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A cross-sectional study to establish the relationship between monitoring and evaluation planning and the performance of Universal Primary Education program in Iganga municipality.

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ABSTRACT

Background

The study aimed to establish the relationship between monitoring and evaluation planning and the performance of the UPE program in Iganga municipality.

Methodology

The study used a cross-sectional survey design combining quantitative and qualitative approaches. The population comprised 118 respondents from seven UPE schools in Iganga, including MoES officials, DEO, DIS, headteachers, and teachers, selected through purposive and simple random sampling. Data were collected via questionnaires for teachers and semi-structured interviews for officials and headteachers. Instruments were validated (CVI = 0.738) and reliability tested (Cronbach's alpha 0.653–0.890). Quantitative data were analyzed using descriptive statistics, Spearman correlation, and regression; qualitative data underwent thematic content analysis. Ethical standards were observed throughout.

Results.

The study achieved a 96% response rate (107 respondents). Most were female (61%), held diplomas (59%), had over 10 years' experience (57%), and were aged 30–39 (64%). Only 51% agreed that specific M&E goals were set, while 48–77% reported that measurable, achievable, realistic, time-targeted, and clear goals were rarely set. Regarding budgeting, 49% agreed non-financial resources were timely allocated, while 28–52% indicated delays, misuse, or unclear allocation. UPE performance was low, with 50–60% reporting poor completion rates, quality, and stakeholder dissatisfaction. Regression showed a strong positive relationship between M&E planning and UPE performance (Multiple R = .807, Adjusted R^2 = .646), with goal setting (β = 0.08, p = .007) and budgeting (β = 0.47, p = .000) significantly influencing outcomes. Interviews highlighted inadequate funding, poor logistics, and weak planning as barriers to educational quality.

Conclusion

Effective M&E planning significantly enhances UPE program performance, while poor planning leads to weak outcomes.

Recommendation

The Ministry of Education and Sports should improve M&E planning by ensuring proper budgeting and setting clear, measurable, achievable, realistic, time-targeted, and well-defined goals.

Keywords: *monitoring and evaluation planning, Universal Primary Education program performance, Iganga municipality.*
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BACKGROUND OF THE STUDY

Since the early 1970s, the focus of M&E planning has been on providing professional information to program sponsors about the impact of M&E on program performance (Mwesigwa & Tumwine, 2023). Guba and Lincoln described the evolution of M&E from the measurement generation to generations of description, judgment, and finally a responsive constructivist M&E involving stakeholder engagement (Mwesigwa & Tumwine, 2023). In the early 1990s, organizations increasingly adopted a sector-wide approach (SWAP), leading to the establishment of M&E units in ministries (World Bank, 2024). However, government officers were not well prepared, which limited the quality of planning and collaboration in sectoral M&E programs (Sims & Lorenzi, 2002).

Planning is further guided by the management theory of constraints, which assumes that constraints within any system limit achievement of goals and should therefore be identified and addressed systematically (Olembo et al., 1992; Andrews et al., 1991). In this study, M&E resource allocation, M&E implementation, and M&E process form the planning elements that influence UPE performance (Olembo et al., 1992; Chisholm & Vally, 1996). Kaplan's

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Original Article

balanced score theory also supports planning performance objectives for UPE by emphasizing valid evaluation systems (Hattie, 2010).

Monitoring as part of planning involves selecting indicators for inputs, activities, outputs, outcomes, and impacts (Ballard et al., 2010; Wawira, 2012). Performance parameters include schedule, cost, quality, and stakeholder satisfaction (Too et al., 2012; Kasozi & Mugisha, 2022).

The introduction of the UPE Policy in 1997 was planned to improve education access, equity, and quality (UNICEF, 2006). Structures such as MoES, SMCs, RDCs, CAOs, DEOs, municipal inspectors, headteachers, and LC Secretaries were established to support UPE monitoring. However, persistent problems such as inadequate teachers, insufficient teaching materials, and inadequate infrastructure indicate planning gaps (IDEAS Report, 2024; McGlynn & Stalker, 1995). Thus, the study aimed to establish the relationship between monitoring and evaluation planning and the performance of the UPE program in Iganga municipality

METHODOLOGY

Research Design

The cross-sectional survey was used. In addition, both quantitative and qualitative methods were used in the study. This is because the quantitative approach allowed the researcher to solicit information that was quantified, while the qualitative approach allowed the researcher to solicit information that could not be quantified. Combining numerical and textual information helped the researcher enrich the interpretation of the findings of the study.

Study Population

The unit of analysis in this study was the seven UPE schools in Iganga municipality. The study population consisted of 118, these included 1 Ministry of Education and Sports (MoES) officer, 1 District Education Officer (DEO), 1 District Inspector of Schools (DIS), 7 headteachers, and 111 Teachers. Thus, the total population was 118 respondents.

Table 1: Determination of the Sample Size

Category	Population	Sample	Sample Technique
Ministry of Education and Sports (MoES) officer	1	1	Purposive sampling
District Education Officer (DEO)	1	1	Purposive sampling
District Inspector of schools (DIS)	1	1	Purposive sampling
Headteachers	7	4	Purposive sampling
Teachers	165	111	Simple random sampling
Total	175	118	

Source: Researchers construct using Human Resource Department Ministry of Health (2024) and guided by Krejcie and Morgan (1970) sampling method

Sampling Techniques

The simple random sampling technique was used to select the teachers. Simple random sampling was used to give an equal chance for Teachers to be selected, given that the number was large and not all Teachers were selected. Purposive sampling was used to select Headteachers, MoES officials, DEO, and DIS. The sampling method was used because these categories of respondents held responsibilities that one was expected to have more knowledge about the running of the UPE program, including issues concerning M&E and performance of the UPE program.

Data Collection Methods

Questionnaire

A questionnaire was used to save time. A questionnaire survey is a flexible research approach used to investigate a wide range of topics. A questionnaire survey can be cheaper than personal interviewing and quicker if the population sample is large.

Interview

Face-to-face interviews were used to collect data from MoES officials, DEO, DIS, and Headteachers because they enabled the researcher to establish rapport with this category of respondents and therefore gained their cooperation. Semi-structured interviews were designed to collect data for this study. Open-ended questions were used so that other valuable questions emerged from the dialogue between the interviewer and interviewee. Semi-structured interviews are the most widely used interviewing format for qualitative research. In this study, the probing interviewing tactic was used extensively to obtain a deeper explanation of the issue at hand from the respondents.

Data collection instruments

Questionnaires

The instrument was used to collect quantitative data focusing on M&E and performance of the UPE program from the head teachers. SAQs were used for this category of respondents to save on time because their number was too large to interview and because they could read and

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Original Article

write in English, thus filling in the questionnaires by themselves without any assistance.

Interview guide

The instrument was used to collect qualitative data on M&E and performance of the UPE program from MoES officials, DEO, Headteachers, and DIS (In a position to provide in-depth information through probing during the face-to-face interviews). The researcher presented questions to this category of respondents, and their views were written down by the researcher. Data obtained during the interview supplemented that obtained through the questionnaires.

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Validity and Reliability

Validity

For the instruments to yield relevant and correct data, they were given to two lecturers conversant with the study area to comment on the ambiguity, difficulty, and relevancy of questions to ensure construct, content, and face validity. A content validity ratio (CVR) was then computed. The formula provided below was used.

Content validity Index (CVI) = Relevant items by all judges as suitable / Total number of items judged.

Table 2: Validity of questionnaire

Raters	Relevant items	Not relevant items	Total
Rater 1	31	9	40
Rater 2	28	12	40
Total	59	21	80

$$CVI = \frac{59}{80} = .738$$

The CVI was above the recommended 0.6. Thus, the questionnaire was considered suitable for collecting data.

Reliability

In order to ensure the degree to which the questionnaire produced consistent results if used under the same conditions, it was be pilot tested on 20 respondents and the results subjected to Cronbach alpha. Cronbach's coefficient alpha was computed based on the equation below.

$$\alpha = \frac{k}{k-1}\left(1 - \frac{\sum SDi^2}{\sum SDt^2}\right)$$

Where α = coefficient alpha

$\sum SDi^2$ = sum variance of items

$\sum SDt^2$ = sum variance of scale

The findings are presented in table 3.

Table 3: Cronbach's coefficient

Variable	Alpha	No. of items
M&E planning	. 653	12
M&E implementation	. 803	10
M&E process	.747	10
Performance of UPE program	.890	3

The Cronbach reliability coefficients for the variables the questionnaire was above the recommended 0.6.

Data Analysis

Quantitative data analysis

Quantitative data analysis mainly consisted of descriptive statistics (frequencies and percentages) and inferential statistics (Spearman correlation and regression). The frequencies and percentages were used to determine the respondents' views on M&E and program performance. Spearman correlation and coefficient of determination were used to test the hypotheses. The correlation coefficient (*rho*) was used to assess the strength of the relationship between the variables because the questionnaire's scale (strongly disagree, disagree, not sure, agree, and strongly agree) was ordinal. The responses were arranged in order, whereby one cannot exactly determine how much one disagreed or agreed, and as such, adding or subtracting the responses, such as strongly disagree from disagree, does not make sense. It is recommended that with an ordinal scale, Spearman's order correlation is suitable for determining relationships because it does not involve means and standard deviations, which are meaningless with ordinal data. The sign of the correlation coefficient (+ or -) was used to determine the nature of the relationship. The significance of the correlation coefficient (p) was used to determine the confidence in the findings. The regression coefficient (R) determined the linear relationship between variables. This was then squared and adjusted to determine how much variance in the dependent variable was caused by the independent variables.

Qualitative data analysis

This involved content analysis, which was used to edit qualitative data and reorganize it into meaningful, shorter

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Original Article

sentences. In other words, a thematic approach was used to analyze qualitative data, where themes, categories, and patterns were identified. The recurrent themes, which emerged in relation to each guiding question from the interviews, were presented in the results, with selected direct quotations from participants presented as illustrations.

Ethical Considerations

There are several reasons why it is important to adhere to ethical norms in research. First, norms promote the aims of research, such as knowledge, truth, and avoidance of error. For example, prohibitions against fabricating, falsifying, or misrepresenting research data promote the truth and avoid error. Second, since research often involves extensive cooperation and coordination among people from different disciplines and institutions, ethical standards promote values essential to collaborative work, such as trust, accountability, mutual respect, and fairness. In this study, ethical considerations were important in safeguarding discipline and propelled the researcher to acquire rightful data before conducting the research. An introductory letter explaining who the research will be presented to the Iganga municipality authority for permission to conduct the study. The identities of people who participated in the study were obtained and kept strictly confidential. Protecting the dignity and rights of every individual who actively got involved in this research project was taken into consideration by not exposing any given information before anyone until the research work was done and ready for everyone to read. Privacy of the respondents was respected in the following ways.

Participants received full disclosure of the nature of the study, the risks, benefits, and alternatives, with an extended opportunity to ask pertinent questions regarding the research. The researcher treated all information provided by participants with maximum confidentiality. To ensure confidentiality, the subjects were informed upfront that the information they gave was solely to be used for academic purposes and data obtained on private matters was treated in confidence

RESULTS

Response Rate

The sample was 118 respondents.

Table 4 response rate

Category of respondents	Questionnaires distributed	Questionnaires returned	Response rate %
MoES officer	1	1	100
DEO	1	1	100
DSI	1	1	100
Headteachers	4	4	100
Teachers	111	100	90
Total	118	107	96

Source: Data from field

In this study, the response rates were above the recommended 67% response rate (Amin, 2005; Mugenda & Mugenda, 1999) which suggests a representative of what would have been obtained from the population.

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Respondents' gender

Respondents' Background Information

Respondents were asked about their gender, highest education, tenure in the school and age

Table 5: Distribution of respondents by gender

Gender	Frequency	Percent
Male	43	39
Female	64	61
Total	107	100.0

Source: Data from field

Findings show that more female respondents (63%) participated in the study compared to the proportion of male respondents. This is attributed to the fact that the proportion of females associated with Iganga Municipality UPE schools is higher compared to that of males. Thus, the implication of these findings is that information about M&E planning, M&E implementation,

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Original Article

M&E process, and performance of the UPE program using the sample was not gender biased.

Respondents' level of education

Education is one of the most important characteristics that might affect a person's attitudes and the way they look and understand any particular society. In a way, the response of an individual is likely to be determined by their educational status, and therefore, it becomes imperative to know the educational background of the respondents. See results in Table 6.

Table 6: Distribution of respondents by education

Highest qualification	Frequency	Percent
Postgraduate	1	1
Degree	12	11
Diploma	63	59
Grade three certificate	31	29
Total	107	100.0

Source: Data from field

Findings in Table 6 show that most respondents (59%) had a diploma in primary education, 29% had a grade three certificate, 11% were degree holders, and only 1% had a postgraduate diploma in education. Thus, these findings imply that most respondents were able to respond to the questions about M&E planning, M&E implementation, M&E process, and performance of the UPE program. Thus, information obtained from the respondents was considered reliable.

Respondents' years associated with UPE schools.

The duration that an individual spends in an organization leads to the development of shared understandings and experiences (Edgar & Geare, 2014). Results are presented below.

Table 7: Tenure of respondents with the UPE schools

Tenure	Frequency	Percent
Between 1-2 years	10	9
Between 3-5 years	16	15
Between 5-10 years	20	19
Above 10 years	61	57
Total	107	100.0

Source: Data from field

The results in table 7 indicate that most respondents (57%) had an experience of ten years and above in UPE schools, 19% of the respondents had an experience of 5-10 years in UPE schools, 15% of the respondents had experience of 3-5 years in UPE schools while only 9% of the respondents had experience between 1-2 years in UPE schools.

. These findings therefore imply that most respondents were familiar with M&E planning, M&E implementation, M&E process and performance of UPE schools.

Age of the respondents

Table 8: Distribution of respondents by age

Age bracket	frequency	percent
30-39 years of age	68	64
40-49 years of age	25	23
Above 49 years of age	14	13
Total	107	100.0

Source: Data from field

Findings show that most respondents (64%) who participated in the study were aged between 30 and 39 years, 23% were in the age bracket of 40-49 years, while 13% were aged 49 years and above.

M&E planning and Performance of the UPE program

Descriptive results about M&E planning

Headteachers who participated in the questionnaire survey were requested to respond to 12 items about M&E planning, which were accompanied by a five-point Likert scale from 1 = strongly disagree to 5 = strongly agree, as shown in Table 8. The results showing the extent of their disagreement or agreement with the items are summarized in the following table. Following the presentation of the results is the analysis and interpretation of findings.

Table 9: Findings about M&E planning

Items about M&E goal setting	**SD**	**D**	**NS**	**A**	**SA**	**Total**
1. Specific goals are usually set for M&E	9 (8%)	50 (46%)	7 (7%)	21 (20%)	20 (19%)	107 (100%)
2. Measurable goals are usually set for UPE M&E	26 (24%)	50 (46%)	5 (5%)	20 (16%)	10 (9%)	107 (100%)
3. Achievable goals are usually set for UPE M&E	25 (23%)	55 (51%)	1 (1%)	14 (13%)	12 (11%)	107 (100%)
4. Realistic goals are usually set for UPE M&E.	20 (19%)	34 (35%)	4 (6%)	18 (23%)	13 (12%)	107 (100%)
5. Time-targeted goals are usually set for UPE M&E.	20 (19%)	39 (36%)	8 (7%)	23 (21%)	17 (16%)	107 (100%)
6. Clear goals are usually set for UPE M&E.	10 (9%)	49 (47%)	9 (8%)	17 (16%)	22 (20%)	107 (100%)
Items about M&E budgeting	**SD**	**D**	**NS**	**A**	**SA**	**Total**
7. There are clear policies used to allocate resources for UPE M&E.	16 (15%)	45 (42%)	9 (8%)	16 (15%)	21 (20%)	107 (100%)
8. UPE M&E activities are adequately budgeted for.	30 (28%)	52 (49%)	11 (10%)	12 (11%)	2 (2%)	107 (100%)
9. Financial resources are not misuse during their allocation to UPE M&E activities.	20 (18%)	37 (35%)	5 (5%)	24 (22%)	21 (20%)	107 (100%)
10. Financial resources are timely allocate to UPE M&E activities.	14 (12%)	55 (51%)	9 (8%)	11 (10%)	18 (16%)	107 (100%)
11. Non-financial resources are not misuse during their allocation to UPE M&E activities.	28 (26%)	47 (44%)	12 (11%)	15 (14%)	5 (5%)	107 (100%)
12. Non-financial resources are timely allocate to UPE M&E activities.	18 (16%)	46 (44%)	4 (4%)	25 (23%)	14 (13%)	107 (100%)

According to Plonsky (2007), during analysis of data, it is recommended that every statistic in the table should not be repeated in the text, but only report salient statistics by first looking carefully at all those statistics in the table, then summarize them (describe) as well as make sense of them (analyze). Therefore, in this study, the analysis involved combining respondents who strongly disagreed and those who disagreed into one category, who responded negatively to the items, and in addition, combining respondents who strongly agreed and those who agreed into another category, who responded positively to the items. Thus, three categories of respondents were compared, which included respondents who responded negatively to the items, respondents who were not sure about the items, and respondents who responded positively to the items. Interpretation was then drawn from the comparisons of the three categories, as shown in the following paragraph.

M&E goal setting

More respondents responded positively to one item about M&E goal setting (that is, item 1) compared to those who responded positively and were not sure. The percentage that responded negatively was 44% while the percentage that was not sure was 5% and the percentage that responded positively was 51%. Thus, findings show that

most of the respondents were of the view that specific goals were usually set for UPE M&E. however, fewer respondents responded positively to five items about M&E goal setting The percentages that responded negatively ranged from 48% to 77% while those that were not sure ranged from 1% to 7% and responded positively ranged from 16% to 47% which suggests that respondents were of the view that measurable goals, achievable goals, realistic goals, time-targeted goals and clear goals were rarely set for UPE M&E.

M&E budgeting

Findings on M&E budgeting suggest that if no clear policies are used to allocate resources for UPE program M&E, financial resources were not timely allocated to UPE M&E activities, and non-financial resources are misused during their allocation to UPE M&E activities. However, few respondents responded negatively to one item about M&E budgeting (that is, item 121) compared to those who responded positively and were not sure. The percentage that responded negatively was 48% while the percentage that was not sure ranged was 3% and the percentage that responded positively was 49%. Thus, findings show that most of the respondents were of the view that Non-financial resources were timely allocated to UPE M&E activities.

Interview findings

Interview findings revealed that poor M&E planning is characterized by inadequate funds to run the activities of inspectors. This was revealed when DSI expressed that, *We can't run our motorcycles to and from schools; we lack stationery as well as other logistics during the exercise*. This was complemented by the DEO, who said, *The lack of adequate funds to buy stationery makes it difficult for meaningful reports to be prepared after inspection, yet inspection is supposed to be carried out regularly*.

Descriptive results about the performance of the UPE program

Respondents who participated in the questionnaire survey were requested to respond to three items about UPE program performance, which were accompanied by a five-point Likert scale from 1 = strongly disagree to 5 = strongly agree, as shown in Table 9. Following the presentation of the results is the analysis and interpretation of findings.

Table 10: Findings about performance of UPE program

Items about performance of UPE program.	SD	D	NS	A	SA	Total
1. The completion rates of UPE students has improved	18 (17%)	54 (51%)	9 (8%)	11 (10%)	15 (14%)	107 (100%)
2. The quality of education in UPE schools has improved	22 (21%)	50 (47%)	9 (8%)	17 (16%)	9 (8%)	107 (100%)
3. Stakeholders are satisfied with the UPE performance	21 (20%)	36 (33%)	6 (6%)	17 (16%)	27 (25%)	107 (100%)

Based on the findings, most respondents who responded negatively to all three items about the performance of the UPE program compared those who responded positively and were not sure. The percentages that responded negatively ranged from 50% to 60% while those that was not sure ranged from 3% to 8% and positively ranged from 32% to 47% which suggests that most of the respondents were of the view that the completion rates of UPE learners and quality of education in UPE schools did not improve and that stakeholders were dissatisfied with the UPE

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Original Article

performance. After analyzing each of the variables in objective one of this study using descriptive statistics, the next stage was to test the hypothesis using inferential statistics.

Table 11: Effect of dimensions of M&E planning on performance of UPE program

Regression Statistics	
Multiple R	.807
R Square	.651
Adjusted R Square	.646
Standard Error	1.296
Observations	154

ANOVA

	df	*SS*	*MS*	*F*	*Sig F*
Regression	2	472.8	236.4	140.7	.000
Residual	151	253.7	1.7		
Total	153	726.5			
	Coefficients	*Standard Error*	*Beta*	*t Stat*	*P-value*
Intercept	-.84	.60		-1.40	.165
M&E goal setting	.08	.03	.14	2.73	.007
M&E budgeting	.47	.03	.74	14.06	.000

Based on the Table, it is revealed that there is a very strong linear relationship (Multiple R = .807) between the combination of dimensions of M&E planning (M&E goal setting and M&E budgeting) and the performance of the UPE program. The adjusted R Square shows that the combined dimensions of M&E planning (M&E goal setting and M&E budgeting) account for 64.6% variance in the performance of the UPE program. The ANOVA test was used to determine if these findings can be accepted or rejected, and it shows that the significance (Sig F = .000) of the Fisher's ratio (F = 140.7) was less than the critical significance at .05. Hence, the findings were accepted.

The coefficients findings show that both M&E goal setting and M&E budgeting significantly had a significant effect on performance of the UPE program (because the significant p-values (p = .007 and p = .000) were less than the critical significance at .05). On the other hand, M&E budgeting was found to affect performance of the UPE program (t-value (t-value = 14.06) compared to that of M&E goal setting (t-value = 2.73). The sign of the coefficients shows how M&E goal setting and M&E budgeting affected the performance of the UPE program. The positive sign shows that better M&E goal setting contributes to better performance of the UPE program, while poor M&E goal setting contributes to poor performance of the UPE program. In addition, better M&E budgeting contributes to better performance of the UPE program, while poor M&E budgeting contributes to poor performance of the UPE program.

Interview findings revealed that M&E planning of the UPE program is one strategy for checking teaching and learning in schools and enhancing quality, equity, and raising standards. As was testified by one respondent, *through M&E, schools are forced to deliver improved educational quality (DSI)*. Another respondent added that, *through M&E planning, UPE programs are stimulated to become alert, which will lead to improvement in the quality of education (MoES officer)*.

DISCUSSION

The significant positive strong correlation (rho = .746) between M&E planning and performance of the UPE program established in this study aligns with findings from Mwesigwa and Tumwine (2023), who reported a significant positive correlation between M&E planning and primary education outcomes in Uganda. In addition, this study's findings concur with Ballard et al. (2010) and Sims and Lorenzi (2002), who emphasized that effective planning in monitoring and evaluation is critical to program success. Planning allows implementers to

address risks and allocate resources efficiently, maximizing the likelihood of achieving program objectives.

According to Olembo et al. (1992), inadequate planning contributes to program failure. Poorly designed M&E results in misguided interventions and suboptimal program performance. Planning in M&E is important because it establishes essential assumptions, predicted relationships between activities, and baseline measures necessary to achieve program goals (Andrews et al., 1991; Wawira, 2012). Failure to establish these essential elements can significantly hinder program performance.

The findings of this study also support research showing the positive effects of goal-setting on program performance. Terpstra and Rozell's (1994) view that goal-setting motivates implementers to focus on tasks and stakeholders aligns with this study. Goals communicate expectations, guide M&E implementers, and increase learning (UNICEF, 2006; Too et al., 2012). Without clear goals, program implementers may lack direction, which negatively affects outcomes such as completion rate, quality of education, and stakeholder satisfaction (Kasozi & Mugisha, 2022).

This study also found that M&E budgeting has a significant positive effect on UPE program performance. Brignall and Modell (2010) emphasized that resources, including money, staff, training, and equipment, are crucial for improving performance through M&E. Weak budgeting in M&E negatively impacts the overall effectiveness of any program. A well-prepared budget must account for staffing, capital expenses, operational costs, and M&E-specific tasks, including information management, transportation, and documentation (Ballard et al., 2010; IDEAS Report, 2024). Poor linkage between these steps can compromise the success of monitoring and evaluation activities (World Bank, 2024).

CONCLUSION

Findings of this study revealed that M&E planning plays an important role in the performance of the UPE program. For M&E planning to be taken seriously, senior management must show that they believe it can play an important strategic role. M&E planning helps an organization chart a course for the achievement of its goals. It involves envisioning the results the organization wants to achieve, and determining the steps necessary to arrive at the intended destination - success, whether that is measured in financial terms or goals. The positive relationship indicated that good M&E planning leads to better program performance while poor M&E planning leads to poor program performance. This shows that if M&E planning is poorly handled, program performance will be poor.

RECOMMENDATION

There is a need for the Ministry of Education and Sports to improve M&E planning in order to improve the performance of the UPE program. This can be achieved by first taking into consideration M&E budgeting if resources are scarce, and then M&E goal setting.

The Ministry of Education and Sports should set clear policies to allocate resources for UPE M&E, adequately budget for UPE M&E activities, ensure that financial and non-financial resources are properly used during their allocation to UPE M&E activities, and ensure that financial resources are timely allocated to UPE M&E activities. In addition, the Ministry of Education and Sports should set measurable, achievable, realistic, time-targeted, and clear goals for M&E of the UPE program

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LIST OF ABBREVIATIONS

CAO – Chief Administrative Officer
DEO – District Education Officer
LC – Local Council
M&E – Monitoring and Evaluation
MoES – Ministry of Education and Sports
PLE – Primary Leaving Examination
SMC – School Management Committee
SWAP – Sector-Wide Approach
TOC – Theory of Constraints
UPE – Universal Primary Education

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CONFLICT OF INTEREST
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AUTHOR CONTRIBUTIONS
Dr. Ssendagi Muhamad, Supervisor at Team University

DATA AVAILABILITY
Data is available upon request from the author

AUTHOR BIOGRAPHY
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Dr. Muhammed Sendagi is a lecturer at Team University

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