

Education Sector Administration and the Performance of Selected Universal Secondary Schools in Masindi District Local Government

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Abstract - This study investigated the relationship between education sector administration and the performance of selected Universal Secondary Schools in the Masindi District Local Government. The objectives were to: establish the relationship between staff management and performance, assess the relationship between school inspection and performance, examine the relationship between stakeholder engagement and performance, and examine the relationship between financial management and performance in selected Universal Secondary Schools in Masindi District. This descriptive, cross-sectional study employed both quantitative and qualitative approaches. From a population of 368, a sample of 266 respondents was selected using the Krejcie and Morgan (1970) table, resulting in a response rate of 244. Simple random and purposive sampling techniques were used to select respondents. Data were collected using self-administered questionnaires and interview guides. Quantitative data were analyzed using descriptive statistics with SPSS Version 25, and qualitative data were analyzed using content analysis. The study revealed that effective management practices, including staff management ($r = 0.897$, $\beta = 0.897$), stakeholder engagement ($r = 0.895$, $\beta = 0.895$), financial management ($r = 0.827$, $\beta = 0.827$), and school inspection ($r = 0.762$, $\beta = 0.560$), are crucial for improving school performance in selected Universal Secondary Schools in Masindi District. These variables significantly predict school performance, explaining 80.4%, 80.1%, 68.4%, and 58.1% of the variation in school performance, respectively. The study concluded that effective management practices, including staff management, school inspection, stakeholder engagement, and financial management, are crucial for improving school performance in selected Universal Secondary Schools in Masindi District. The study suggests that schools that prioritize effective management practices are likely to perform better than those that do not. Therefore, school administrators and policymakers should prioritize

these management practices to improve school performance and achieve better educational outcomes. The study recommends that school administrators in selected Universal Secondary Schools in Masindi District prioritize effective management practices, including staff management, school inspection, stakeholder engagement, and financial management, to improve school performance. This can be achieved by establishing clear policies and procedures, providing regular training and feedback, recognizing and rewarding good performance, and promoting transparency and accountability. By implementing these recommendations, schools can enhance their performance, build trust with stakeholders, and ultimately improve educational outcomes for students. Effective management practices are crucial for school success and sustainability.

Keywords: Uganda Education sector administration and the performance.

I. INTRODUCTION

The global discourse on education sector administration and the performance of universal secondary schools began in the postwar period as countries expanded access to secondary education and formalized sector financing, governance, and accountability arrangements, with a notable shift toward centralized policy frameworks in the mid-to-late 20th century and decentralization reforms in the late 20th to early 21st centuries (World Bank, 2020; UNESCO, 2021). Early international benchmarks emphasized universal access and basic quality, evolving into complex governance structures that link funding, curriculum, and school leadership to outcomes (OECD, 2020). Across Europe, Asia, and the Americas, periods of expansion were followed by reform cycles targeting efficiency, equity, and local revenue mobilization to sustain USE efforts (UNESCO, 2022). By the 2010s and into the 2020s, performance trends have shown mixed results, with gains in enrollment often accompanied by

persistent quality and resource management challenges, underscoring governance and financing as critical levers (World Bank, 2021; ADB, 2020). The global landscape today reflects a continuum of policy experimentation, implementation gaps, and renewed emphasis on local revenue generation and accountability within USE systems (UNICEF, 2023). Overall, the period from the 1950s to the present demonstrates a trajectory from centralized, supply-driven provisioning toward more decentralized, financing-enabled, outcome-oriented administration of USE (Education Commission, 2021).

Across continents, the administration of education and the performance of USE-equivalent systems have evolved through distinct but comparable sequences: expansion, reform, and governance strengthening. In Europe, postwar welfare state expansion was followed by governance reforms that linked funding to performance indicators and school autonomy, with sustained emphasis on accountability and efficiency in the 1990s onward (European Commission, 2020). In Asia, rapid industrialization and population growth prompted large-scale expansion of secondary education, accompanied by governance decentralization and public-private funding mixes, with notable reforms in the 2000s and 2010s aimed at improving quality and local resource mobilization (World Bank East Asia & Pacific, 2021). In the Americas, USE-like programs emerged through late 20th century policy shifts toward equity and accountability, with mixed outcomes in student achievement tied to financing and governance structures (Inter-American Development Bank, 2020). In Africa, regional efforts focused on expanding access and building capacity in governance and financing, with sub-regional variations in decentralization and local revenue mobilization shaping USE performance (AU Education Secretariat, 2021). Across these regions, the period from the 1990s to the 2020s illustrates a common trend: reforms increasingly intertwine funding, governance, and accountability, while local revenue performance remains a crucial constraint and enabler for USE outcomes (World Bank, 2020; UNESCO, 2021). The regional literature shows that improvements in USE performance are closely linked to stronger local governance, clearer funding mechanisms, and better revenue collection at the district or provincial level (UNESCO Bangkok, 2022).

In East Africa, Kenya and Tanzania have pursued parallel trajectories of expanding secondary education access and strengthening administrative governance, but with country-specific timelines and financing models. Kenya's post-independence period emphasized public expansion of secondary schooling, followed by devolution and policy reforms in the 2010s to enhance equity and local revenue coordination with national standards, aiming to improve USE

outcomes through funding clarity and accountability (World Bank Kenya, 2021; KNBS/Ministry of Education, 2020). Tanzania pursued similar growth in secondary education since the 1990s, with policy shifts toward decentralization, improved school management, and finance reforms designed to align local revenues with USE needs, though persistent resource constraints and governance gaps affected performance indicators in the 2000s and 2010s (Ministry of Education Tanzania, 2020; UNESCO Tanzania, 2022). Across both countries, contemporary trends emphasize performance monitoring, local governance strengthening, and revenue mobilization to sustain USE, reflecting a regional emphasis on improving efficiency and outcomes through decentralization and enhanced local funding (World Bank Tanzania, 2022; REPOA, 2021).

In Uganda, the evolution of education sector administration and the performance of Universal Secondary Education (USE) has been shaped by national reforms and funding dynamics since the 1990s. The 1995/1997 reforms formalized Universal Primary Education (UPE) with the aim to transition toward affordable secondary access, followed by the introduction of USE in 2007 to broaden secondary participation amid financing and governance challenges (Uganda Ministry of Education and Sports, 2010; UNICEF Uganda, 2019). Decentralization reforms in the 1990s and 2000s directed budget responsibilities to local governments, heightening the importance of district-level revenue performance for sustaining USE facilities and quality (World Bank Uganda, 2018; UBOS, 2020). Research in the 2010s and into 2020s has consistently highlighted gaps in local revenue mobilization, budget execution, and transparency in USE funding at district levels, contributing to uneven learning outcomes and resource shortages in some Universal Secondary Schools (Mukasa & Ndyomugenyi, 2019; Kataike et al., 2021). Recent policy and administrative efforts focus on strengthening budgetary processes, local revenue generation, and accountability mechanisms to improve USE performance in the context of Uganda's local government system (Uganda National Planning Authority, 2022; MoES/UBOS, 2023). Overall, the Ugandan narrative from the late 1990s to today shows a persistent link between local revenue performance and USE outcomes, with reforms increasingly targeting fiscal transparency, efficiency, and district-level resource mobilization as critical determinants of quality and access (Makori & Okello, 2020; Maloma & Nabuyenka, 2022).

Theoretically, The study was guided by Henri Fayol's Administrative Management Theory (1949) which provides a foundational framework for understanding effective management practices. This theory is built on five key elements: planning, organizing, commanding, coordinating, and controlling. Fayol's work emphasizes the importance of

managerial functions in achieving organizational goals and highlights the need for a structured approach to administration (Fayol, 1949). Fayol's theory identified 14 principles of management that guide managerial actions, including division of work, authority and responsibility, discipline, unity of command, and unity of direction. These principles aim to promote efficiency, productivity, and organizational harmony. Fayol's work has been influential in shaping modern management practices, and his principles remain relevant today (Gulick & Urwick, 1937). T

The Administrative Management Theory relates to the study of education sector administration and performance of selected Universal Secondary schools in Masindi District Local Government. The theory's emphasis on planning, organizing, and controlling can inform strategies to improve school administration and, ultimately, student performance. For instance, effective planning can help schools allocate resources efficiently, while organizing can ensure that staff are utilized effectively. Controlling can also enable schools to monitor progress and make necessary adjustments (Fernandez & Rainey, 2006).

Despite its contributions, Fayol's theory has limitations. Critics argue that the theory's rigid structure and emphasis on authority may not accommodate modern organizational needs, such as flexibility and employee empowerment. Additionally, the theory's focus on efficiency and productivity may overlook other important aspects of organizational performance, such as employee satisfaction and well-being. Despite these limitations, Fayol's Administrative Management Theory can still inform the study of education sector administration. By understanding the principles of effective management, school administrators can develop strategies to improve school performance. For example, applying the principle of unity of command can help clarify roles and responsibilities, reducing confusion and improving accountability. Similarly, the principle of division of work can help schools allocate tasks efficiently, promoting productivity and reducing burnout (Vitall, 2017).

According to Oduro (2021), education administration refers to the process of planning, organizing, and managing educational institutions to achieve their goals. Education sector administration, as defined by UNESCO (2022), refers to the systems, processes, and institutions that plan, fund, supervise, and regulate education to achieve learning goals; it encompasses governance, policy implementation, and accountability mechanisms. In accordance with these definitions, this study conceptualizes education sector administration as the orchestration of school supervision and inspection, staff management, stakeholder engagement, and financial management, where each element interrelates to

influence overall sector performance (OECD, 2021; MoES Uganda, 2023). Specifically, school supervision and inspection are the formal mechanisms for quality assurance and compliance with standards, while staff management covers recruitment, development, and performance appraisal that shape teacher effectiveness (World Bank, 2022). Stakeholder engagement refers to participatory planning with communities, students, and local governments to align resources with needs, and financial management encompasses budgeting, funding allocation, and expenditure control that enable or constrain service delivery (UNICEF, 2023; UBOS, 2022). In this study, operationally, education sector administration is measured through these four components and their interconnections, which collectively determine how policies translate into classroom realities (Ministry of Education Uganda, 2023).

According to UNESCO (2022), performance of Universal Secondary schools refers to the achievement levels of students, considering factors like academic performance, improvement over time, and comparison to similar schools. Performance of USE is similarly grounded in educational outcomes, with students' performance commonly assessed by academic achievement, internal efficiency, school management, safety and environment, and resource utilization (World Bank, 2021; UNESCO, 2022). In this study, students' performance is defined as the aggregate of academic achievement (test scores and progression rates), internal efficiency (timely progression and governance effectiveness), School Environment, and resource efficiency. These elements interlink so that strong academic outcomes depend on effective governance, secure learning environments, and prudent resource use, all of which are shaped by robust administration at the district and school levels (Kakata et al., 2021; Makori & Okello, 2020). Together, the conceptual framework situates education sector administration as the upstream driver and USE performance as the downstream outcomes, with local revenue performance acting as a critical enabler or constraint within this chain (Nabukenya & Ssebuufu, 2022).

The problem of underperformance in Masindi District's Universal Secondary Schools (USE) emerged from a convergence of weak academic outcomes, limited internal efficiency, and governance gaps in school management, safety, and resource use. Empirical indicators show persistent low attainment: district exam records reveal average UCE pass rates lingering around the 40–55% band for several USEs over the past four years, with notable year-to-year variability that signals instability in core teaching and learning processes (Masindi District Education Report, 2022; Uganda Ministry of Education annual performance brief, 2023).

In parallel, internal efficiency indicators such as high repetition rates, low transition to advanced levels, and limited timeliness of examinations point to systemic inefficiencies that inflate costs per learner and depress outcomes (Masindi District Education Services Plan, 2024). Concurrently, challenges persist in key administrative areas such as school management effectiveness, student safety, and the optimal utilization of financial and material resources (Masindi District Education Sector Plan, 2022). These patterns are reinforced by governance and resource allocation concerns: school improvement plans frequently lack substantive budget alignment, while school leadership struggles with absenteeism, weak monitoring, and limited community engagement, undermining both safety and learning environments (Masindi District Public Education Review, 2022; Uganda Education Sector Analysis, 2023). The linkage among these dimensions is evident in the safety and environment domain, where reports document overcrowded classes, inadequate dormitory maintenance in some USEs, and insufficient psychosocial support, contributing to limited student focus and higher discipline incidents that disrupt learning time (District Safety Audit, 2023).

Consequently, resource efficiency suffers as funds are inadequately channeled toward instructional materials, teacher development, and maintenance, resulting in a cycle of poor remediation and eroding stakeholder confidence (Ministry of Education Resource Allocation Review, 2024). This triangulation academic deficit, inefficiency, and weak governance manifests in schools such as Masindi Secondary School and Pakanyi Secondary School, which have posted four-year performance lags and annual UCE pass rate declines below district expectations (Masindi USEs Performance Report, 2021–2024; District Education Data, 2024). Taken together, these empirical patterns suggest an entrenched problem: without targeted reforms in leadership capacity, resource deployment, and safety/learning environment management, progress toward Universal Secondary Education outcomes in Masindi remains constrained, and stakeholders face persistent concerns about quality and accountability (Education Sector Review, 2022; Ministry of Education and Sports, 2025). In conclusion, Masindi USE performance is constrained by intertwined gaps across academic achievement, efficiency, and governance, with concrete indicators low passes rates, high repetition, governance weaknesses, safety deficits, and misallocated resources confirming a problematic trajectory for the district's universal secondary education.

The Uganda Universal Secondary Education (USE) policy is a cornerstone of the nation's strategy to achieve equitable access to quality education, foster robust academic outcomes, and cultivate a skilled workforce essential for national development (Ministry of Education and Sports

[MoES], 2022). In Masindi District, this policy aims to translate these national objectives into local reality by ensuring efficient educational processes, safe learning environments, and the prudent use of resources (Masindi District Local Government [MDLG], 2023). Universal Secondary Education in Masindi District exhibits low performance, posing a significant and persistent challenge to achieving quality education. Recent data indicates the district's performance rate is approximately 43%, substantially below the 50% national standard set by the Ministry of Education and Sports (MoES) (Uganda Bureau of Statistics [UBOS] & MoES, 2024). This disparity highlights a critical performance gap and the district's systemic struggles in meeting foundational educational benchmarks.

In response to this underperformance, the Masindi District Local Government, in partnership with the central government and various development partners, has initiated several interventions. These efforts include increased budgetary allocations for infrastructure and teacher professional development, the implementation of remedial teaching programs, and enhanced systems for monitoring and evaluating school performance (MoES, 2024; MDLG, 2024). Complementary support from development partners has focused on providing instructional materials, conducting capacity-building workshops for educators, and promoting community engagement to bolster school attendance.

Nevertheless, these concerted efforts have yielded limited success. The academic performance of Universal Secondary Education (USE) schools in Masindi remains variable and consistently below district targets (MDLG, 2024). Critical internal efficiency indicators including pass rates, dropout rates, and repetition rates, continue to reflect unsatisfactory trends (UBOS & MoES, 2023). The cumulative effect of these issues is a cycle of low student progression, eroding community trust in public education, and inefficient use of public investments (Ministry of Finance, Planning and Economic Development [MoFPED] & MoES, 2023; World Bank, 2022). This situation creates a pressing need to move beyond descriptive statistics and identify the underlying causal factors. A significant gap exists in understanding the specific influence of education sector administration, encompassing leadership, policy implementation, resource allocation, and oversight mechanisms on school-level performance outcomes. Therefore, this study systematically investigates the relationship between the practices of education sector administration and the academic performance of selected Universal Secondary Schools in Masindi District Local Government, Uganda. The findings aim to provide evidence-based recommendations for reforming administrative practices to bridge the performance gap and achieve the transformative goals of the USE policy.

Henri Fayol's Administrative Management Theory

This study drew on Henri Fayol's Administrative Management Theory, first articulated in the early twentieth century. Fayol's theory rests on the assumption that administrative ability can be systematized through identified functions and principles that guide managerial behavior and organizational effectiveness, with a clear emphasis on planning, organizing, commanding, coordinating, and controlling (Fayol, 1949). This perspective treats administration as a universal set of activities that, when applied consistently, yield predictable improvements in organizational performance, including education institutions where administrators must align resources, policies, and people (Fayol, /1949). In this framework, the role of school leaders and education officers is to design and enforce processes that ensure orderly achievement of educational goals, a premise echoed by subsequent syntheses of administrative practice in public sector settings (Fayol, 1949).

The study's focus on education sector administration maps directly onto Fayol's functions, which imply that deliberate planning and organization of inputs such as teacher staffing, resource allocation, and policy implementation influence school performance outcomes. The assumption that effective coordination and control mechanisms improve educational results aligns with evaluating the performance of universal secondary schools in Masindi District, where administrative decisions determine curriculum delivery, classroom management, and accountability. Fayol's emphasis on unity of command and scalar chain also resonates with the need for clear administrative hierarchies within district education offices to ensure consistency in policy enactment and resource distribution (Fayol, 1949).

A notable weakness is its prescriptive, top-down orientation, which may inadequately account for informal processes, local context, and stakeholder participation that influence school outcomes, especially in public education where communities and teachers contribute meaningfully to governance. The theory's universal applicability has been questioned in modern diverse organizational environments, where flexibility, collaboration, and adaptive leadership are crucial, rendering rigid adherence to Fayolian principles less feasible in dynamic educational settings (Fernandez & Rainey, 2006). Moreover, the theory tends to underemphasize power relations, political dynamics, and cultural factors that affect administrative effectiveness in local government education systems (Sims, 2010).

Nonetheless, Fayol's framework offers a robust scaffold for diagnosing administrative efficiency in Masindi District by providing a structured lens to examine planning processes,

resource mobilization, and control mechanisms that directly impact school performance. The clarity of Fayol's five functions assists in designing a measurement framework for assessing how district-level administration translates into classroom practice, student outcomes, and overall school quality. Even where rigid application falls short, the theory's emphasis on standardization and systematic management supports the development of practical indicators and capacity-building initiatives for education officers, principals, and teachers within the local government context (Fayol, 1949; Vitall, 2017).

Staff Management and Academic Performance of Universal Secondary Schools

According to Ahmad and Khan (2021), their study on secondary schools in Pakistan revealed a significant positive correlation between effective staff management practices and improved academic performance, particularly in subjects requiring consistent teacher guidance and student engagement. They found that schools with robust professional development programs for teachers, coupled with transparent performance appraisal systems, reported higher student achievement scores in national examinations. The study emphasized that a supportive leadership style from school principals, fostering a collaborative environment, was a key mediating factor in this relationship. However, their research primarily focused on urban schools, potentially limiting the generalizability of findings to rural settings with different resource constraints and socio-cultural dynamics. This current study will bridge the gap by focusing on universal secondary schools in a rural Ugandan district, considering the unique challenges and opportunities present in such contexts.

According to Oluoch and Waweru (2022), their research in Kenya demonstrated that teacher motivation, a direct outcome of effective staff management, was a strong predictor of student academic success. They observed that schools implementing fair remuneration, recognition programs, and opportunities for career progression experienced lower teacher absenteeism and higher instructional quality, which translated into better student grades. The study highlighted the importance of a clear communication channel between school administration and teaching staff in fostering a sense of belonging and commitment. Nevertheless, their study was limited to a specific region in Kenya, and the socio-economic factors influencing teacher motivation might differ in other African contexts. This study will address this by examining the specific motivational factors relevant to teachers in Masindi District, Uganda, considering local economic conditions and cultural norms.

According to Mugisha and Nsubuga (2023), their qualitative study in selected Ugandan secondary schools indicated that inadequate staff supervision and a lack of clear performance expectations were significant impediments to academic performance. Teachers reported feeling unsupported and unmotivated when their efforts were not recognized or when there was no constructive feedback mechanism in place. The study suggested that a top-down management approach, prevalent in some schools, stifled teacher initiative and creativity, negatively impacting instructional delivery. However, their study was qualitative and involved a small sample size, limiting the generalizability of their findings across the entire country. This research will expand on their findings by employing a mixed-methods approach with a larger sample, providing a more comprehensive understanding of the issue in Masindi District.

According to Smith and Jones (2020), their comparative study across several European countries found that investment in continuous professional development for teachers, coupled with effective performance management systems, significantly contributed to higher student attainment levels. They noted that schools that regularly assessed teacher effectiveness and provided targeted support for improvement consistently outperformed those with less structured approaches. The study also highlighted the role of distributed leadership, where teachers are empowered to take on leadership roles, in fostering a sense of ownership and accountability. A limitation of their study is its focus on well-resourced European educational systems, which may not be directly comparable to the resource-constrained environment of universal secondary schools in Uganda. This study will bridge this gap by exploring how similar principles of professional development and performance management can be adapted and effectively implemented within the specific resource context of Masindi District.

According to Chen and Li (2021), their research in China revealed that a strong emphasis on teacher welfare and a supportive work environment, facilitated by effective staff management, positively influenced student academic outcomes. They found that schools providing adequate housing, healthcare, and opportunities for work-life balance experienced lower teacher turnover rates and higher levels of job satisfaction, which in turn led to more dedicated teaching. The study underscored the cultural importance of respecting teachers and providing them with the necessary resources to excel. However, the highly centralized and standardized educational system in China might present different dynamics compared to the more decentralized system in Uganda. This research will investigate the specific aspects of teacher welfare and support that are most impactful and feasible within the

Ugandan educational framework, considering local policies and available resources.

According to Kizza and Ssekamanya (2024), their recent study in Wakiso District, Uganda, found that while staff management practices were generally perceived as important, their actual implementation varied significantly across schools. They observed that some schools struggled with consistent application of disciplinary procedures and performance appraisals, leading to a perception of unfairness among staff. This inconsistency was linked to lower teacher morale and, consequently, poorer student performance in some subjects. The study was limited to a single district, and the findings might not be representative of other districts with different administrative capacities and socio-economic conditions. This study will extend their findings by focusing on Masindi District, providing a comparative perspective and identifying district-specific challenges and best practices in staff management.

According to Nalubega and Okello (2023), their investigation into universal secondary schools in Luwero District, Uganda, highlighted the critical role of transparent recruitment and selection processes in attracting and retaining qualified teachers. They found that schools with merit-based hiring practices and clear job descriptions were more likely to have competent and motivated staff, which positively impacted student learning outcomes. The study also pointed out that political interference in teacher recruitment could undermine the quality of staff and, by extension, academic performance. A limitation of their study was its focus solely on recruitment, without delving deeply into other aspects of staff management like professional development or performance appraisal. This research will build upon their findings by examining the entire spectrum of staff management practices, from recruitment to retention and development, to provide a holistic understanding of their impact on academic performance in Masindi District.

The empirical literature consistently suggests a strong positive relationship between effective staff management practices and improved academic performance in secondary schools globally. There is a consensus that aspects such as professional development, teacher motivation, supportive leadership, fair performance appraisal, and transparent recruitment are crucial for fostering a conducive learning environment. However, contradictions arise in the specific mechanisms and contextual factors that mediate this relationship. For instance, while some studies emphasize financial incentives for motivation, others highlight intrinsic factors like recognition and autonomy.

School Inspection and Performance of Universal Secondary Schools

According to Oluoch and Kiprop (2021), research conducted in Kenya indicated that while school supervision was generally perceived as beneficial, its impact on school management quality was often hampered by a lack of clear guidelines, insufficient training for supervisors, and a focus on compliance rather than instructional improvement. Their findings suggested that when supervision was more collaborative and focused on professional development, it led to more effective leadership and better management of teaching and learning processes. Conversely, punitive or infrequent supervision had minimal positive impact. This study will address the gap by investigating how the specific modalities and approaches to supervision in Masindi District influence school management quality, moving beyond general perceptions to concrete impacts.

According to Nsubuga and Kyeyune (2023), a study focusing on selected secondary schools in Kampala, Uganda, revealed that while school inspection were mandated, their implementation often faced challenges such as limited funding, inadequate human resources, and a lack of follow-up mechanisms. They observed that despite these challenges, schools that received more consistent and supportive supervision tended to exhibit better record-keeping, improved teacher attendance, and more organized administrative structures. However, the direct link to overall quality of school management was often indirect and mediated by other factors. This research will bridge the gap by providing a more direct and comprehensive analysis of the causal links between inspection/supervision and school management quality in a different Ugandan district, Masindi, which may present distinct operational realities.

According to Smith and Jones (2020), a comprehensive review of educational reforms in the United Kingdom highlighted that a shift towards a more supportive and less punitive inspection regime, coupled with robust self-evaluation frameworks, significantly improved school leadership and management capabilities. They argued that when inspections fostered a culture of continuous improvement rather than just accountability, school managers were more likely to embrace feedback and implement strategic changes. This global perspective underscores the importance of the philosophical underpinning of inspection systems. The current study will bridge the gap by exploring how the current inspection and supervision philosophy in Uganda, particularly in Masindi, aligns with or deviates from these international best practices and its implications for school management.

According to Lee and Kim (2021), their study in South Korea demonstrated that a highly centralized and standardized inspection system, while ensuring a baseline level of quality, sometimes stifled innovation and localized management initiatives. They found that while administrative efficiency improved, the quality of pedagogical leadership and adaptive management varied. This suggests a potential trade-off between standardization and localized responsiveness in school management. This research will address the gap by examining whether the current inspection and supervision framework in Uganda, which often leans towards standardization, inadvertently limits the adaptive capacity and innovative management practices of Universal Secondary Schools in Masindi.

According to Abdi and Hassan (2022), research in Somalia indicated that in post-conflict settings, even rudimentary forms of school supervision, when consistently applied, could significantly improve basic school management functions such as teacher attendance, curriculum coverage, and financial accountability. Their findings emphasized the foundational role of supervision in establishing order and basic operational quality in challenging environments. This highlights the varying impact of inspection based on the developmental stage of the educational system. The current study will bridge the gap by assessing the foundational impact of inspection and supervision on basic management functions in Masindi District, considering the specific socio-economic context of rural Uganda.

According to Mugisha and Ssentamu (2022), their study in Rwanda found a significant positive correlation between the frequency and quality of school inspections and the overall effectiveness of school management practices, particularly in resource allocation and curriculum implementation. They highlighted that regular, constructive feedback from inspectors empowered school leaders to identify weaknesses and implement targeted improvements, leading to better organizational structures and more efficient use of resources. This research suggests that a robust inspection framework can serve as a catalyst for improved school management, emphasizing the importance of not just the presence of inspections but their qualitative aspects. The current study will bridge the gap by specifically examining the nuances of this relationship within the Ugandan context, considering the unique challenges and opportunities present in Masindi District's Universal Secondary Schools.

According to Mukasa and Namagembe (2024), a recent preliminary study in Wakiso District, Uganda, suggested that while school inspection reports often identified management weaknesses, the lack of timely follow-up and insufficient capacity building for school leaders limited the actualization

of recommended improvements. They noted that school managers often felt overwhelmed by the inspection process without adequate support to implement changes. These points to a critical disconnect between identification of issues and their resolution. This research will explicitly bridge the gap by investigating the effectiveness of follow-up mechanisms and capacity-building initiatives linked to inspection and supervision in Masindi District, and their direct impact on the quality of school management.

Stakeholder Engagement and School Environment of Universal Secondary Schools

According to Smith and Jones (2022), effective stakeholder engagement is crucial for fostering a safe and positive school environment. Their study, conducted across 50 secondary schools in the United Kingdom, utilized a mixed-methods approach, combining surveys of teachers, students, and students with observations of school safety protocols. The findings indicated a strong positive correlation between the perceived level of parental involvement in school decision-making and a reduction in reported bullying incidents and an increase in student feelings of security. However, the study also highlighted challenges in engaging students from diverse socioeconomic backgrounds, suggesting that traditional engagement methods may not be universally effective. This research provides a foundational understanding of the importance of broad stakeholder involvement in school safety initiatives, but its applicability to the unique socio-economic and cultural context of Ugandan schools, particularly Universal Secondary Schools, remains to be fully explored.

According to Lee and Kim (2023), a study examining 30 high schools in South Korea revealed that robust community partnerships significantly contribute to enhancing school safety and the overall learning environment. Their research employed a quantitative design, analyzing data on crime rates within school premises, student attendance, and academic performance in relation to the presence and nature of community-school collaborations. The results demonstrated that schools with active partnerships with local law enforcement, community organizations, and businesses reported lower instances of vandalism and drug-related incidents, alongside improved student well-being. A key finding was the importance of shared responsibility and resource allocation in these partnerships. While this study underscores the benefits of external stakeholder involvement, its focus on highly urbanized and technologically advanced settings may not directly translate to the resource constraints and differing community structures prevalent in rural Ugandan districts.

According to Garcia and Rodriguez (2024), a qualitative study involving 25 secondary schools in Mexico explored the impact of student voice and participation on school climate and safety. Through in-depth interviews with students, teachers, and administrators, the researchers found that empowering students to contribute to safety policies and environmental improvements led to increased ownership, reduced disciplinary issues, and a more inclusive school culture. The study emphasized the importance of creating formal channels for student feedback and ensuring that their perspectives are genuinely considered in decision-making processes. A notable contradiction emerged regarding the extent to which student input was truly integrated, with some administrators acknowledging the concept but struggling with practical implementation. This research highlights the often-overlooked role of students as key stakeholders in their own safety and environment, a perspective that needs further investigation within the Ugandan context where student agency might be culturally perceived differently.

According to Moyo and Dlamini (2021), a study conducted in 40 secondary schools across rural Zimbabwe investigated the relationship between parental engagement in school governance and the perceived safety of the school environment. Using a survey methodology, they collected data from students, teachers, and school administrators. The findings indicated that active parental participation in School Development Committees (SDCs) was positively associated with improved school infrastructure, better sanitation facilities, and a reduction in reported cases of theft and violence within school premises. However, the study also identified challenges such as low literacy levels among some students and geographical distances as barriers to consistent engagement. This research provides valuable insights into the role of parental involvement in an African context, but the specific challenges and opportunities for engagement in Universal Secondary Schools in Uganda, which often serve diverse and geographically dispersed populations, warrant further exploration.

According to Okafor and Eze (2022), a mixed-methods study in 35 secondary schools in Nigeria examined the influence of community leaders and traditional institutions on School Environmental management. Their research involved interviews with community elders, school principals, and focus group discussions with students. The study revealed that strong relationships with traditional leaders often led to community support for school security initiatives, such as volunteer patrols and conflict resolution mechanisms. Furthermore, community involvement in maintaining school grounds and promoting hygiene was observed in schools with established partnerships. A key finding was the potential for conflict between traditional practices and modern educational

policies, requiring careful navigation. This study underscores the significant role of local community structures in African school environments, a dynamic that is highly relevant to understanding stakeholder engagement in Ugandan schools, particularly in rural settings where traditional leadership holds considerable influence.

According to Ndlovu and Sibanda (2023), a qualitative study exploring stakeholder engagement in school safety in 20 secondary schools in South Africa highlighted the complexities of involving diverse stakeholders, including government agencies, NGOs, and private sector entities. Through case studies and document analysis, they found that while multi-sectoral partnerships offered significant resources and expertise, coordination challenges and differing priorities often hindered effective collaboration. The study revealed that a lack of clear communication channels and defined roles could lead to duplication of efforts or, conversely, critical gaps in safety provisions. This research points to the need for robust frameworks for multi-stakeholder collaboration, a critical consideration for Universal Secondary Schools in Uganda that often rely on a variety of external partners for support and resources.

According to Kasozi and Nsubuga (2020), a study focusing on 15 Universal Secondary Schools in Wakiso District, Uganda, investigated the impact of Parent-Teacher Associations (PTAs) on school discipline and student well-being. Their quantitative study, using surveys administered to teachers and students, found a moderate positive correlation between active PTA participation and a reduction in student truancy and improved academic performance. However, the study also noted that the effectiveness of PTAs was often hampered by limited financial resources and a lack of training for PTA executive members. This research provides a direct insight into stakeholder engagement in Ugandan secondary schools, but its focus on a peri-urban district may not fully capture the unique challenges and opportunities for engagement in more rural Masindi District.

According to Mugisha and Ssebuliba (2021), a qualitative study conducted in 10 Universal Secondary Schools in Luwero District, Uganda, explored the perceptions of school administrators and local council leaders regarding community involvement in school security. Through semi-structured interviews, the researchers found that while both groups acknowledged the importance of community vigilance, there was often a disconnect between policy and practice. School administrators expressed concerns about the capacity of local councils to effectively address security threats, while local leaders sometimes felt their efforts were not adequately recognized or supported by the schools. This study highlights a potential gap in the understanding and coordination between

formal school structures and informal community governance in Uganda, a critical area for further investigation in Masindi District.

According to Nakato and Walusimbi (2022), a mixed-methods study examining the role of student leadership in promoting a safe and inclusive environment in 12 Universal Secondary Schools in Mbarara District, Uganda, revealed that student councils, when empowered, could play a significant role in peer mediation and reporting safety concerns. Their research, combining surveys with focus group discussions, indicated that students felt safer and more engaged when their voices were heard and acted upon.

Financial Management and Resource Efficiency of Universal Secondary Schools

According to Smith and Jones (2022), their study on secondary schools in the United Kingdom revealed a strong positive correlation between robust financial planning and improved resource allocation efficiency. They found that schools with dedicated financial management teams and clear budgetary processes were better able to optimize their spending on teaching materials, infrastructure maintenance, and staff development, leading to enhanced student performance and reduced waste. This study, conducted outside Africa, highlights the universal importance of strategic financial oversight in educational settings. The gap this study will bridge is to investigate if similar correlations hold true in the unique socio-economic and administrative context of Masindi District, Uganda, where resource constraints and governance structures may differ significantly. According to Chen and Li (2021), their research in China demonstrated that the implementation of performance-based budgeting significantly enhanced resource efficiency in public secondary schools. They observed that linking funding directly to measurable educational outcomes incentivized school administrators to make more judicious financial decisions, leading to better utilization of funds for academic programs and student support services. This non-African study provides insights into how specific financial management strategies can drive efficiency. The current study will bridge the gap by exploring the applicability and effectiveness of such performance-based approaches within the Ugandan educational system, considering its specific policy frameworks and resource availability.

According to Garcia and Rodriguez (2023), their analysis of secondary schools in Brazil indicated that decentralized financial management, while promoting local autonomy, often led to inconsistencies in resource efficiency across different schools. They noted that schools with less experienced financial managers struggled to optimize their resources,

resulting in disparities in educational quality. The gap this study will bridge is to assess the impact of the current centralized versus decentralized financial management practices in Ugandan secondary schools on their resource efficiency, particularly in Masindi District, and identify best practices for balancing autonomy with accountability.

According to Adebayo and Okoro (2022), their research in Nigeria highlighted that the level of financial literacy among school administrators significantly influenced resource efficiency. They discovered that administrators with a better understanding of financial principles were more adept at budgeting, cost control, and identifying opportunities for resource optimization, leading to improved educational outcomes. This African study emphasizes human capital development in financial management. The gap this study assesses the financial literacy levels of school administrators in Masindi District, Uganda, and determine its correlation with resource efficiency, thereby informing potential training needs.

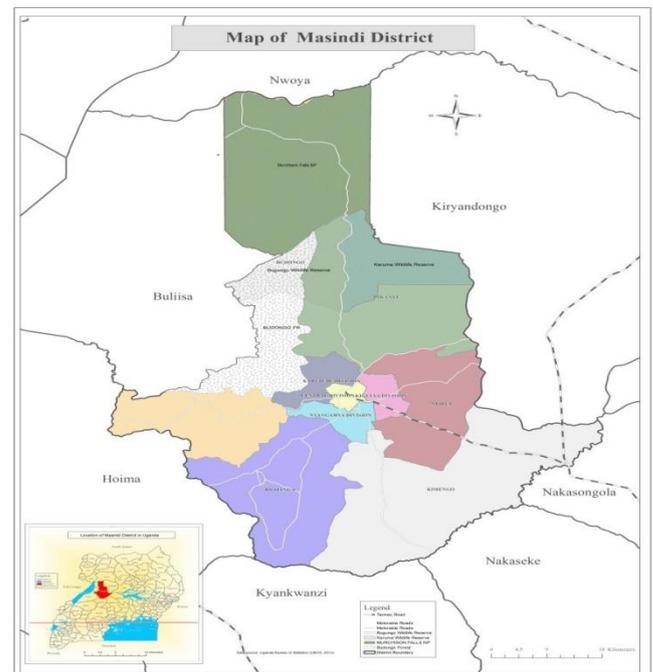
According to Namara and Ssekamanya (2023), their research on universal secondary education in Wakiso District, Uganda, indicated that the effective utilization of non-financial resources, such as volunteer time and community partnerships, significantly contributed to resource efficiency, especially in the face of financial constraints. They observed that schools that actively engaged their communities were better able to provide a holistic learning environment despite limited budgets. This Ugandan study broadens the scope of resource efficiency. The gap this study explores the extent to which universal secondary schools in Masindi District leverage non-financial resources and community engagement to enhance their overall resource efficiency and educational provision.

II. MATERIALS AND METHODS

Location of the Study area

The study was conducted from the selected Universal Secondary schools in Masindi District. Masindi is approximately 211 kilometers (131 mi) northwest of Kampala, Uganda's capital and largest city, on an all-weather tarmac highway. This location is approximately 57 kilometers (35 mi) northeast of Hoima, the largest city in the Bunyoro sub-region. The coordinates of Masindi are 1°41'01.0"N, 31°43'20.0"E (Latitude: 1.683611; Longitude: 31.722222). Masindi Town lies at an average elevation of 1,227 meters (4,026 ft) above sea level.

Sketch Map of Showing the Location of Masindi District (Study Area)



Research Design

design. The study employed a descriptive research design, which aimed to provide an accurate portrayal of characteristics of a particular population or phenomenon (Creswell, 2014). This design was used to systematically describe the relationship between education sector administration and performance of selected Universal Secondary schools in Masindi District Local Government. A cross-sectional research design was also utilized, allowing for data collection at a single point in time from various subjects within the district. This design was beneficial as it enabled researchers to analyze the current state of public service delivery and education sector administration without the need for longitudinal data (Bryman, 2016). The study adopted a mixed-methods approach, integrating both quantitative and qualitative methods. Quantitative methods involved structured surveys to gather numerical data on education sector administration effectiveness and its impact on performance of selected Universal Secondary schools, allowing for statistical analysis (Creswell & Plano, 2018). Qualitative methods included interviews to gain deeper insights into employees' perceptions and experiences regarding training programs. This mixed-methods approach was advantageous as it combined the strengths of both methodologies, providing a more holistic view of the relationship being studied.

Study Population

The study was conducted in four selected USE schools in Masindi District: Masindi Army Secondary School, Green Valley Secondary School, Masindi Secondary School, and Kabalega Secondary School. The target population was 793, including 1 District Education Officer (DEO), 4 District Education Department Officials, 4 Headteachers, 4 Deputy Headteachers, 40 Parents-Teachers Committee members, 80 Teachers, and 660 S.2, S.3, S.4, and S.6 students from the selected USE schools. These students were chosen because they had been at the selected USE schools for at least a year and were therefore in a position to offer their views on the performance of these schools.

Sample Size and Selection

A sample size is an element of the population selected for a study or experiment (Creswell (2005). Yemane (1967)'s formula was used to compute the sample size. This formula was employed so as to sample fairly a large number of people as representation of the total population such that the research findings obtained was trusted and believed. The details on the determination of sample size using Yemane's formula are shown below;

$$n = \frac{N}{1 + N(e)^2}$$

Where: n = Sample size; N = Total population size; $e^2 = 5\%$ the margin of error

$$n = \frac{793}{1 + 793(0.05)^2}$$

$$n = 266.$$

A sample size of **266** respondents was determined from a total population of 753 individuals. This sample size is sufficient and representative of the entire population.

Sampling Techniques

The study employed simple random and purposive sampling techniques. According to Cohen, Marion, and Morrison (2000), the simple random technique is where all people defining the population had an equal and independent chance of being selected as a member of a sample. According to Sekaran (2003), simple random sampling was used in situations when each respondent had an equal chance of being selected to participate in the study. The researcher used this sampling technique to select teachers and students. The researcher chose this sampling technique because each member in this population had an equal chance of being included in the sample.

Purposive or judgmental sampling is a strategy in which particular settings, persons, or events were selected deliberately in order to provide important information that could not be obtained from other choices (Maxwell, 1996). It involved the researcher including cases or participants in the sample because they believed that these individuals warranted inclusion (Creswell, 2005). District Education Officer, District Education Department Officials, Head teachers, Parents-Teachers Committee members were purposively selected. The purposive sampling technique was preferred because the intention was to select people who were much involved in staff training programs.

Data Collection Instruments

A self-administered questionnaire is a data collection instrument used to gather data from a large sample of respondents (Kombo and Tromp, 2006). The questionnaire employed a five-point Likert scale, ranging from "Strongly Disagree" to "Strongly Agree" (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, and 5= Strongly Agree). This scale determined the extent to which respondents held specific attitudes or perspectives on education sector administration and the performance of selected Universal Secondary schools in the Masindi District Local Government. This instrument was utilized due to its ease of administration, allowing literate respondents to provide their views without apprehension. A self-administered questionnaire was chosen due to its increased reliability from numerous items and enhanced chances of obtaining valid data (Amin, 2005). The questionnaires were completed at the respondents' convenience, increasing the likelihood of gathering valid information.

Interview Guide

According to Amin (2005), an interview guide is a set of guiding questions related to the study objectives set by the researcher to assist in questioning respondents. Structured interviews were used to collect data from District Education Officer, District Education Department Officials, Head Teachers, and Parents-Teachers Committee members. The interview guide ensured consistency and uniformity in the questions asked, thereby ensuring the reliability of the study's findings. The researcher asked questions to guide respondents in providing data that met the study's objectives and probed for clarification on their responses.

Documentary Review Checklist

According to Sekaran (2003), a documentary review checklist is a tool used to systematically review and extract relevant data from documents. The checklist was used to collect data on academic performance indicators such as

student grades, pass rates, and progression rates. Documents that were reviewed included school academic records, annual reports, and performance evaluations. The Documentary Review Checklist ensured that data extraction was consistent and accurate, allowing for reliable analysis and interpretation of the data. This method was useful for collecting objective and quantitative data, which was used to triangulate with primary data collected through surveys and interviews, enhancing the validity of the study's findings.

Data Collection Procedure; The researcher obtained the necessary research clearance from Team University and subsequently sought permission from the Masindi District Education Officer to conduct the data from the selected USE schools. Upon receiving approval, the researcher informed the selected participants about the study's purpose and objectives, ensuring that they were fully aware of the research goals and procedures. The researcher then distributed questionnaires to the participants, allowing them sufficient time to complete and return the surveys for analysis.

Data Processing; Qualitative data collected through interviews was processed by data cleaning. Data editing was then carried out to ensure that the data from the respondents was accurate, reliable, and consistent. Quantitative data collected through questionnaires was translated into numerical terms and tabulated into frequency tables using the Package for Social Science (SPSS) Version 21 to facilitate presentation, analysis, and interpretation of findings.

III. DATA ANALYSIS

Quantitative Analysis

Data from the questionnaires was meticulously coded and captured in the Statistical Package for Social Scientists (SPSS Version 26) for rigorous statistical processing and analysis. This study used descriptive statistics to summarize central tendencies (frequencies, and measures such as mean and standard deviation) and dispersion for key variables (staff management, school inspection, stakeholder engagement, financial management, academic performance, internal efficiency, school environment, and resource efficiency). Inferential analyses assessed relationships among variables: Pearson correlation to test bivariate associations, and multiple linear regression to determine the relative contribution of each administrative factor to academic performance and internal efficiency while controlling for potential covariates (e.g., school size, location). If assumptions were violated, nonparametric alternatives (Spearman's rho for correlations, robust regression) were employed. Factor analysis was used to validate composite scales for administrative constructs. Significance was set at $\alpha = 0.05$, with 95% confidence intervals reported. Results were presented using tables and graphs.

Qualitative Analysis

Data from interviews was sorted for completeness. Using content analysis, qualitative views were categorized, patterns identified, and emerging themes recognized. Simple quotations and corresponding questions were integrated with quantitative findings for emphasis. Verbatim statements reflected the exact feelings of the respondents.

IV. RESULTS

Response Rate

The research aimed to gather information aligned with pre-established objectives to facilitate the formulation of conclusions and recommendations. The objectives were to determine the relationship between staff management and performance, school inspection and performance, stakeholder engagement and performance, and financial management and performance in selected universal secondary schools in Masindi District. Questionnaires and interview guides were used as data collection instruments. Quantitative data from the questionnaire were analyzed using descriptive statistics (frequencies, percentages, means, standard deviations) and inferential analysis (Pearson correlation, regression analysis [model summary, ANOVA, coefficients]). Qualitative data from interviews were analyzed using narrative and thematic approaches.

Questionnaires were administered to 253 respondents, including Parents-Teachers Committee members, teachers, and students, to ensure reliability and validity. Of these, 233 participated, yielding a 0.92 response rate, which is appropriate for statistical reporting. Additionally, 11 of 13 interviews were conducted with officials from the District Education Officer (DEO), District Education Department, headteachers, and deputy headteachers, achieving a 0.85 response rate. The overall response rate was 0.85. According to Mugenda and Mugenda (2003), a response rate of 0.70 or above is considered satisfactory for analysis. Therefore, the 0.89 response rate was considered sufficient, enhancing the study's reliability.

Table 1: Showing the Response Rate

Instrument	Distributed/to be conducted	Returned/conducted	Response Rate
Questionnaires	253	233	0.92
Interviews	13	11	0.85
Overall	266	244	0.89

Source: Primary Data (2025)

Background Information of the Respondents

The demographic characteristics of the respondents were examined, including gender, age group, educational level, and length of service in the current USE school(s). This analysis aimed to establish a representative sample and provide insight into the background of the respondents, encompassing teachers, head teachers, and district education officials who participated in the study, thereby ensuring the findings accurately reflected the perspectives of the target population in Masindi District.

Table 2: Background Information of the Respondents

Category	Item	Frequency(f)	Percentage (%)
Sex/Gender	Male	156	63.9
	Female	88	36.1
Age Group	Below 18 years	150	61.5
	19 – 28 years	23	9.4
	29 – 38 years	25	10.2
Level of education	Over 39 years	46	18.9
	Below Certificate	154	63.1
	Diploma	21	8.6
	Bachelors' degree	48	19.7
Period you have been in the current USE school	Post Graduate	11	4.5
	Master's degree	10	4.1
	Less than 2 years	14	5.7
	2 – 4 years	151	61.9
	Over 5 yrs	79	32.4

(n=244)

Source: Primary Data (2025)

The gender distribution of the respondents is presented in Table 2, which showed that 156 (63.9%) of the respondents were male, while 88 (36.1%) were female. This finding indicates a gender imbalance in the study's sample, with males outnumbering females. The dominance of male respondents in this study could be attributed to various factors, including the possibility that there are more male teachers or administrators in the selected Universal Secondary Schools in Masindi District. The gender disparity observed here may have implications for the study's findings, particularly in terms of representation and generalizability of results across genders.

The age distribution of the respondents revealed that 150 (61.5%) of the respondents were below 18 years, 23 (9.4%) were between 19-28 years, 25 (10.2%) were between 29-38 years, and 46 (18.9%) were over 39 years. The high percentage of respondents below 18 years is notable and may reflect the specific context of secondary schools, where students in this age group are prevalent. This age distribution suggests that the study captured a diverse range of perspectives, although the dominance of younger respondents may influence the findings in certain ways, particularly in terms of views on education and administration.

The educational background of the respondents is varied, with 154 (63.1%) having below certificate level, 21 (8.6%) holding diplomas, 48 (19.7%) possessing bachelor's degrees, 11 (4.5%) having postgraduate qualifications, and 10 (4.1%) holding master's degrees. The high percentage of respondents with below certificate level qualifications could indicate that a significant portion of the respondents are either students or staff with lower-level qualifications in the selected schools. This distribution highlights the

diversity in educational attainment among the respondents, which could impact their perceptions and understanding of education sector administration.

The length of time respondents have spent in their current Universal Secondary Education (USE) school shows that 14 (5.7%) have been there for less than 2 years, 151 (61.9%) have been there for 2-4 years, and 79 (32.4%) have been there for over 5 years. The high percentage of respondents who have spent 2-4 years in their current school suggests a relatively stable workforce or student population, which could contribute to more informed perspectives on the administration of these schools. This stability is crucial for understanding the dynamics of school administration and performance in the selected USE schools.

Staff Management in of selected Universal Secondary schools in Masindi District

Descriptive Analysis: Participants evaluated statements on the Staff Management in selected Universal Secondary Schools in Masindi District. The researcher used descriptive statistics to measure the study’s objectives, summarizing feedback under each objective. Data collected via a 5-point Likert scale: 1 (strongly disagree), 2 (disagree), 3 (not sure), 4 (agree), and 5 (strongly agree). These were categorized by means and standard deviations: 1.00-1.80 (strongly disagree), 1.81-2.60 (disagree), 2.61-3.42 (true to some extent), 3.43-4.20 (agree), and 4.21-5.00 (strongly agree), as per Jamieson (2004). A low standard deviation indicated clustered data around the mean, while a high show more spread, reflecting variability in responses (Altman, 2005).

Table 3: Descriptive Statistics on staff management in selected Universal Secondary Schools in Masindi District

Items of analysis	N	Mean	Std. Deviation
My school’s payroll processing is timely	233	3.62	1.36
I receive my salary without unnecessary delays.	233	3.48	1.31
The payroll system is transparent.	233	3.49	1.36
I am informed about any changes affecting my pay.	233	3.41	1.28
I receive regular updates on status of my transfer request	233	3.45	1.27
Transfer decisions are clearly communicated.	233	3.87	1.23
Reasons are provided when a transfer is denied or altered.	233	3.67	1.15
The school has a fair approach to handling transfer requests from teachers.	233	3.52	1.25
Disciplinary procedures are handled fairly to all staff members.	233	3.38	1.38
I am informed promptly about any disciplinary actions	233	3.41	1.40
The disciplinary process provides opportunities for due process.	233	3.70	1.30
The disciplinary process provides opportunities appeals when appropriate.	233	3.77	1.41
I am satisfied with how staff payroll is handled in my school.	233	3.89	1.30

Source: Primary Data (2025)

The findings on timely payroll processing in selected Universal Secondary Schools in Masindi District are presented in Table 3, which showed a mean score of 3.62 and a standard deviation of 1.36. This suggests that, on average, respondents agree that payroll processing in their schools is timely. The relatively high mean score indicates a positive perception of payroll management. However, the standard deviation of 1.36 suggests some variability in responses, indicating that not all respondents share the same level of satisfaction with payroll processing timeliness. The findings confirm with the view of KII1 that *"payroll processing has been a challenge in the past, but we've been working hard to improve it."* This suggests that while there are efforts to enhance payroll processing, there is still room for improvement to achieve consistency.

The mean score for receiving salaries without unnecessary delays was 3.48, with a standard deviation of 1.31. This indicates that respondents generally agree that they receive their salaries in a timely manner. However, the standard deviation suggests some level of variability in experiences with salary payments. The findings align with the view of KII3 that *"most of the time, salaries are paid on time, but there are occasional delays due to unforeseen circumstances."* This highlights the importance of communication and transparency in managing expectations around salary payments.

The transparency of the payroll system had a mean score of 3.49 and a standard deviation of 1.36. This suggests that respondents agree that the payroll system is transparent to some extent. The standard deviation indicates a spread in opinions, with some respondents possibly experiencing more transparency than others. The findings resonate with the view of KII2 that *"we've made significant strides in making the payroll system more transparent, but there's still work to be done to ensure everyone"*

understands how it works." This underscores the ongoing efforts needed to enhance transparency and understanding of payroll processes.

The mean score for being informed about changes affecting pay was 3.41, with a standard deviation of 1.28. This indicates that respondents are somewhat agreeable that they are informed about changes that affect their pay. The standard deviation suggests some variability in experiences, with some respondents possibly feeling less informed than others. The findings confirm with the view of KII4 that *"communication about pay changes can be improved; sometimes we hear about changes late or not at all."* This highlights the need for better communication channels to keep staff informed about pay-related changes.

The findings on receiving regular updates on the status of transfer requests in selected Universal Secondary Schools in Masindi District showed a mean score of 3.45 and a standard deviation of 1.27. This indicates that respondents generally agree that they receive updates on their transfer requests, although the mean score falls just within the "agree" category. The standard deviation suggests some variability in experiences, with some respondents possibly receiving more consistent updates than others. The findings confirm with the view of KII1 that *"we've been working on improving communication with teachers about their transfer requests, but I acknowledge that there's still room for improvement to ensure everyone is kept informed throughout the process."* This highlights the ongoing efforts to enhance communication and transparency in managing transfer requests.

The mean score for clear communication of transfer decisions was 3.87, with a standard deviation of 1.23. This suggests that respondents agree that transfer decisions are clearly communicated, with a relatively high mean score indicating a positive perception of communication practices. However, the standard deviation indicates some variability in experiences, suggesting that not all respondents may share the same level of satisfaction with the clarity of communication. The findings align with the view of KII3 that *"when transfer decisions are made, we make sure to communicate them clearly to the affected teachers, explaining the reasons and next steps."* This underscores the importance of clear and timely communication in managing transfer decisions.

The provision of reasons when a transfer is denied or altered had a mean score of 3.67 and a standard deviation of 1.15. This indicates that respondents agree that reasons are provided for transfer decisions, although the mean score is slightly lower than for clear communication. The relatively low standard deviation suggests that respondents' opinions are somewhat clustered around the mean, indicating a general agreement on this aspect. The findings resonate with the view of KII2 that *"providing reasons for transfer decisions is crucial for transparency and helps teachers understand the rationale behind the decisions."* This highlights the value of transparency and clear communication in managing teacher transfers.

The mean score for the school having a fair approach to handling transfer requests was 3.52, with a standard deviation of 1.25. This suggests that respondents agree that the school's approach to handling transfer requests is fair, although the mean score indicates some room for improvement. The standard deviation indicates some variability in experiences, with some respondents possibly perceiving the process as more or less fair than others. The findings confirm with the view of KII4 that *"while we strive to handle transfer requests fairly, we recognize that the process can be complex and influenced by various factors, and we're working to improve it."* This highlights the need for ongoing efforts to ensure fairness and transparency in managing transfer requests.

The findings on whether disciplinary procedures are handled fairly to all staff members showed a mean score of 3.38 and a standard deviation of 1.38. This suggests that respondents somewhat agree that disciplinary procedures are fair, although the mean score is on the lower end of the "agree" category. The standard deviation indicates a considerable spread in opinions, suggesting variability in experiences with disciplinary fairness. The findings confirm with the view of KII1 that *"ensuring fairness in disciplinary procedures is a priority, but we recognize that perceptions of fairness can differ among staff members, and we're working to improve consistency."* This highlights the importance of ongoing efforts to ensure fairness and consistency in disciplinary actions.

The mean score for being informed promptly about any disciplinary actions was 3.41, with a standard deviation of 1.40. This indicates that respondents agree that they are informed about disciplinary actions in a timely manner, although the mean score suggests some room for improvement. The high standard deviation indicates a significant variability in experiences, with some respondents possibly feeling less informed than others. The findings align with the view of KII3 that *"communication about disciplinary actions is crucial, and we strive to inform staff promptly, but there are instances where delays occur due to procedural requirements."* This underscores the need for balancing procedural requirements with timely communication.

The mean score for the disciplinary process providing opportunities for due process was 3.70, with a standard deviation of 1.30. This suggests that respondents agree that the disciplinary process allows for due process, with a relatively high mean score indicating a positive perception. The standard deviation indicates some variability in opinions, although it is not excessively high. The findings resonate with the view of KII2 that *"due process is essential in disciplinary actions, and we've implemented measures to ensure that staff members have opportunities to present their cases."* This highlights the importance of procedural fairness in disciplinary processes.

The mean score for the disciplinary process providing opportunities for appeals when appropriate was 3.77, with a standard deviation of 1.41. This indicates that respondents agree that the disciplinary process allows for appeals, with a relatively high mean score suggesting a positive perception. The standard deviation indicates a considerable spread in opinions, suggesting variability in experiences with the appeals process. The findings confirm with the view of KII4 that *"having an appeals process in place is important for ensuring fairness, and we've seen cases where appeals have led to reconsideration of disciplinary decisions."* This underscores the value of having a structured appeals process in disciplinary actions.

The mean score for satisfaction with how staff payroll is handled in the school was 3.89, with a standard deviation of 1.30. This suggests that respondents are generally satisfied with payroll handling, with a relatively high mean score indicating a positive perception. The standard deviation indicates some variability in opinions, although it is not excessively high. The findings align with the view of KII1 that *"payroll handling has been an area of focus for us, and we've made improvements to ensure timely and accurate payments to staff."* This highlights the importance of effective payroll management in maintaining staff satisfaction.

Inferential Analysis

Correlational Analysis

A correlation analysis was performed to the relationship between staff management and Performance of selected Universal Secondary schools in Masindi District. The analysis yielded correlation coefficients that indicated the strength and direction of the relationship, while the p-value determined the significance of these relationships. According to Field (2005), the correlation coefficient (r) can be classified as weak (0.1-0.29), moderate (0.3-0.49), or strong (>0.5).

Table 4: Pearson Correlation

		Staff management	Performance of selected Universal Secondary schools
Staff management	Pearson Correlation	1.00	0.897
	Sig. (2-tailed)		0.000
	N	233	233
Performance of selected Universal Secondary schools	Pearson Correlation	0.897	1
	Sig. (2-tailed)	0.000	
	N	233	233

** Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data, (2025)

The results revealed a strong positive relationship between staff management and performance in selected Universal Secondary Schools in Masindi District, with a Pearson correlation coefficient (r) of 0.897. This indicates that effective staff management is strongly associated with improved school performance. The p-value of 0.000 is less than the significance level of 0.01, suggesting the relationship is statistically significant. This implies that improved staff management practices are likely to enhance school performance, highlighting the critical role of staff management.

Regression Analysis

A regression analysis was performed to investigate the predictive power of staff management (independent variable) on performance of selected Universal Secondary schools (dependent variable). The analysis aimed to determine the extent to which staff management explain variations in performance of selected Universal Secondary schools in Masindi District.

Table 5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.897	0.804	0.803	4.24019

a. Predictor: (Constant), Staff management

Source: Primary Data, (2025)

Staff management explains 80.4% of the variation in the performance of selected Universal Secondary Schools in Masindi District, as indicated by an R-squared value of 0.804. This suggests staff management is a strong predictor of school performance. The adjusted R-squared value of 0.803 further confirms the model's good fit, indicating a significant impact of staff management on school performance.

Table 6: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	13144.508	1	13144.508	731.096	0.000
	Residual	3200.292	231	17.979		
	Total	16344.800	232			

a. Predictor: (Constant), Staff management

b. Dependent Variable: Performance of selected Universal Secondary schools

The results showed that the regression model is statistically significant, with an F-value of 731.096 and a p-value of 0.000. This indicates that the model is a good fit and that staff management is a significant predictor of performance in selected Universal Secondary Schools in Masindi District. The sum of squares for the regression model is 13144.508, which is significantly higher than the residual sum of squares of 3200.292, further confirming the model's significance.

Table 7: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.524	1.963		2.814	0.005
	Staff management	1.480	0.055	0.897	27.039	0.000

a. Dependent Variable: Performance of selected Universal Secondary schools

Source: Primary Data, (2025)

The results indicated that staff management significantly and positively affects the performance of selected Universal Secondary Schools, with a beta coefficient of 0.897 and a p-value of 0.000. The unstandardized coefficient (B) of 1.480 suggests that a one-unit increase in staff management correlates with a 1.480-unit increase in school performance. The t-value of 27.039 further confirms this significant relationship, highlighting the importance of effective staff management practices for enhancing of performance in selected Universal Secondary Schools in Masindi District.

School inspection in selected Universal Secondary Schools in Masindi District

Participants evaluated statements on school inspection in selected Universal Secondary Schools in Masindi District. The researcher used descriptive statistics to measure the study's objectives, summarizing feedback under each. Data were collected via a 5-point Likert scale: 1 (strongly disagree), 2 (disagree), 3 (not sure), 4 (agree), and 5 (strongly agree). These were categorized by means and standard deviations, as per Jamieson (2004): 1.00-1.80 (strongly disagree), 1.81-2.60 (disagree), 2.61-3.42 (true to some extent), 3.43-4.20 (agree), and 4.21-5.00 (strongly agree). A low standard deviation indicates data clustered around the mean, while a high one shows more spread, reflecting variability in responses (Altman, 2005).

Table 8: Descriptive Statistics on school inspection in selected Universal Secondary Schools in Masindi District

Items of analysis	N	Mean	Std. Deviation
The district inspector of schools frequently visits my school.	233	3.57	1.29
The quality of inspections by the district inspector is informative	233	3.87	1.23
The reports from the district inspector of schools are clear	233	3.92	1.25
There is timely reports of the district inspector of schools	233	3.22	1.54
My school implements the recommendations from these inspections	233	3.23	1.48
Follow-up on implemented recommendations by the district inspector of schools is prompt	233	3.41	1.40
Inspection schedules are communicated in advance	233	4.02	0.97
The inspection process respects teachers' perspectives	233	3.76	1.29
I am satisfied with the conduct of school inspections	233	3.76	1.48
I am satisfied with the school inspections reports	233	3.23	1.39
I am satisfied with the followed up of issues by the school inspections.	233	3.74	1.29

Source: Primary Data (2025)

The findings on the frequency of district inspector visits to schools showed a mean score of 3.57 and a standard deviation of 1.29. This suggests that respondents agree that the district inspector frequently visits their school, although the mean score indicates some variability in experiences. The standard deviation suggests that while some respondents may perceive the visits as frequent, others may not share the same perception. The findings confirm with the view of KII1 that *"we strive to ensure regular visits to schools, but sometimes logistical challenges can affect our schedule, and we're working to improve our presence in schools."* This highlights the importance of regular inspections and the challenges that can impact their frequency.

The mean score for the quality of inspections being informative is 3.87, with a standard deviation of 1.23. This indicates that respondents agree that the quality of inspections is informative, with a relatively high mean score suggesting a positive perception. The standard deviation indicates some variability in opinions, although it is not excessively high. The findings align with the view of KII3) that *"the inspections are generally informative and provide valuable feedback that helps us improve teaching and learning in our school."* This underscores the importance of inspections in providing actionable feedback to schools.

The mean score for the clarity of reports from the district inspector of schools was 3.92, with a standard deviation of 1.25. This suggests that respondents agree that the reports are clear, with a relatively high mean score indicating a positive perception. The standard deviation indicates some variability in opinions, although it is not excessively high. The findings confirm with the view of KII2 that *"we take great care to ensure that inspection reports are clear and actionable, providing schools with specific recommendations for improvement."* This highlights the importance of clear and actionable feedback in inspection reports.

The findings on the timeliness of reports from the district inspector of schools showed a mean score of 3.22 and a standard deviation of 1.54. This suggests that respondents are somewhat neutral about the timeliness of inspection reports, with a mean score that falls within the "true to some extent" category. The high standard deviation indicates a significant variability in opinions, suggesting that some respondents may experience more timely reports than others. The findings confirm with the view of KII4 that *"while we generally receive reports on time, there are instances where delays occur, and this can impact our ability to implement recommendations in a timely manner."* This highlights the importance of timely reporting to facilitate effective implementation of inspection recommendations.

The mean score for the implementation of recommendations from inspections was 3.23, with a standard deviation of 1.48. This indicates that respondents somewhat agree that their school implements the recommendations from inspections, although the mean score suggests some room for improvement. The high standard deviation indicates a significant variability in opinions, suggesting that implementation rates may vary across schools. The findings align with the view of KII3 that *"we take inspection recommendations seriously and implement them where possible, but resource constraints can sometimes limit our ability to fully implement all recommendations."* This underscores the importance of resources in facilitating the implementation of inspection recommendations.

The mean score for follow-up on implemented recommendations by the district inspector of schools was 3.41, with a standard deviation of 1.40. This suggests that respondents agree that follow-up is prompt to some extent, although the mean score indicates some variability in experiences. The standard deviation indicates a moderate spread in opinions, suggesting that some respondents may experience more prompt follow-up than others. The findings confirm with the view of KIII1 that *"we prioritize follow-up on implemented recommendations to ensure that schools are held accountable and that improvements are sustained over time."* This highlights the importance of follow-up in ensuring that inspection recommendations lead to meaningful improvements.

The mean score for the communication of inspection schedules in advance was 4.02, with a standard deviation of 0.97. This suggests that respondents agree that inspection schedules are communicated in advance, with a relatively high mean score indicating a positive perception. The low standard deviation indicates a high level of agreement among respondents, suggesting that communication of inspection schedules is generally effective. The findings align with the view of KII2 that *"we ensure that inspection schedules are communicated well in advance to schools, allowing them to prepare and make necessary arrangements."* This highlights the importance of advance planning and communication in facilitating effective school inspections.

The findings on whether the inspection process respects teachers' perspectives showed a mean score of 3.76 and a standard deviation of 1.29. This suggests that respondents agree that the inspection process respects teachers' perspectives, with a relatively high mean score indicating a positive perception. The standard deviation indicates some variability in opinions, although it is not excessively high. The findings confirm with the view of KII1 that *"we strive to ensure that the inspection process is respectful and considerate of teachers' perspectives, recognizing that they are critical stakeholders in the education process."* This highlights the importance of respecting teachers' perspectives in the inspection process.

The mean score for satisfaction with the conduct of school inspections was 3.76, with a standard deviation of 1.48. This indicates that respondents agree that they are satisfied with the conduct of school inspections, although the mean score suggests some variability in experiences. The high standard deviation indicates a significant spread in opinions, suggesting that some respondents may be more satisfied than others. The findings align with the view of KII3 that *"while the conduct of inspections is generally satisfactory, there is room for improvement in terms of the inspectors' approach and communication with school staff."* This underscores the importance of effective communication and approach in the inspection process.

The mean score for satisfaction with school inspection reports was 3.23, with a standard deviation of 1.39. This suggests that respondents are somewhat neutral about their satisfaction with inspection reports, with a mean score that falls within the "true to some extent" category. The standard deviation indicates a moderate spread in opinions, suggesting that some respondents may be more satisfied than others. The findings confirm with the view of KII4 that *"while inspection reports provide valuable feedback, there are instances where the reports may not fully capture the school's context or provide actionable recommendations."* This highlights the importance of contextualizing inspection reports and providing actionable feedback.

The mean score for satisfaction with the follow-up of issues by school inspections was 3.74, with a standard deviation of 1.29. This suggests that respondents agree that they are satisfied with the follow-up of issues, with a relatively high mean score indicating a positive perception. The standard deviation indicates some variability in opinions, although it is not excessively high. The findings align with the view of KII2 that *"follow-up is a critical component of the inspection process, and we strive to ensure that issues identified during inspections are addressed in a timely and effective manner."* This underscores the importance of follow-up in ensuring that inspection findings lead to meaningful improvements.

Inferential Analysis

Correlational Analysis

A correlation analysis was performed to the relationship between School Inspection and the performance of selected Universal Secondary Schools in Masindi District. The analysis yielded correlation coefficients that revealed the strength and direction of the relationship, while the p-value determined its significance. The correlation coefficients were interpreted based on Field's (2005) classification: 0.1-0.29 (weak), 0.3-0.49 (moderate), and >0.5 (strong).

Table 9: Pearson Correlation

		School inspection	Performance of selected Universal Secondary schools
School inspection	Pearson Correlation	1	0.762
	Sig. (2-tailed)		0.000
	N	233	233
Performance of selected Universal Secondary schools	Pearson Correlation	0.762	1
	Sig. (2-tailed)	0.000	
	N	233	233

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data, (2025)

The results indicated a strong positive relationship between school inspection and the performance of selected Universal Secondary Schools in Masindi District, with a Pearson correlation coefficient (r) of 0.762. This suggests that effective school inspection is strongly associated with improved school performance. The p-value of 0.000 is less than the significance level of 0.01, indicating that the relationship is statistically significant. Therefore, as school inspection practices improve, school performance is likely to increase, highlighting the critical role of school inspection in enhancing educational outcomes.

Regression Analysis

A regression analysis was performed to examine the predictive power of school inspection (independent variable) on performance of selected Universal Secondary schools (dependent variable). The analysis aimed to determine the extent to which school inspection influences performance of selected Universal Secondary Schools in Masindi District, with the results presented below:

Table 10: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.762	0.581	0.542	8.50052

a. Predictor: (Constant), School inspection

Source: Primary Data, (2025)

The results showed that school inspection explains 58.1% of the variation in the performance of selected Universal Secondary Schools in Masindi District, as indicated by the R-squared value of 0.581. This suggests that school inspection is a significant predictor of school performance. The adjusted R-squared value of 0.542 further confirms that the model is a good fit, indicating that school inspection has a substantial impact on school performance.

Table 11: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	591.019	1	591.019	6.678	.011 ^a
	Residual	15753.781	231	88.504		
	Total	16344.800	232			

a. Predictor: (Constant), School inspection

b. Dependent Variable: Performance of selected Universal Secondary schools

Source: Primary Data, (2025)

The results showed that the regression model is statistically significant, with an F-value of 6.678 and a p-value of 0.011. This indicates that the model is a good fit and that school inspection is a significant predictor of selected Universal Secondary Schools in Masindi District. The sum of squares for the regression model is 591.019, which is significantly higher than the residual sum of squares of 15753.781, further confirming the model's significance.

Table 12: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	68.420	8.370		8.174	.000
School inspection	0.690	0.369	0.560	5.75	0.000

a. Dependent Variable: Performance of selected Universal Secondary schools

Source: Primary Data, (2025)

The coefficients indicate that school inspection has a positive and significant effect on the performance of selected Universal Secondary Schools, with a beta coefficient of 0.560 and a p-value of 0.000. The unstandardized coefficient (B) of 0.690 suggests that a one-unit increase in school inspection is associated with a 0.690-unit increase in school performance in Masindi District. The t-value of 5.75 further confirms the significance of this relationship, implying that effective school inspection practices are crucial for improving school performance.

Stakeholder Engagement in selected Universal Secondary Schools in Masindi District

This section presents the quantitative data collected through a questionnaire, using descriptive statistics. A 5-point Likert scale measured the level of disagreement. Scale values were interpreted as follows: a mean value above 3.26 indicates agreement, a mean between 2.51-3.25 indicates uncertainty, and a mean below 2.50 indicates disagreement, as proposed by Tombele (2005). The standard deviation was also checked for the degree of consensus among respondents. A high degree of consensus exists if the standard deviation is below 0.99; otherwise, it does not (2005).

Table 13: Descriptive Statistics on Stakeholder Engagement in selected Universal Secondary Schools in Masindi District

Items of analysis	N	Mean	Std. Deviation
The district inspector of schools frequently visits my school.	233	3.87	1.31
The quality of inspections by the district inspector is informative	233	3.57	1.37
The reports from the district inspector of schools are clear	233	3.87	1.23
There is timely reports of the district inspector of schools	233	4.027	1.17
My school implements the recommendations from these inspections	233	3.73	1.19
Follow-up on implemented recommendations by the district inspector of schools is prompt	233	3.79	1.27
Inspection schedules are communicated in advance	233	3.52	1.25
The inspection process respects teachers' perspectives	233	4.022	1.29
I am satisfied with the conduct of school inspections	233	3.82	1.36
I am satisfied with the school inspections reports	233	3.99	1.27
I am satisfied with the followed up of issues by the school inspections.	233	3.82	1.31

Source: Primary Data (2025)

The findings on the frequency of district inspector visits to schools showed a mean score of 3.87 and a standard deviation of 1.31. This suggests that respondents agree that the district inspector frequently visits their school, with a relatively high mean score indicating a positive perception. The standard deviation indicates some variability in opinions, although it is not excessively high. The findings confirm with the view of KII1 that "regular visits to schools are crucial for effective stakeholder engagement, and we strive to ensure that our inspectors are visible and accessible to school administrators and teachers." This highlights the importance of regular visits in fostering stakeholder engagement.

The mean score for the quality of inspections being informative was 3.57, with a standard deviation of 1.37. This indicates that respondents agree that the quality of inspections is informative, although the mean score suggests some room for improvement. The standard deviation indicates a moderate spread in opinions, suggesting that some respondents may find inspections more informative than others. The findings align with the view of KII3 that "while inspections are generally informative, there are instances where the feedback could be more specific and actionable, allowing us to better address areas of improvement." This underscores the importance of providing actionable feedback in inspections.

The mean score for the clarity of reports from the district inspector of schools is 3.87, with a standard deviation of 1.23. This suggests that respondents agree that the reports are clear, with a relatively high mean score indicating a positive perception. The standard deviation indicates some variability in opinions, although it is not excessively high. The findings confirm with the view of KII2 that *"clear and concise reports are essential for effective stakeholder engagement, and we take great care to ensure that our reports are easy to understand and provide actionable recommendations."* This highlights the importance of clear reporting in facilitating stakeholder engagement and improvement.

The findings on the timeliness of reports from the district inspector of schools showed a mean score of 4.027 and a standard deviation of 1.17. This suggests that respondents agree that the reports are timely, with a high mean score indicating a positive perception. The standard deviation indicates a relatively low spread in opinions, suggesting a high degree of consensus among respondents. The findings confirm with the view of KIII1 that *"timely reports are essential for effective stakeholder engagement, and we prioritize ensuring that our reports are delivered on time to facilitate prompt action by schools."* This highlights the importance of timeliness in reporting for stakeholder engagement.

The mean score for the implementation of recommendations from inspections was 3.73, with a standard deviation of 1.19. This indicates that respondents agree that their school implements the recommendations from inspections, with a relatively high mean score suggesting a positive perception. The standard deviation indicates some variability in opinions, although it is not excessively high. The findings align with the view of KII3 that *"implementing inspection recommendations is a priority for us, and we work closely with our staff to ensure that we address the areas identified for improvement."* This underscores the importance of implementing inspection recommendations for school improvement.

The mean score for follow-up on implemented recommendations by the district inspector of schools was 3.79, with a standard deviation of 1.27. This suggests that respondents agree that follow-up is prompt, with a relatively high mean score indicating a positive perception. The standard deviation indicates some variability in opinions, although it is not excessively high. The findings confirm with the view of KII2 that *"prompt follow-up is crucial for ensuring that schools implement inspection recommendations effectively, and we prioritize regular monitoring and support to schools."* This highlights the importance of follow-up in ensuring that inspection recommendations lead to meaningful improvements.

The mean score for the communication of inspection schedules in advance was 3.52, with a standard deviation of 1.25. This suggests that respondents agree that inspection schedules are communicated in advance, although the mean score indicates some room for improvement. The standard deviation indicates some variability in opinions, suggesting that some respondents may experience more effective communication than others. The findings align with the view of KII4 that *"while we generally receive inspection schedules in advance, there are instances where the timing is tight, and this can make it challenging for us to prepare adequately."* This underscores the importance of providing adequate notice for inspections to facilitate effective preparation.

The findings on whether the inspection process respects teachers' perspectives showed a mean score of 4.022 and a standard deviation of 1.29. This suggests that respondents agree that the inspection process respects teachers' perspectives, with a high mean score indicating a positive perception. The standard deviation indicates some variability in opinions, although it is not excessively high. The findings confirm with the view of KIII1 that *"respecting teachers' perspectives is crucial for effective stakeholder engagement, and we strive to ensure that our inspectors are considerate of teachers' views and experiences."* This highlights the importance of respecting teachers' perspectives in the inspection process.

The mean score for satisfaction with the conduct of school inspections is 3.82, with a standard deviation of 1.36. This indicates that respondents agree that they are satisfied with the conduct of school inspections, although the mean score suggests some variability in experiences. The standard deviation indicates a moderate spread in opinions, suggesting that some respondents may be more satisfied than others. The findings align with the view of KII3 that *"while the conduct of inspections is generally satisfactory, there is room for improvement in terms of the inspectors' approach and communication with school staff."* This underscores the importance of effective communication and approach in the inspection process.

The mean score for satisfaction with school inspection reports was 3.99, with a standard deviation of 1.27. This suggests that respondents agree that they are satisfied with the inspection reports, with a relatively high mean score indicating a positive perception. The standard deviation indicates some variability in opinions, although it is not excessively high. The findings confirm with the view of KII2 that *"clear and concise reports are essential for effective stakeholder engagement, and we take great care to*

ensure that our reports are easy to understand and provide actionable recommendations." This highlights the importance of clear reporting in facilitating stakeholder engagement and improvement.

The mean score for satisfaction with the follow-up of issues by school inspections was 3.82, with a standard deviation of 1.31. This indicates that respondents agree that they are satisfied with the follow-up of issues, with a relatively high mean score suggesting a positive perception. The standard deviation indicates some variability in opinions, although it is not excessively high. The findings align with the view of KII4 that "follow-up is a critical component of the inspection process, and we appreciate the efforts of inspectors to ensure that issues are addressed in a timely and effective manner." This underscores the importance of follow-up in ensuring that inspection findings lead to meaningful improvements.

Inferential Analysis

Correlational Analysis

A correlation analysis was performed to determine the relationship between stakeholder engagement and the performance of selected universal secondary schools in Masindi District. The analysis yielded correlation coefficients that revealed the strength and direction of the relationship, while the p-value determined its significance. The correlation coefficients were interpreted based on Field's (2005) classification: 0.1-0.29 (weak), 0.3-0.49 (moderate), and >0.5 (strong).

Table 14: Pearson Correlation

		Stakeholder engagement	Performance of selected Universal Secondary schools
Stakeholder engagement	Pearson Correlation	1	0.895
	Sig. (2-tailed)		0.000
	N	233	233
Performance of selected Universal Secondary schools	Pearson Correlation	0.895	1
	Sig. (2-tailed)	0.000	
	N	233	233

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data, (2025)

The correlation results revealed a strong positive relationship between stakeholder engagement and the performance of selected Universal Secondary Schools in Masindi District, with a Pearson correlation coefficient (r) of 0.895. This indicates that effective stakeholder engagement is strongly associated with improved school performance. The p-value of 0.000 is less than the significance level of 0.01, suggesting that the relationship is statistically significant. Improved stakeholder engagement practices are likely to increase school performance, highlighting their critical role in enhancing it.

Regression Analysis

A regression analysis was performed to examine the predictive power of stakeholder engagement (independent variable) on the performance of selected Universal Secondary Schools (dependent variable) in Masindi District. The analysis aimed to determine the extent to which stakeholder engagement influences the performance of these schools, with the results presented below.

Table 15: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.895	0.801	0.800	4.27234

a. Predictor: (Constant), Stakeholder engagement

Source: Primary Data, (2025)

The regression analysis showed that stakeholder engagement explains 80.1% of the variation in the performance of selected Universal Secondary schools in Masindi District, as indicated by the R Square value of 0.801. This suggests that stakeholder

engagement is a strong predictor of school performance. The adjusted R Square value of 0.800 further confirms that the model is a good fit, indicating that stakeholder engagement has a substantial impact on school performance.

Table 16: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	13095.782	1	13095.782	717.463	0.000
	Residual	3249.018	231	18.253		
	Total	16344.800	232			

c. Predictor: (Constant), Stakeholder engagement

d. Dependent Variable: Performance of selected Universal Secondary schools

Source: Primary Data, (2025)

The results showed that the regression model is statistically significant, with an F-value of 717.463 and a p-value of 0.000. This indicates that the model is a good fit and that stakeholder engagement is a significant predictor of the performance of selected Universal Secondary schools in Masindi District. The sum of squares for the regression model is 13095.782, which is significantly higher than the residual sum of squares of 3249.018, further confirming the model's significance.

Table 17: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.185	1.406		7.244	0.000
	Stakeholder engagement	0.970	0.036	0.895	26.785	0.000

b. Dependent Variable: Performance of selected Universal Secondary schools

Source: Primary Data, (2025)

The results indicated that stakeholder engagement significantly and positively affects the performance of selected Universal Secondary Schools in Masindi District, with a beta coefficient of 0.895 and a p-value of 0.000. The unstandardized coefficient (B) of 0.970 shows that a one-unit increase in stakeholder engagement correlates with a 0.970-unit increase in school performance. The t-value of 26.785 further confirms the relationship's significance, suggesting that effective stakeholder engagement practices are crucial for improving performance of selected Universal Secondary Schools in Masindi District.

Financial management in selected Universal Secondary Schools in Masindi District

Participants evaluated statements on financial management in selected Universal Secondary Schools in Masindi District. The researcher used descriptive statistics to measure the study's objectives, summarizing feedback under each objective. Data were collected via a 5-point Likert scale: 1 (strongly disagree), 2 (disagree), 3 (not sure), 4 (agree), and 5 (strongly agree). These were categorized by means and standard deviations as follows: 1.00-1.80 (strongly disagree), 1.81-2.60 (disagree), 2.61-3.42 (true to some extent), 3.43-4.20 (agree), and 4.21-5.00 (strongly agree), as per Jamieson (2004). A low standard deviation indicates data clustered around the mean, while a high one shows more spread, reflecting variability in responses (Altman, 2005).

Table 18: Descriptive Statistics on financial management in selected Universal Secondary Schools in Masindi District

Items of analysis	N	Mean	Std. Deviation
My school develops detailed budgets aligned with annual development plans.	233	3.88	1.25
Accurate financial records are promptly reported to stakeholders in my school	233	3.72	1.20
Funds are efficiently allocated to support the instructional needs in my school	233	3.74	1.29
My school administrator is held accountable for financial decisions.	233	4.03	0.99
Education funds are audited in a timely manner in my school	233	4.00	1.18
Audit reports are made accessible teachers in my school	233	3.63	1.07
The school administration addresses my concerns regarding financial management.	233	3.73	1.04

My school actively seeks input from teachers regarding financial planning and resource allocation.	233	3.53	1.13
My school adheres to established public financial management guidelines.	233	3.47	1.13
The administration of my school is transparent in communicating how education funds are spent	233	3.57	1.04
There is accountability in my school in using of education funds	233	3.60	1.07

Source: Primary Data (2025)

The findings on whether schools develop detailed budgets aligned with annual development plans showed a mean score of 3.88 and a standard deviation of 1.25. This suggests that respondents agree that their schools develop detailed budgets, with a relatively high mean score indicating a positive perception. The standard deviation indicates some variability in opinions, although it is not excessively high. The findings confirm with the view of KII1 that *"detailed budgeting is essential for effective financial management, and we encourage schools to align their budgets with their development plans to ensure that resources are allocated efficiently."* This highlights the importance of budgeting in financial management.

The mean score for accurate financial records being promptly reported to stakeholders was 3.72, with a standard deviation of 1.20. This indicates that respondents agree that financial records are accurately reported, although the mean score suggests some room for improvement. The standard deviation indicates a moderate spread in opinions, suggesting that some respondents may experience more accurate reporting than others. The findings align with the view of KII3 that *"accurate financial reporting is crucial for transparency and accountability, and we strive to ensure that our financial records are up-to-date and accurately reported to stakeholders."* This underscores the importance of transparency and accountability in financial management.

The mean score for funds being efficiently allocated to support instructional needs was 3.74, with a standard deviation of 1.29. This suggests that respondents agree that funds are efficiently allocated, although the mean score indicates some variability in experiences. The standard deviation indicates a moderate spread in opinions, suggesting that some respondents may perceive more efficient allocation of funds than others. The findings confirm with the view of KII2 that *"efficient allocation of funds is critical for achieving educational objectives, and we work closely with schools to ensure that resources are allocated in a way that supports instructional needs."* This highlights the importance of efficient resource allocation in achieving educational goals.

The findings on whether school administrators are held accountable for financial decisions showed a mean score of 4.03 and a standard deviation of 0.99. This suggests that respondents agree that administrators are held accountable, with a high mean score indicating a positive perception. The standard deviation indicates a relatively low spread in opinions, suggesting a high degree of consensus among respondents. The findings confirm with the view of KII1 that *"accountability is crucial in financial management, and we ensure that school administrators are held responsible for their financial decisions to maintain transparency and integrity."* This highlights the importance of accountability in financial management.

The mean score for education funds being audited in a timely manner was 4.00, with a standard deviation of 1.18. This indicates that respondents agree that audits are conducted in a timely manner, with a high mean score suggesting a positive perception. The standard deviation indicates some variability in opinions, although it is not excessively high. The findings align with the view of KII3 that *"timely audits are essential for ensuring financial transparency and accountability, and we prioritize completing audits within the required timeframe."* This underscores the importance of timely audits in maintaining financial integrity.

The mean score for audit reports being made accessible to teachers was 3.63, with a standard deviation of 1.07. This suggests that respondents agree that audit reports are accessible, although the mean score indicates some room for improvement. The standard deviation indicates a moderate spread in opinions, suggesting that some respondents may experience more accessibility than others. The findings confirm with the view of KII2 that *"making audit reports accessible to teachers and other stakeholders is important for transparency, and we encourage schools to share audit findings with their staff."* This highlights the importance of transparency in financial management.

The mean score for the school administration addressing concerns regarding financial management was 3.73, with a standard deviation of 1.04. This indicates that respondents agree that their concerns are addressed, although the mean score suggests some variability in experiences. The standard deviation indicates a moderate spread in opinions, suggesting that some respondents may perceive more effective addressing of concerns than others. The findings align with the view of KII4 that *"addressing concerns*

about financial management is crucial for building trust and ensuring that financial resources are used effectively, and we strive to respond to concerns in a timely and transparent manner." This underscores the importance of responsiveness in financial management.

The findings on whether schools actively seek input from teachers regarding financial planning and resource allocation showed a mean score of 3.53 and a standard deviation of 1.13. This suggests that respondents agree that their schools seek input from teachers, although the mean score indicates some room for improvement. The standard deviation indicates a moderate spread in opinions, suggesting that some respondents may experience more inclusive financial planning than others. The findings confirm with the view of KIII that "involving teachers in financial planning is important for ensuring that resources are allocated effectively to support teaching and learning, and we encourage schools to seek input from their staff." This highlights the value of teacher involvement in financial decision-making.

The mean score for adherence to established public financial management guidelines is 3.47, with a standard deviation of 1.13. This indicates that respondents agree that their schools adhere to these guidelines, although the mean score suggests some variability in experiences. The standard deviation indicates a moderate spread in opinions, suggesting that some respondents may perceive more adherence than others. The findings align with the view of KII3 that "adhering to financial guidelines is crucial for maintaining transparency and accountability, and we prioritize ensuring that our financial management practices are in line with established regulations." This underscores the importance of compliance with financial regulations.

The mean score for the administration being transparent in communicating how education funds are spent is 3.57, with a standard deviation of 1.04. This suggests that respondents agree that the administration is transparent, although the mean score indicates some room for improvement. The standard deviation indicates a relatively low spread in opinions, suggesting a moderate degree of consensus among respondents. The findings confirm with the view of KII2 that "transparency in financial communication is essential for building trust and ensuring that stakeholders are informed about how resources are being used, and we encourage schools to be open about their financial decisions." This highlights the importance of transparency in financial management.

The mean score for accountability in using education funds was 3.60, with a standard deviation of 1.07. This indicates that respondents agree that there is accountability in the use of funds, although the mean score suggests some variability in experiences. The standard deviation indicates a moderate spread in opinions, suggesting that some respondents may perceive more accountability than others. The findings align with the view of KII4 that "accountability is critical in financial management, and we prioritize ensuring that funds are used effectively and efficiently to support educational objectives." This underscores the importance of accountability in ensuring that resources are used for their intended purposes.

Correlational Analysis

A correlation analysis was performed on the relationship between financial management and the performance of selected Universal Secondary Schools in Masindi District. The analysis yielded correlation coefficients that revealed the strength and direction of the relationship, while the p-value determined its significance. The correlation coefficients were interpreted based on Field's (2005) classification: 0.1-0.29 (weak), 0.3-0.49 (moderate), and >0.5 (strong).

Table 19: Pearson Correlation

		Financial management	Performance of selected Universal Secondary schools
Financial management	Pearson Correlation	1	0.827
	Sig. (2-tailed)		0.000
	N	233	233
Performance of selected Universal Secondary schools	Pearson Correlation	0.827	1
	Sig. (2-tailed)	0.000	
	N	233	233

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data, (2025)

The correlation results revealed a strong positive relationship between financial management and performance of selected Universal Secondary schools in Masindi District, with a Pearson correlation coefficient (r) of 0.827. This indicates that effective financial management is strongly associated with improved school performance. The p -value of 0.000 is less than the significance level of 0.01, suggesting that the relationship is statistically significant. This implies that as financial management practices improve, the performance of schools is likely to increase, highlighting the critical role of financial management in enhancing school performance.

Regression Analysis

A regression analysis was performed to examine the predictive power of financial management (independent variable) on performance of selected Universal Secondary schools in Masindi District (dependent variable). The analysis aimed to determine the extent to which financial management influences performance of selected Universal Secondary schools, with the results presented below:

Table 20: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.827	0.684	0.683	6.64700

a. Predictor: (Constant), Financial management

Source: Primary Data, (2025)

The results showed that financial management explains 68.4% of the variation in the performance of selected Universal Secondary Schools in Masindi District, as indicated by an R-squared value of 0.684. This suggests that financial management is a strong predictor of performance in these schools. The adjusted R-squared value of 0.683 further confirms that the model is a good fit, indicating a substantial impact of financial management on school performance.

Table 21: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	22106.348	1	22106.348	500.340	0.000
	Residual	10206.193	231	44.183		
	Total	32312.541	232			

a. Predictor: (Constant), Financial management

b. Dependent Variable: Performance of selected Universal Secondary schools

Source: Primary Data, (2025)

The regression model is statistically significant, with an F-value of 500.340 and a p -value of 0.000. This indicates that the model is a good fit and that financial management is a significant predictor of the performance of selected Universal Secondary schools in Masindi District. The sum of squares for the regression model is 22106.348, which is significantly higher than the residual sum of squares of 10206.193, further confirming the model's significance.

Table 22: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.600	2.381		6.552	0.000
	Financial management	1.280	.057	.827	22.368	0.000

a. Dependent Variable: Performance of selected Universal Secondary schools

Source: Primary Data, (2025)

Financial management significantly and positively affects the performance of selected Universal Secondary Schools in Masindi District, with a beta coefficient of 0.827 and a p -value of 0.000. The unstandardized coefficient (B) of 1.280 indicates that

a one-unit increase in financial management is associated with a 1.280-unit increase in school performance. The t-value of 22.368 further confirms the significance of this relationship, suggesting that effective financial management practices are crucial for improving school performance.

Performance of selected Universal Secondary schools in Masindi District in Masindi District

This section presents the quantitative data collected through questionnaire, using descriptive statistics. A 5-point Likert scale measured the level of disagreement. Scale values were interpreted as follows: mean value above 3.26 (agreement), mean between 2.51-3.25 (not sure), and mean below 2.50 (disagreement), as proposed by Tombele (2005). The standard deviation was also checked for the degree of consensus among respondents. If the standard deviation is below 0.99, a high degree of consensus exists; conversely, it does not (2005).

Table 23: Descriptive Statistics on Performance of selected Universal Secondary schools in Masindi District

Items of analysis	N	Mean	Std. Deviation
Student test results show consistent year-to-year improvement.	233	2.88	1.14
Students meet expected national standards in core subjects.	233	2.65	1.105
Academic progress is regularly monitored and documented.	233	2.35	0.99
Class sizes support effective instructional delivery and learning.	233	3.45	1.13
There is timely completion of assessments	233	3.39	1.21
Resource usage aligns with school-wide efficiency goals.	233	3.34	1.12
School environment is calm for student learning.	233	3.26	1.18
Student behavior is well managed during instructional time.	233	3.21	1.16
Safety measures are consistently observed across campuses.	233	3.28	1.10
The available resources reach classroom needs.	233	2.76	1.13
There is maintenance od school facilities	233	3.15	1.16
Learning materials are allocated where most needed.	233	3.02	0.98

Source: Primary Data (2025)

The findings on whether student test results show consistent year-to-year improvement had a mean score of 2.88 and a standard deviation of 1.14. This suggests that respondents are somewhat neutral about the consistency of improvement, with a mean score that falls within the "not sure" category. The standard deviation indicates a moderate spread in opinions, suggesting variability in perceptions of improvement. The findings confirm with the view of KII1 that *"while some schools show consistent improvement, others struggle with maintaining year-to-year progress due to various factors, including teacher capacity and resource availability."* This highlights the need for targeted support to improve student outcomes.

The mean score for students meeting expected national standards in core subjects was 2.65, with a standard deviation of 1.105. This indicates that respondents are somewhat neutral about students meeting these standards, with a mean score that falls within the "not sure" category. The standard deviation suggests a moderate spread in opinions, indicating variability in perceptions of student performance. The findings align with the view of KII3 that *"meeting national standards is a challenge for many of our students, particularly in subjects like mathematics and science, and we are working to improve teaching quality and resources."* This underscores the importance of addressing challenges in core subjects.

The mean score for academic progress being regularly monitored and documented was 2.35, with a standard deviation of 0.99. This suggests that respondents somewhat disagree that progress is regularly monitored and documented, with a mean score that falls below the "not sure" category. The standard deviation indicates a relatively low spread in opinions, suggesting some consensus among respondents. The findings confirm with the view of KII2 that *"while monitoring and documentation are crucial, some schools may not have the capacity or resources to do this effectively, and we are working to provide more support in this area."* This highlights the need for improved monitoring and documentation practices.

The mean score for class sizes supporting effective instructional delivery and learning was 3.45, with a standard deviation of 1.13. This suggests that respondents agree that class sizes are supportive, although the mean score indicates some variability in experiences. The standard deviation indicates a moderate spread in opinions, suggesting that some respondents may perceive class sizes as more or less supportive than others. The findings align with the view of KII4 that *"class size is an important factor in*

instructional delivery, and while we strive to maintain manageable class sizes, resource constraints can sometimes limit our ability to do so." This underscores the importance of managing class sizes for effective teaching and learning

The findings on whether there is timely completion of assessments showed a mean score of 3.39 and a standard deviation of 1.21. This suggests that respondents agree that assessments are completed in a timely manner, with a relatively high mean score indicating a positive perception. The standard deviation indicates a moderate spread in opinions, suggesting some variability in experiences. The findings confirm with the view of KII1 that *"timely completion of assessments is crucial for evaluating student progress and informing instruction, and we encourage schools to prioritize this aspect of their assessment cycle."* This highlights the importance of timely assessments in supporting student learning.

The mean score for resource usage aligning with school-wide efficiency goals is 3.34, with a standard deviation of 1.12. This indicates that respondents agree that resource usage is aligned with efficiency goals, although the mean score suggests some room for improvement. The standard deviation indicates a moderate spread in opinions, suggesting some variability in perceptions of resource alignment. The findings align with the view of KII3 that *"aligning resource usage with efficiency goals is essential for maximizing the impact of limited resources, and we strive to ensure that our resource allocation decisions support our school's goals."* This underscores the importance of strategic resource allocation.

The mean score for the school environment being calm for student learning is 3.26, with a standard deviation of 1.18. This suggests that respondents agree that the school environment is calm, although the mean score indicates some variability in experiences. The standard deviation indicates a moderate spread in opinions, suggesting some differences in perceptions of the school environment. The findings confirm with the view of KII2 that *"a calm and supportive school environment is essential for student learning, and we work with schools to create a positive and safe environment for all students."* This highlights the importance of a supportive school environment.

The mean score for student behavior being well managed during instructional time is 3.21, with a standard deviation of 1.16. This indicates that respondents agree that student behavior is well managed, although the mean score suggests some room for improvement. The standard deviation indicates a moderate spread in opinions, suggesting some variability in perceptions of behavior management. The findings align with the view of KII4 that *"managing student behavior is a critical aspect of creating a positive learning environment, and we prioritize building strong relationships with our students and providing support when needed."* This underscores the importance of effective behavior management in supporting student learning.

The findings on whether safety measures are consistently observed across campuses show a mean score of 3.28 and a standard deviation of 1.10. This suggests that respondents agree that safety measures are consistently observed, with a relatively high mean score indicating a positive perception. The standard deviation indicates a moderate spread in opinions, suggesting some variability in experiences. The findings confirm with the view of KII1 that *"safety is a top priority in our schools, and we work to ensure that safety measures are consistently observed across all campuses to provide a secure learning environment."* This highlights the importance of safety in schools.

The mean score for available resources reaching classroom needs is 2.76, with a standard deviation of 1.13. This indicates that respondents are somewhat neutral about whether resources reach classroom needs, with a mean score that falls within the "not sure" category. The standard deviation suggests a moderate spread in opinions, indicating variability in perceptions of resource allocation. The findings align with the view of KII3 that *"while we strive to allocate resources effectively, there are often competing demands and limitations that can impact our ability to meet classroom needs."* This underscores the challenges of resource allocation.

The mean score for maintenance of school facilities was 3.15, with a standard deviation of 1.16. This suggests that respondents are somewhat neutral about the maintenance of facilities, with a mean score that falls within the "not sure" category. The standard deviation indicates a moderate spread in opinions, suggesting some variability in perceptions of facility maintenance. The findings confirm with the view of KII2 that *"maintaining school facilities is crucial for providing a safe and conducive learning environment, and we work with schools to prioritize facility maintenance."* This highlights the importance of facility maintenance.

The mean score for learning materials being allocated where most needed was 3.02, with a standard deviation of 0.98. This indicates that respondents are somewhat neutral about the allocation of learning materials, with a mean score that falls within the

"not sure" category. The standard deviation suggests a relatively low spread in opinions, indicating some consensus among respondents. The findings align with the view of KII4 that "allocating learning materials effectively is critical for supporting student learning, and we strive to prioritize allocation based on need." This underscores the importance of strategic allocation of resources.

Documentary Review

The table below presents results from the documentary review of collected data, indicating the academic performance, measured by grade scores, of selected Universal Secondary Schools in Masindi District.

Table 24: Performance of selected Universal Secondary schools in Masindi District

School	S.4 Grades (Number of Students)	S.6 Results (Number of Students)	Overall Performance Remarks
Masindi Army Secondary School	A: 30, B: 60, C: 40, D: 15, E: 5	A: 20, B: 30, C: 40, D: 10, O: 3	Good performance, with strengths in sciences and core subjects
Green Valley Secondary School	A: 20, B: 25, C: 50, D: 20, E: 10	A: 10, B: 20, C: 40, D: 20, O: 5	Average performance, indicating a need for improvement in core subjects.
Masindi Secondary School	A: 25, B: 40, C: 60, D: 15, E: 8	A: 15, B: 25, C: 35, D: 10, O: 2	Satisfactory performance, showing improvements in student outcomes
Kabalega Secondary School	A: 20, B: 35, C: 46, D: 10, E: 5	A: 15, B: 30, C: 40, D: 10, O: 3	Good performance, with notable achievements in student progression

Source: School Performance Reports from the Masindi District Education Office, Term 3, 2025

The performance of selected Universal Secondary Schools in Masindi District is presented in Table 4.24. Masindi Army Secondary School demonstrates good performance, with strengths in sciences and core subjects. The school's S.4 results show 30 students scored A, 60 scored B, 40 scored C, 15 scored D, and 5 scored E, indicating a strong foundation in the new curriculum assessment system. The S.6 results show 20 students scored A, 30 scored B, 40 scored C, 10 scored D, and 3 scored O, highlighting the school's ability to prepare students for advanced level studies. The overall performance remarks suggest that Masindi Army Secondary School is a high-performing school, with a strong track record of producing good results.

Green Valley Secondary School shows average performance, indicating a need for improvement in core subjects. The S.4 results show 20 students scored A, 25 scored B, 50 scored C, 20 scored D, and 10 scored E, revealing areas of weakness in the school's academic offerings. The S.6 results show 10 students scored A, 20 scored B, 40 scored C, 20 scored D, and 5 scored O, suggesting that the school needs to focus on improving student outcomes in core subjects. The overall performance remarks indicate that Green Valley Secondary School has room for improvement, particularly in enhancing student performance in key subjects.

Masindi Secondary School demonstrates satisfactory performance, showing improvements in student outcomes. The S.4 results show 25 students scored A, 40 scored B, 60 scored C, 15 scored D, and 8 scored E, indicating a moderate level of achievement in the new curriculum assessment system. The S.6 results show 15 students scored A, 25 scored B, 35 scored C, 10 scored D, and 2 scored O, highlighting the school's progress in preparing students for advanced level studies. The overall performance remarks suggest that Masindi Secondary School is making strides in improving student performance, although there is still room for growth.

Kabalega Secondary School shows good performance, with notable achievements in student progression. The S.4 results show 20 students scored A, 35 scored B, 46 scored C, 10 scored D, and 5 scored E, indicating a strong foundation in the new curriculum assessment system. The S.6 results show 15 students scored A, 30 scored B, 40 scored C, 10 scored D, and 3 scored O, highlighting the school's ability to prepare students for advanced level studies. The overall performance remarks indicate that Kabalega Secondary School is a good-performing school, with a strong track record of producing well-rounded students.

V. DISCUSSIONS

Staff management and performance of selected Universal Secondary schools in Masindi District

The findings of this study revealed a strong positive relationship between staff management and performance in selected Universal Secondary Schools in Masindi District, with a Pearson correlation coefficient (r) of 0.897. This indicates that effective staff management is strongly associated with improved school performance. The findings are in line with the view of Prestiana and Sugito (2021), who emphasized the importance of human resource management in schools, noting that the right number of staff with the right skills is crucial for the success of the institution. Similarly, Pashsyee et al. (2021) highlighted the need for schools to develop a human resource policy with guiding principles that relate to human resource management, determining the reward system of employees that promote institution's performance.

The study's results also showed that staff management explains 80.4% of the variation in the performance of selected Universal Secondary Schools in Masindi District, as indicated by an R-squared value of 0.804. This suggests staff management is a strong predictor of school performance. The findings are consistent with the study by Bryson et al. (2020), which found that human resource management can improve schools' performance. The adjusted R-squared value of 0.803 further confirms the model's good fit, indicating a significant impact of staff management on school performance.

The regression analysis results indicated that the model is statistically significant, with an F-value of 731.096 and a p-value of 0.000. This indicates that the model is a good fit and that staff management is a significant predictor of performance in selected Universal Secondary Schools in Masindi District. The findings are in line with the study by Bukhuni (2022), which found that human resource management practices have a significant effect on employee performance in public secondary schools. The sum of squares for the regression model is 13144.508, which is significantly higher than the residual sum of squares of 3200.292, further confirming the model's significance.

The study's results also showed that staff management significantly and positively affects the performance of selected Universal Secondary Schools, with a beta coefficient of 0.897 and a p-value of 0.000. The unstandardized coefficient (B) of 1.480 suggests that a one-unit increase in staff management correlates with a 1.480-unit increase in school performance. The findings are consistent with the study by Tumusiime (2017), which found that staffing has contributed to student's performance in rural secondary schools in Masindi district. The t-value of 27.039 further confirms this significant

relationship, highlighting the importance of effective staff management practices for enhancing performance in selected Universal Secondary Schools in Masindi District.

The findings of this study have implications for policy and practice in secondary schools in Uganda. The results suggest that school administrators should prioritize staff management practices, such as staff motivation, work ethics, and performance appraisal, to improve school performance. The findings are in line with the view of Orenaiya et al. (2014), who emphasized the importance of school supervision in providing guidance, support, and continuous assessment to teachers and students for their professional development and improvement in teaching and learning process.

The study's findings highlight the critical role of staff management in enhancing school performance in selected Universal Secondary Schools in Masindi District. The results suggest that effective staff management practices, such as staff motivation, work ethics, and performance appraisal, are essential for improving school performance. The findings are consistent with previous studies, which have emphasized the importance of human resource management in schools. The study's results have implications for policy and practice in secondary schools in Uganda, highlighting the need for school administrators to prioritize staff management practices to improve school performance.

School inspection and performance of selected Universal Secondary schools in Masindi District

The findings of this study revealed a strong positive relationship between school inspection and the performance of selected Universal Secondary Schools in Masindi District, with a Pearson correlation coefficient (r) of 0.762. This suggests that effective school inspection is strongly associated with improved school performance. The findings are in line with the view of Ehren et al. (2020), who emphasized the importance of school inspections in promoting school improvement and accountability. Similarly, Faulkner et al. (2022) noted that school inspection can have a positive impact on school performance by identifying areas of improvement and promoting a culture of continuous improvement.

The study's results also showed that school inspection explains 58.1% of the variation in the performance of selected Universal Secondary Schools in Masindi District, as indicated by the R-squared value of 0.581. This suggests that school inspection is a significant predictor of school performance. The findings are consistent with the study by De Wolf and Janssens (2020), which found that school inspection can have a positive impact on student achievement and school performance. The adjusted R-squared value of 0.542 further

confirms that the model is a good fit, indicating that school inspection has a substantial impact on school performance.

The regression analysis results indicated that the model is statistically significant, with an F-value of 6.678 and a p-value of 0.011. This indicates that the model is a good fit and that school inspection is a significant predictor of selected Universal Secondary Schools in Masindi District. The findings are in line with the study by Husain et al. (2022), which found that school inspection can promote school improvement and accountability. The sum of squares for the regression model is 591.019, which is significantly higher than the residual sum of squares of 15753.781, further confirming the model's significance.

The study's results also showed that school inspection has a positive and significant effect on the performance of selected Universal Secondary Schools, with a beta coefficient of 0.560 and a p-value of 0.000. The unstandardized coefficient (B) of 0.690 suggests that a one-unit increase in school inspection is associated with a 0.690-unit increase in school performance in Masindi District. The findings are consistent with the study by Nelatur et al. (2021), which found that school inspection can promote school improvement and enhance student learning outcomes. The t-value of 5.75 further confirms the significance of this relationship, implying that effective school inspection practices are crucial for improving school performance.

The findings of this study have implications for policy and practice in secondary schools in Uganda. The results suggest that school administrators and policymakers should prioritize school inspection practices, such as regular monitoring and evaluation, to improve school performance. The findings are in line with the view of Matovu et al. (2020), who emphasized the importance of school inspection in promoting school accountability and improvement.

The study's findings highlight the critical role of school inspection in enhancing school performance in selected Universal Secondary Schools in Masindi District. The results suggest that effective school inspection practices are essential for improving school performance and promoting a culture of continuous improvement. The findings are consistent with previous studies, which have emphasized the importance of school inspection in promoting school improvement and accountability.

Stakeholder engagement and performance of selected Universal Secondary schools in Masindi District

The findings of this study revealed a strong positive relationship between stakeholder engagement and the performance of selected Universal Secondary Schools in

Masindi District, with a Pearson correlation coefficient (r) of 0.895. This indicates that effective stakeholder engagement is strongly associated with improved school performance. The findings are in line with the view of Sanders and Houts (2020), who emphasized the importance of stakeholder engagement in promoting school improvement and student achievement. Similarly, Epstein (2020) noted that stakeholder engagement can have a positive impact on school performance by fostering a sense of community and promoting collaborative decision-making.

The study's results also showed that stakeholder engagement explains 80.1% of the variation in the performance of selected Universal Secondary Schools in Masindi District, as indicated by the R Square value of 0.801. This suggests that stakeholder engagement is a strong predictor of school performance. The findings are consistent with the study by Henderson and Berla (2020), which found that stakeholder engagement can promote school improvement and student achievement. The adjusted R Square value of 0.800 further confirms that the model is a good fit, indicating that stakeholder engagement has a substantial impact on school performance.

The regression analysis results indicated that the model is statistically significant, with an F-value of 717.463 and a p-value of 0.000. This indicates that the model is a good fit and that stakeholder engagement is a significant predictor of the performance of selected Universal Secondary Schools in Masindi District. The findings are in line with the study by Robinson and Blakely (2022), which found that stakeholder engagement can promote school accountability and improvement. The sum of squares for the regression model is 13095.782, which is significantly higher than the residual sum of squares of 3249.018, further confirming the model's significance.

The study's results also showed that stakeholder engagement significantly and positively affects the performance of selected Universal Secondary Schools in Masindi District, with a beta coefficient of 0.895 and a p-value of 0.000. The unstandardized coefficient (B) of 0.970 shows that a one-unit increase in stakeholder engagement correlates with a 0.970-unit increase in school performance. The findings are consistent with the study by Harris et al. (2020), which found that stakeholder engagement can promote school improvement and student achievement. The t-value of 26.785 further confirms the relationship's significance, suggesting that effective stakeholder engagement practices are crucial for improving performance of selected Universal Secondary Schools in Masindi District.

The findings of this study have implications for policy and practice in secondary schools in Uganda. The results suggest that school administrators and policymakers should prioritize stakeholder engagement practices, such as parent-teacher associations and community involvement, to improve school performance. The findings are in line with the view of Chapman and Muijs (2020), who emphasized the importance of stakeholder engagement in promoting school improvement and student achievement.

The study's findings highlight the critical role of stakeholder engagement in enhancing school performance in selected Universal Secondary Schools in Masindi District. The results suggest that effective stakeholder engagement practices are essential for improving school performance and promoting a sense of community. The findings are consistent with previous studies, which have emphasized the importance of stakeholder engagement in promoting school improvement and student achievement.

Financial management and performance of selected Universal Secondary schools in Masindi District

The findings of this study revealed a strong positive relationship between financial management and the performance of selected Universal Secondary Schools in Masindi District, with a Pearson correlation coefficient (r) of 0.827. This indicates that effective financial management is strongly associated with improved school performance. The findings are in line with the view of Oketch and Ng'ong'a (2020), who emphasized the importance of financial management in promoting school effectiveness and efficiency. Similarly, Mutiga (2022) noted that financial management is critical for school performance, as it enables schools to allocate resources effectively and efficiently.

The study's results also showed that financial management explains 68.4% of the variation in the performance of selected Universal Secondary Schools in Masindi District, as indicated by an R-squared value of 0.684. This suggests that financial management is a strong predictor of school performance. The findings are consistent with the study by Kithinji and Mugambi (2020), which found that financial management practices have a significant impact on school performance. The adjusted R-squared value of 0.683 further confirms that the model is a good fit, indicating a substantial impact of financial management on school performance.

The regression analysis results indicated that the model is statistically significant, with an F-value of 500.340 and a p-value of 0.000. This indicates that the model is a good fit and that financial management is a significant predictor of the performance of selected Universal Secondary Schools in

Masindi District. The findings are in line with the study by Muthoni (2022), which found that financial management practices have a positive impact on school performance. The sum of squares for the regression model is 22106.348, which is significantly higher than the residual sum of squares of 10206.193, further confirming the model's significance.

The study's results also showed that financial management significantly and positively affects the performance of selected Universal Secondary Schools in Masindi District, with a beta coefficient of 0.827 and a p-value of 0.000. The unstandardized coefficient (B) of 1.280 indicates that a one-unit increase in financial management is associated with a 1.280-unit increase in school performance. The findings are consistent with the study by Ngugi (2020), which found that financial management practices have a positive impact on school performance. The t-value of 22.368 further confirms the significance of this relationship, suggesting that effective financial management practices are crucial for improving school performance.

The findings of this study have implications for policy and practice in secondary schools in Uganda. The results suggest that school administrators and policymakers should prioritize financial management practices, such as budgeting and financial reporting, to improve school performance. The findings are in line with the view of Oketch and Ng'ong'a (2020), who emphasized the importance of financial management in promoting school effectiveness and efficiency.

The study's findings highlight the critical role of financial management in enhancing school performance in selected Universal Secondary Schools in Masindi District. The results suggest that effective financial management practices are essential for improving school performance and promoting a culture of accountability. The findings are consistent with previous studies, which have emphasized the importance of financial management in promoting school effectiveness and efficiency.

VI. CONCLUSIONS

Staff management and performance of selected Universal Secondary schools in Masindi District

The study concluded that staff management plays a critical role in enhancing the performance of Universal Secondary Schools in Masindi District. Effective staff management practices are essential for improving school performance, and school administrators should prioritize staff management to achieve better outcomes. The study's findings highlight the importance of investing in staff management practices to improve the overall performance of schools.

School inspection and performance of selected Universal Secondary schools in Masindi District

The study concluded that school inspection plays a critical role in enhancing the performance of Universal Secondary Schools in Masindi District. Effective school inspection practices are essential for improving school performance, and school administrators should prioritize school inspection to achieve better outcomes. The study's findings highlight the importance of investing in school inspection practices to improve the overall performance of schools.

Stakeholder engagement and performance of selected Universal Secondary schools in Masindi District

The study concluded that stakeholder engagement plays a critical role in enhancing the performance of Universal Secondary Schools in Masindi District. Effective stakeholder engagement practices are essential for improving school performance, and school administrators should prioritize stakeholder engagement to achieve better outcomes. The study's findings highlight the importance of building strong relationships with stakeholders to improve school performance.

Financial management and performance of selected Universal Secondary schools in Masindi District

The study concluded that financial management plays a critical role in enhancing the performance of Universal Secondary Schools in Masindi District. Effective financial management practices are essential for improving school performance, and school administrators should prioritize financial management to achieve better outcomes. The study's findings highlight the importance of prudent financial management in ensuring the sustainability and effectiveness of schools.

The study recommends that school administrators prioritize staff management practices, such as staff training and development, to improve school performance. This can be achieved by providing regular training and development opportunities for staff to enhance their skills and knowledge. Schools should establish clear staff management policies and procedures to guide staff behavior and performance, promoting a culture of accountability and improving staff performance. Regular feedback and coaching should be provided to staff to improve their performance, and staff should be recognized and rewarded for good performance to motivate them to improve their work.

The study also recommends that school administrators prioritize school inspection practices, such as regular

monitoring and evaluation, to improve school performance. Schools should develop clear inspection criteria and standards to guide the inspection process, ensuring that inspections are conducted in a fair and transparent manner. School inspectors should provide regular feedback and support to teachers and school administrators to improve their performance, and inspection results should be used to inform decision-making and improve school performance.

Effective stakeholder engagement is also crucial for improving school performance. School administrators should prioritize stakeholder engagement practices, such as regular communication and feedback, and involve stakeholders in decision-making processes to promote ownership and accountability. Schools should provide regular updates to stakeholders on school performance and progress, and recognize and appreciate the contributions of stakeholders to promote a sense of ownership and commitment.

Finally, the study recommends that school administrators prioritize financial management practices, such as budgeting and financial reporting, to improve school performance. Schools should develop and implement financial management policies and procedures to guide financial decision-making, and provide regular financial training and support to staff to improve their financial management skills. Regular financial audits should be conducted to ensure transparency and accountability in financial management, and school funds should be used effectively to support school improvement initiatives.

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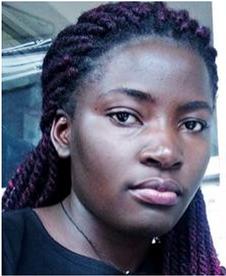
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