

Monitoring And Evaluation on Quality Educational Outcome in Primary Schools in Masindi District, Mid-Western Uganda

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2021

The study sought to investigate the level of monitoring and evaluation required for quality educational outcome in Masindi district, Mid-Western Uganda since there is growing need for better monitoring and evaluation system in education, as the district falls below national average in both numeracy and literacy at primary school level and moreover, an academic investigation into the influence of monitoring and evaluation on quality educational outcome in primary schools in the district has been done . This has created knowledge gap from which academicians, governments and international community could benefit. It was based on three objectives mainly: to analyzed the level of materials required in to Monitoring and Evaluation so as to ensure quality educational outcome, to examine the level of financial outcome resources required into Monitoring and Evaluation so as to ensure quality educational outcome and determine the level technical expertise required into Monitoring and Evaluation so as to ensure quality education outcome. The study employed a cross-sectional design with quantitative method in the investigation. The researcher used random sampling to select 160 primary schools in Masindi district from which 160 headteachers were purposively selected. The researcher collected data by using questionnaire that measured the responses of 160 primary school headteachers. Data was analyzed using descriptive statistics, ANOVA, correlation statistics and linear regression using STATA15 software. Findings indicated that the level at which technical expertise into Monitoring and Evaluation performed better than both material and financial resource input in M&E. There was a statistical significant difference in level of resources between the “financial” construct and the “material” construct ($p=0.000$) and between the “Technical” construct and “Financial” construct ($p = 0.000$). Further, from the regression analysis, it was found the variation in the level of quality of Monitoring and Evaluation process directly influence educational outcome. Additionally, regarding the level of output frequency of Parents Teachers Associations meeting and school ownership were found directly influence educational outcome. Recommendations arising from the study points out that primary schools should increasing budget allocation to Monitoring and Evaluation components, so as to improve educational outcome. Besides, all school administrators should be formerly trained in Monitoring and Evaluation and refresher course on Monitoring and Evaluation run regularly on the same group. Necessary action should be taken to ensure systematic and genuine coordination between the Monitoring and Evaluation systems and the other stake holders, including Parents Teachers Association, Non-Governmental Organizations, community organizations and beneficiaries such that there is transparency and accountability established and continuity improved upon.