

A DESCRIPTIVE SURVEY ON THE EFFECT OF MONITORING AND EVALUATION PLANNING ON THE PERFORMANCE OF USE SCHOOLS IN KINYAMASEKE TOWN COUNCIL, KASESE DISTRICT.

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Abstract

Background

The study aimed at determining the effect of monitoring and evaluation planning on the performance of USE schools in Kinyamaseke Town Council, Kasese District

Methodology

A descriptive survey with both qualitative and quantitative methods were employed among all staff responsible for the implementation of the M&E in Kinyamaseke Town Council. Both simple random and purposive sampling were used to select the 79 staff. Simple random sampling was used to give an equal chance of teachers to be selected. Purposive sampling was used to select MoES official, DEO DSI, headteachers and their deputies. The key informants were selected purposively on the basis of having knowledge on the subject matter under investigation. The researcher administered questionnaires and interview guides to get the information.

Results

Study findings revealed that there is, “a very strong linear relationship (Multiple R = .807) between the combined of dimensions of M&E planning (M&E goal setting and M&E budgeting) and performance of USE schools”.

Conclusion

Findings of this study revealed that M&E planning plays an important role in the performance of USE schools. For M&E planning to be taken seriously, senior management must show that they believe it can play an important strategic role.

Recommendation

There is need for the Ministry of Education and Sports to improve M&E planning in order to improve performance of USE schools. This can be achieved by first taking into consideration of setting clear polies to budget and allocate resources for M&E and then M&E goal setting.

Keywords: *Monitoring and evaluation planning, Performance, USE schools*

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Background

Monitoring is an activity that involves continuous and systematic checking and observing of a program or a project. Evaluation on the other is judging, appraising, or determining the worth, value, and quality of a program. It involves comparing the present situation with the past to find out the extent to which the laid-down objectives have been achieved (Handbook for Inspection of Educational Institutions, 2000).

The introduction of the USE and USE Policy in 1997 was part of the education reform program of the Ugandan government. The objective of USE adoption was to increase education access, equity, and quality with the view to eradicate illiteracy (Byamugisha & Ogawa, 2010; Ministry of Education and Sports MoES, 2010). When

effective teaching is done it translates to effective learning in students and this is reflected in a good performance in examinations, thus, school improvement has been sought through the introduction of teacher standards and registration, competency framework works, and efforts to transform schools from industrial organizations to learning organizations (Fullan, 2001).

The framework for monitoring and evaluation of education in schools and appraisal and feedback of teachers are key concerns worldwide. Monitoring and evaluation can play a key role in school improvement and teacher development by Identifying strengths and weaknesses, making informed resource allocation decisions, and motivating actors to improve performance, and helping achieve policy objectives such as school

improvement, accountability, and school choice (OECD, 2005). In Uganda, the Ministry of Education and Sports has long emphasized monitoring and evaluation of teachers to enhance their performance. This strategy has been implemented at the District level by the Inspector of schools, the Education standard Agency, and Head Teachers.

Despite the strategy for emphasizing monitoring and evaluation of teachers to enhance their performance implemented at the District level by the Inspector of schools, there exist poor methods of evaluation where many teachers have been affected by the mode of evaluation tools which they term ambiguous and time-consuming. There is a gap in knowledge concerning how personal perception of the teacher monitoring and evaluation and the attitude teachers hold towards the evaluation process influence the outcome of learning and teaching. Hence the researcher sought to investigate the effect of monitoring and evaluation planning on the performance of USE schools in Kinyamaseke Town Council, Kasese District

Methodology
Research Design

The study adopted the descriptive survey research design. According to Mugenda and Mugenda (2003), a survey is an attempt to collect data from members of a population to determine the current status of that population

concerning one or more variables. Both qualitative and quantitative methods were used to analyze the data in this study. Quantitative data was analyzed using tables of frequencies whereas qualitative data was analyzed thematically. Quantitative analysis attempted to draw meaningful results from a large body of qualitative data. Survey research is therefore a self-report study that requires the collection of information from the sample. This design was also adopted because the study was concerned with describing, recording, analyzing, and reporting conditions that exist in the present Kothari (2003). This research design was also preferred because according to Koul (1986), the design is sufficient for collecting a large amount of information within a short time.

Population of the study
Study Population

The unit of analysis in this study was the USE schools in Kinyamaseke Town Council Kasese District. The “study population was composed of all staff responsible for the implementation of the M&E in Kinyamaseke Town Council”. These included 1 Ministry of Education and Sports (MoES) officer, 1 District Education Officer (DEO), 1 District Inspector of Schools (DSI) 4 head teachers and their deputies, and 68 teachers. Thus, the total population was 79 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 School Inspector (DSI)	1	1	Purposive sampling
Headteachers	4	3	Purposive sampling
Deputy headteachers	4	3	Purposive sampling
Teachers	68	57	Simple random sampling
Total	79	66	

The sample size was determined using Krejcie and Morgan (1970) sampling method

Sampling Procedures:

The researcher used both simple random and purposive sampling. A simple random sampling technique was used to select the teachers. As suggested by Kothari (2004), “simple random sampling was used to give an equal chance of teachers to be selected”. Purposive sampling was used to select MoES official, DEO, DSI, headteachers, and their deputies Based on Teddlie and Yu (2007), this sampling method was used because these categories of respondents held responsibility that “one had to expect to have more knowledge about the running of the USE including issues M&E and USE program performance”.

Research Instruments

These are tools used in the collection of data from the sample (Nsubuga, 2000). The instruments for data collection in this study were questionnaires and interviews. The researcher thus administered the questionnaires to the respective respondents and revisited the station for collection at an agreed date.

The interview guide had three sections, the introductory part, seeks to find out some background information about the teacher and create rapport between the researcher and the head of the department. The main section collected the needed information and lastly, the closing section ended by thanking the head of department for participating in the interview. These instruments were used because they are cheap, require minimum management, and are administered speedily.

Questionnaires

This is a tool of data collection that uses questions to gather information. It consists of a list of questions related to the topic of study being researched (K.L.B. Geography Book 1, 2007).

The questionnaire was divided into sections and comprised of open-ended questions and close-ended questions. Questions were geared to the answering of research objectives.

Interview schedule

Interview schedules are instruments that make it possible to obtain data required to meet the specific objectives of the study. This involved meeting face-to-face between the researcher and various respondents particularly the heads of departments.

Validity and Reliability of Research Instruments

Mugenda and Mugenda (1999) say “Validity is the accuracy and meaningfulness of inferences which are based on research results. It is the degree to which results obtained from the analysis of data represent the phenomenon under study. Validity has to do with how accurately the data obtained in the study represents the variables of the study.

The purpose of validity is to have accurate and meaningful data as it is obtained from the variables.” The questionnaires and interviews scheduled for the study were designed, developed, and subjected to thorough appraisal and discussion with the supervisor, other experts in research in the field of Curriculum, Instruction, and Educational Media, and colleagues.

A review was made before the questionnaires were administered. In addition, the instrument pretest was done before the actual study. The pretest was carried out by Kisinga Town Council. Where a value greater than 0.7 was obtained as illustrated below;

Test one as by the judges 1(17) +2(16) +3(15) +4(17) +5(17) = 83 /5 =16.6
 16.6/17=0.92

Test two as by the judges 1(16) +2(17) +3(17) +4(15) +5(14) =85 /5 = 17
 17/17=0.94

Therefore= (0.92+ 0.94) /2=1.86
 =0.93

N

Where Y = Total number of items in the questionnaire declared valid by both student and

Supervisor, N = Total number of items in the questionnaire, and in this case a figure 0.7 and above will be considered valid (Amin, 2005).

Reliability and piloting of research instrument

Reliability is a situation where a test consistently yields the same results when repeated measurements are taken of the same subjects under the same conditions (Nsubuga 2000). To establish the reliability of the questionnaires, pre-testing through the use of a test-retest technique will be done. The researcher gave the questionnaires to four teachers selected purposively eight students sampled randomly and schools were sampled purposively. The same exercise was repeated after two weeks in that the same respondents filled the same questionnaires and the researcher correlated the findings. The same procedure was carried out in the interview process.

Table 2 the reliability was obtained through the Pearson product Moment Correlation Coefficient formula as indicated.

Reliability Statistics	
Cronbach's Alpha	No of Items
.637	17

Methods of Data Collection

Questionnaire method

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Interview schedule

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researcher and various respondents particularly the heads of departments of languages.

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” (Abeyasekera, 2014). “Spearman correlation and coefficient of determination were used to test the hypotheses” (Beaumont, 2012). “The correlation coefficient (*rho*) was used to determine the strength of the relationship between the variables because the scale (that is strongly disagree, disagree, not sure, agree and strongly

agree) that accompanied the questionnaire was ordinal". "The responses are merely 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 rank 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 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" (Beaumont, 2012). "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 sentences" (Lacey & Luff, 2009). In other words, a "thematic approach was used to analyze qualitative data where themes, categories, and patterns were identified". "The recurrent themes, which emerged about each guiding question from the interviews, were presented in the results, with selected direct quotations from participants presented as illustrations

Measurement of variables

"Items for each variable were developed in the questionnaire accompanied with an ordinal measurement, which categorized and ranked the variables". Thus, a "Likert scale was used to collect opinion data on the study variables using the five scales: 5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree".

Ethical considerations

"There are several reasons why it is important to adhere to ethical norms in research". First, "norms promote the aims of the 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 a great deal of cooperation and coordination among many different people in different disciplines and institutions, ethical standards promote the values that are essential to collaborative work, such as trust, accountability, mutual respect, and fairness" (Amin, 2005). In this study, ethical considerations were important in safeguarding discipline and propel the researcher to acquire rightful data (Sekaran, 2003). Before conducting the research, an introduction letter explaining who the research was presented to the Wakiso District authority for permission to conduct the study. The identity of people who participated in the study was 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. The 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 give was solely used for academic purposes and data obtained on private matters is treated in confidence" (Amin, 2005).

Results

M&E Planning and Performance of USE Schools

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 the findings.

Table 3 Findings about M&E planning

Items about M&E goal setting	SD	D	NS	A	SA	Total
1. Specific goals are usually set for USE M&E	12 (8%)	56 (36%)	7 (5%)	49 (32%)	30 (19%)	154 (100%)
2. Measurable goals are usually set for USE M&E	36 (23%)	70 (46%)	5 (3%)	23 (15%)	20 (13%)	154 (100%)
3. Achievable goals are usually set for USE M&E	35 (23%)	66 (43%)	1 (1%)	30 (19%)	22 (14%)	154 (100%)
4. Realistic goals are usually set for USE M&E	37 (24%)	54 (35%)	9 (6%)	36 (23%)	18 (12%)	154 (100%)
5. Time-targeted goals are usually set for USE M&E	41 (27%)	78 (50%)	11 (7%)	21 (14%)	3 (2%)	154 (100%)
6. Clear goals are usually set for USE M&E	15 (10%)	59 (38%)	8 (5%)	32 (21%)	40 (26%)	154 (100%)
Items about M&E budgeting	SD	D	NS	A	SA	Total
7. There are clear policies used to allocate resources for USE M&E	18 (12%)	64 (41%)	9 (6%)	19 (12%)	44 (29%)	154 (100%)
8. USE M&E activities are adequately budgeted for	32 (21%)	60 (39%)	12 (8%)	37 (24%)	13 (8%)	154 (100%)
9. Financial resources are not misused during their allocation to USE M&E activities	21 (14%)	56 (36%)	5 (3%)	34 (22%)	38 (25%)	154 (100%)
10. Financial resources are timely allocated to USE M&E activities	18 (12%)	63 (40%)	9 (6%)	17 (11%)	47 (31%)	154 (100%)
11. Non-financial resources are not misused during their allocation to USE M&E activities	28 (18%)	57 (38%)	22 (14%)	33 (21%)	14 (9%)	154 (100%)
12. Non-financial resources are timely allocated to USE M&E activities	18 (12%)	56 (36%)	4 (3%)	45 (29%)	31 (20%)	154 (100%)

According to Plonsky (2007), during the 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 summarizing them (describe) as well as make sense of them (analyze). Therefore, in this study, the analysis involved combining headteachers who “strongly disagreed and those who disagreed into one category who”, “Who responded negatively to the items” and in addition, “combining headteachers who strongly agreed and those who agreed into another category who responded positively with the items”. Thus, three categories of headteachers were compared, which included “Headteachers who responded negatively to the items”, “Headteachers were not sure about the items” and “Headteachers 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 headteachers 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 were not sure was 5% and the percentage that

responded positively was 51%. Thus, findings show that most of the headteachers were of the view that specific goals were usually set for USE M&E. However, fewer headteachers 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 those responded positively ranged from 16% to 47%” which suggests that headteachers were of the view that measurable goals, achievable goals, realistic goals, time-targeted goals, and clear goals were rarely set for USE M&E.

M&E budgeting

Findings on M&E budgeting suggest no clear policies were used to allocate resources for USE M&E, USE M&E, financial resources were not timely allocated to USE M&E activities, and non-financial resources were misused during their allocation to USE M&E activities. However, fewer headteachers responded negatively to one item about M&E budgeting (that is item 12) 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 headteachers were of the

view that Non-financial resources were timely allocated to USE M&E activities.

Interview findings

Interview findings revealed that poor M&E planning where is characterized by inadequate funds to run the activities of inspectors. This was revealed when DSI expressed, “*We can’t run the motorcycles that will take us to and from schools; we lack stationery as well as other logistics during the exercise*”. This was complemented by DEO who had this to say, “*The lack of adequate funds to buy stationery makes it difficult for meaningful reports to*

be prepared after inspection, inspection is supposed to be carried out regularly”.

Descriptive results about the performance of USE schools

Headteachers who participated in the questionnaire survey were requested to respond to three items about the performance of USE schools which were accompanied with 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 the findings.

Table 4 Findings about the performance of USE schools

Items about the performance of USE schools	SD	D	NS	A	SA	Total
1. The completion rates of USE students have improved	18 (12%)	64 (41%)	9 (6%)	19 (12%)	44 (29%)	154 (100%)
2. The quality of education in USE schools has improved	32 (21%)	60 (39%)	12 (8%)	37 (24%)	13 (8%)	154 (100%)
3. Stakeholders are satisfied with the USE performance	21 (14%)	56 (36%)	5 (3%)	34 (22%)	38 (25%)	154 (100%)

Based on the findings, most head teachers who responded negatively to all three items about the performance of USE schools compared to those who responded positively and were not sure. The percentages that responded negatively “ranged from 50% to 60% while those that were not sure ranged from 3% to 8% and positively ranged from 32% to 47%” which suggests that most of the headteachers were of the view that the completion rates of USE students and quality of education in USE schools did not improve and that stakeholders were dissatisfied with the USE 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. The following sub-section 4.2.3 presents the findings.

Testing the first hypothesis

The first hypothesis stated, “*M&E planning has a significant effect on the performance of USE schools in Kasese District*”. “Spearman rank order correlation coefficient (*rho*) was used to determine the strength of the relationship between M&E planning and the performance of USE schools”. “The coefficient of determination (*rho*²) was used to determine the effect of M&E planning on the performance of USE schools”. “The significance of the coefficient (*p*) was used to test the hypothesis by comparing *p* to the critical significance level at (.05)”. “This procedure was applied in testing the other hypotheses and thus, a length explanation is not repeated in the subsequent section of hypothesis testing”.

Table 5 presents the test results.

	“M&E planning”
Performance of USE schools	<i>rho</i> = .746 <i>rho</i> ² = .557 “ <i>p</i> = .000” <i>n</i> = 154

Findings indicate a significant positive strong correlation (*rho* = .746) between the variables. Since the correlation only measures relationships between two variables, that is one independent variable and one dependent variable but does not determine the effect of the independent variable on the dependent. The “coefficient of determination (*rho*²) was computed”. “Thus, the coefficient of determination (*rho*² = .557) shows that M&E planning accounted for 55.7% variance in performance of USE schools”. A test of significance (*p*) was used to test the confidence in these findings and therefore determine if to accept or reject

hypothesis one as stated in this study. The test of significance (*p* = .000) in the table shows that it was less than the recommended critical significance at .05. Because of this, the hypothesis “*M&E planning has a significant effect on the performance of USE schools in Kasese District*” was accepted”. These findings imply that the strong correlation implied that a change in one variable resulted into a big change in performance of USE schools. The “regression analysis was further conducted to determine the effect of the dimensions of M&E planning

(M&E goal setting and M&E budgeting) on the performance of USE schools”. See the results below.

Table 6 Effect of dimensions of M&E planning on the performance of USE schools

<i>“Regression Statistics”</i>					
Multiple R			.807		
R Square			.651		
Adjusted R Square			.646		
Standard Error			1.296		
Observations			154		

ANOVA					
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Sig F</i>
Regression	2	472.8	236.4	140.7	.000
Residual	151	253.7	1.7		
Total	153	726.5			

	<i>Coefficients</i>	<i>Standard Error</i>	<i>Beta</i>	<i>t Stat</i>	<i>P-value</i>
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 “a very strong linear relationship (Multiple R = .807) between the combined dimensions of M&E planning (M&E goal setting and M&E budgeting) and performance of USE schools”. The adjusted R Square shows that the combined dimensions of M&E planning (M&E goal setting and M&E budgeting) account for a 64.6% variance in the performance of USE schools. 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 Fishers 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 the performance of USE schools (“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 the performance of USE schools (“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 USE schools. The positive sign shows that better M&E goal setting contributes to better performance of USE schools while poor M&E goal setting contributes to poor performance of USE schools. In addition, better M&E budgeting contributes to better performance of USE schools while poor M&E budgeting contributes to poor performance of USE schools. Findings in this study are closely similar to Olumuyiwa and Adelaja’s (2012) findings where there was also a significant positive strong correlation (rho = .745) between M&E planning and MNP project performance and a significant positive strong correlation (rho = .783) between M&E planning and

VUCCnet project performance. In addition, this study’s findings concur with Wang and Gibson (2008) and Dvir, Raz, and Shenhar (2003) who were of the view that planning is very important and the more it is applied in M&E, the more successful will be realized. Wang and Gibson investigated how planning was related to project success. They argued that planning helps implementers address risks and decide to commit resources to maximize the chance for a successful project. According to Thomas, Jacques, Adams, and Kihneman-Woote (2008), inadequate planning contributes to program failure. Thus, M&E conducted on the wrong path results in poor program performance.

Interview findings revealed that M&E planning of USE schools 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 USE schools are stimulated to become alert which will lead to improvement in the quality of education (MoES officer)*”.

Discussion

Study findings revealed that there is, “a very strong linear relationship (Multiple R = .807) between the combined dimensions of M&E planning (M&E goal setting and M&E budgeting) and performance of USE schools”. The adjusted R Square shows that the combined dimensions of M&E planning (M&E goal setting and M&E budgeting) account for a 64.6% variance in the performance of USE schools.

According to a study by Boden (2023), the adjusted R Square signifies the combined dimensions of M & E

planning, and in the current study, it has accounted for a 64.6% variance in the performance of USE schools in the Town Council of Kinyamaseke. This relation shows a significant variation in the performance of USE schools depending on the considered M&E aspects. As recorded in the current study, Boden (2023) in their study highlighted the necessity of M&E in shaping targeted specific performance outcomes of schools that always participate in various USE programs, and this aligns with the study findings.

Horton, D. (1999), highlighted the effectiveness of M&E planning in the creation of systemic approaches towards set goals, and efficient allocation of resources that comes with a continuous assessment to improve performance in schools. This comes with a broader significance relating to educational management, planning, and assessment literature, that aligns with the current study findings; with a positive correlation that suggests that a well-defined M&E planning in schools is likely to record positive outcomes in terms of performance. Therefore, study findings can statistically be inferred from different studies that analyze the different mechanisms of M&E planning to influence various dimensions of school performance.

Conclusion

“Findings of this study revealed that M&E planning plays an important role in the performance of USE schools”. “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 organizational performance while poor M&E planning leads to poor organizational performance”. “This shows that M&E planning is poorly handled in organizations, organizational performance will be poor”.

Recommendation

There is a need for the Ministry of Education and Sports to improve M&E planning to improve the performance of USE schools. 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 USE M&E, adequately budget for USE M&E activities, and financial and non-financial resources should be properly used during their allocation to USE M&E activities and financial resources should be timely allocated to USE M&E activities. In addition, the Ministry of Education and Sports should set measurable goals, achievable goals, realistic goals, time-targeted goals, and clear goals that were rarely set for USE M&E.

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List of Abbreviations

SPSS:	Statistical Package for Social Scientists
DEO:	District Education Officer
PTA:	Parents Teachers Association
US:	United States
NGO:	Non-Governmental Organization
DIS:	District Inspector of Schools
UNATU:	Uganda National Teachers' Union

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