



Methodological Evaluation of Secondary School Systems in Uganda: A Quasi-Experimental Design for System Reliability Assessment

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Abstract

Uganda's secondary school system faces challenges in maintaining consistent educational quality across different regions. A mixed-method approach combining quantitative data analysis with qualitative field observations to assess system performance in terms of curriculum implementation, teacher engagement, and student outcomes across selected regions. Secondary schools in rural areas showed a 15% lower average test scores compared to urban counterparts, indicating significant disparities that require targeted intervention strategies. The quasi-experimental design revealed clear patterns of system failure points, particularly related to teacher training and resource allocation challenges. Implementing regular professional development programmes for teachers and increasing educational funding in underserved regions are recommended steps towards improving overall system reliability. The empirical specification follows $Y = \beta_{0+\beta} p X + \text{varepsilon}$, and inference is reported with uncertainty-aware statistical criteria.

Keywords: *Geographic, Sub-Saharan, Quasi-experimental, Methodology, Education, Evaluation, Reliability*

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