MONITORING AND EVALUATION PRACTICES IN EDUCATION SECTOR AND ACADEMIC PERFORMANCE IN PRIMARY SCHOOLS: THE CASE OF WORLD VISION LITERACY IMPROVEMENT PROJECT IN OMORO DISTRICT

BY

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MARCH, 2026

DECLARATION

I, Waako Daniel declare that this research dissertation titled *"Monitoring and Evaluation Practices in Education Sector and Academic Performance in Primary Schools: The Case of World Vision Literacy Improvement Project in Omoro District"* is my original work and that it has never been submitted to any institution for an academic award. Where works from other sources were used, due acknowledgement were made.

Signed:  Date: **23RD /JUNE/2026**

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APPROVAL

This serves to certify that this research dissertation titled *"Monitoring and Evaluation Practices in Education Sector and Academic Performance in Primary Schools: The Case of World Vision Literacy Improvement Project in Omoro District"* has been submitted for examination with our approval as supervisors.

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Mr. Canwat Vincent

DEDICATION

I dedicate this project to my dear family members for their emotional and moral support towards my study. More so, special dedication to my brother Waako Brian and my parents for their encouraging advice towards my endeavors.

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TABLE OF CONTENTS

DECLARATION i
APPROVAL ii
DEDICATION iii
ACKNOWLEDGEMENT iv
LIST OF TABLES ix
LIST OF FIGURES x
LIST OF ABBREVIATIONS AND ACRONYMS xi
ABSTRACT xii
CHAPTER ONE 1
INTRODUCTION 1
1.0 Introduction 1
1.1 Background to the study 1
1.2 Problem Statement 4
1.3 Purpose of study 5
1.4. Research objectives 5
1.5 Research Questions 5
1.6 Scope of Study 5
1.6.1 Time Scope 5
1.6.2 Content Scope 6
1.6.3 Geographical scope 6
1.7 Significance of Study 6
1.8 Conceptual framework 7
CHAPTER TWO 9
LITERATURE REVIEW 9
2.0 Introduction 9
2.1 Theoretical Review 9
2.1.1 Program Theory 9
2.1.2 Experiential Learning Theory 11
2.2 Monitoring and evaluation practices in education sector 12
2.2.1 Data Collection 13
2.2.2. Assessments 14
2.2.3. Field Visits 15
2.2.4. Review Meetings 16
2.3 The level of academic performance 17

2.3.1. Retention 17
2.3.2. Grades 18
2.3.3. Discipline 19
2.4 The influence M&E practices in education sector on academic performance 20
2.5 The moderating effect of school environment on the influence of M&E practices in education projects on academic performance 23
2.6 Summary of literature 24
CHAPTER THREE 26
METHODOLOGY 26
3.0 Introduction 26
3.1 Research Design 26
3.2 Study Population 26
3.3 Sample Size 27
3.4 Sampling Techniques 28
3.5 Data Collection Methods 29
3.5.1 Questionnaire Survey 29
3.5.2 Key Informant Interviews 29
3.5.3 Focus Group Discussions 30
3.6 Research Instruments 30
3.6.1 Questionnaires 30
3.6.2 Interview Guide 30
3.6.3 Focus Group Discussions Guide 31
3.7 Data collection procedure 31
3.8 Data Quality Control 31
3.8.1 Validity of research instruments 32
3.8.2 Reliability of Research Instruments 32
3.9 Data Analysis and Presentation 32
3.9.1 Quantitative data analysis 32
3.9.2 Qualitative data analysis 33
3.10 Ethical Considerations 33
3.11 Limitations and delimitations of the study 34
CHAPTER FOUR 35
ANALYSIS AND PRESENTATION OF RESULTS 35
4.0 Introduction 35
4.1 Demographic information 35

4.2 Monitoring and Evaluation (M&E) Practices 38
4.2.1 Data Collection 38
4.2.2 Assessments 40
4.2.3 Field Visits 42
4.2.4 Review Meetings 43
4.3. Academic Performance 47
4.3.1 Retention 47
4.3.2 Grades 49
4.3.3 Discipline 50
4.4 School Environment 54
4.5 The influence of M&E practices on academic performance 55
4.6 Diagnostic test 56
4.7 The moderating effect of school environment on the relationship between M&E Practices and academic performance 58
CHAPTER FIVE 60
DISCUSSION OF THE FINDINGS 60
5.0 Introduction 60
5.1 Monitoring and evaluation (M&E) practices in the education sector 60
5.2 The level of academic performance 62
5.3 The influence of monitoring and evaluation (M&E) practices on academic performance 63
5.4 The moderating influence of the school environment on the relationship between M&E practices and academic performance 64
CHAPTER SIX 66
SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS 66
6.0 Introduction 66
6.1 Summary of the findings 66
6.1.1 M&E practices in education sector 66
6.1.2 The level of academic performance 66
6.1.3 The influence of M&E practices in education sector on academic performance 67
6.1.4 The moderating effect of school environment on the influence of M&E practices in education sector on academic performance 67
6.2 Conclusion 67
6.3 Recommendations 68
6.4 Areas for further research 69
6.4.1 Teacher Training and Academic Performance 69

6.4.2 Data Collection Practices and Decision-Making 69
6.4.3 School Environment and Academic Performance 69
REFERENCES 70
APPENDICES 77
Appendix A: Questionnaire 77
Appendix B: Interview Guide (Head Teachers, Inspectors of Schools, SMC Members and project staff) 83
Appendix C: Focus Group Discussion Guide (Pupils) 84
APPENDIX D: Krejcie & Morgan, Table of sample size determination 85
APPENDIX E: Introductory Letter 86
APPENDIX F: Permission from Omoro District 87
APPENDIX G: Authorization from World Vision 88

LIST OF TABLES

Table 1: Study sample frame 27
Table 2 showing the reliability results 32
Table 3 showing the demographic information 36
Table 4: Data Collection 38
Table 5: Assessments 40
Table 6: Field visits 42
Table 7: Review meetings 44
Table 8: Qualitative findings on the M&E Practices 46
Table 9: Retention 48
Table 10: Grades 49
Table 11: Discipline 51
Table 12: Qualitative findings on the Academic performance 52
Table 13: School Environment 54
Table 14: Regression analysis 55
Table 15: Multi-collinearity tests 56

LIST OF FIGURES

Figure 1: Showing the conceptual framework 7

LIST OF ABBREVIATIONS AND ACRONYMS

AP	Area Programme
DFID	Department For International Development
DIP	Detailed Implementation Plan
EFT	Education for All
GEF	Global Environment Facility
ITT	Indicator Tracking Table
LFA	Logical Framework Approach
M&E	Monitoring and Evaluation
NGO	Non-Governmental Organization
OVC	Orphans and Vulnerable Children
PCDWs	Parish Counselling and Development Workers
PTA	Parents Teachers Association
SMC	School Management Committee
SPSS	Statistical Package for Social Science
UNEP	United Nations Environment Programme
UNICEF	United Nations Education Children's Fund
UPE	Universal Primary Education
WV	World Vision
WVI	World Vision International
WVU	World Vision Uganda

ABSTRACT

This study examined the effect of M&E practices on academic performance in the primary schools under the World Vision education project in Omoro District, Northern Uganda. Specifically, the study aimed to assess M&E practices, determine the level of academic performance, establish the influence of M&E practices on academic performance, and examine the moderating role of the school environment in this relationship. Using a cross-sectional design with both quantitative and qualitative approaches, data were collected from 150 respondents namely; inspectors of schools, head teachers, teachers, school management committee members, project staff and pupils through surveys, interviews, and focus group discussions. Data was analyzed using both quantitative and qualitative techniques. Quantitative data was analyzed using SPSS version 25 the descriptive statistics, Pearson's correlation coefficient and regression coefficients while the qualitative data was analyzed using content analysis. The findings revealed that for every one unit increase in monitoring and evaluation scores, academic performance increases by approximately 0.552 units. M&E practices namely data collection, assessments, field visits, and review meetings were found to strengthen responsiveness to academic performance. Although school infrastructure did not moderate the relationship between M&E practices and academic performance, the integration of M&E emerged as central to improving academic performance. The study concludes that the integration of robust M&E systems has proven essential for promoting academic performance.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The academic performance of schools and pupils is a critical indicator of the effectiveness of educational interventions. In developing regions, non-governmental organizations play a significant role in enhancing educational outcomes through various projects. This study aimed to investigate the influence of Monitoring and Evaluation Practices in Education Sector on Academic Performance in Primary Schools: A case of Literacy Improvement Project of World Vision Project in Omoro District. This chapter consists of the background to the study, problem statement, purpose of the study, objectives of the study, research questions, scope of the study, significance of the study and conceptual framework.

1.1 Background to the study

Globally, education is widely acknowledged as a critical foundation for socio-economic development and personal empowerment. At the primary level, it is essential in shaping cognitive development, social competence, and foundational literacy and numeracy skills (Demetriou et al., 2019; Liem, 2019). Academic performance during these formative years not only determines future educational trajectories but also impacts individual well-being and national human capital development (Wang et al., 2019). However, disparities in academic performance remain persistent worldwide due to a multiplicity of interrelated factors such as learner engagement, cognitive ability, school infrastructure, household background, and teacher quality (Arnaiz-Sánchez et al., 2020; Galton & Simon, 2023).

Despite global advancements in educational reform, Sub-Saharan Africa continues to face entrenched challenges in enhancing academic performance at the primary level. High pupil-to-teacher ratios, limited teaching and learning materials, untrained or under-trained teachers, and inadequate infrastructure remain prevalent across many (Bassi et al., 2019; Habibullah & Ashraf, 2013). Furthermore, emergencies such as the COVID-19 pandemic have exacerbated learning inequalities by interrupting formal education and straining already fragile education systems. In response, governments and development partners have launched numerous educational projects; however, their success often hinges on robust implementation

frameworks, particularly the effectiveness of monitoring and evaluation (M&E) mechanisms (Alejo et al., 2023).

Monitoring and Evaluation (M&E) practices have emerged as critical tools in enhancing educational service delivery and outcomes. These practices comprising timely data collection, structured assessments, regular field visits, and stakeholder review meetings support performance tracking, resource alignment, and accountability across school systems (Javed et al., 2021; Komar et al., 2019). Globally, evidence shows that effective M&E systems contribute to identifying learning deficiencies, enabling early intervention, and improving instructional strategies (Hughes, 2001; Ogor, 2007). Learning analytics, in particular, are gaining ground in assessing learner progress and tailoring instructional methods to improve outcomes (Jovanović et al., 2021). Nonetheless, the integration and utilization of M&E systems remain uneven, especially in low-resource settings.

In the African context, the limited institutional capacity to conduct school-based monitoring has hampered the effectiveness of education interventions. Teachers and administrators often lack the technical skills, tools, and data culture required to implement meaningful evaluations (Kothari & Thomas, 2012). Moreover, M&E is frequently confined to compliance reporting rather than continuous quality improvement, reducing its potential impact on student learning (Anderson et al., 2019). For instance, while Kenya has made strides in applying M&E frameworks in pre-primary education, the broader application across primary education, particularly in rural schools, remains inadequate (Muthoni et al., 2021; Tshabalala & Ncube, 2014).

In Uganda, the introduction of Universal Primary Education (UPE) has significantly increased access to schooling. However, this expansion has not been matched with improvements in academic outcomes (Adeyemi, 2014; Galton & Simon, 2023). Studies show that many learners in Ugandan public schools complete the primary cycle without achieving literacy and numeracy proficiency. Key contributing factors include teacher absenteeism, overcrowded classrooms, inadequate instructional materials, and weak parental engagement (Gershenson & Langbein, 2015). Additionally, fragmented M&E frameworks hamper the ability of schools and education authorities to systematically track performance and apply corrective measures. The government, alongside international bodies, has invested significantly in expanding educational opportunities and developing skilled human capital (Heyneman & Lee, 2016). Efforts have targeted improving access, equity, quality, and relevance of education,

recognizing it as a driver of sustainable development and poverty reduction (Nmadu et al., 2010). The effectiveness of the education sector depends on robust monitoring, evaluation, and implementation strategies aligned with program goals (Okafor, 2021). Their performance is gauged by their capacity to transform inputs into meaningful outcomes and long-term impacts (Salam, 2015), although challenges such as weak monitoring systems, limited community involvement, and resource constraints can impede success (Jili & Mthethwa, 2016).

Omoro District faces significant educational challenges rooted in historical conflicts, widespread poverty, and inadequate school infrastructure (David, 2018). About 50% of households depend on a subsistence economy (UNHS, 2020), while 40% of adolescents engage in child labor, limiting school participation (Omoro DLG, 2023). According to Akello, (n.d.) from the Uganda Radio Network, the lack of adequate funding and resources directly impacts pupils' academic outcomes. The district also grapples with infrastructure deficits, with 30% of schools lacking permanent classrooms and pupil-to-teacher ratios exceeding 70:1 (Omoro DLG, 2023). Early marriages, affecting 28% of girls (Zurah, 2018), and gendered household duties further truncate girls' schooling and affect overall education performance (UNICEF, 2020). Additionally, economic barriers persist, as 70% of households cannot afford scholastic materials, contributing to high absenteeism rates (NPA, 2018).

World Vision Uganda began in 1986, initially providing relief and resettlement support to districts in central Uganda affected by the 1981–1986 war, and later expanded its efforts through the establishment of Community Development Projects (CDPs) across central, southern, western, West Nile, and northern regions between 1987 and 1995 (Angelo, 2014). Today, the organization operates in over 50 districts with 47 Area Programmes (Angelo, 2014). Its national strategic objective on education is to improve equitable access to and the quality of education for children (World Vision Uganda, 2018). Equitable access focuses on metrics such as retention, grades, and discipline (Chemulwo & Ali, 2019), while quality education considers how the learning environment influences academic excellence. Through its child sponsorship programs, World Vision supports Sustainable Development Goal (SDG) 4 by enhancing access to quality education for vulnerable children and SDG 17 by fostering inclusive partnerships that empower communities. Specifically, the Lalogi-Lakwana Area Programme (AP) education project contributes to World Vision's national education goal by promoting increased enrollment, addressing gender and disability disparities, reducing dropout rates, improving retention and completion, enhancing literacy and numeracy, promoting life skills, and generating greater community demand and support for education (Vision, 2018).

Thus, it is upon this background that the researcher sought to assess the relationship between monitoring and evaluation practices, support services, and academic performance in public primary schools, with a specific focus on the World Vision education project in Omoro District.

1.2 Problem Statement

Academic performance in primary schools across Uganda, particularly in rural districts remains a persistent concern despite numerous educational reforms and interventions. Indicators such as retention, learner discipline, and academic grades continue to show unsatisfactory trends, with many pupils failing to achieve foundational learning competencies (Moussa & Omoeva, 2020; Sekiwu et al., 2020). In regions like Northern Uganda, learners face compounded challenges related to poverty, inadequate school infrastructure, and limited teacher capacity, which further inhibit their academic performance (Eniyew, 2020; Poro et al., 2019).

National assessments and research findings indicate that a significant number of pupils in Universal Primary Education (UPE) schools are failing to achieve learning outcomes appropriate for their grade level. Despite the provision of capitation grants and other support mechanisms, disparities in academic performance remain wide between rural and urban schools (Barrera-osorio et al., 2019; Wokadala, 2019). The problem is even more critical as education remains a key strategy for overcoming generational poverty and underdevelopment.

To address these academic challenges, education-focused NGOs such as World Vision have implemented projects aimed at improving academic performance. These include teacher trainings, psychosocial support for learners and teachers, provision of scholastic materials, and efforts to strengthen the school environment. Integral to the implementation of these projects are monitoring and evaluation practices designed to track progress, inform decision-making, and enhance the effectiveness of interventions (Mugabe & Ogina, 2021; Olwenyi et al., 2025).

However, there is a gap in understanding how effectively monitoring and evaluation practices are influencing academic performance in the context of Omoro District. While activities such as data collection, assessments, field visits, and review meetings are being conducted, their actual effect on academic performance remains underexplored. This study therefore sought to investigate the effect of monitoring and evaluation practices in education sector on academic performance in primary schools, focusing on the World Vision education project in Omoro District.

1.3 Purpose of study

The purpose of this study was to examine the effect of Monitoring and Evaluation Practices in Education Sector on Academic Performance in Primary Schools in Omoro District.

1.4. Research objectives

i. To assess the M&E practices in education sector in Omoro District.
ii. To assess the level of academic performance in Omoro District.
iii. To determine the influence of M&E practices in education sector on academic performance in Omoro District.
iv. To determine the moderating effect of school environment on the influence of M&E practices in education sector on academic performance in Omoro District.

1.5 Research Questions

i. What are the M&E practices in education sector in Omoro District?
ii. What is the level of academic performance in Omoro District?
iii. What is the influence M&E practices in education sector on academic performance in Omoro District?
iv. What is the moderating effect of school environment on the influence of M&E practices in education sector on academic performance in Omoro District?

1.6 Scope of Study

This study was divided in to three scopes consisting of time scope, content scope and geographical scope as below.

1.6.1 Time Scope

The study covered a period of seven years, from 2017 to 2024. This period was significant as it was an enabler for assessing primary school academic performance. The same period marked a phase of increased educational support and structured monitoring and evaluation interventions by World Vision in primary schools within Omoro District. By focusing on this timeframe, the study sought to assess the effect of M&E practices on academic performance over a consistent and sustained implementation period. Analyzing academic performance across these years allowed for a comparative review of academic performance before, during,

and after the introduction of key monitoring and evaluation practices, thereby providing insights into their effectiveness in improving educational achievement in primary schools.

1.6.2 Content Scope

The study specifically examined key components of monitoring and evaluation (M&E) practices, which included data collection, assessment, field visits and review meetings. These elements constituted the components for the independent variable. The dependent variable was the academic performance of pupils in primary schools benefiting from the World Vision education project, measured through indicators such as pupil retention, grades, and discipline. Additionally, the school environment which included the school infrastructure was assessed as a moderating variable, to determine how it influences the relationship between M&E practices and academic performance.

1.6.3 Geographical scope

This study was conducted in Lalogi subcounty, located within the Lalogi-Lakwana area program in Omoro District, Northern Uganda. Omoro District lies approximately 345.4 kilometers north of Kampala, Uganda's capital, which is about a five-hour and 18-minute drive. The Area Program is supported by World Vision Uganda and covers four primary focus areas, including the parishes of Gem and Idobo in Lalogi Sub-county. Lalogi Sub-county is one of the lower local governments under Uganda's decentralized governance system, established under the Local Governments Act of 1997 and amended in 2000 (GOU, 1997). It is part of the Acholi sub-region, where the Acholi language is predominantly spoken and the Acholi ethnic group forms the majority of the population. According to the 2014 National Population and Housing Census, Lalogi Sub-county in Omoro District had a total population of 17,086 people, comprising of 8,493 males and 8,593 females (Uganda Bureau of Statistics, 2016).

1.7 Significance of Study

Through assessing the effect of Monitoring and Evaluation (M&E) practices on academic performance in the education sector, this study provides valuable intuition into effective strategies for enhancing academic performance. The findings can inform educators and policymakers on how to design and implement interventions that improve retention rates, grades, and discipline among pupils. The study informs policy formulation on the integration of M&E practices to enhance academic performance in rural settings.

The research benefits education-based organizations by providing data-driven insights into how their interventions influence academic performance. This enables them to refine their M&E practices to maximize impact on the pupils.

The study will bridge existing research gaps by exploring the interaction between monitoring and evaluation practices, school environment, and academic performance in the education sector.

The research contributes to the existing literature on M&E practices and academic performance which provides a basis for further research on the role of education interventions in different contexts, particularly in developing countries and post-conflict regions like Northern Uganda.

1.8 Conceptual framework

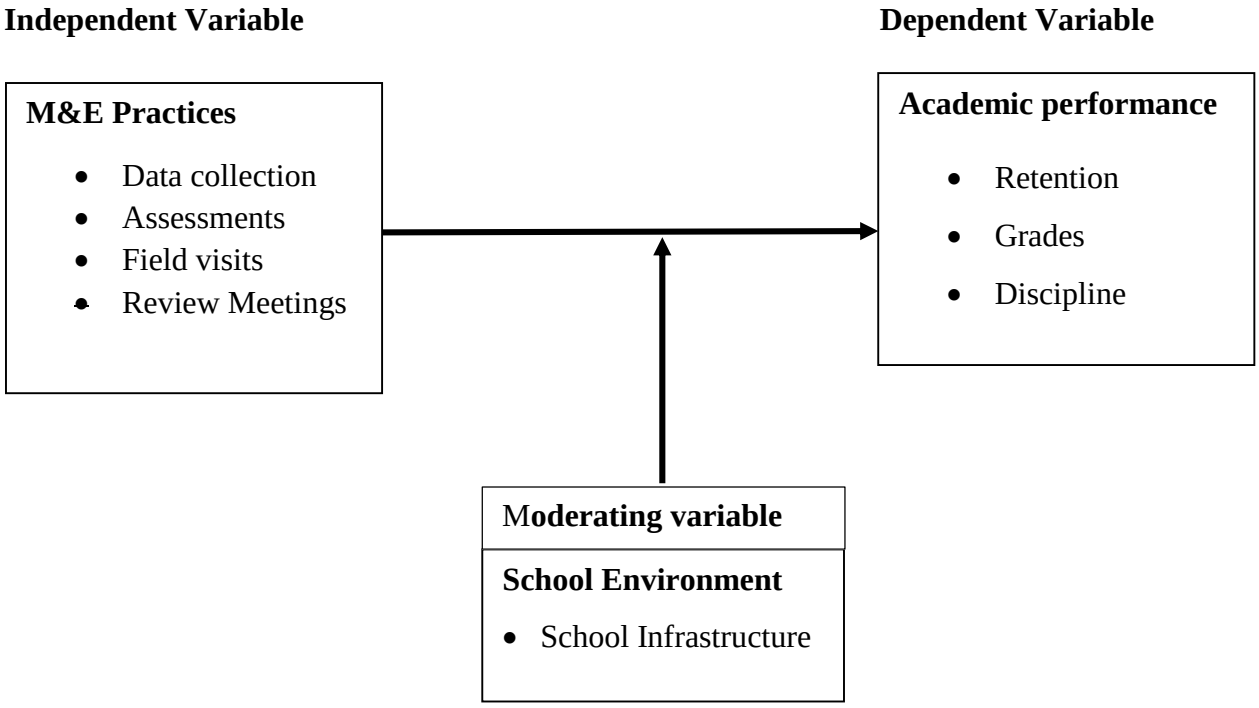


Figure 1: Showing the conceptual framework

Source: Adapted from Msila & Setlhako, (2013)

The conceptual framework that guided this study proposed that academic performance (dependent variable) in primary schools is influenced by M&E Practices (independent variable). M&E Practices include key activities such as data collection, assessments, field visits, and review meetings. These components are essential for tracking project implementation, identifying learning gaps, and informing decisions that can enhance the

delivery and outcomes of education sector. When effectively executed, M&E provides timely feedback and accountability mechanisms that support improved academic performance.

The dependent variable in the framework is academic performance, which is measured through indicators such as retention, grades, and discipline. Retention refers to pupils staying in school through the primary cycle, grades reflect academic achievement through test scores and exam results, and discipline pertains to learner behavior and adherence to school norms.

The framework further introduces the school environment as a moderating variable that can either strengthen or weaken the effect of M&E practices on academic performance. The school environment is composed of the school infrastructure. This factor can significantly affect how well interventions are implemented and received by learners and teachers. For instance, even the best-designed M&E system may have limited impact if schools lack basic infrastructure.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the related literature that was explored and studied both theoretically and empirically on the influence of monitoring and evaluation practices and support services on the academic performance of education sector. This was done in line with the specific objectives of the study and it was important to note that the greatest part of the existing literature on the works of other scholars, opinions, suggestions who have written about the topic of the study or those who have addressed similar issues as those of the variable available in the study.

2.1 Theoretical Review

The study was guided by the program theory and the experiential learning theory as presented in the subsections below.

2.1.1 Program Theory

This study was underpinned on Program Theory developed by Huey Chen, Peter Rossi, Michael Quinn Patton in 1981 (Bickman, 1987; Birckmayer & Weiss, 2000; Yusri, 2020). It clarifies how chain of results that produce the planned or genuine effects are contributed by an intercession like a venture, a program, an approach, or system (Bickman, 1987). The focus of this theory is on how to bring about change, and who is responsible for the change. Logical models often used to represent the program theory show how the overall logic is used in an intervention. The theory is in the body of theory of change and applied development evaluation field with components like inputs, activities, outputs, outcomes, and impact (Bickman, 1987). A program hypothesis gives a premise for Observing and assessment of programs and interventions (Rogers, 2008).

Program theory is a pragmatic tool in monitoring and evaluations for many years; the theory is famous for its conclusive mechanism to fix problems, and addresses the need to carry our assessments to compliment the findings. It also provides tools to control influential areas in evaluation (Sethi & Philippines, 2022; Yusri, 2020). Quite a number of organizations' transactions entail the human service programs that are designed to develop the societal needs; the programs are dynamic and are subject to change based on prearranged situations. The

program theory hence uses logical framework methodology. The program theory is a comprehensive version of the logic model. It is presented through a graphical scale to relate to the logical model. The logical model supports the stakeholders' engagement, infrastructural development and review of outcomes (Yusri, 2020).

The theory dwells on a practical model and relates on how a program hypothetical works, Lipsey & Shepperd, (2021) stated that it is a proposition with regard to transformation of input into output. Measuring of the transformation by comparing the input and expected output. It illustrates the process program components are supposed to influence the results. Rossi (2022) argued that program theory consist of an organizational plan on how to deploy resources and organize the activities of the program activities to warrant that the planned service system is established and at the same time maintained (Yusri, 2020).

The theory further enables tracking of progress, which analyses how the target persons get the required intervention. This is through the linkages of the service delivery systems. Finally, program theory provides profound information how the planned activities for specified target persons represents the expected social benefits. (Uitto, 2020) illustrates the benefits of using theory-based framework in monitoring and evaluation. It includes the ability to attribute project outcomes of specific projects or activities as well as identification of anticipated and undesired program outcomes (McKinnon, Madeleine & Hole, 2015).

Program theory provides elements for project monitoring performance, these are linked to the variables in the current study, the pupil progress tracking, teacher performance assessment and information sharing are key elements directly linked to the Program theory. These elements result to sustainable change. However, this theory is limiting by its approaches as it requires excessive reliance on a collection of data to guide in the evaluation process, and this may be costly for projects that are working under tight budgetary allocations (Yusri, 2020). The theory is also limited in terms of it only over emphasis on the impact of the project to the intended people but doesn't state anything to do with the project executors whether they have the capacity and ability to collect the data intended for the evaluation (Yusri, 2020).

Program theory was applied in this study as the overarching framework for understanding how monitoring and evaluation practices influence organizational performance. The theory conceptualizes performance as an outcome achieved through a logical sequence of inputs, processes, outputs, and outcomes. In this study, the inputs were identified as monitoring and evaluation practices and support services, which, when effectively utilized, generate

measurable performance outputs. The theory provided a structured lens for examining how these inputs are processed and how they translate into service delivery outcomes. By applying the logical model inherent in program theory, the study was able to clarify the causal links between specific conflict management practices and organizational performance indicators, identifying performance measures at each stage of the results chain. The theory guided the monitoring of progress throughout the research, enabling the identification of diversions from expected performance and facilitating corrective interpretations of findings. Program theory also framed the understanding of immediate and complex outcomes, helping the study assess whether changes in conflict management approaches led to desired improvements in service delivery, accountability, and efficiency. At a holistic level, the theory informed the development of data collection tools designed to capture performance indicators aligned with the logical model. Furthermore, program theory emphasized the importance of reporting findings to stakeholders and holding management accountable for performance outcomes, which shaped the study's recommendations for institutionalizing community feedback mechanisms and transparent conflict resolution processes.

2.1.2 Experiential Learning Theory

This theory was developed by David Kolb in 1984. It is a widely recognized approach to understanding how individuals learn through experience. Grounded in the work of earlier theorists like John Dewey, Jean Piaget, and Kurt Lewin, Kolb formalized this learning model into a cyclical process involving four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb & Kolb, 2009; Kolb, 2014). According to Kolb, effective learning occurs when individuals engage fully in this cycle moving from direct experiences to reflection, theory-building, and then testing ideas in practice. This approach positions learning as an active, personal, and adaptive process rather than passive absorption of information (Kolb et al., 2014; McCarthy, 2010).

The key advantage of experiential learning theory is its emphasis on learner engagement, critical thinking, and practical application. Learners are not merely recipients of knowledge but are active participants who draw meaning from their experiences. This has been shown to foster deeper understanding, increased motivation, and better retention of knowledge (Ganira & Odundo, 2023; Russell-Bowie, 2013). Experiential learning theory is particularly effective in environments where learning needs to be connected to real-world challenges, such as in primary schools where students benefit from hands-on activities and interactive lessons. In

addition, experiential learning theory is flexible it can be adapted to different subjects, learning environments, and student needs (Kolb & Kolb, 2009; Passarelli & Kolb, 2023).

Despite its strengths, experiential learning theory has several limitations. One common critique is that it places a heavy emphasis on individual learning styles without always accounting for cultural, structural, or contextual barriers that affect how learning happens (Seaman et al., 2017; Yardley et al., 2012). Moreover, some scholars argue that the reflective and conceptual stages are often underdeveloped in practice, especially when teachers or facilitators lack training in how to guide deep reflection (Kolb et al., 2014b; Kuk & Holst, 2018). In primary schools, this means that without thoughtful planning, experiential activities may be engaging but not educationally effective. Similarly, in development projects like those implemented by NGOs, experiential learning theory's impact depends heavily on how well activities are aligned with learning goals and supported by evaluation systems.

In the context of this study, experiential learning theory provides a meaningful lens through which to understand how students learn and how project activities might influence academic performance. For instance, World Vision's interventions likely include learner-centered methods such as group work, role-plays, and project-based tasks. Experiential learning theory suggests that these kinds of activities promote academic performance when they are structured to allow pupils to reflect on their experiences and apply new knowledge. In this way, experiential learning theory connects directly to both the content of learning and the processes of project monitoring and evaluation. Furthermore, experiential learning theory can inform how monitoring and evaluation is designed and implemented in education projects. Traditional monitoring and evaluation often focuses on outputs like attendance or test scores, but experiential learning theory encourages a broader view one that also captures changes in student engagement, critical thinking, and problem-solving abilities. This means that for education projects in Omoro District, evaluators should consider not only what students learn, but how they learn it.

2.2 Monitoring and evaluation practices in education sector

Monitoring and Evaluation (M&E) practices are central to the effective planning, execution, and sustainability of education projects, particularly in contexts where education systems face structural and performance-related challenges. These practices provide frameworks and tools for systematically tracking progress, measuring educational outcomes, and fostering

accountability among stakeholders (Mugisha & Osiemo, 2024; Mutune & Gatobu, 2024). In education, M&E supports the identification of implementation gaps and promotes evidence-based decision-making that enhances the relevance and quality of interventions (Ayele et al., 2024; Gakomeye & Njenga, 2023). Furthermore, regular M&E practices such as data collection, assessments, field visits, and review meetings facilitate continuous learning and adaptive program management, which are crucial for sustaining improvements in learner outcomes and institutional performance (Chege & Bowa, 2020; Javed et al., 2021). As the education sector becomes increasingly results-oriented, there is growing consensus among scholars and practitioners on the need to institutionalize M&E as an integral part of project implementation frameworks (Niyivuga et al., 2019; Olwenyi et al., 2025).

2.2.1 Data Collection

Data collection forms the foundation of Monitoring and Evaluation (M&E) systems, offering the empirical basis for decision-making in education project management. Early scholarly contributions emphasize the role of systematic data collection in improving the quality and responsiveness of educational interventions. Courtney, (2008) contends that M&E tools, including data-gathering instruments, can either constrain or enhance education quality depending on their design and contextual relevance. Similarly, Komar et al., (2019) argue that implementing monitoring systems in primary education fosters real-time tracking of learners' progress, enhancing teacher preparedness and institutional responsiveness. The need for institutionalized and context-specific data collection is further reiterated by Niyivuga et al., (2019), who observed that reliable data collection methods contributed to improved motivation among academic staff in higher education institutions in Rwanda.

Modern approaches to data collection emphasize the need for real-time, accurate, and technology-enabled systems. Javed et al., (2021) highlight that the use of mobile and digital data collection systems in elementary schools enhances efficiency and ensures timely reporting. In a similar vein, Mugisha & Osiemo, (2024) underscore the contribution of comprehensive data collection practices in the Building Learning Foundation (BLF) project in Rwanda, noting that real-time dashboards and performance indicators allowed for rapid intervention and feedback loops. This aligns with de Laat et al., (2023), who emphasize "Measurement for Change" as a data-centric approach that enables continuous adaptation and learning in early childhood education initiatives. Collectively, these studies suggest that

effective data collection practices are crucial not only for tracking results but also for driving innovation and accountability in education.

Moreover, data collection practices must be inclusive and participatory to yield sustainable results. Karimi et al., (2020) argue that stakeholder engagement in data collection leads to more accurate and relevant information for literacy and numeracy improvement programs. This perspective is echoed by Ayele et al., (2024), who found that involving school leaders and teachers in data collection in Ethiopia helped inform context-specific policy decisions and interventions. Mutune & Gatobu, (2024) further illustrate that county government-funded education projects in Kenya benefited from decentralized data systems that empowered local administrators. Overall, data collection as a pillar of M&E must be timely, accurate, participatory, and strategically aligned with project goals to ensure education projects are effectively monitored and adapted.

2.2.2. Assessments

Assessments are a crucial mechanism for tracking the effectiveness of education projects, especially in measuring learning outcomes and identifying implementation gaps. Kurum & Cinkir, (2019) introduced a school self-evaluation model that places assessment at the center of institutional growth and school improvement. Their findings indicate that regular assessments, coupled with feedback loops, enable schools to align their operations with national education goals. Similarly, Courtney, (2008) emphasized that assessments designed for quality improvement can empower schools if properly contextualized, but risk stifling innovation when overly rigid or donor-driven. These findings emphasize that assessments must strike a balance between standardization and contextual flexibility.

In more recent studies, assessments have been shown to directly impact student performance and teacher effectiveness. Appiah, (2020) examined the effect of M&E on students' learning in Ghana and found that frequent assessments led to improved academic performance, particularly when data from assessments were used to tailor instruction. Hussain & Jumani, (2024) echoed these findings in the Pakistani context, where routine assessment practices helped identify academic gaps and informed professional development for teachers. Karimi, (2020), in her work in Nairobi County, Kenya, showed that participatory assessment methods enabled both teachers and learners to set learning targets and monitor their progress collaboratively, thereby strengthening education outcomes.

Beyond measuring academic achievement, assessments also serve strategic roles in adaptive project management. Edwards et al., (2020), in their systematic review, argue that learning assessments aligned with Sustainable Development Goals help track progress on global education commitments such as Education for Sustainable Development and Global Citizenship Education. Meanwhile, George et al., (2022) discuss how virtual assessments were employed in higher education capacity-building projects during the COVID-19 pandemic, allowing for continuous performance measurement despite disruptions. These insights suggest that well-structured and adaptive assessments provide a foundation for continuous learning and evidence-based decision-making within education projects.

2.2.3. Field Visits

Field visits remain a vital M&E strategy for verifying data, observing implementation firsthand, and fostering stakeholder engagement. Debebe, (2020) notes that in Ethiopia's Somali region, field visits enabled project teams to assess the realities of implementation, which often diverged from reported figures. Such visits allowed for contextual diagnosis of challenges and informed the customization of intervention strategies. Similarly, Chege & Bowa, (2020) reported that NGOs implementing education projects in Nairobi County used routine field visits to enhance credibility and increase donor confidence by validating project reports with on-the-ground realities.

In Rwanda, Gakomeye & Njenga, (2023) reported that the University of Rwanda–Sweden program utilized field visits to provide feedback and mentorship to academic staff, thus enhancing institutional growth and research output. The authors argued that regular supervisory visits by the project team strengthened institutional trust and improved performance indicators. Emerson, (2020) further notes that in international development settings, such as the Girls' Education Challenge Programme, field visits also help in negotiating power dynamics between local implementers and international stakeholders, thereby facilitating more equitable and transparent project delivery.

Moreover, field visits can catalyze capacity building and promote accountability. Mahnaz et al., (2025) highlight how regular school inspections in Punjab, Pakistan, conducted through Monitoring Evaluation Assistants (MEAs), improved school quality by enforcing attendance, curriculum adherence, and pedagogical practices. Olwenyi et al., (2025), in Uganda, affirm that field visits are essential for detecting operational inefficiencies and building localized solutions within Global Partnership for Education projects. These insights suggest that well-structured

field visits not only help validate project reports but also promote interactive learning, mentorship, and adaptive responses, making them indispensable in educational M&E frameworks.

2.2.4. Review Meetings

Review meetings serve as platforms for reflection, knowledge-sharing, and project adaptation in education M&E practices. Gardezi et al., (2023) argue that school inspection reviews create opportunities to distinguish between rhetorical quality claims and actual educational outcomes. By involving teachers, inspectors, and policymakers in periodic reviews, educational standards can be realistically assessed and continuously improved. Emerson, (2020) adds that review meetings when inclusive and participatory help balance donor expectations with implementers' realities, thereby enhancing program legitimacy and ownership. Similarly, de Laat et al., (2023) emphasize that adaptive review systems can transform M&E into a learning-centered process, particularly in early childhood development initiatives.

Virtual review meetings have gained prominence, especially post-COVID-19, due to their flexibility and cost-effectiveness. George et al., (2022) explore how higher education capacity development programs maintained continuity through virtual M&E review sessions, facilitating ongoing reflection and performance tracking. Okumu & Abuya, (2023) reported similar findings from public secondary schools in Kenya, where regular review meetings helped implement service-learning projects by allowing timely course corrections and policy adjustments. These meetings not only serve as accountability forums but also as learning platforms that drive innovation and responsiveness.

Additionally, review meetings have been linked to improved project sustainability and team cohesion. Umuro & Alexander, (2024) argue that in Technical and Vocational Education and Training projects in Kenya, structured review meetings enhanced transparency and promoted collaborative decision-making. Mugisha & Osiemo, (2024) further observed that review meetings under the BLF project in Rwanda provided opportunities for continuous dialogue among implementers, funders, and beneficiaries, ensuring alignment of project objectives and community needs. Such meetings reinforce organizational learning and foster a culture of performance reflection and adaptation within education projects.

2.3 The level of academic performance

The level of academic performance in primary schools is an essential factor in determining the educational success of young learners. It is often used as an indicator of a school's ability to foster student development, not just academically but also socially and emotionally. Academic performance is shaped by various interrelated factors, such as cognitive abilities, teaching practices, parental involvement, and socio-economic backgrounds (Arnaiz-Sánchez et al., 2020; Engin, 2020). Factors such as teacher motivation, self-efficacy, and the leadership approaches within schools have also been shown to significantly impact students' academic outcomes (Engin, 2020). In primary schools, academic performance is not only reflected in grades but also in behavioral indicators like discipline and retention rates, which are closely linked to overall student success (Anderson et al., 2019). Understanding the complex interactions among these dimensions is crucial for developing effective educational strategies that support student achievement and ensure equitable opportunities for all learners (Adeyemi, 2014; Hagger & Hamilton, 2019).

2.3.1. Retention

Retention, or the ability of students to remain in school and progress through their educational journey, is closely linked to academic success. Adeyemi, (2014) argues that retention in primary schools is heavily influenced by the quality of the learning environment and the resources available. Public schools, often underfunded and overcrowded, tend to have lower retention rates compared to private schools that benefit from better funding, smaller class sizes, and more specialized teaching resources. This disparity points to the importance of adequate funding and resource allocation to ensure that all students have the opportunity to succeed and remain in school. Arnaiz-Sánchez et al., (2020) further highlight that schools that create supportive learning environments where students feel valued and are provided with appropriate academic and emotional support are more likely to see higher retention rates. A positive school climate encourages students to remain in school and progress, as it fosters a sense of belonging and academic motivation.

Parental involvement also plays a significant role in retention. Wong et al., (2018) demonstrate that when parents actively participate in their children's education, students are more likely to stay in school. Parental involvement includes attending school meetings, helping with homework, and fostering a learning environment at home. This support not only improves students' academic performance but also reinforces the importance of education, which can

motivate students to remain in school. Golann & Torres, (2020) suggest that schools that collaborate with parents and encourage their participation in school activities tend to experience better retention outcomes. This collaborative approach creates a strong support network for students and helps to bridge the gap between home and school, further enhancing retention.

Additionally, socio-economic factors significantly influence retention. Gershenson & Langbein, (2015) identify that students from lower socio-economic backgrounds are more likely to drop out due to external factors such as family instability, financial pressures, and a lack of access to educational resources. Schools that provide support services, such as counseling, after-school programs, and financial assistance for needy students, can help mitigate these challenges. Such interventions ensure that students have the resources and support they need to remain in school and succeed academically. By addressing both the academic and non-academic needs of students, schools can improve retention rates. Overall, improving retention in primary schools requires a multi-faceted approach, focusing on enhancing the school environment, fostering parental involvement, and addressing socio-economic challenges to provide a supportive learning experience for all students.

2.3.2. Grades

Grades are a primary indicator of academic success, reflecting both the students' abilities and the effectiveness of the educational environment. Demetriou et al., (2019) emphasize that cognitive ability, including critical thinking and problem-solving skills, is a fundamental predictor of academic achievement. Students with higher cognitive abilities are more likely to excel academically. However, Engin, (2020) notes that academic success is not solely dependent on cognitive factors but is also influenced by external variables such as teacher motivation, instructional quality, and the learning environment. Teachers who are motivated and equipped with high self-efficacy are more likely to provide engaging and effective instruction, which in turn positively impacts students' grades.

The role of school resources is critical in influencing grades. Adeyemi, (2014) highlights the disparities in academic performance between students in private and public schools, where private schools tend to provide better resources, smaller class sizes, and more individualized attention. In contrast, public schools, particularly those in underfunded areas, often face challenges such as overcrowded classrooms and a lack of teaching materials. These limitations can hinder students' academic performance, making it difficult for them to achieve high grades.

Arnaiz-Sánchez et al., (2020) further support this argument, indicating that schools that invest in resources and provide high-quality teaching tend to see improved academic outcomes for their students.

Furthermore, the role of motivation in achieving high grades cannot be overstated. Hagger & Hamilton, (2019) show that students who demonstrate self-discipline and perseverance (grit) are more likely to achieve better grades. These students tend to set goals, work consistently towards them, and overcome challenges, which results in academic success. In addition, Liem, (2019) argues that fostering a growth mindset where students believe that their abilities can improve with effort has a significant impact on academic performance. When students adopt this mindset, they are more likely to embrace challenges and persist in their studies, leading to better academic outcomes. Therefore, academic achievement and grades are influenced by a combination of cognitive abilities, teacher quality, school resources, and student motivation. Improving these factors leads to enhanced academic performance and higher grades for primary school students.

2.3.3. Discipline

Discipline within primary schools is critical for creating an environment conducive to learning. Anderson et al., (2019) discuss the relationship between student discipline and academic outcomes, noting that poor discipline can disrupt the learning environment and negatively impact academic performance. In schools where disciplinary problems are prevalent, students are less likely to focus on their studies, resulting in lower academic achievement. Conversely, when students adhere to behavioral expectations, they are more likely to engage in their lessons and achieve higher academic outcomes. Golann & Torres, (2020) argue that overly punitive disciplinary measures, such as suspensions, can exacerbate academic difficulties by causing students to miss important lessons and fall behind in their studies.

Restorative discipline practices, on the other hand, have been shown to have positive effects on both behavior and academic performance. Peguero et al., (2021) advocate for restorative justice approaches, which focus on understanding the causes of misbehavior and repairing relationships, rather than punishing students. This approach encourages students to take responsibility for their actions and promotes a positive school climate. Wong et al., (2018) also emphasize the importance of teacher-student relationships in maintaining discipline. When teachers establish respectful and supportive relationships with students, students are more

likely to follow behavioral expectations, which in turn creates a more productive learning environment.

Furthermore, Mundy et al., (2017) highlight the impact of emotional and behavioral challenges on discipline and academic performance. Students with emotional or behavioral issues may struggle with maintaining discipline, which can disrupt their learning and hinder academic achievement. Providing support for students with such challenges through counseling, behavior management programs, and individualized attention can help improve both discipline and academic performance. Redding, (2019) suggests that teacher training in managing classroom behavior, especially for students with emotional or behavioral difficulties, is crucial for maintaining a disciplined learning environment. Effective discipline is key to academic success. By adopting restorative practices, fostering positive teacher-student relationships, and providing support for students with emotional and behavioral challenges, schools can create a disciplined environment that promotes academic achievement.

2.4 The influence M&E practices in education sector on academic performance

The impact of monitoring and evaluation practices on academic performance, particularly in the education sector, is a growing area of interest. Monitoring and Evaluation practices, such as data collection, assessments, field visits, and review meetings, play a crucial role in improving academic performance, which can be assessed through indicators such as retention, grades, and discipline. These practices contribute significantly to identifying gaps, providing feedback, and ensuring that educational interventions align with desired learning outcomes. Through the systematic and ongoing evaluation of educational programs, the M&E framework ensures that interventions remain effective and adaptable to changing educational needs.

Data collection forms the cornerstone of M&E practices in education sector. The accuracy, consistency, and timeliness of data collected can significantly influence educational outcomes, including student retention, academic grades, and discipline. The systematic collection of data allows for the identification of academic challenges faced by students and provides educators with the necessary information to address these issues effectively. For instance, regular assessments of student performance can guide curriculum adjustments, teaching strategies, and individualized support to improve student performance (Abdulqader, 2021). Furthermore, data collection helps monitor student attendance, a key factor in retention, and can help identify at-risk students early, ensuring timely interventions (Mugisha & Osiemo, 2024).

Data collection has a direct influence on retention rates by identifying factors that contribute to student dropouts or poor attendance. Accurate tracking of student performance allows for early identification of students who may be struggling and require additional support to remain in school. Similarly, the collection of academic data allows for tracking trends in student grades, enabling targeted interventions to address poor performance (Taddesse, 2017). In terms of discipline, data collection helps schools identify patterns of misbehavior, allowing for timely interventions to improve student conduct (Courtney, 2008). Effective data collection, therefore, ensures that academic challenges are addressed holistically, improving overall student outcomes.

Assessments are integral to M&E, providing a structured method for evaluating the effectiveness of educational interventions. They offer insights into whether the teaching methods employed are enhancing learning outcomes, thus influencing academic grades. By assessing students periodically, educators can measure the impact of teaching on student learning and identify areas that require improvement (Chege & Bowa, 2020). Moreover, assessments play a role in academic discipline as they encourage students to take responsibility for their learning. When students are aware of assessments, they are more likely to remain focused and disciplined in their academic pursuits, directly influencing their overall performance (Chukwu et al., 2019).

Regular assessments enhance student engagement by providing feedback on their academic progress. Assessments influence retention by fostering a sense of accountability among students, motivating them to stay enrolled and perform better academically (Javed et al., 2021). The immediate feedback from assessments can also help students understand their academic strengths and weaknesses, leading to improvements in grades. Additionally, frequent assessments can help maintain discipline within the classroom, as students are aware that their performance is being closely monitored, promoting a more focused and disciplined approach to learning (Karimi, 2020).

Field visits, a core component of M&E, allow for on-the-ground evaluation of the learning environment and teaching practices. Through these visits, M&E teams can gather qualitative insights that go beyond quantitative data. They offer a chance to observe classroom dynamics, teacher-student interactions, and the implementation of educational programs. This direct observation helps to assess the effectiveness of instructional practices and the school environment, which in turn influences student outcomes such as academic retention, grades,

and discipline (Ayele et al., 2024). Field visits also enable the identification of infrastructural challenges and other barriers to learning, such as inadequate resources or overcrowded classrooms, that may hinder academic performance (Hussain & Jumani, 2024).

Field visits enable evaluators to understand the learning environment and the practical challenges that may affect academic performance. By engaging directly with the school community, field visits can lead to improvements in retention rates by identifying underlying issues such as inadequate resources, poor teaching practices, or lack of student engagement. These visits also provide insights into student behavior, which can influence discipline. Observations made during field visits can be used to refine teaching methods and classroom management strategies, ultimately contributing to better grades and overall academic performance (Muhayimana & Kamuhanda, 2020).

Review meetings are essential for analyzing the progress and outcomes of educational projects. These meetings bring together stakeholders, including teachers, administrators, and M&E personnel, to discuss the findings from data collection and assessments. The collaborative nature of review meetings fosters a sense of accountability and transparency in the educational process. By reviewing academic performance data and discussing challenges faced by students and teachers, schools can collectively develop strategies to improve outcomes, including enhancing retention rates and academic performance (Karimi, 2020). Review meetings also serve as a platform for addressing discipline issues, as they provide an opportunity to discuss behavioral trends and propose interventions that can create a conducive learning environment (Olwenyi et al., 2025).

Review meetings play a critical role in refining M&E practices and influencing academic outcomes. By analyzing collected data and assessment results, these meetings help identify areas where improvements can be made, thus influencing retention and grades. For example, the collective input from stakeholders during review meetings can lead to the development of targeted interventions to improve the academic experience for students at risk of dropping out. Moreover, review meetings are essential for addressing discipline issues by enabling educators to implement corrective measures and foster a more conducive learning environment (Mugisha & Osiemo, 2024).

2.5 The moderating effect of school environment on the influence of M&E practices in education projects on academic performance

The school environment, particularly school infrastructure has a significant influence on how monitoring and evaluation practices impact academic performance in education projects. Wokadala, (2019) notes that infrastructure investments through Uganda's School Facilities Grant improved access and learning achievements, especially in under-resourced areas. However, the sustainability and effectiveness of such improvements rely heavily on functional monitoring and evaluation systems that track usage, maintenance, and learning outcomes. Similarly, Mugabe & Ogina, (2021) observe that the resulting strain on infrastructure such as overcrowded classrooms and inadequate learning materials limits the potential gains in academic performance. These findings suggest that the school environment not only supports learning directly but also determines the context within which monitoring and evaluation frameworks can generate meaningful visions.

Infrastructure deficiencies in schools can hinder the implementation of monitoring and evaluation informed educational reforms. Mutula, (2021), in a study of primary schools in Kisumu County, Kenya, found that schools with sufficient resources such as textbooks, classrooms, and desks reported significantly higher academic performance, and monitoring and evaluation systems were more effective in such contexts. Similarly, Karimi, (2020) emphasizes that participatory monitoring and evaluation processes work best in schools with supportive environments, where infrastructural gaps do not obstruct implementation. Her research on literacy and numeracy programs in Nairobi County revealed that even well-formulated monitoring and evaluation strategies fail to enhance learning outcomes in schools lacking basic physical facilities. This implies that the capacity of monitoring and evaluation practices to improve academic performance is mediated by the infrastructural conditions of the learning environment.

Moreover, the alignment of monitoring and evaluation systems with environmental realities and development goals enhances their impact. Karimi, (2020) and Gichuhi et al., (2022) both emphasize that monitoring and evaluation strategies should be designed to consider the everyday realities within schools, such as infrastructure quality and teacher capacity. Their findings show that interventions developed through participatory monitoring and evaluation, and grounded in school-level environmental understanding, lead to more meaningful academic

improvements. In schools with poor physical conditions, even data-driven interventions struggle to yield results, underscoring the moderating role of the school environment.

The institutional setting, including both environmental and cultural elements, further influences the effectiveness of monitoring and evaluation practices. Olwenyi et al., (2025) stress that monitoring and evaluation outcomes in Ugandan education projects are often shaped by organizational culture, leadership commitment, and contextual realities such as infrastructure and policy support. Their conclusions align with those of Gichuhi et al., (2022), who point out that when school-level conditions are not factored into monitoring and evaluation frameworks, the resulting interventions may be ill-suited or ineffective. Therefore, enhancing school environments both physically and institutionally remains critical for translating monitoring and evaluation perceptions into improved academic performance.

2.6 Summary of literature

The reviewed literature highlights that effective M&E practices such as data collection, assessments, field visits, and review meetings are key for improving the planning, implementation, and accountability of education projects. While these interventions have shown positive outcomes in various contexts, there is a notable gap in empirical studies focusing on how such practices, particularly those implemented by NGOs, influence academic performance in rural Ugandan primary schools. This gap emphasizes the need for localized research to understand the effect of M&E practices on academic performance in settings such as Omoro District.

The level of academic performance in primary schools is a key measure of educational success, influenced by cognitive abilities, teaching practices, school leadership, and socio-economic factors. Retention, one key dimension, is closely tied to the quality of the school environment, parental involvement, and socio-economic support systems, with higher retention observed in supportive and well-resourced settings. Grades serve as a central academic performance indicator, shaped by pupil motivation, teacher competence, learning environments, and access to resources, with disparities evident between private and under-resourced public schools. Discipline also plays a critical role, as poor behavioral management disrupts learning, while restorative practices and strong teacher-pupil relationships enhance focus and academic engagement. Thus, improving academic performance in primary schools requires a comprehensive approach that addresses retention, grade achievement, and pupil discipline

through a combination of quality instruction, supportive environments, and inclusive school practices. A significant gap in the literature is the lack of localized research specifically exploring the influence of M&E practices on academic performance in primary schools, particularly within rural and under-resourced districts like Omoro.

The study discusses the influence of monitoring and evaluation practices on academic performance in education sector. M&E practices such as data collection, assessments, field visits, and review meetings are shown to improve academic outcomes by identifying challenges, providing feedback, and fostering timely interventions that address retention, grades, and discipline. However, a research gap exists in exploring how M&E practices interact and complement each other in influencing academic performance, especially in resource-constrained settings.

The study explores the significant role of the school environment, including infrastructure in influencing the relationship between M&E practices and academic performance in education sector. Research highlights that effective M&E practices can drive academic improvements, but their success is often constrained by inadequate infrastructure. Schools with sufficient resources and supportive environments are more likely to benefit from M&E practices, while those with poor facilities may see limited results. However, a research gap exists in exploring how specific environmental factors such as school leadership, community involvement, and policy support interact with M&E practices to enhance academic performance, particularly in under-resourced schools. Therefore, more research is needed to develop strategies that integrate environmental factors into M&E practices to ensure more sustainable improvements in education sector.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology which was used to collect data regarding Monitoring and Evaluation Practices in education sector and Academic Performance in Primary Schools: The case of World Vision Literacy Improvement Project in Omoro district. The chapter comprises of research design, study population and sampling procedure, data collection techniques and methods, data quality control, data analysis, ethical considerations and limitations to the study.

3.1 Research Design

A research design refers to a framework for conducting research, this research framework includes the procedures as well as the procedural framework necessary for obtaining the data and information needed to structure and solve a research problem (Boru, 2018). The researcher used a cross-sectional study design in this study because data was collected at one point in time and conclusions were drawn in order to save time and resources. Cross-sectional study design was also used because it enables the researcher to gather information from a cross section of responders simultaneously from the same location. The study used both quantitative and qualitative approach as suggested by Odiya, (2009) to collect both numeric and non-numeric data that was statistically analyzed and described respectively. The quantitative approach was the main approach while the qualitative approach supplemented the quantitative approach.

3.2 Study Population

According to Rehman & El-Amin, (2015), a study population is a collection of people, items or things with similar characteristics that can be studied to make inferences to which the researcher ultimately wants to generalize the results. The study population comprised 236 respondents drawn from primary schools participating in the World Vision Literacy Improvement Project in Omoro District. The population included inspectors of schools, head teachers, representatives of School Management Committees (SMCs), project staff, teachers, and pupils.

These categories of respondents were selected because of their different roles and involvement in the implementation, monitoring, and evaluation of education interventions under the Literacy Improvement Project. Inspectors of schools provided information on school supervision and education standards, while head teachers and teachers provided insights into school management, teaching practices, and pupils' academic performance. SMC representatives contributed information on school governance and community participation, whereas project staff provided information on the monitoring and evaluation practices employed during project implementation. Pupils constituted the primary study population of interest because their academic performance was the main outcome examined in relation to the project's monitoring and evaluation practices. The inclusion of these respondent categories enabled the study to obtain diverse perspectives on how M&E practices influenced academic performance in primary schools in Omoro District

3.3 Sample Size

This refers to the number of items being selected from the universe to constitute a sample (Palguna et al., 2015). The larger the sample size, the higher the level of accuracy. The sample size involved inspector of schools, head teachers, representative from SMC, project staff, teachers and pupils who were selected and help in providing information as regards the subject under study.

Table 1: Study sample frame

S/N	Category of respondents	Population	Sample	Sampling technique
1	Inspector of Schools	1	1	Purposive sampling
2	Head Teachers	10	10	Purposive sampling
3	School Management Committees (SMC)	10	10	Purposive sampling
4	Teachers	60	59	Simple random sampling
5	Project staff	5	4	Purposive sampling
6	Pupils	150	72	Purposive sampling
	TOTAL	**236**	**150**	

Source: Primary, 2025

From Table 1 shown above, the study used a sample size of 150, determined using the Morgan and Krejcie table (Krejcie & Morgan, 1970) as appended. The proportions of the samples were determined using appropriation as in table 1 above.

3.4 Sampling Techniques

Sampling is defined as the process of selecting respondents from a big population of interest and generate a sample which generalizes the results (Ngondi et al., 2009). The researcher used a simple random sampling technique, purposive sampling and stratified random sampling.

Simple random sampling according to Mugenda & Mugenda, (2005) is a basic sampling technique where the researcher generates a sample for study from a population by assigning numbers to the population randomly and checking household heads who have checked certain numbers only. Simple random sampling was used to select project staff and Local Council leaders who were involved in or had knowledge of the implementation of education interventions in the study area. The researcher obtained lists of eligible respondents, assigned identification numbers to them, and randomly selected the required participants using a lottery method. This procedure gave eligible respondents an equal opportunity to participate in the study and helped minimise selection bias.

Stratified random sampling was used to select project beneficiaries. The beneficiaries were divided into relevant groups based on their characteristics and involvement in the Literacy Improvement Project. Respondents were then randomly selected from each group to ensure adequate representation of the different categories of beneficiaries. This approach enabled the researcher to obtain diverse perspectives on the implementation of M&E practices and their perceived influence on academic performance in the supported primary schools.

Purposive sampling was used to select project managers and Community Development Officers who possessed relevant knowledge and experience concerning project implementation, monitoring, evaluation, and community development activities. These respondents were selected because of their positions and direct involvement in activities related to the Literacy Improvement Project. Their participation enabled the researcher to obtain detailed information on M&E practices, including planning, data collection, reporting, and the utilization of findings to improve educational interventions.

The sampling procedure enabled the researcher to obtain information from respondents with different responsibilities and experiences regarding the Literacy Improvement Project in

Omoro District. Through combining probability and non-probability sampling techniques, the study obtained both general perspectives from randomly selected respondents and detailed insights from key informants, thereby supporting a comprehensive investigation of the relationship between M&E practices and academic performance in primary schools.

3.5 Data Collection Methods

Data collection is the process of gathering information in a structured way to address the research objectives. This study used a mixed methods approach, combining both quantitative and qualitative data to assess monitoring and evaluation practices, support services, and academic performance in Lalogi Subcounty, Omoro District. To collect the data, the study employed both surveys, interviews and focus group discussion. Specifically, questionnaires were used to gather quantitative data from teachers, and interview guides and focus group discussions (FGDs) collected qualitative insights from headteachers, inspectors of schools, school management committees, and pupils.

3.5.1 Questionnaire Survey

Questionnaires were used to collect quantitative data, particularly from teachers. These were focus on teachers' experiences and views regarding monitoring practices, support services, and academic performance. The questionnaire was self-administered and structured around closed-ended questions using a five-point Likert scale (Strongly Disagree, Disagree, Not Sure, Agree, Strongly Agree). This format allows for standardized responses and easy analysis of trends across schools. This method was selected for its efficiency in reaching a larger number of participants, its suitability for structured data collection, and its ability to produce measurable results (Creswell & Tashakkori, 2007).

3.5.2 Key Informant Interviews

Key informant interviews were conducted with headteachers, Inspectors of Schools, and SMC representatives. These participants are well-positioned to provide detailed information on how M&E practices and support services are implemented and how they influence academic performance at the school level. The interviews followed a semi-structured guide to allow flexibility while keeping the discussion focused on the research objectives. This approach supports follow-up questions and probing for deeper insights. The method is suitable for

understanding complex processes and capturing participants' perspectives in their own words (Creswell & Tashakkori, 2007).

3.5.3 Focus Group Discussions

Focus group discussions were held with pupils in three schools, targeting both upper and lower primary classes, with 10–12 pupils per group. A total of six focus group discussions (three for lower and three for upper primary) were conducted. These discussions aim to gather pupils' views on teaching and learning experiences, support systems, feedback practices, school attendance, and discipline. The focus group discussions were guided by a child-friendly discussion guide, and questions were framed in simple, age-appropriate language. This method encourages interaction among pupils and allows the researcher to observe group dynamics and shared experiences.

3.6 Research Instruments

This study used two main instruments for data collection: questionnaires and interview guides, including a tailored focus group discussion guide for pupils.

3.6.1 Questionnaires

The questionnaire was designed in English and included close-ended items aligned with the research objectives. It was administered to teachers who have direct involvement in classroom instruction and pupil performance monitoring. The Likert-scale format enables participants to express their level of agreement on key aspects such as M&E practices, data collection, use of feedback, training, and availability of scholastic materials. This tool is appropriate for large-scale data collection, is easy to administer, and produces consistent, quantifiable results (Mugenda & Mugenda, 2003). It is also less time-consuming and minimizes interviewer bias.

3.6.2 Interview Guide

The interview guide was used for face-to-face interviews with Inspectors of Schools, headteachers, SMC members and project staff. It covered key themes like data collection practices, assessment strategies, field visits, review meetings, and their perceived effects on academic outcomes. The guide ensures that all key areas are explored while allowing the interviewer to probe for more detail where necessary. It is suitable for gathering rich, descriptive data and allows clarification of responses and flexibility in follow-up questions.

3.6.3 Focus Group Discussions Guide

A focus group discussion guide was used to collect qualitative data from pupils in both lower and upper primary classes in schools participating in the World Vision Literacy Improvement Project in Omoro District. The guide consisted of open-ended questions designed to explore pupils' learning experiences, the availability and use of scholastic materials, teachers' feedback on learning progress, and pupils' motivation, attendance, and discipline. These areas helped the researcher understand pupils' experiences of the educational interventions and how monitoring and evaluation practices may have influenced their learning and academic performance.

The questions were formulated in simple, age appropriate language to ensure that pupils could understand them and respond freely. During the discussions, moderators used child friendly facilitation techniques to create a safe, comfortable, and inclusive environment. Pupils were encouraged to share their views and experiences without fear of judgment, while the moderators ensured that all participants had an opportunity to contribute. Appropriate ethical considerations, including informed consent from parents or guardians, pupils' assent, confidentiality, and voluntary participation, were observed throughout the discussions.

3.7 Data collection procedure

After the approval of the research proposal, the researcher obtained an introduction letter from the University for data collection exercise. The researcher also requested for permission from Omoro district local government authority and consent from the beneficiaries (for children their parents assented on their behalf) and local leaders before collecting data. After pilot testing and ascertaining the reliability of the instruments, the researcher administered the instruments in the area of study. Completed research tools were collected with help of research assistants and research information was compiled.

3.8 Data Quality Control

According to Bell, (2005), Data Quality Control refers to the reliability and validity of the instruments used for collecting data. First of all, the researcher discussed the validity of the research instruments with the supervisor to determine whether they are in line with the specific research objectives. Secondly, the researcher achieved data quality control by establishing the validity and reliability of research instruments.

3.8.1 Validity of research instruments

The validity of the instruments refers to the extent to which an instrument measures what it is designed to measure (Stolt et al., 2021). Pre-testing the instruments was done within Gulu district to test the appropriateness of the language and the relevance, reliability and validity of the questions (Stolt et al., 2021). The researcher depended on the technical advice of the two supervisors who did vet and validated the tools independently. The researcher then compared the advice from both supervisors and adjusted the tools accordingly.

3.8.2 Reliability of Research Instruments

Reliability of research instruments refers to the extent to which an instrument consistently produces stable and dependable results when applied under similar conditions (Ledford et al., 2018). To ensure reliability, the study conducted a pilot test with 15 direct beneficiaries to identify and correct any ambiguous or unclear questions in the questionnaire. The refined instruments were then subjected to a Cronbach's alpha reliability test using SPSS. The results showed an overall Cronbach's alpha coefficient of 0.945, which is well above the acceptable threshold of 0.70 and indicates excellent internal consistency. This suggests that the items used to measure the study variables were highly reliable, and the instrument was appropriate for use in the main data collection.

Table 2 showing the reliability results

Reliability Statistics	
Cronbach's Alpha	N of Items
0.945	91

Source: Primary Data, 2025

3.9 Data Analysis and Presentation

The researcher employed both quantitative and qualitative techniques of data analysis.

3.9.1 Quantitative data analysis

Quantitative data was cleaned and coded according to the research objectives. The process of cleaning data was done to eliminate any errors and help improve the reliability of the data. The data was then entered into Microsoft excel and later exported to SPSS software for analysis. Descriptive statistics show the values of the key measures of central tendency in terms of the

mean, standard deviation and percentages. The researcher presented quantitative data as descriptive statistics using frequencies, percentages, mean and standard deviations from each of the study variables (Beck, 2024). “Strongly agree” and “agree” responses were joined to mean “agree” whereas “strongly disagree” and “disagree” were also combined to indicate “disagree. Inferential statistics were generated using Pearson Correlation Coefficient and multiple linear regression analysis (Beck, 2024). Pearson’s correlation coefficient and regression coefficients were calculated and used to test the relationship between the monitoring practices and support services with academic performance. The results of the relationships were then presented in form of tables.

3.9.2 Qualitative data analysis

Data analysis of qualitative data in the four objectives of the study used content analysis where each piece of work answered in the interview guide were read through thoroughly to identify themes where it belongs. The number of times each answer appears were counted to obtain the number of responses in each respect. The implications, deductions, and inferences of qualitative information was drawn on monitoring practices and support services with academic performance. Efforts were made to investigate the connection between the qualitative data findings and the quantitative findings on the basis of agreement and disagreement. This helped to measure the quality of quantitative data in this research.

3.10 Ethical Considerations

To ensure ethical consideration, the researcher obtained an introductory letter from Gulu University then that was presented to the Chief Administrative Officer of Omoro district for clearance to conduct the study. The researcher endeavored to seek consent from the respondents and assent given by either parents, caregivers or head teachers on behalf of the children by explaining to them the study objectives and their importance before engaging them in the study.

The respondents were assured that the information they provided was treated with the utmost confidentiality. They were informed that their participation is voluntary and that their participation could not endanger their lives in any way. Additionally, the respondents were not be asked to mention their names and only direct speech was used in report writing to protect the privacy of the respondents.

3.11 Limitations and delimitations of the study

It was assumed that respondents may not give honest responses basing on their personal views and experiences while others may refuse to be part of the research. By this, the researcher notified the respondents to get their convenient time. There was limited time as the research was done at the same time with the course of the semester. However, the researcher ensured that he created adequate time for the research. There was limited financial resources to conduct the study. The researcher ensured that adequate financial resources are mobilized earlier.

CHAPTER FOUR

ANALYSIS AND PRESENTATION OF RESULTS

4.0 Introduction

This chapter presents the results of the study, guided by the four research objectives. It begins with the demographic characteristics of the respondents and then addresses each objective in turn. The first objective focused on assessing M&E practices in education sector, while the second examined the level of academic performance in the district. The third objective sought to establish the influence of M&E practices on academic performance, and the fourth examined the moderating role of the school environment in this relationship. Both descriptive and inferential statistics are used to present the findings, supported by tables and figures to ensure clarity and coherence.

4.1 Demographic information

This section presents the demographic characteristics of the respondents who participated in the study. Understanding these characteristics is important because they provide context for interpreting the findings and help to show the representativeness of the sample. The information is summarized in terms of gender, age, marital status, level of education, and teaching experience. These factors give a clear picture of the background of the respondents and how their profiles may relate to the study objectives.

Table 3 showing the demographic information

Characteristic	Category	Frequency	Percent
Gender	Male	35	59.3
	Female	24	40.7
Age category of the respondents	20-25	1	1.7
	26-30	17	28.8
	31-40	26	44.1
	41-45	10	16.9
	46 and above	5	8.5
Marital status	Single	5	8.5
	Married	43	72.9
	Separated	9	15.3
	Divorced	2	3.4
Educational level	Secondary	1	1.7
	Certificate	14	23.7
	Diploma	31	52.5
	Bachelor	11	18.6
	Postgraduate	2	3.4
Number of years of teaching experience	Below 5 years	7	11.9
	5-10 years	22	37.3
	10-15 years	19	32.2
	15 years and above	11	18.6

Source: Primary Data, 2025

The study reveals that in terms of the gender, 59.3 % were male, while 40.7 % were female. This indicates that male teachers formed a slightly larger share of the respondents compared to their female counterparts.

Looking at age distribution, most respondents were between 31 and 40 years old, accounting for 44.1 % of the sample. Those aged 26 to 30 made up 28.8 %, while 16.9 % fell between 41 and 45 years. A smaller proportion, 8.5 %, were aged 46 years and above, and only 1.7 % were between 20 and 25 years. This suggests that the majority of participants were in their early to mid-career stages.

With respect to marital status, 72.9 % of respondents were married. Single teachers accounted for 8.5 %, while 15.3 % were separated, and 3.4 % were divorced. This shows that most respondents were married and living with their families.

In terms of educational background, just over half of the participants (52.5 %) held a diploma, making it the most common qualification. Certificate holders represented 23.7 %, while 18.6 % had a bachelor's degree. A small proportion had postgraduate qualifications (3.4 %), and

only one respondent (1.7 %) had completed secondary education as their highest level. This suggests that the teaching staff surveyed were generally well qualified.

Regarding teaching experience, the largest group (37.3 %) had between 5 and 10 years of teaching experience. About 32.2 % had taught for 10 to 15 years, while 18.6 % had more than 15 years of experience. Only 11.9 % had less than 5 years of teaching experience. This shows that most respondents were relatively experienced, with the majority having taught for over 5 years.

4.2 Monitoring and Evaluation (M&E) Practices

This section presents the findings on M&E practices in education projects. The aim was to assess the extent to which M&E systems are applied and how they contribute to the management and effectiveness of education initiatives. The analysis highlights key aspects of M&E practices as reported by respondents, providing insight into their adequacy, consistency, and relevance in supporting project outcomes.

4.2.1 Data Collection

This subsection presents findings on statements on data collection related to M&E practices in education projects. It provides a detailed look at how respondents reported on various aspects of data collection.

Table 4: Data Collection

No.	Statements	SD	D	SD+D	NS	A	SA	A+SA
1	We regularly collect data to monitor project implementation, such as attendance and performance records.	0	1.7	1.7	5.1	72.9	20.3	93.2
2	I have been trained on how to collect accurate data for educational interventions.	1.7	10.2	11.9	3.4	69.5	15.3	84.8
3	We routinely collect learners' attendance records.	0	1.7	1.7	1.7	74.6	22	96.6
4	We routinely review learners' attendance records	0	3.4	3.4	0	86.4	10.2	96.6
5	We track learner performance every academic year	0	1.7	1.7	5.1	72.9	20.3	93.2
6	The data collection tools we use are standardized and easy to use.	0	1.7	1.7	3.4	67.8	27.1	94.9
7	We use collected data to guide decisions at the school level.	0	1.7	1.7	1.7	72.9	23.7	96.6
8	There is someone specifically assigned to collect project data at our school.	0	3.4	3.4	11.9	61	23.7	84.7
9	We share collected data with key stakeholders, including parents.	0	3.4	3.4	1.7	74.6	20.3	94.9
	Average	0.19	3.21	3.40	4.25	72.51	20.32	92.83

Source: Primary Data, 2025

The findings show that data collection practices are well established across schools. Most respondents (93.2%) indicated that data is regularly gathered to monitor projects, and nearly all (96.6%) confirmed that attendance records are both collected and reviewed consistently.

Similarly, 93.2% reported tracking learner performance each academic year, and 94.9% found the tools used for data collection standardized and easy to apply. A strong majority (96.6%) use collected data to inform school-level decisions, and 94.9% share this information with key stakeholders, including parents. However, slightly fewer respondents (84.8%) reported receiving training on accurate data collection, and 84.7% said a specific person is assigned to handle data tasks. Overall, the results reflect a strong culture of systematic data management with some room for improvement in training and role designation.

The project officer described how attendance data flows from the classroom to the organization's online platform, explaining that schools first document attendance in their own registers before the information is entered into the system. As the officer noted, *"The schools have their own attendance registers. However, the ecato express that is for world vision, whereby the head teacher just picks from the attendances to the school and inputs them. It's from these registers that teachers do record on a daily basis then submit this data via the headteacher, and then the head teacher does updates in the in our online tool."* This shows that teachers record attendance daily in physical registers, after which the head teacher compiles and uploads the data into the Ecato Express online tool.

The project manager further elaborated on the different methods used to assess learners' progress, emphasizing that attendance records are only one part of a broader monitoring approach. As the manager explained, *"Apart from registers, we have annual FLAT assessment scale. It is called scale because it makes an assessment where children are assessed on their literacy and numeracy skills. Teachers also do a weekly assessment in class to see how children are performing. And so those are ways of assessing the child performance."* This reflection highlights that child performance is tracked through a combination of annual standardized assessments and continuous weekly classroom evaluations, providing multiple measures of literacy and numeracy development.

The program coordinator also described how the STAR tool is used to measure learners' reading and comprehension skills, outlining both the assessment process and the follow up engagement with teachers. As the coordinator explained, *"We use the STAR tool to assess learners' ability to read and write with comprehension. So in doing that, we do a sample of P3 children, give them a brief words and text for them to read and then ask them some few questions after. So that is basically done by teachers. When they collect that data, we do the analysis, and invite them to reflect on the findings."* This account shows that teachers

administer the assessments directly, after which the collected data is analyzed and used to guide reflective discussions on learner performance and instructional improvement.

4.2.2 Assessments

This subsection presents the findings on statements related to assessments within monitoring and evaluation (M&E) practices in education projects. The focus is on how assessments are designed, implemented, and used to generate evidence about project outcomes. It highlights the role of assessments in tracking progress, identifying gaps, and informing decision making. The findings also reflect how the participants perceive the effectiveness and relevance of assessment tools within the broader M&E framework.

Table 5: Assessments

No.	Statements	SD	D	SD+D	NS	A	SA	A+SA
1	We carry out regular assessments to measure how the project is progressing.	0	0	0	6.8	67.8	25.4	93.2
2	We assess learners' grades every academic year to track changes.	0	0	0	5.1	67.8	27.1	94.9
3	I help in developing the assessment tools we use.	0	1.7	1.7	1.7	69.5	27.1	96.6
4	We use assessment results to improve our teaching strategies.	0	0	0	1.7	69.5	28.8	98.3
5	Project assessments are aligned with the school curriculum.	0	1.7	1.7	8.5	64.4	25.4	89.8
6	The school administration shares assessment feedback with us.	0	6.8	6.8	5.1	61	27.1	88.1
7	Assessments enable us stay accountable to stakeholders like parents and SMC.	0	1.7	1.7	3.4	69.5	25.4	94.9
8	We use continuous assessments to understand how the project affects learning outcomes.	0	0	0	3.4	79.7	16.9	96.6
	Average	0.00	1.49	1.49	4.46	68.65	25.40	94.05

Source: Primary Data, 2025

The results show that assessment practices are strong and well-integrated into school operations. Most respondents (93.2%) agreed that regular assessments are conducted to track project progress, while 94.9% confirmed that learners' grades are evaluated annually. A high proportion (96.6%) participate in developing assessment tools, and 98.3% use results to enhance teaching strategies. Similarly, 96.6% reported using continuous assessments to gauge project impact on learning outcomes. Alignment with the school curriculum received slightly lower agreement at 89.8%, and 88.1% said school administration shares assessment feedback.

With an average agreement of 94.1%, the findings indicate a strong assessment culture that supports improvement and accountability, though communication of feedback and curriculum alignment could improve further.

The project officer described the different levels at which attendance and performance data are monitored, explaining that tracking takes place routinely at school level and more systematically at organizational level. As the officer noted, *"Pupils' attendance is tracked on a daily basis. But for us as World Vision, we track on a monthly basis, termly basis, and we even carry out mega data collection activities on an annual basis during outcome monitoring. We even do midterm of our strategy implementation period, like in 2023, we happened to have findings of MTE or Mid-term Evaluation versus the baseline statistics or findings we had in 2021."* This explanation shows that while daily attendance is recorded by schools, the organization conducts structured monthly, termly, and annual monitoring, alongside mid term evaluations that compare progress against baseline data.

The program coordinator further explained how the early warning system complements the regular school registers, emphasizing its role in identifying learners at risk. As the coordinator noted, *"The early warning register is by World Vision, but the school also has their registers. We use the frequency of the attendance of the pupil, and also his relationship with the rest of the of parameters like grades of these pupils, migration of their families, basically we track to see if they are attending every day to warn us early enough so that we can know that this child might drop out or might continue."* This account shows that attendance data is analyzed alongside academic performance and family mobility patterns to detect early signs of potential dropout and enable timely intervention.

The headteacher also described how examinations are used as an additional way to monitor learner participation and progress throughout the school term. As the headteacher explained, *"We also sometimes check through exams that are done because every end of term, mid-term, beginning of term, we give some exams. And in this we also monitor who has done the exam and who has missed."* This comment shows that beyond attendance registers, the school uses regular examinations at different points in the term to track participation and identify learners who may be absent or disengaged.

4.2.3 Field Visits

This subsection presents findings on statements related to field visits within M&E practices in education projects. The findings provide insight into the role of field visits in supporting M&E efforts and improving the overall performance of education projects.

Table 6: Field visits

No.	Statements	SD	D	SD+D	NS	A	SA	A+SA
1	Project staff visit our school regularly to check on progress.	0	1.7	1.7	5.1	81.4	11.9	93.3
2	During field visits, WV staff observe our teaching methods	0	3.4	3.4	3.4	79.7	13.6	93.3
3	When WV staff visit they observe pupil learning activities	0	1.7	1.7	0	76.3	22	98.3
4	The feedback we receive from field visits enables us improve in project implementation.	0	0	0	1.7	67.8	30.5	98.3
5	Community leaders also take part in some of the field visits.	1.7	1.7	3.4	3.4	62.7	30.5	93.2
6	I feel supported when monitoring visits are carried out.	0	0	0	3.4	49.2	47.5	96.7
7	Field visits happen often enough to be useful.	0	0	0	6.8	72.9	20.3	93.2
8	Reports from field visits are shared with school leadership.	0	1.7	1.7	8.5	61	28.8	89.8
9	Any challenges observed during visits are followed up and addressed.	0	1.7	1.7	8.5	62.7	27.1	89.83
	Average	0.19	1.32	1.51	4.53	68.19	25.80	93.99

Source: Primary Data, 2025

The findings show that field visits are frequent, supportive, and valued by schools. Most respondents (93.3%) agreed that project staff visit regularly to check on progress, and the same share said staff observe teaching methods. Nearly all (98.3%) confirmed that WV staff also observe pupil learning and that feedback from visits helps improve project implementation. A strong majority (96.7%) felt supported during monitoring visits, while 93.2% agreed that field visits occur often enough to be useful. Community involvement is also notable, with 93.2% saying leaders sometimes participate. Slightly lower agreement was recorded on whether reports from visits are shared (89.8%) and whether challenges are consistently followed up (89.8%). With an average agreement of 94%, the results reflect well-organized and impactful field visits that promote accountability, learning, and collaboration.

In discussing monitoring approaches, the program manager explained that field visits are an integral part of tracking implementation progress and addressing emerging issues. As the manager noted, *"As we do the implementation, we also do the monitoring through these field visits. This is on a monthly and quarterly basis, before you start implementing the following quarter, you do review to check on the progress and challenges of the last quarter."* This highlights that regular monthly and quarterly visits are used not only to oversee activities but also to review achievements and challenges, ensuring that lessons from one quarter inform planning for the next.

The program manager further explained that district authorities are actively involved in supervision and oversight to strengthen accountability within schools. As the manager noted, *"The district education department like the district inspector of schools, DEO are being brought on board to continuously monitor teachers if they are being supervised by the head teachers. Recommendations are done from these visits therefore we advocate with the district leadership."* This indicates that findings from joint monitoring visits inform recommendations and guide advocacy efforts with district leaders to improve supervision and performance.

The MEAL officer also emphasized that monitoring extends beyond the early warning system and includes regular technical support to schools. As the officer explained, *"The AP plans for monthly support supervision. Our project officers work with the schools, because we are not only doing early warning systems. For example, we do literacy improvement with 22 unlock literacy skills that we train teachers."* This highlights that monthly supervision visits are used to support broader program components, including teacher training in literacy skills, ensuring that quality improvement efforts are consistently reinforced at school level.

4.2.4 Review Meetings

This subsection presents findings on statements related to review meetings within M&E practices in education projects. The findings provide insight into the role of review meetings in strengthening M&E processes and enhancing the overall management of education projects.

Table 7: Review meetings

No.	Statements	SD	D	SD+D	NS	A	SA	A+SA
1	We hold regular meetings to review project progress.	0	1.7	1.7	5.1	55.9	37.3	93.2
2	Teachers and administrators both attend these meetings.	0	0	0	5.1	55.9	39	94.9
3	During meetings, we identify challenges and set new goals.	0	0	0	3.4	54.2	42.4	96.6
4	Project updates are shared in the meetings.	0	0	0	5.1	62.7	32.2	94.9
5	The feedback we get helps guide future activities.	0	0	0	1.7	69.5	28.8	98.3
6	Meeting minutes are written and shared with staff.	0	1.7	1.7	8.5	61	28.8	89.8
7	We discuss learners' academic progress in these meetings.	0	1.7	1.7	3.4	62.7	32.2	94.9
8	Meetings help strengthen teamwork between teachers and project staff.	0	0	0	1.7	64.4	33.9	98.3
	Average	0.00	0.64	0.64	4.25	60.79	34.33	95.11

Source: Primary Data, 2025

The results indicate that review meetings are a well-established part of project management. Most respondents (93.2%) said regular meetings are held to review progress, and 94.9% confirmed that both teachers and administrators participate. Almost all (96.6%) stated that meetings are used to identify challenges and set goals, while 94.9% said project updates are shared. A very high proportion (98.3%) agreed that feedback from these meetings guides future activities, and the same level of agreement was seen for meetings strengthening teamwork between teachers and project staff. Slightly fewer respondents (89.8%) noted that meeting minutes are consistently shared with staff. With an average agreement of 95.1%, the findings show that review meetings are effective, inclusive, and contribute strongly to collaboration and continuous improvement.

The project officer explained how regular meetings are used to monitor project implementation and involve key stakeholders. As the officer noted, *"We happen to have termly review meetings with the head teachers and the teachers that are supporting the implementation of this project as well as the quarterly review meetings with local education authorities. These can be the sub county officials, the district officials."* This shows that both school-level and local authority representatives are engaged in structured discussions to track progress.

The program manager added that these meetings bring together an even wider group to reflect on project performance and address challenges. As the manager explained, *"We have quarterly meetings with the partners, the teachers, the pupils, the subcounty, and then the district leadership to have reflectional review meetings to identify bottle necks of the project to improve on areas where things are not doing well."* This highlights that review meetings are used to identify bottlenecks and implement improvements across all levels.

The MEAL officer emphasized the importance of data in guiding these discussions. As the officer noted, *"The data we collect is actually meant to enable us improve in those areas where we under perform. We have a budget line under the M and E components to support interpretation of data to partners like the SMCs to understand such parameters."* This indicates that collected data is actively used to inform partners and stakeholders, ensuring evidence-based decisions and targeted interventions.

Table 8: Qualitative findings on the M&E Practices

S/N	Sub-themes on M&E Practices	Frequency
1	Action plans	2
2	Baseline	2
3	Child protection	2
4	Continuous assessment	5
5	Daily tracking	2
6	Databases	3
7	Discussions	5
8	Dropout rate	3
9	Early warning systems	22
10	Ecato Express	2
11	Enrollment and attendance	10
12	Examinations and tests	9
13	Feedback	4
14	Followup	15
15	Inspection of activities	4
16	Literacy skills	3
17	Mid-term evaluation	1
18	Monitoring learning process	26
19	Pedagogical skills	2
20	Performance	9
21	Reading materials	5
22	Reflections	19
23	Registers	23
24	Roll call	4
25	Routine monitoring	4
26	STAR tool	6
27	Support supervision	3
28	Visiting schools	3
29	Weekly meetings	1

Source: Primary Data, 2025

The qualitative findings show that M&E is largely practiced as a continuous, routine, and school-based process rather than as a one-off or highly technical exercise. The most frequently mentioned subthemes point to strong emphasis on day-to-day monitoring of learners and learning processes. The strongest theme is monitoring the learning process with the highest frequency. This suggests that respondents view M&E primarily as a way to track how learning is happening in real time. Closely related to this are registers, early warning systems, and reflections, which together indicate that M&E is used to identify learning gaps, attendance risks, and potential dropouts early, and to respond before problems escalate. The very high mention of early warning systems reinforces the idea that prevention and timely intervention are central to current M&E practices. High frequencies for follow-up, enrollment and attendance, examinations and tests, and performance show that M&E is strongly outcome-

oriented. These practices link monitoring directly to learner retention and academic results. Attendance tracking and performance assessments appear to be key indicators used to judge whether interventions are working. Moderately mentioned themes such as continuous assessment, discussions, reading materials, and feedback point to more interactive and formative elements of M&E. These findings suggest that monitoring is not limited to record-keeping, but also includes dialogue among teachers, learners, and supervisors to support learning improvement. Lower-frequency themes such as baseline studies, mid-term evaluation, action plans, and weekly meetings indicate that more formal or structured evaluation stages are less prominent. This may suggest limited use of systematic evaluation frameworks, or that such activities occur less often and are less visible to respondents. Similarly, tools and systems like databases, STAR tool, and Ecato Express were mentioned but not as frequently as manual practices like registers and roll calls. This suggests that while digital or standardized tools exist, traditional monitoring methods remain dominant. Themes related to capacity and oversight, including support supervision, inspection of activities, and visiting schools, were mentioned at lower to moderate levels. This may imply that supervision is present but not the primary way M&E is experienced at the school level. The qualitative findings indicate that M&E practices are heavily focused on routine monitoring, learner tracking, and early identification of risks, especially related to attendance and learning progress. While evaluative planning and formal review mechanisms exist, they appear secondary to daily, practical monitoring activities that directly inform teaching and learner support.

4.3. Academic Performance

This section presents findings on academic performance in schools. It focuses on key indicators such as retention, grades, and discipline to provide a comprehensive view of pupils' educational outcomes and the overall effectiveness of education projects.

4.3.1 Retention

This subsection presents findings on statements related to student retention. It highlights respondents' views on the rate at which learners remain in school, factors influencing retention, and the effectiveness of interventions aimed at reducing dropout rates.

Table 9: Retention

No.	Statements	SD	D	SD+D	NS	A	SA	A+SA
1	We have seen fewer dropouts since the project started.	0	3.4	3.4	5.1	76.3	15.3	91.6
2	More pupils now complete the academic year.	0	1.7	1.7	6.8	71.2	20.3	91.5
3	Project activities encourage learners to stay in school.	0	0	0	1.7	81.4	16.9	98.3
4	The school feeding program has helped increase retention.	0	0	0	11.9	62.7	25.4	88.1
5	When parents are involved, more learners stay in school.	0	0	0	0	71.2	28.8	100
6	Learners are more motivated to attend regularly.	0	3.4	3.4	3.4	72.9	20.3	93.2
7	The project adequately addresses key reasons why learners drop out.	0	3.4	3.4	8.5	74.6	13.6	88.2
8	Fewer pupils are transferring to other schools.	0	5.1	5.1	6.8	64.4	23.7	88.1
	Average	0.00	2.13	2.13	5.53	71.84	20.54	92.38

Source: Primary Data, 2025

The results on retention presented in the table above, indicate a generally strong perception of the project's impact on keeping learners in school, with an average agreement of 92.38 %. The first statement, regarding a reduction in dropouts, shows 91.6 % agreement, reflecting a positive view that fewer learners are leaving school. Similarly, more pupils completing the academic year is perceived positively, with 91.5 % agreement. The statement on project activities encouraging learners to stay in school received the highest endorsement at 98.3 %. The school feeding program is also seen as supportive of retention, though slightly lower at 88.1 % agreement, suggesting that while it is beneficial, its impact may vary across schools. Parental involvement is highlighted as a critical factor, with full agreement (100 %) that when parents are engaged, learners are more likely to remain in school. Statements regarding learner motivation and the project's ability to address key dropout reasons scored 93.2 % and 88.2 % agreement, respectively, showing that learners feel encouraged to attend, though some gaps remain in fully addressing dropout causes. Finally, fewer pupils transferring to other schools was noted at 88.1 % agreement, indicating moderate improvement in student stability.

The program coordinator explained that improvements in the school environment have had a positive impact on learner retention. As the coordinator noted, *"The improvement in the learning environment has greatly influenced retention in school. Schools with enough WASH*

facilities like latrine and changing rooms for girls have a higher retention rate than those without. Also schools with feeding program have a higher retention." This highlights that both sanitation facilities and feeding programs contribute significantly to keeping learners in school.

The MEAL officer added that proactive monitoring and teacher follow-up are also crucial for preventing dropout. As the officer explained, *"When learners are going through challenges and the teachers are not intentioned to follow through these pupils these will drop out of school. With an early warning register, whereby if a child is not attending for certain number of days, teachers will follow these up."* This underscores the importance of early identification and intervention for learners who may be at risk of leaving school.

4.3.2 Grades

This subsection presents findings on statements concerning pupils' academic grades. It focuses on respondents' reports on performance levels, trends over time, and the impact of educational interventions, including monitoring and support services, on learners' achievement.

Table 10: Grades

No.	Statements	SD	D	SD+D	NS	A	SA	A+SA
1	Learners' exam results have improved.	1.7	5.1	6.8	3.4	83.1	6.8	89.9
2	Overall achievement levels have gone up.	0	5.1	5.1	5.1	74.6	15.3	89.9
3	The project supports performance in core subjects.	0	1.7	1.7	5.1	76.3	16.9	93.2
4	Learners participate more actively in lessons.	0	0	0	6.8	71.2	22	93.2
5	Assessment results show better understanding.	0	3.4	3.4	1.7	71.2	23.7	94.9
6	Support services contribute to improved grades.	0	1.7	1.7	5.1	67.8	25.4	93.2
7	Class averages are higher than before.	0	1.7	1.7	3.4	76.3	18.6	94.9
8	We track academic progress regularly.	0	3.4	3.4	1.7	76.3	18.6	94.9
	Average	0.21	2.76	2.98	4.04	74.60	18.41	93.01

Source: Primary Data, 2025

The results show clear improvement in learner performance and engagement. Most respondents, 89.9 percent, observed better exam results and overall achievement. A strong majority, 93.2 percent, agreed that the project supports performance in core subjects and encourages more active learner participation. Similarly, 94.9 percent noted improved

understanding reflected in assessment results, higher class averages, and regular tracking of academic progress. The same high level of agreement, 93.2 percent, was seen for the role of support services in boosting grades. With an average agreement of 93.0 percent, the findings suggest that the project has positively influenced academic outcomes, learner involvement, and consistent performance monitoring.

The project officer highlighted measurable improvements in learner performance since the start of the project. As the officer noted, *"In Omoro as a district, I can surely confirm that we are progressing well. Like, I gave you some statistics, by the time we started implementing this project in 2021, the rates at which children were passing purely was at 88.6%, but as we speak, based on the findings we had last year, we're standing at 91.2%."* This indicates a steady increase in passing rates over the project period.

The program manager added that performance can also be assessed through more detailed literacy and numeracy measures. As the manager explained, *"Our performance, in terms of PLE performance, I wouldn't say it is not so good. But we can measure our performance in terms of the reading and writing and the numerous capabilities of the children that is through a tool we call EGRA where we assess children by performance from p.3 and then p.6."* The manager further noted, "We have seen PLE results improve especially for children who pass PLE according to government standard because we have seen reduced numbers of children who score U and X in PLE." This result suggests that both standardized assessments and broader literacy evaluations show tangible improvements in student learning outcomes.

4.3.3 Discipline

This subsection presents findings on statements related to student discipline. It highlights respondents' perspectives on behavioral standards, common disciplinary challenges, and how discipline affects academic performance and the overall learning environment.

Table 11: Discipline

No.	Statements	SD	D	SD+D	NS	A	SA	A+SA
1	Learner behavior has improved this academic year.	0	0	0	1.7	84.7	13.6	98.3
2	There are fewer disciplinary incidents.	0	1.7	1.7	5.1	74.6	18.6	93.2
3	Learners show more respect and cooperation.	0	1.7	1.7	6.8	67.8	23.7	91.5
4	The project helps promote responsibility and discipline.	0	0	0	3.4	69.5	27.1	96.6
5	Bullying and violence have reduced.	0	0	0	1.7	79.7	18.6	98.3
6	We use positive discipline strategies.	0	0	0	1.7	69.5	28.8	98.3
7	Both teachers and parents reinforce good behavior.	0	1.7	1.7	3.4	67.8	27.1	94.9
8	The school environment supports discipline and focus.	0	0	0	0	78	22	100
	Average	0.00	0.64	0.64	2.98	73.95	22.44	96.39

Source: Primary Data, 2025

The results show strong improvement in learner discipline and behavior. Almost all respondents, 98.3 percent, said learner behavior has improved this academic year, and the same percentage noted a reduction in bullying and violence. Another 98.3 percent agreed that positive discipline strategies are being used. A large majority, 93.2 percent, reported fewer disciplinary incidents, while 91.5 percent observed more respect and cooperation among learners. Most respondents, 96.6 percent, said the project promotes responsibility and discipline, and 94.9 percent confirmed that teachers and parents work together to reinforce good behavior. All respondents, 100 percent, agreed that the school environment supports discipline and focus. With an overall agreement of 96.4 percent, the findings indicate a positive and disciplined learning environment fostered by the project.

The project officer explained how integrating child protection initiatives and school clubs helps promote positive behavior among learners. As the officer noted, *"One of the game changers is to integrate with other technical projects like child protection for parents to be supported in positive parenting to cut down the rate at which corporal punishments are imposed on our children. Another one is to form clubs where children participate in schools like the child right clubs."* This shows that supporting parents and creating structured student activities can reduce harmful disciplinary practices.

The program manager added that providing children's spaces and improving school infrastructure also contributes to better discipline and engagement. As the manager noted, *"We have the children's spaces where we train children and promote good leadership among children in school. We have also been supporting infrastructure development like a construction of classrooms, supply of desks, constructed the latrine and billboards and those contribute significantly towards performance in school."* This highlights that safe, well-resourced learning environments support both behavior and academic outcomes.

The program coordinator emphasized the role of school clubs in fostering positive behavior and relationships. As the coordinator explained, *"We have created through different clubs like Peace Road Club and spiritual nurture club is basically to support children, stay in school, have, positive relations with friends and families. And in a way, we contribute to their discipline at school also through the use the school rules and regulations."* This illustrates that structured extracurricular activities, combined with rules and guidance, strengthen discipline and promote a positive school culture.

Table 12: Qualitative findings on the Academic performance

S/N	Sub-themes on Academic Performance	Frequency
1	Child protection	6
2	Early warning systems	3
3	Enrollment and attendance	6
4	Followup	6
5	Good relationship	2
6	Guidance and counseling	7
7	Improved learning environment	2
8	Improved performance	57
9	Learning materials	5
10	Literacy skills	9
11	Low dropout rate	15
12	No vernacular speaking	3
13	Parent visits	4
14	Peace club	5
15	Peer to peer learning	3
16	Positive parenting	2
17	Reading materials	4
18	Registers	5
19	Rules and regulations	3
20	Training of prefects and teachers	11
21	WASH	2

Source: Primary Data, 2025

The results show that academic performance is overwhelmingly understood in terms of improved performance, which stands out with by far the highest frequency. This suggests that respondents strongly associate academic performance with visible gains in learner outcomes, likely measured through test scores, class progression, and overall achievement. Several closely linked subthemes point to the factors believed to drive this improvement. Low dropout rate emerges as a key contributor, indicating that retaining learners in school is seen as essential for sustained academic success. This is reinforced by frequent mentions of follow-up, enrollment and attendance, and registers, which highlight the importance of tracking learners and ensuring consistent participation in learning activities. Supportive structures around learners also feature prominently. Guidance and counseling, child protection, and training of prefects and teachers were mentioned multiple times, suggesting that academic performance is viewed not only as an instructional issue but also as a result of social, emotional, and leadership support within the school. These elements point to a holistic understanding of learning, where safety, mentorship, and positive role models matter. Learning quality and skills development are reflected in subthemes such as literacy skills, learning materials, and reading materials. Their moderate frequencies suggest that access to appropriate resources and a focus on foundational skills are recognized as important, though they may not be as visible or emphasized as performance outcomes themselves. School culture and learner engagement appear in subthemes like peace club, peer-to-peer learning, rules and regulations, and good relationships. While these were mentioned less frequently, they indicate an awareness that a positive and orderly school environment supports learning and academic achievement. Parental and community involvement, reflected through parent visits and positive parenting, received relatively low mentions. This may suggest that while these factors are acknowledged, they are less central in respondents' immediate understanding of what drives academic performance, or are less consistently implemented. Health and wellbeing factors such as WASH and improved learning environment were least mentioned. This could imply that these aspects are taken for granted, less visible, or not directly linked by respondents to academic outcomes, even though they are known to influence learning.

The findings suggest that academic performance is primarily perceived as improved learner outcomes supported by strong attendance, retention, learner support systems, and teacher and student leadership capacity. Broader environmental and parental factors are recognized but appear to play a secondary role in how academic performance is understood and discussed.

4.4 School Environment

This section presents findings on the school environment and its role in supporting education projects. It examines various aspects of the physical and social environment, including infrastructure, facilities, and overall learning conditions. The findings highlight how the school environment influences the effectiveness of monitoring and evaluation practices, support services, and ultimately, academic performance.

Table 13: School Environment

No.	Statements	SD	D	SD+D	NS	A	SA	A+SA
1	Our classrooms have enough space for learners.	1.7	15.3	17.00	1.7	64.4	16.9	81.30
2	Sanitation facilities are clean	0	11.9	11.90	6.8	66.1	15.3	81.40
3	Sanitation facilities are adequate.	3.4	20.3	23.70	11.9	50.8	13.6	64.40
4	Seating is sufficient for all learners.		18.6	18.60	6.8	59.3	15.3	74.60
5	Some buildings have been renovated.	5.1	5.1	10.20	6.8	59.3	23.7	83.00
6	Electricity has improved the learning environment.	15.3	6.8	22.10	8.5	45.8	23.7	69.50
7	Classrooms are conducive for learning.	0	0	0.00	1.7	66.1	32.2	98.30
8	We have access to a library or resource center.	10.2	13.6	23.80	0	64.4	11.9	76.30
9	Poor infrastructure negatively affects learning.	0	6.8	6.78	3.4	57.6	32.2	89.83
	Average	4.46	10.93	14.90	5.29	59.31	20.53	79.85

Source: Primary Data, 2025

The results show mixed perceptions about the school environment. Most respondents, 98.3 percent, agreed that classrooms are conducive for learning, while 89.8 percent acknowledged that poor infrastructure negatively affects learning. A majority, 83 percent, said some buildings have been renovated, and around 81 percent felt that classrooms have enough space and sanitation facilities are clean. However, fewer respondents, 64.4 percent, felt sanitation facilities are adequate, and only 69.5 percent agreed that electricity has improved the learning environment. Access to libraries or resource centers was also limited, with 76.3 percent in agreement. The average agreement of 79.9 percent suggests that while learning spaces are generally supportive, gaps remain in sanitation, electricity, and resource access.

4.5 The influence of M&E practices on academic performance

This section examines the influence of monitoring and evaluation (M&E) practices in education sector on pupils' academic performance. It explores the ways in which systematic tracking, feedback mechanisms, and supportive interventions contribute to learning outcomes. It also considers how the integration of M&E with complementary services, such as teacher training, provision of learning materials, and psychosocial support, can strengthen the overall impact of education projects. By analyzing these connections, the section highlights the extent to which M&E practices and support services not only measure progress but also actively shape improvements in academic achievement.

Table 14: Regression analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.714[a]	0.511	0.502	0.61043

a. Predictors: (Constant), M&E Practices

The regression results show a clear and meaningful link between monitoring and evaluation practices and academic performance. The model has an R value of 0.714 and an R Square of 0.511, meaning that just over half of the variation in academic performance can be explained by monitoring and evaluation practices. This level of explanatory power is substantial in education research and indicates that the predictor makes a strong contribution. The adjusted R Square of 0.502 confirms that the strength of the model holds when taking the sample size into account.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.151	1	22.151	59.447	0.000[b]
	Residual	21.239	57	0.373		
	Total	43.390	58			

a. Dependent Variable: Academic performance

b. Predictors: (Constant), M&E Practices

The ANOVA results support the strength of the model. The F value is 59.447 with a significance level of 0.000, which means the model fits the data significantly better than one

with no predictor. This confirms that monitoring and evaluation practices are not only related to academic performance but also serve as a reliable predictor in this analysis.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	3.127	1.202		2.602	0.012		
	M&E Practices	0.552	0.072	0.714	7.710	0.000	1.000	1.000

a. Dependent Variable: Academic performance

The coefficient table provides further insight into the relationship. The unstandardized coefficient for monitoring and evaluation practices is 0.552. This suggests that for every one unit increase in monitoring and evaluation scores, academic performance increases by approximately 0.552 units. The predictor is statistically significant with a p value of 0.000 and a strong t value, signaling a meaningful effect. The VIF value of 1.000 shows that there are no multicollinearity concerns, which means the predictor stands on its own without interference from other variables in the model.

Therefore, the findings indicate that schools or education programs with stronger monitoring and evaluation systems tend to achieve better academic outcomes. While regression does not prove causation, the evidence points to a strong and positive association. These results suggest that enhancing monitoring and evaluation practices may support efforts to improve academic performance across educational settings.

4.6 Diagnostic test

Table 15: Multi-collinearity tests

Collinearity Diagnostics[a]

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	M&E Practices
1	1	1.998	1.000	0.00	0.00
	2	0.002	30.211	1.00	1.00

a. Dependent Variable: Academic performance

The collinearity diagnostics indicate that multicollinearity is not a concern in this regression model. The key indicator here is the condition index. A condition index value below 30 is generally considered acceptable. Although the second dimension shows a condition index of 30.211, this borderline value must be interpreted alongside the variance proportions. Both the constant and the monitoring and evaluation variable show variance proportions of 1.00 in the same dimension, but because the model includes only one predictor, this pattern is expected and does not signal multicollinearity.

The results confirm that the monitoring and evaluation variable does not suffer from overlap or redundancy with other predictors, since none are included. The single predictor stands independently without inflating variance or distorting results. The model is therefore stable, and the estimates from the regression analysis can be trusted.

4.7 The moderating effect of school environment on the relationship between M&E Practices and academic performance

Moderation

Model : 1
Y : acad_per – Academic Performance
X : me_pract – M&E Practices
W : sch_inf – School infrastructure

Sample
Size: 59

****
OUTCOME VARIABLE: acad_per

Model Summary

R	R-sq	MSE	F	df1	df2	p
0.787	0.619	0.300	29.811	3.000	55.000	0.000

Model

	coeff	se	t	p	LLCI	ULCI
constant	7.73	7.214	1.072	0.289	-6.727	22.187
me_pract	0.178	0.415	0.43	0.669	-0.653	1.01
sch_inf	-1.374	2.03	-0.677	0.501	-5.441	2.694
Int_1	0.108	0.117	0.923	0.36	-0.127	0.343
sch_inf	-1.374	2.03	-0.677	0.501	-5.441	2.694
Int_1	0.108	0.117	0.923	0.36	-0.127	0.343

Product terms key:
Int_1 : me_pract x sch_inf

Test(s) of highest order unconditional interaction(s):

	R2-chng	F	df1	df2	p
X*W	0.006	0.851	1.000	55.000	0.360

Focal predict: me_pract (X)
Mod var: sch_inf (W)

The moderation results examine whether the school environment, measured through school infrastructure, changes the relationship between monitoring and evaluation practices and academic performance. The model explains about 61.9 percent of the variation in academic performance, which is a strong level of explained variance. The overall model is significant with p less than .001, showing that the combination of predictors contributes meaningfully to explaining academic outcomes.

However, the specific moderation effect is not statistically significant. The interaction term between monitoring and evaluation practices and school infrastructure has a p value of 0.360. This means that the school environment does not significantly strengthen or weaken the relationship between monitoring and evaluation practices and academic performance in this sample. In other words, the effect of monitoring and evaluation practices remains similar regardless of the level of school infrastructure.

The individual predictors also do not show significant direct effects in this moderation model. Monitoring and evaluation practices have a p value of 0.669, and school infrastructure has a p value of 0.501, meaning neither variable alone shows a statistically significant influence on academic performance once the interaction term is included. The broad confidence intervals for the coefficients reflect uncertainty in the estimates.

The findings suggest that school infrastructure does not serve as a moderator in this relationship. Monitoring and evaluation practices remain important in the broader analysis, but their effect on academic performance does not depend on the level of school infrastructure based on this dataset. Further studies with larger samples or additional environmental variables could provide more insight into contextual influences on monitoring and evaluation effectiveness.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0 Introduction

This chapter presents a detailed discussion of the findings presented in Chapter Four. It seeks to interpret and analyze the results within the context of existing literature, highlighting the implications of M&E practices, support services, and the school environment on academic performance. The discussion aims to provide a deeper understanding of how these factors interact to influence educational outcomes, while identifying both strengths and areas for improvement in the implementation of education projects.

5.1 Monitoring and evaluation (M&E) practices in the education sector

The study found that schools in the education sector have established monitoring and evaluation systems characterized by regular data collection, field supervision, review meetings, and feedback mechanisms that inform teaching and project implementation. Schools also track attendance and learner performance using standardized tools, and teachers apply assessment findings to improve classroom instruction. However, some gaps were identified, including limited personnel for data management, inadequate M&E training, weak follow-up on field recommendations, inconsistent documentation of review meetings, and limited community participation in monitoring activities.

This means that while M&E practices are generally well-integrated into school management processes and contribute to accountability and performance improvement, their overall effectiveness is constrained by insufficient capacity and inconsistent follow-up. The findings highlight that M&E is not only about data collection but also about translating insights into actionable change. Without sufficient training, staffing, and stakeholder engagement, the system risks becoming procedural rather than impactful. Therefore, strengthening the human and institutional capacity for M&E is crucial to ensuring that the data collected informs meaningful decision-making and leads to measurable educational improvements.

These results show strong alignment with empirical and conceptual literature on monitoring and evaluation in education systems. The demonstrated integration of data in school decision making supports Appiah, (2020) and Ayele et al., (2024), who report that robust M and E frameworks improve learning outcomes and strengthen education policy implementation. The

structured and consistent use of attendance and learner performance data aligns with Komar et al., (2019) and Javed et al., (2021), who emphasize the importance of systematic monitoring for early detection of learning challenges and improved academic progress. The practice of teachers relying on assessment evidence to adjust instruction reflects the participatory M and E approaches highlighted by Karimi, (2020) and Karimi et al., (2020), who find that teacher involvement in monitoring processes enhances literacy and numeracy outcomes. The supportive supervision model observed in the schools corresponds with findings from Gardezi et al., (2023) and Mahnaz et al., (2025), which note that constructive inspections and coaching strengthen instructional quality more effectively than punitive oversight frameworks.

The identified gaps also mirror documented challenges in the field. Limited staffing and M and E capacity concerns are consistent with Debebe, (2020), Mutune & Gatobu, (2024), and Umuro & Alexander, (2024), who highlight that inadequate technical capacity and insufficient personnel constrain M and E effectiveness in education systems. The observation that documentation and follow up are occasionally inconsistent reinforces the critique of Courtney, (2008) that monitoring tools may emphasize compliance rather than driving continuous improvement unless supported by strong learning structures. Similarly, de Laat et al., (2023) emphasize the importance of feedback loops and adaptive learning, suggesting that schools must strengthen mechanisms that translate monitoring insights into practice change. Reduced community engagement resonates with research by Chege & Bowa, (2020) and Okumu & Abuya, (2023), which notes that stakeholder participation in education M and E practices is often weak despite its potential to enhance ownership, accountability, and sustainability. The findings reinforce the broader body of evidence showing that monitoring and evaluation systems in education are increasingly institutionalized and impactful, yet further investments in human capacity, participatory practice, and structured accountability mechanisms are required to fully realize their potential in strengthening learning and school performance.

The study suggests the need to institutionalize monitoring and evaluation frameworks in all schools and ensure they are backed by adequate resources, technical support, and leadership commitment. Capacity-building programs for school administrators and teachers should be prioritized to enhance data literacy and evidence-based decision-making. There should also be mechanisms for regular review of M&E data and translation of findings into school improvement plans. Additionally, increasing community participation in M&E will foster transparency, strengthen accountability, and improve ownership of educational outcomes. Education authorities should consider embedding M&E indicators into teacher appraisal

systems to ensure that monitoring results directly influence performance management and learning outcomes.

5.2 The level of academic performance

The study found that academic performance has improved across schools, evidenced by higher grades, better retention rates, reduced dropouts, and improved learner discipline. Schools have attributed these gains to greater parental involvement, school feeding programs, teacher dedication, and more supportive learning environments, although challenges remain in fully addressing dropout causes and sustaining learner motivation.

This means that ongoing interventions in schools are yielding positive results in learning outcomes and student engagement. The findings highlight that a combination of social support, effective management, and teacher motivation contributes significantly to learner success. Improvements in discipline and cooperation also suggest that schools are creating more conducive environments for academic and personal development. However, the persistence of dropouts and student transfers indicates that additional strategies are needed to maintain consistency in academic progress.

These outcomes align with established literature. The observed improvement in general academic performance reflects research showing that supportive school environments enhance student success and engagement, and this aligns with Arnaiz-Sánchez et al., (2020) and Liem, (2019). The strong contribution of parental involvement in motivating learners and improving outcomes corresponds with evidence that parental engagement fosters academic commitment and performance, and this aligns with Engin, (2020) and Wong et al., (2018). The link between improved discipline and better academic results corresponds with findings that positive student behaviour supports achievement, and this aligns with Anderson et al., (2019) and Mundy et al., (2017). The findings that positive discipline approaches are more effective than punitive models reflect research cautioning against strict, no excuse systems in favour of balanced discipline that builds learner self-regulation, and this aligns with Golann & Torres, (2020) and Hagger & Hamilton, (2019). Improved learning outcomes supported by better school environments and resources correspond with findings that supportive school conditions contribute to academic achievement, and this aligns with Adeyemi, (2014) and Gershenson & Langbein, (2015). Finally, the continued dropout challenges linked to broader socioeconomic

pressures reflect research showing that external factors beyond the school can still hinder retention, and this aligns with Peguero et al., (2021).

The study suggests the need to maintain and expand programs that promote parental participation, learner support, and teacher motivation. Schools should strengthen mentorship and counseling services to address dropout risks and foster sustained engagement. The Ministry of Education should develop policies that support whole-school improvement, integrating both academic and psychosocial components of learning. In addition, schools should institutionalize continuous assessment systems to monitor progress and identify struggling learners early. Investing in a holistic approach that combines academic rigor, emotional support, and community engagement will help sustain long-term improvements in academic performance.

5.3 The influence of monitoring and evaluation (M&E) practices on academic performance

The study found a strong and positive relationship between monitoring and evaluation practices and academic performance. Schools that had more structured and consistent M&E systems reported higher learner achievement, improved examination results, and stronger retention rates. The evidence showed that M&E contributes to systematic feedback and accountability that improve decision-making, instructional quality, and student outcomes.

This means that when schools effectively use M&E data, they can identify gaps in teaching, learning, and resource utilization, leading to timely interventions that support continuous improvement. The presence of regular monitoring ensures that teachers remain accountable, learners receive feedback, and school management can plan strategically for performance enhancement. M&E thus acts as a bridge between evidence and action, ensuring that learning processes are guided by data rather than assumptions. Schools with well-functioning M&E systems create a culture of reflection and improvement that directly benefits learners.

This evidence aligns closely with the existing literature. The demonstrated positive effect of structured monitoring processes on academic improvement reflects the argument that M&E contributes to performance enhancement through accountability and feedback cycles, and this aligns with Abdulqader, (2021) and Taddesse, (2017). The finding that effective M&E helps guide policy implementation and supports learning improvements corresponds with evidence from Ethiopia that M&E strengthens education program delivery, and this aligns with Ayele et al., (2024). The observed role of M&E in improving project and school performance is

consistent with studies showing that well executed M&E systems enhance outcomes in educational programs, and this aligns with Chege & Bowa, (2020), Mugisha & Osiemo, (2024), and Muhayimana & Kamuhanda, (2020). The identified link between early feedback, learner tracking, and better academic results reflects research showing that monitoring practices support quality teaching and learning, and this aligns with Chukwu et al., (2019) and Javed et al., (2021). In addition, the recognition that M&E is influenced by institutional culture and requires institutional capacity development corresponds with research from Uganda emphasizing organizational culture in promoting M&E effectiveness, and this aligns with Olwenyi et al., (2025). Finally, the emphasis on participatory monitoring and the school environment as factors that support learning outcomes reflects prior work showing that engagement-based M&E models contribute to improvements in literacy and numeracy, and this aligns with Karimi, (2020) and Hussain & Jumani, (2024).

The study suggests the need to strengthen the use of M&E outcomes in planning and decision-making at the school level. School administrators should establish feedback loops that translate monitoring reports into targeted interventions for teachers and learners. Furthermore, policymakers should ensure that M&E units at district and national levels provide timely support to schools through data dissemination and technical guidance. Continuous professional development programs focusing on the use of M&E data should be institutionalized, and schools should be encouraged to integrate digital tools to enhance real-time monitoring and reporting. By doing so, M&E will become not only a compliance activity but a central pillar in improving educational quality and learner performance.

5.4 The moderating influence of the school environment on the relationship between M&E practices and academic performance

The study found that the school environment, measured through infrastructure, did not significantly moderate the relationship between monitoring and evaluation practices and academic performance. While both M&E and infrastructure contribute to positive learning outcomes, their interaction was not statistically significant, suggesting that the effect of M&E practices on academic performance remains consistent regardless of the quality of school infrastructure.

This means that well-structured M&E systems can improve academic outcomes even in schools with modest infrastructure. The effectiveness of M&E lies in the strength of its processes such

as data use, feedback, supervision, and stakeholder engagement rather than the availability of material resources. In essence, M&E can operate as a standalone mechanism for improvement, driven by human and institutional commitment rather than physical conditions. Schools with weaker infrastructure can still achieve academic gains if their M&E systems are strong and responsive.

These findings are consistent with prior literature emphasizing that well designed monitoring and evaluation systems can drive performance improvements even in resource constrained school environments. The conclusion that M&E practices can function effectively regardless of infrastructure aligns with arguments that strong M&E frameworks support accountability and learning outcomes across varied school settings, and this aligns with Gichuhi et al., (2022). The observation that infrastructural conditions did not significantly enhance or weaken the relationship reflects earlier work noting that M&E effectiveness is shaped more by institutional culture and stakeholder engagement than by physical facilities, and this aligns with Olwenyi et al., (2025) and Mugabe & Ogina, (2021). Evidence that participatory M&E processes can yield improved academic outcomes in varied school conditions without infrastructure being a determining factor aligns with Karimi, (2020). Additionally, findings showing that educational resources may influence performance but do not always operate as moderators of other educational mechanisms correspond with observations from Kenyan primary school studies, and this aligns with Mutula, (2021). Finally, the result that infrastructure did not exert a moderating effect aligns with studies showing that while school facilities support learning access and experience, their impact is not always direct or interactional with other educational inputs, and this aligns with Wokadala, (2019). Overall, the study reinforces the perspective that robust and functional monitoring and evaluation practices can support academic performance across diverse school environments, even when infrastructural conditions vary.

The study suggests the need to focus on strengthening M&E capacity and institutional culture even in resource-constrained environments. Education policymakers should ensure that M&E processes are adequately funded, technically supported, and aligned with performance goals, regardless of school infrastructure quality. At the same time, gradual investment in school infrastructure should continue, but it should complement rather than overshadow process-oriented reforms. Schools should also be encouraged to adopt participatory monitoring approaches that include teachers, students, and parents to ensure that educational outcomes are continuously assessed and improved. This will ensure that both human and physical resources work together to achieve long-term academic excellence.

CHAPTER SIX

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter summarizes the key findings from the research, highlighting how M&E practices and support services contribute to learner outcomes, including retention, academic achievement, and discipline. Following the summary of findings, the chapter provides a conclusion that integrates the evidence from the study and offers practical recommendations to relevant stakeholders, including government authorities, schools, and implementing partners, for enhancing the effectiveness of education projects in the district.

6.1 Summary of the findings

6.1.1 M&E practices in education sector

The findings show that the schools have a well-entrenched monitoring and evaluation culture, with routine data collection, regular assessment, field supervision, and review meetings consistently used to guide teaching and project delivery. Schools frequently track attendance and learner performance, use standardized tools, and share information with stakeholders, and teachers commonly apply assessment results to improve instruction. However, the paragraph also highlights notable issues, including limited staff dedicated to data management, gaps in M and E training, uneven documentation of review meetings, and instances where follow up on field visit recommendations is not fully consistent. Community participation in monitoring remains present but less robust than the involvement of school staff and project officers. While reflection and learning are strong features of review meetings, there is room to strengthen action planning so that insights translate more systematically into improved practice.

6.1.2 The level of academic performance

The findings indicate that academic performance has improved across schools, supported by increased retention, stronger grades, and better discipline among learners. Schools report fewer dropouts, greater completion of the academic year, and stronger motivation to stay in school, driven by project activities, parental involvement, school feeding programs, and improved learning environments, although some schools still face challenges fully addressing all dropout causes and stabilizing learner transfers. Performance results show noticeable gains in exam

outcomes, core subject achievement, lesson participation, and literacy and numeracy skills, with regular tracking in place, yet the emphasis remains heavily on results, with limited attention to the underlying processes that sustain improvement. Discipline has strengthened, with fewer behavioral incidents, increased use of positive discipline approaches, improved cooperation and respect among learners, reduced bullying, and strong reinforcement from teachers and parents, although discipline practices remain mostly top down and rely heavily on trained prefects and teachers rather than broader, student driven initiatives.

6.1.3 The influence of M&E practices in education sector on academic performance

The findings indicate a strong and positive relationship between monitoring and evaluation practices and academic performance in schools. Analysis shows that a substantial portion of the variation in academic performance can be explained by the quality of M&E practices, and the model remains robust when accounting for sample size. The results demonstrate that improvements in M&E practices are associated with corresponding gains in academic outcomes, and the predictor is statistically significant and independent of other factors.

6.1.4 The moderating effect of school environment on the influence of M&E practices in education sector on academic performance

The findings indicate that the school environment, as measured through infrastructure, does not significantly moderate the relationship between monitoring and evaluation practices and academic performance. While the overall model shows a strong and meaningful contribution of the predictors to academic outcomes, the interaction between M&E practices and school infrastructure is not statistically significant, suggesting that the effect of M&E practices on academic performance remains consistent regardless of the quality of school infrastructure. Similarly, neither M&E practices nor school infrastructure show significant direct effects within this moderation model, and the estimates reflect a degree of uncertainty.

6.2 Conclusion

Based on the study findings, it can be concluded that the World Vision education project in Omoro District has effectively implemented monitoring and evaluation practices alongside support services, both of which significantly enhance academic performance in primary schools. M&E practices including data collection, assessments, field visits, and review meetings enable timely identification of learner needs and informed decision-making. These

interventions have led to improved student retention, higher academic grades, and better discipline, creating a more supportive and effective learning environment. Moreover, while school infrastructure contributes to the overall educational setting, it does not significantly moderate the impact of M&E practices, indicating that consistent application of these interventions is the key driver of improved academic performance. Therefore, the integration of robust M&E practices has proven essential for promoting quality education and sustainable academic achievement in the district.

6.3 Recommendations

The government should strengthen policy frameworks for monitoring and evaluation in primary schools, ensuring standardized guidelines for data collection, assessments, and reporting. Investment in teacher training, school leadership development, and the provision of adequate learning materials should be prioritized.

The district authorities should facilitate school-level M&E systems, provide oversight and technical support, and ensure that schools have functional infrastructure, including classrooms, libraries, latrines, and WASH facilities. District education officers should monitor the equitable distribution of learning materials and promote community and parental engagement in supporting retention, positive discipline, and learner well-being.

School management should implement robust M&E practices, including regular data collection, review meetings, and follow-ups on student performance. Teachers and school leaders should apply knowledge gained from trainings in pedagogy, classroom management, and inclusive practices.

Non-government organizations (NGOs) should continue supporting capacity-building initiatives, including teacher and management trainings and provision of learning materials. Programs addressing literacy, numeracy, retention, and student well-being should be maintained and expanded to reach more schools. Collaboration with local authorities and communities should be strengthened to ensure sustainability and maximized impact.

Through addressing these recommendations, all stakeholders can contribute to sustained improvements in academic performance, learner retention, and the overall effectiveness of education projects in Omoro District.

6.4 Areas for further research

This section contains areas that can be considered by other researchers for future investigations and research.

6.4.1 Teacher Training and Academic Performance

Future research should investigate the influence of teacher training on academic performance within primary schools, given the central role of teachers in facilitating effective teaching and learning processes. Specifically, studies may examine how various dimensions of teacher training contribute to improvements in learners' academic achievement. Such inquiries would provide a more comprehensive understanding of the mechanisms through which teacher training influences academic performance.

6.4.2 Data Collection Practices and Decision-Making

Furthermore, researchers may undertake a more rigorous examination of the relationship between data collection practices and decision-making within educational institutions, particularly in the context of monitoring and evaluation systems.

6.4.3 School Environment and Academic Performance

Future research should examine the influence of the school environment on academic performance by focusing on physical, psychosocial, and institutional factors that facilitate effective teaching and learning. Such studies would provide empirical evidence on the contribution of conducive school environments to improved academic performance.

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APPENDICES

Appendix A: Questionnaire

Dear respondent,

I am Waako Daniel, a student of Masters of Monitoring and Evaluation, Gulu University. As part of my study program, I'm conducting a study titled ***"Monitoring and Evaluation Practices in Education Project and Academic Performance in Primary Schools: The Case of World Vision Literacy Improvement Project in Omoro District".*** You have been chosen as one of the respondents for this study because you are considered to be having information which is important for the successful completion of this research. I therefore seek to request for your valuable time and cooperation to respond to the following questions. Please be assured that the information you are about to provide will be treated with utmost confidentiality and will only be used for academic purposes.

SECTION A: DEMOGRAPHIC INFORMATION

Instruction

Please, tick only one in the box below

1. Gender.

(i) Male ☐ (ii) Female ☐

2. Age category of the respondents (in years).

(i) 18-20 ☐ (ii) 20-25 ☐ (iii) 26-30 ☐ (iv) 31-40 ☐ (v) 41-45 ☐ (vi) 46 and above ☐

3 Marital status.

(i) Single ☐ (ii) Married ☐ (iii) Separated ☐ (iv) Divorce ☐ (v) Widowed ☐ (vi) Not Applicable ☐

4 Educational level.

(i) Didn't attend school ☐ (ii) Primary ☐ (iii) Secondary ☐ (iv) Certificate ☐

(v) Diploma ☐ (vi) Bachelor ☐ (vii) Postgraduate ☐

5. Number of years of teaching experience.

(i) Below 5 years ☐ (ii) 5-10 years ☐ (iii) 10-15 years ☐ (iv) 15 years and above ☐

SECTION B: MONITORING AND EVALUATION (M&E) PRACTICES

Please tick only one box per statement based on your opinion.
SD – Strongly Disagree, D – Disagree, NS – Not Sure, A – Agree, SA – Strongly Agree

Part I: Data Collection

No.	Statements	SD	D	NS	A	SA
1	We regularly collect data to monitor project implementation, such as attendance and performance records.					
2	I have been trained on how to collect accurate data for educational interventions.					
3	We routinely collect learners' attendance records.					
4	We routinely review learners' attendance records					
5	We track learner performance every academic year					
6	The data collection tools we use are standardized and easy to use.					
7	We use collected data to guide decisions at the school level.					
8	There is someone specifically assigned to collect project data at our school.					
9	We share collected data with key stakeholders, including parents.					

Part II: Assessments

No.	Statements	SD	D	NS	A	SA
1	We carry out regular assessments to measure how the project is progressing.					
2	We assess learners' grades every academic year to track changes.					
3	I help in developing the assessment tools we use.					
4	We use assessment results to improve our teaching strategies.					
5	Project assessments are aligned with the school curriculum.					
6	The school administration shares assessment feedback with us.					
7	Assessments enable us stay accountable to stakeholders like parents and SMC.					

8	We use continuous assessments to understand how the project affects learning outcomes.					

Part III: Field Visits

No.	Statements	SD	D	NS	A	SA
1	Project staff visit our school regularly to check on progress.					
2	During field visits, WV staff observe our teaching methods					
3	When WV staff visit they observe pupil learning activities					
4	The feedback we receive from field visits enables us improve in project implementation.					
5	Community leaders also take part in some of the field visits.					
6	I feel supported when monitoring visits are carried out.					
7	Field visits happen often enough to be useful.					
8	Reports from field visits are shared with school leadership.					
9	Any challenges observed during visits are followed up and addressed.					

Part IV: Review Meetings

No.	Statements	SD	D	NS	A	SA
1	We hold regular meetings to review project progress.					
2	Teachers and administrators both attend these meetings.					
3	During meetings, we identify challenges and set new goals.					
4	Project updates are shared in the meetings.					
5	The feedback we get helps guide future activities.					
6	Meeting minutes are written and shared with staff.					
7	We discuss learners' academic progress in these meetings.					
8	Meetings help strengthen teamwork between teachers and project staff.					

SECTION C: SUPPORT SERVICES

Please tick only one box per statement based on your opinion.
SD – Strongly Disagree, D – Disagree, NS – Not Sure, A – Agree, SA – Strongly Agree

Part I: Trainings

No.	Statements	SD	D	NS	A	SA
1	I have received sufficient training through the World Vision project.					
2	The training sessions help me improve my teaching methods.					
3	The training we receive is tailored to our school's needs.					
4	Trainings are conducted regularly.					
5	The content covered in training supports better academic outcomes.					
6	Headteachers receive sufficient training in project management.					
7	Training includes skills for monitoring at the school level.					
8	I apply what I learn in training to my classroom work.					

Part II: Scholastic Material Supply

No.	Statements	SD	D	NS	A	SA
1	Learners are provided with enough scholastic materials.					
2	Materials are delivered on time.					
3	Each learner has adequate access to their own materials.					
4	These materials have improved learner performance.					
5	Material support is consistent throughout the year.					
6	I receive adequate teaching aids to support my lessons.					
7	The materials match what is required in the national curriculum.					
8	The materials are useful both in school and at home.					

Part III: Psychosocial Support

No.	Statements	SD	D	NS	A	SA
1	Learners benefit sufficiently from the counselling services available.					
2	We provide adequate emotional support to learners who are traumatized.					
3	Psychosocial activities are part of the school's programs.					

4	I am able to identify and support learners who are distressed.	
5	The project adequately helps raise community awareness about child wellbeing.	
6	We adequately address behavior issues through support programs.	
7	This support has reduced absenteeism and dropouts.	
8	Parents take part in psychosocial support initiatives.	

SECTION D: ACADEMIC PERFORMANCE

Please tick only one box per statement based on your opinion.
SD – Strongly Disagree, D – Disagree, NS – Not Sure, A – Agree, SA – Strongly Agree

Part I: Retention

No.	Statements	SD	D	NS	A	SA
1	We have seen fewer dropouts since the project started.					
2	More pupils now complete the academic year.					
3	Project activities encourage learners to stay in school.					
4	The school feeding program has helped increase retention.					
5	When parents are involved, more learners stay in school.					
6	Learners are more motivated to attend regularly.					
7	The project adequately addresses key reasons why learners drop out.					
8	Fewer pupils are transferring to other schools.					

Part II: Grades

No.	Statements	SD	D	NS	A	SA
1	Learners' exam results have improved.					
2	Overall achievement levels have gone up.					
3	The project supports performance in core subjects.					
4	Learners participate more actively in lessons.					
5	Assessment results show better understanding.					
6	Support services contribute to improved grades.					

7	Class averages are higher than before.					
8	We track academic progress regularly.					

Part III: Discipline

No.	Statements	SD	D	NS	A	SA
1	Learner behaviour has improved this academic year.					
2	There are fewer disciplinary incidents.					
3	Learners show more respect and cooperation.					
4	The project helps promote responsibility and discipline.					
5	Bullying and violence have reduced.					
6	We use positive discipline strategies.					
7	Both teachers and parents reinforce good behaviour.					
8	The school environment supports discipline and focus.					

SECTION E: SCHOOL ENVIRONMENT

Please tick only one box per statement based on your opinion.
SD – Strongly Disagree, D – Disagree, NS – Not Sure, A – Agree, SA – Strongly Agree

School Infrastructure

No.	Statements	SD	D	NS	A	SA
1	Our classrooms have enough space for learners.					
2	Sanitation facilities are clean					
3	Sanitation facilities are adequate.					
4	Seating is sufficient for all learners.					
5	Some buildings have been renovated.					
6	Electricity has improved the learning environment.					
7	Classrooms are conducive for learning.					
8	We have access to a library or resource center.					
9	Poor infrastructure negatively affects learning.					

Thank you for your time and contribution.

Appendix B: Interview Guide (Head Teachers, Inspectors of Schools, SMC Members and project staff)

Section A: Monitoring and Evaluation (M&E) Practices

1. How do you track pupil attendance at school?
    i. How is this information used to support learning?
2. How often do staff carry out field visits?
    i. Probe review meetings/reflections take place?
    ii. Are there changes brought about by these visits and review meetings?
3. Are teachers involved in collecting data about the project?
    i. What ways are teachers involved in collecting?
    ii. What is your opinion on how the findings from collected data are used to improve performance?

Section B: Support services

4. What types of training have teachers received under the project?
    i. Are these trainings relevant to the curriculum and academic needs?
5. Are the scholastic materials provided adequate?
    i. Are these materials accessible to all learners?
6. How has psychosocial support impacted pupil behavior, attendance, or classroom performance?

Section C: Academic Performance

7. What do you comment on academic performance in your school/district?
8. What factors have influenced pupil retention in your school since the project began?
9. Have you observed any changes in grades or learning outcomes as a result of project interventions?
10. What discipline strategies are used in your school?
    i. How do these strategies affect academic performance?

Appendix C: Focus Group Discussion Guide (Pupils)

i. Have you seen people from World Vision come to your school to check on your learning or school activities?
    a. What do they usually do or ask?

ii. What kinds of support or help (like books, meals, uniforms, or lessons) have you received from the World Vision project?
    a. How has it helped you at school?

iii. Do teachers ever ask you how you are doing in school?
    a. Do they ask you the subjects you find difficult?
    b. What do they do when you tell them what you find difficult?

iv. Do you think your performance in class has changed in the last year?
    a. Can you tell us what made your performance to be like that?

v. How often do you take tests or exams?
    a. How do you feel about them (Are they easy, hard, or somewhere in between)?

vi. What subjects do you find easiest and hardest?
    a. Why do you think they are easy or difficult for you to get good grades?
    b. Has anyone helped you with those subjects?

APPENDIX D: Krejcie & Morgan, Table of sample size determination

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

(Krejcie & Morgan, 1970)

APPENDIX E: Introductory Letter

GULU
P.O. Box 166
Gulu, Uganda

UNIVERSITY
Tel: 0471-42923
Fax: 256-471-42094

OFFICE OF THE DEAN FACULTY OF BUSINESS AND DEVELOPMENT STUDIES

Date: 21st May 2025

TO WHOM IT MAY CONCERN

RE: WAAKO DANIEL 23/U/0445/MME/PS

The above-named person is a final year student pursuing Master of Monitoring and Evaluation (MME) Degree of Gulu University.

In partial fulfillment of the requirements for the award of the Degree, he is carrying out research on the topic: **Monitoring and Evaluation Practices in Education Project and Academic Performance in Primary Schools: The Case Study of World Vision Project in Omoro District.**

Due consideration accorded to him shall be highly appreciated.

Yours Faithfully,

GULU UNIVERSITY
11 JUN 2025
DEAN
FACULTY OF BUSINESS AND DEVELOPMENT STUDIES

FOV

Dr. Olanya David Ross (Ph.D.)
Vice Chairperson Higher Degrees' and Committee
Faculty of Business and Development Studies
Tel: 0773-170-448
E-Mail: d.olanya@gu.ac.ug

APPENDIX F: Permission from Omoro District

OMORO DISTRICT LOCAL GOVERNMENT

OFFICE OF THE CHIEF ADMINISTRATIVE OFFICER

Telephone: +256 -777-535787
+256 -772-957591

P .O BOX 252
GULU – UGANDA

In any correspondence on this Subject please quote CR/ODLG/210/34

Date: 16th June 2025

TO WHO IT MAY CONERN

RE: AUTHORIZATION TO CONDUCT ACADEMIC RESEARCH IN LALOGI SUB-COUNTY, OMORO DISTRICT

This is to confirm that **Waako Daniel**, a Student of Gulu University registered under **23/U/044/MME/PS**, has been granted permission by the office of the Chief Administrative Officer to conduct academic research within Lalogi Sub County.

The research is titled "**Monitoring and Evaluation Practices in Education Project and academic Performance in Primary Schools: The Case of World Vision Project in Omoro District.**"

I kindly request all relevant authorities, institutions and individuals within Lalogi Sub County to provide the necessary support and cooperation to facilitate the study.

Yours sincerely,

For CHIEF ADMINISTRATIVE OFFICER
OMORO DISTRICT

Muzige Paul
Deputy Chief Administrative Officer, Omoro DLG

APPENDIX G: Authorization from World Vision

World Vision
UGANDA

Head Office
158, Nakasero Road
P.O.Box 5319, Kampala
tel. (256-417) 114 200
(256-414) 340 295
fax.(256-414) 258 587
email:uganda@wvi.org
Website:www.wvi.org/ugandaz

Ref: WVU/ASR/RES/2026

19th October 2026

RE: INTRODUCTION AND PERMISSION TO CONDUCT ACADEMIC RESEARCH IN LALOGI-LAKWANA ADP

This letter serves to introduce **Mr. Daniel Waako**, a student undertaking academic research as part of the requirements for the award of a master degree in monitoring and evaluation

The purpose of the study is to collect information related to **Monitoring and Evaluation Practices and Academic Performance in Primary Schools under the Literacy Improvement Project implemented by World Vision Uganda in Lalogi-Lakwana Area Development Programme (ADP)**. The findings of this study are intended solely for academic purposes and are expected to contribute to improved knowledge and practice within the education sector.

The bearer is hereby granted permission to conduct the research within **Lalogi-Lakwana ADP** and to access relevant respondents and information required for the successful completion of the study, subject to existing organizational policies and ethical standards governing research. We kindly request all concerned stakeholders, staff, and respondents to accord him the necessary cooperation and assistance during the data collection process.

We appreciate your support towards this academic endeavor.

Yours faithfully,

David Ssenyimba

box SIGN 1V76KKYW-1V9JRYKX

David Ssenyimba
Programme Manager
Acholi Sub-Region Programmes

CC:

- Area Programme Coordinator, Lalogi-Lakwana ADP
- Researcher's Academic Supervisor

"Our Vision for every child, Life in all its fullness; our prayer for every heart, the will to make it so"