Methodological Foundations for Quasi-Experimental Design in Evaluating Secondary School Systems in Uganda: A Cost-Effectiveness Perspective

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Abstract

This study addresses a current research gap in Agriculture concerning Methodological evaluation of secondary schools systems in Uganda: quasi-experimental design for measuring cost-effectiveness in Uganda. The objective is to formulate a rigorous model, state verifiable assumptions, and derive results with direct analytical or practical implications. A structured analytical approach was used, integrating formal modelling with domain evidence. The results establish bounded error under perturbation, a convergent estimation process under stated assumptions, and a stable link between the proposed metric and observed outcomes. The findings provide a reproducible analytical basis for subsequent theoretical and applied extensions. Stakeholders should prioritise inclusive, locally grounded strategies and improve data transparency. Methodological evaluation of secondary schools systems in Uganda: quasi-experimental design for measuring cost-effectiveness, Uganda, Africa, Agriculture, theoretical This work contributes a formal specification, transparent assumptions, and mathematically interpretable claims. The empirical specification follows $Y = \beta_{0+\beta}^{\rightarrow} p\, X + varepsilon$, and inference is reported with uncertainty-aware statistical criteria.

Keywords: *Sub-Saharan, Quasi-experimental, Cost-effectiveness, Evaluation, Methodology, Education, Pedagogy*

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