



Methodological Evaluation of Secondary School Systems in Uganda Using Quasi-Experimental Design for Clinical Outcomes Assessment

Okiep Ssekakulya¹, Kabwita Okello^{1,2}

¹ Uganda Christian University, Mukono

² Medical Research Council (MRC)/UVRI and LSHTM Uganda Research Unit

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Correspondence: ossekakulya@outlook.com

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Author notes

Okiep Ssekakulya is affiliated with Uganda Christian University, Mukono and focuses on Agriculture research in Africa. Kabwita Okello is affiliated with Uganda Christian University, Mukono and focuses on Agriculture research in Africa.

Abstract

The educational sector in Uganda faces challenges related to secondary school systems, particularly in terms of clinical outcomes. A quasi-experimental design was employed with a sample size of 200 schools. Clinical data from students' performance assessments were collected and analysed using a linear regression model to assess the impact of educational interventions. The analysis revealed significant improvements in student clinical outcomes, particularly in mathematics scores (mean *improvement* = 15% *standard error* ± 3%). The quasi-experimental design provided robust evidence for the effectiveness of secondary school systems in improving clinical outcomes among students. Further research should be conducted to validate these findings and explore potential barriers to implementation.

Keywords: *African geography, clinical outcomes, quasi-experimental design, education policy, evaluation methodology, statistical analysis, school systems*

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