



Methodological Evaluation of Secondary Schools Systems in Uganda: Quasi-Experimental Approaches to Yield Improvement Assessment

Orika Namugenyi¹, Semedi Mwiya^{2,3}, Lutwama Oryembo⁴

¹ Kyambogo University, Kampala

² Department of Soil Science, Kampala International University (KIU)

³ Department of Crop Sciences, National Agricultural Research Organisation (NARO)

⁴ Department of Soil Science, Kyambogo University, Kampala

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Correspondence: onamugenyi@aol.com

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Author notes

Orika Namugenyi is affiliated with Kyambogo University, Kampala and focuses on Agriculture research in Africa. Semedi Mwiya is affiliated with Department of Soil Science, Kampala International University (KIU) and focuses on Agriculture research in Africa.

Lutwama Oryembo is affiliated with Department of Soil Science, Kyambogo University, Kampala and focuses on Agriculture research in Africa.

Abstract

Secondary schools in Uganda play a crucial role in agricultural education, yet their effectiveness in yield improvement is not well understood. A scoping review was conducted using systematic search strategies in academic databases. Studies published between and were included, focusing on quasi-experimental designs. Findings indicate that while some schools use pre- and post-assessments for yield improvement measurement, there is a lack of standardised protocols across different regions. The review highlights the need for standardised methodologies to ensure consistency in yield assessment within secondary school systems in Uganda. Developing and implementing standardised protocols for yield assessments will enhance the reliability and validity of agricultural education outcomes. The empirical specification follows $Y = \beta_{0+\beta}^{-1} p X + \text{varepsilon}$, and inference is reported with uncertainty-aware statistical criteria.

Keywords: *African agriculture, educational impact studies, methodological frameworks, quasi-experimental design, yield assessment methodologies, agricultural education effectiveness, geographical indicators*

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