of External Evaluation on Teachers' Practice*.
- Michael Fullan. (2007a). *Advance Praise for The New Meaning of Educational Change, Fourth Edition!*
- Michael Fullan. (2007b). *The New Meaning of Educational Change*.
- michael fullan. (2011). *Advance Praise for The New Meaning of Educational Change, Fourth Edition!*
- Ministry of Education and Sports. (n.d.). *MINISTRY OF EDUCATION AND SPORTS How we inspect*.
- Ministry of Education and Sports. (2012). *How we inspect*.
- Moses, N., & Jacob, K. (2024). Assessing the Effectiveness of Teacher Training Programs on Educational Quality: A Case Study of Kyambogo University's In-Service Teacher Training. Background of the Study. In *Metropolitan Journal Of Social And Educational Research* (Vol. 3).

- Muhammad Akram, Farrukh Munir, & Ahmad Bilal. (2021). Effect of Teacher Performance Evaluation on School Effectiveness. *Sjesr*, 4(1), 431-439. [https://doi.org/10.36902/sjesr-vol4-iss1-2021\(431-439\)](https://doi.org/10.36902/sjesr-vol4-iss1-2021(431-439))
- Mutabaruka, F., Kazooba, C. T., & Kemeza, I. (2018). The Influence of School Inspection to Quality Teaching/Learning of Children in Primary Schools. *Advances in Social Sciences Research Journal*. <https://doi.org/10.14738/assrj.56.4391>
- Mwende Muthoka, J., & Mange Mbirithi, D. (2025). TEACHERS' PREPAREDNESS AND ITS EFFECT ON THE IMPLEMENTATION OF COMPETENCY-BASED CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN TAITA TAVETA COUNTY, KENYA. *International Academic Journal of Social Sciences and Education (IAJSSE)*, 2(4), 69-76. https://iajournals.org/articles/iajsse_v2_i4_69_76.pdf
- Namfukwe, I. (2016). *THE IMPACT OF MONITORING AND EVALUATION ON THE PERFORMANCE OF UPPER PRIMARY SCHOOL TEACHERS IN MBALA DISTRICT OF THE NORTHERN PROVINCE IN ZAMBIA*.
- NCDC. (2020). *THE LOWER SECONDARY CURRICULUM CONTENTS*. www.ncdc.go.ug.
- Ndungu, B. W., Allan, G., & Emily, B. J. (2015a). *Journal of Education and Practice* www.iiste.org ISSN (Vol. 6, Issue 9). Online. www.iiste.org
- Ndungu, B. W., Allan, G., & Emily, B. J. (2015b). *Journal of Education and Practice* www.iiste.org ISSN (Vol. 6, Issue 9). Online. www.iiste.org
- OECD. (2013). *Synergies for Better Learning*. OECD. <https://doi.org/10.1787/9789264190658-en>
- Oktarina, N., Rusdarti, R., Yulianto, A., & Wahyuni, K. (2023). The role of quality assurance in improving the quality of education. *Contemporary Educational Researches Journal*, 13(4), 264-275. <https://doi.org/10.18844/cerj.v14i4.9119>

- Otyola, R. W., Bukenya, J., Nalwadda, P., Wamani, G. B., Bantebya, S., Otyola, R. W., Bukenya, J., Nalwadda, P., Kamaga, E., Wamani, B., Bantebya, S., & Jonathan, M. (n.d.). *Qualitative Review of Monitoring and Evaluation Practices in Higher Institutions in Uganda*. *Qualitative Review of Monitoring and Evaluation Practices in Higher Institutions in Uganda*.
- Owuonda, O. O., Odera, F., & Odhiambo, R. (2020). Teachers Attitude towards Teacher Performance Appraisal policy to Public Secondary School s' Academic Achievement in Homa Bay County, Kenya. *International Journal of Education and Research*, 8(8).
www.ijern.com
- Ozan, C., & Kıncal, R. Y. (2018). The effects of formative assessment on academic achievement, attitudes toward the lesson, and self-regulation skills. *Kuram ve Uygulamada Egitim Bilimleri*, 18(1), 85-118. <https://doi.org/10.12738/estp.2018.1.0216>
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful Sampling for Qualitative Data Collection and Analysis in Mixed Method Implementation Research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533-544. <https://doi.org/10.1007/s10488-013-0528-y>
- Peter H. Rossi, M. W. L. H. E. F. (2004). *Evaluation A systematic approach*.
- Peter, S., Karst, K., & Bonefeld, M. (2024). Objective assessment criteria reduce the influence of judgmental bias on grading. *Frontiers in Education*, 9.
<https://doi.org/10.3389/educ.2024.1386016>
- Pholpirul, P., Rukumnuaykit, P., & Teimrad, S. (2023). Teacher shortages and educational outcomes in developing countries: Empirical evidence from PISA-Thailand. *Cogent Education*, 10(2). <https://doi.org/10.1080/2331186X.2023.2243126>
- Preskill, H., & Torres, R. T. (1999). Building capacity for organizational learning through evaluative inquiry. *Evaluation*, 5(1), 42-60. <https://doi.org/10.1177/13563899922208814>

Queen Shiyanda, L. C. (2022). CHALLENGES OF HYBRID RECORD MANAGEMENT THROUGH THE LIFE-CYCLE OF RECORD KEEPING: A CASE OF PRIMARY SCHOOLS IN LIVINGSTONE DISTRICT, SOUTHERN PROVINCE. *GSJ*, 10(8).

www.globalscientificjournal.comwww.globalscientificjournal.com

Race, R. L., & Race, R. L. (2023). *IMPROVING THE M & E SYSTEM OF SCHOOLS USING THE R.I.S.E. MODEL*. <https://www.researchgate.net/publication/374509994>

Ramírez, R., & Brodhead, D. (2013). *Utilization Focused Evaluation A primer for evaluators*.

Rebecca Herman, Angela A. Hung, Jeremy Burke, K. G., & Carman, Noreen Clancy, J. H. K. and K. W. (2020). Development of a K-12 Financial Education Curriculum Assessment Rubric. *Jurnal Ilmu Pendidikan*, 7(2), 809-820.

Review, I., Zeitschrift, I., & Internationale, R. (2014). *Reconceptualised life skills in secondary education in the African context : Lessons learnt from reforms in Ghana Author (s) : Kwame Akyeampong Source : International Review of Education / Internationale Zeitschrift für Erziehungswissenschaft / Revue Int. 60(2)*. <https://doi.org/10.1007/sl>

Riggs, D. W., & Treharne, G. J. (2015). *Ensuring Quality in Qualitative Research Ensuring Quality in Qualitative Research Introduction:What does quality mean in qualitative research?* https://doi.org/10.1007/978-1-137-29105-9_5

R M Mthethwa, N. N. J. (2016). *Challenges in implementing monitoring and evaluation (M&E)*.

Samuel, A. W. (2015). *SUBJECT ASSOCIATIONS AND CURRICULUM IMPLEMENTATION: MILLENNIUM.APPROACH Educational Agencies in Curriculum Development and Implementations. 1. Network of Educational Innovation for*. <https://www.researchgate.net/publication/322364618>

Saunders, B., Sim, J., Kingstone, T., Baker, S., Waterfield, J., Bartlam, B., Burroughs, H., & Jinks, C. (2018). Saturation in qualitative research: exploring its conceptualization and

operationalization. *Quality and Quantity*, 52(4), 1893-1907.

<https://doi.org/10.1007/s11135-017-0574-8>

Sax Institute. (2018). *Key informant interviews What it is*.

<https://preventioncentre.org.au/our-work/research-projects/learning-from-local->

Schildkamp, K. (2019a). Data-based decision-making for school improvement: Research insights and gaps. *Educational Research*, 61(3), 257-273.

<https://doi.org/10.1080/00131881.2019.1625716>

Schildkamp, K. (2019b). Data-based decision-making for school improvement: Research insights and gaps. *Educational Research*, 61(3), 257-273.

<https://doi.org/10.1080/00131881.2019.1625716>

Scholarworks, S., & Okine, S. A. (2021). *Non-governmental Organisations' Impact on Educational Policy in Non-governmental Organisations' Impact on Educational Policy in Rural Ghana Rural Ghana*. <https://scholarworks.waldenu.edu/dissertations>

Simister, N. (2019). *PROJECT M & E SYSTEMS*.

Society, I. E. (1985). *Processes of Secondary Curriculum Innovation in Kenya* Author (s): Kevin M . Lillis Source : *Comparative Education Review* , Feb . , 1985 , Vol . 29 , No . 1 (Feb . , 1985) , pp . 80-96 Published by : The University of Chicago Press on behalf of the Compar. 29(1), 80-96.

Song, Y. (2004). *Development of Learning-Oriented Evaluation for HRD Programs*.

SPERA (Society for the Provision of Education for Rural Australia). (2015). *Understanding the impact of remoteness on stUdent Learning*. <https://doi.org/10.1111/j.1440>

Spooren, P., Brockx, B., & Mortelmans, D. (2013). On the Validity of Student Evaluation of Teaching: The State of the Art. In *Review of Educational Research* (Vol. 83, Issue 4, pp. 598-642). SAGE Publications Inc. <https://doi.org/10.3102/0034654313496870>

Stiles, W. B. (1993). QUALITY CONTROL IN QUALITATIVE RESEARCH. In *Clinical Psycho&y Rmiew* (Vol. 13).

Teachers Institute. (2023). *Teachers Institute Key Dimensions of School Quality: Indicators for Excellence* <https://teachers.institute/school-education/key-dimensions-school-quality-indicators>. <https://teachers.institute/school-education/key-dimensions-school-quality-indicators/>

UNESCO. (2017a). *Accountability in education : meeting our commitments*. The United Nations Educational, Scientific and Cultural Organization.

UNESCO. (2017b). *Principles of Good Practice in Learning Assessment*.

Upali M. Sedere, H. M. T. K. (2008). *Evaluation of the Education Quality Improvement Through Pedagogy (EQUIP) Project in Shinyanga, Tanzania Full Report Oxfam GB Programme Evaluation*.

Vaughn, M., & Parsons, S. A. (2013). Adaptive Teachers as Innovators: Instructional Adaptations Opening Spaces for Enhanced Literacy Learning. *Language Arts*, 91(2), 81-93. <https://doi.org/10.58680/la201324283>

Vernez, G., Culbertson, S., Constant, L., & Karam, R. (2016). *Monitoring Quality and Encouraging Growth of Private Schools in the KRI*. <https://doi.org/10.7249/j.ctt1b67wq3.12>

Villanueva, A. A., Disu, S. S., & Villanueva, K. F. P. A. (2021). Assessing the School Heads Leadership in the Towns of Nueva Ecija, Philippines: Inter-Relationship of Supervisory Skills, Interpersonal Skills and Leadership Skills. *OALib*, 08(11), 1-15. <https://doi.org/10.4236/oalib.1108088>

Vincent, K., Phiri, M., Kanyamuna, V., & Kotzé, D. A. (2019). Monitoring and Evaluation Systems: The Missing Strand in the African Transformational Development Agenda. *World*

Journal of Social Sciences and Humanities, 5(3), 160-175. <https://doi.org/10.12691/wjssh-5-3-6>

Volante, L., & Beckett, D. (2011). *Formative assessment and the contemporary classroom: Synergies and tensions between research and practice*. 34(2), 239-255.
<https://doi.org/10.2307/canajeducrevucan.34.2.239>

Wagner, D. A., Day, B., James, T., Kozma, R. B., Miller, J., & Unwin, T. (2005). *Monitoring and Evaluation of ICT in Education Projects A Handbook for Developing Countries Pre-publication draft for circulation at the World Summit on the Information Societ (Tunis, November 2005) Monitoring and Evaluation of ICT in Education Projects: A Handbook for Developing Countries*. www.infodev.org

Yusup Ali, E., Afna Juanda, N., & Pengutipan, S. (2025). The Effect of Lesson Plans on Teaching Quality and Learning Outcomes. *Jurnal Pemberdayaan Masyarakat*, 4(1), 25-33.
<https://doi.org/10.46843/jmp.v4i1.354>

Appendices:

Appendix 1: Key informant interview guide

KEY INFORMANT INTERVIEW GUIDE.

(For headteachers and inspectors of schools)

A. Supporting information:

1. What is your current position in the secondary school education sector?
2. What part and role do you play in the new lower secondary curriculum implementation?
3. For how long have you served in this role?
4. Share your experience with the education sector's monitoring and evaluation?

B. Dimensions of the M&E system currently used in the assessment of secondary school performance in Uganda.

5. Explain how M&E systems are organized to facilitate the new lower secondary curriculum implementation.
6. What are those major activities and components of the M&E practices in the implementation of the new lower secondary curriculum Busaana Sub-County?
7. Who are those major parties or actors that are part of these practices of M&E, and what roles do they play?

C. Teachers' attitude towards the effectiveness of the M&E system on the quality of learning outcomes and enhancing teaching practices in the new lower secondary curriculum

8. Describe the teaching methods that are used by the teachers.

9. Are there any positive outcomes you have seen that come out of using M&E to assist curriculum implementation?

10. What is the perception of teachers to the feedback they get from the process of M&E?

11. In your opinion, is the feedback given to teachers from the M&E practices practical? Why or why not?

12. How do you make sure that teachers are very involved in the M&E process?

D. Attitude of teachers towards the effectiveness of the M&E system in improving students' academic performance.

14. What teaching methods are used by teachers to enable improvement in students' academic performance?

15. Share your opinion on how effective the existing M&E systems are in assisting students improve their academic performance.

16. Do you think the M&E system has big impact on the academic performance of students? Share why or why not?

17. Do you think that the M&E system goes far in identifying the strengths and weaknesses of students? Share why or why not.

18. Are there any specific changes you have noted in the performance of students that are as a result of the M&E system?

E. Challenges and Recommendations:

19. Are there any challenges you experience during the implementation of M&E activities?

20. What key aspect has need for support to enhance the M&E system for implementation of the curriculum?

21. What changes would you suggest to make the M&E system very effective?

In-depth Interview Guide

(For teachers)

A. Supporting information:

1. What subjects and classes do you teach that are covered by the new lower secondary curriculum?
2. For how long have you been teaching?
3. Has any orientation and training been given on the implementation of the new lower secondary curriculum?

B. Dimensions of the M&E system currently used in the assessment of secondary school performance in Uganda.

4. How can you describe the monitoring and evaluation system in your school? (probe for M&E practices/dimensions)
5. Who is mainly in charge of monitoring and evaluation in your school?
6. What methods and tools are used while conducting monitoring and evaluation activities in your school?

C. Teachers' attitude towards the effectiveness of the M&E system on the quality of learning outcomes and enhancing teaching practices in the new lower secondary curriculum

7. In a term, how many times do you interact with personnel that carry out monitoring and evaluation activities?

8. Have you been taken through training on the new curriculum? How often?
9. What are those thoughts you have about the existing monitoring and evaluation system in your school?
10. What teaching methods do you employ in the new lower secondary curriculum?
11. Does the monitoring and evaluation system support you in improving your teaching approaches? How?
12. How frequently do you get feedback from the monitoring an evaluation activity conducted?
13. What are your thoughts on how useful and applicable to feedback is to your teaching approaches?
14. Has there been a time when feedback was shared but was hard to put into practice? What was the specific issue about the situation?

D. Attitude of teachers towards the effectiveness of the M&E system in improving students' academic performance.

15. Does the monitoring and evaluation system support students to improve their academic performance? How?
16. Do you think the M&E system is effective in keeping track of the students' progress over time? How?
17. Are there parts where the M&E system has failed to improve students' academic performance? Explain.

E. General information

18. Does the monitoring and evaluation system help in the general effective implementation of the new curriculum? How?

19. What are those specific parts of the monitoring and evaluation system that you find very beneficial or less beneficial?
20. Are you well motivated to participate in the M&E activities in your school? How?
21. How do you feel about your participation as a teacher in the activities of the M&E system?

F. Challenges and strategies:

22. What challenges do you experience during the implementation of the new curriculum?
23. Does the monitoring and evaluation system address these challenges? If so, how?
24. How would the monitoring and evaluation system support you better to effectively implement the new curriculum?

G. Recommendations:

25. Are there suggestions you would make to improve the monitoring and evaluation system to be more effective?
26. Do you have any more information that you could share regarding your interaction with the monitoring and evaluation system and how it affects your work?

Appendix 3: Code book

Codes

Name	Description	Files	References
Attendance		0	0
Student attendance		1	1
Teachers' attendance		1	1
Challenges		31	133
Duration of M&E	Refers to when M&E is done and how often	9	11
Frequency of feedback		21	21
Influence on Teaching	This captures the M&E system's influence on teaching approaches	1	1
M&E actors	Parties that conduct monitoring and evaluation	0	0
External actors		28	59
Internal actors		31	74
M&E methods	The specific techniques used to conduct monitoring and evaluation	6	6
Lesson or class observations		6	7
Observation	method of M&E	12	18
M&E practices	Techniques used to carry out monitoring and evaluation	9	17
Inspections		1	1
External inspections		14	25
Internal inspections		7	11

Name	Description	Files	References
Learner assessors		5	8
Student Assessment		25	57
M&E tools		10	15
Attendance Lists		3	3
Attendance registers		5	5
Computers		2	2
Schemes of Work		12	14
RECOMMENDATIONS		28	78
Significance of M&E system		14	16
On academic performance		30	51
On teaching methods		27	59
TEACHER MOTIVATION		26	26
Teacher participation		6	6
Teaching methods	techniques used in instruction	27	51
Group discussions		21	30
Research		14	14
THOUGHTS ABOUT M&E SYSTEM		7	7

Appendix 4: Consent form qualitative research study



UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa

CONSENT FORM FOR QUALITATIVE RESEARCH STUDY.

Research topic: Attitudes of Teachers on the Effectiveness of the M&E System in Implementation of the New Lower Secondary Curriculum; A Case of Busaana Sub-County.

Researcher: Baraka Peter

Institution: Uganda Christian University, Mukono.

1. Introduction:

You are kindly invited to take part in a research study conducted by Baraka Peter from Uganda Christian University Mukono. The research study's primary purpose is to understand the experiences and attitudes of teachers in Busaana subcounty in relation to the effectiveness of the M&E system in the implementation of the new lower secondary curriculum. This is an academic research study as a partial fulfillment of the requirements for the award of master of Arts in Development Monitoring and Evaluation at Uganda Christian University.

2. Voluntary participation:

Your participation in this study is entirely voluntary. It is your full right to either participate or not to participate. And, even when you participate in the research study, you can withdraw at any point if you feel uncomfortable with the questions and you won't face any consequences. The choice of participation or non-participation will not in any way affect the relationship between you and any

institution involved in this study or with the researcher. If you choose to withdraw from the study, all information collected from you will be destroyed.

3. PROCEDURES INVOLVED IN THE STUDY

- For this research, the invitation will be to take part in an interview that will last approximately 30 minutes.
- During the interview, the questions that will be asked will seek to understand your experiences with the M&E system, your opinion on effectiveness, challenges you have encountered and possible remedies to the challenges.
- The interviews will be conducted at the schools which are the work sites for the teachers and headteachers, and at the location of comfort for the inspectors.
- The interviews will be audio-recorded with the participant's consent to aid the process of transcription. The audio files will be stored on the researcher's computer strictly and will be destroyed after the data analysis is done through deletion.

4. Potential benefits and possible risks:

- **Potential benefits:**
 - Your participation in this study will make contributions to understanding the M&E system better through its strengths and weaknesses.
 - After your participation, the results from this study may contribute to improvements in the M&E system which in turn would benefit education quality, learners and teachers.
- **Possible risks:**
 - Time constraints: you may feel uncomfortable by the time taken by the interview. Interviews will however be done on a convenient schedule of the participant and time for participants will be respected by starting and ending promptly.

- Perceived work-related risks: Participants may fear that honesty in their responses may be critical of the M&E system, and that it could affect their work relationships, but confidentiality and anonymity will be upheld.
- Participants also do not have to answer any question that they do not wish to answer,

5. Costs:

- **Time:** The participants will have to set aside some time to participate in the interviews which will take away some time for their other responsibilities.
- **Effort:** Participants will need to think and reflect on their experiences with the system and explain their opinions and feelings towards it. This takes effort to do.
- **Opportunity costs:** Participants may have to let go of their other activities such as teaching, breaks to participate in this study.

6. Confidentiality:

- Data collected from you during the interviews shall be kept confidential, including names, photos, identification information will not be used without written consent from you.
- The data collected will be secure in storage and will only be used and accessed by the research team.
- Codes will be used and assigned to participants instead of using real names
- Unique data such as a rare/specific job position that may reveal an individual will be generalized to avoid revealing.

7. Open access:

Once this study's findings are placed on an online repository when published to allow access by others, all data will be anonymized and will be unidentifiable, and generalized to avoid risks of identification of participants, and work-related repercussions. Once this data is published, it will no longer be possible to withdraw your data from the study.

8. Contact:

Should questions or issues arise regarding this study that require contact, you can contact the researcher at 0754484574 or pbaraka22@gmail.com.

9. Consent to participate:

By signing here, I acknowledge that I have read and understood the information in this form, had all my questions answered to my satisfaction and I voluntarily agree to take part of this research study.

Participant's signature:

Date:

Name of person administering interview:

Signature of person administering interview:

Date:

Appendix 5: Research Introductory Letter from the School of Social Sciences, Uganda Christian University.



**UGANDA CHRISTIAN
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

March 12th, 2025

TO WHOM IT MAY CONCERN

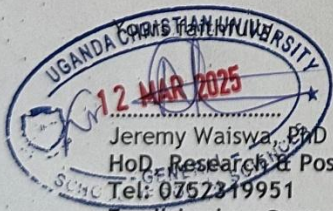
Dear Sir/Madam

Re: INTRODUCTORY LETTER FOR RESEARCH

This is to introduce to you **BARAKA Peter** Registration number **RM22M66/002**, a student of Uganda Christian University, pursuing Master's degree in Development Monitoring and Evaluations. He is expected to carry out research in the final year under the guidance of a university supervisor in partial fulfillment for the requirements of the above mentioned award.

Topic: "Attitudes of Teachers on the Effectiveness of the M&E System in Implementation of the New Lower Secondary Curriculum: A Case of Busaana Sub County."


The purpose of this communication is to request your office to allow him collect data from your organization. Any assistance rendered to him will be highly appreciated.




Jeremy Waiswa, PhD
HoD, Research & Postgraduate Studies
Tel: 0752219951
Email: jwaiswa@ucu.ac.ug

A Centre of Excellence in the Heart of Africa

Appendix 6: Research Ethics Committee (REC) clearance.

 **UGANDA CHRISTIAN UNIVERSITY**
A Centre of Excellence in the Heart of Africa
Office of the Vice Chancellor
Research Ethics Committee UG-026



10th March, 2025

PETER BARAKA
Uganda Christian University
+256 754484574
Email: pbaraka22@gmail.com


UG-REC-026 APPROVAL NOTICE

To: Peter Baraka, Principal Investigator

Re: UCU-REC Application titled: *Attitudes Of Teachers On The Effectiveness Of The M & E System In Implementation Of The New Lower Secondary Curriculum; A Case Of Busaana Sub-County.*

Application Number: UCUREC-2025-803

Version: 4.1
Type: INITIAL REVIEW
 Protocol Amendment
 Letter of Amendment (Loa)
 Continuing Review
 Material Transfer Agreement
 Other, Specify:



I am pleased to inform you that the UG-REC-026; UCUREC approved the above referenced application.
Approval of the research is for the period from 10th March, 2025, to 10th March, 2026
This research is considered minimal risk category.
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 additions 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. The REC application number assigned to the research should be cited in any correspondence.

1 of 2

Research and Ethics

P.O. Box 4, Mukono, Uganda, Plot 67-173, Bishop Tucker Road, Mukono Hill
Tel: +256 (0) 312 350 885 Fax: +256 (0) 4142 90 800 Email: rec@ucu.ac.ug Web: www.ucu.ac.ug
UCUREC is accredited by Uganda National Council for Science & Technology, FDA, and National Institutes for Health of the United States of America



UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa



Office of the Vice Chancellor
Research Ethics Committee UG-026

3. Reports of unanticipated problems involving risks to participants or other must be submitted to the REC. New information that becomes available which could change the risk: benefit ratio must be submitted promptly for REC review.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by subjects 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. Regulations require review of an approved study not less than once per 12-month period. **Therefore, a continuing review application must be submitted to the REC eight weeks prior to the above expiration date of 10th March, 2026 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, at which point new participants may not be enrolled and currently enrolled participants must be taken off the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. Your research details have been shared with the Executive secretary of Uganda National Council for Science and Technology (UNCST) and you are **not** required to get clearance since you are a Master's Degree research. Refer to UNCST Research registration and clearance Policy and guidelines (July 2016) in Uganda section 6(e).

The following is the list of all documents approved in this application by UG-REC _026:

	Document Title	Language	Version	Version Date
1.	Protocol	English	1.0	2025-02-11
2.	Informed Consent form	English	1.0	2025-02-11
3	Interview guides	English	1.0	2025-02-11
4	CV For investigator	English	1.0	2025-02-11

Signed and Stamped

Prof. Peter Waiswa.
UCUREC Chairperson,
pwaiswa@musph.ac.ug

