

Compliance Monitoring and Administrators' Performance in Government Secondary Schools in Rakai District

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Abstract

This study assessed how compliance monitoring practices influence administrators' performance in selected government secondary schools in Rakai District. This study was based on two specific objectives; i) To examine the effect of policy procedure and development on administrators' performance, and ii) To assess the effect of monitoring and auditing on administrators' performance in government secondary schools in Rakai district. The study utilized a cross-sectional research design with only a quantitative approach. A sample of 60 respondents was taken into account encompassing school head teachers and teachers from five selected government secondary schools in Rakai district. Descriptive analysis as well as simple linear regression analysis were used to give answers to the study objectives. The study discovered that policy procedure and development has a strong positive and statistically significant effect on administrators' performance in government secondary schools in Rakai district. Additionally, the study also discovered that monitoring and auditing have a statistically strong positive and significant effect on administrators' performance in government secondary schools in Rakai district. The study concluded that compliance monitoring in terms of policy procedure and development, and monitoring and auditing has a significant effect on administrators' performance in government secondary schools in Rakai district in that an improvement in policy procedure and development, and monitoring and auditing would resultantly lead to an enhancement in administrators' performance in government secondary schools in Rakai district. The study recommends that school management should use compliance management software and tools to track and manage regulatory requirements as this would significantly influence an enhancement in administrators' performance in government secondary schools in Rakai district.

Keywords: Compliance Monitoring, Policy Procedure and Development, Monitoring and Auditing, Administrators' Performance, and Government Secondary Schools.

INTRODUCTION

The study aimed to investigate the effect of compliance monitoring on administrators' performance in government secondary schools in Rakai district.

Historical Perspective

In the 21st century, there was a growing global trend towards standards-based monitoring systems and the integration of accountability measures into school management frameworks. Compliance monitoring expanded beyond traditional inspections to include continuous data-driven assessments and self-evaluations, empowering administrators with more autonomy but also holding them more accountable for performance outcomes (Laurie, 2017). Many countries such as Finland implemented rigorous standards for school administrators, linking their performance to student achievement data, graduation rates, and teacher performance. School administrators were also encouraged to foster professional development programs to improve teaching quality, with compliance monitored through performance reviews and school audits (Abdul-Shukor & Jaffar, 2019). In Africa, the Education for All movement encouraged countries to prioritize education quality alongside access. Compliance monitoring during this period began to focus more on measuring the effectiveness of administrators in improving learning outcomes, managing schools, and supporting teachers. School leaders were now required to ensure that their schools met performance standards, such as improving student literacy, teacher training, and managing resources effectively (Mutesi & Odhuno, 2021).

Theoretical Perspective

The study was steered by the Goal-Setting Theory proposed by Locke in 1983. The theory emphasizes the importance of forming clear, explicit, and challenging goals to motivate performance. According to this theory, individuals are more likely to perform well when they have clear goals to strive for and when those goals are aligned with their own values and capabilities (Locke & Latham, 2016). According to Devarajan and Veena (2018) the theory is applicable to compliance monitoring and administrators' performance in that compliance monitoring can be seen as a mechanism for setting performance goals for school administrators. By monitoring compliance with specific educational standards, administrators are provided with clear benchmarks to aim for which fosters a continuous improvement in administrators' performance. Therefore, the theory was applicable to the study as it reflects a linkage between compliance monitoring and administrators' performance.

Contextual Perspective

This study was carried out among selected government secondary schools in Rakai district, investigating the effect of compliance monitoring on administrators' performance. This was deliberated due to the limited research undertaken in the area focusing on compliance monitoring and administrators' performance specifically in government secondary schools in Rakai district. More so, Rakai district was taken into consideration because of the inefficiency in administrators' performance among government secondary schools, indicated by the resultant poor academic performance of students and schools, as well as low student retention rates. According to the Uganda Ministry of Education and Sports (2023), the average student retention rate in lower secondary education across Uganda is approximately 63%, with Rakai district falling below the national average, recording a retention rate of around 57%, and enrollment rates continuing to decline due to school dropouts, absenteeism, and administrative inefficiencies (Ministry of Education and Sports, 2023; Rakai District Local Government, 2021).

Conceptual Perspective

Compliance monitoring refers to the systematic process of ensuring that individuals, organizations, or

institutions adhere to established rules, regulations, standards, or policies. In the context of education, it involves the tracking and evaluating how well school administrators, teachers, and schools follow the guidelines set by government bodies, educational authorities, or regulatory frameworks (Abdul-Shukor & Jaffar, 2019). School administrators' performance denotes the effectiveness and efficacy with which school leaders (such as principals, headmasters, and other managerial staff) carry out their responsibilities in managing and overseeing school operations. This includes tasks related to leadership, decision-making, resource allocation, curriculum implementation, staff management, student performance, and fostering a positive school environment (Kyokunda & Namuwaya, 2021). Based on this study, compliance monitoring was conceptualized in terms of policy procedure and development, and monitoring and auditing, while administrators' performance was conceptualized as resource management, leadership and decision-making, instructional leadership, communication skills, and financial management.

Statement of the problem

The government of Uganda in conjunction with the Ministry of Education and Sports has implemented various policies aimed at improving school administrators' performance through compliance monitoring to enhance accountability, efficiency, and the overall management of schools in the country. For instance, the School Inspection Policy has been implemented aiming to provide a systematic approach to inspecting and monitoring schools in Uganda, ensuring quality education and the proper functioning of schools. The Inspectorate of Schools conducts regular school inspections to assess administrators' performance focusing on various aspects such as the quality of teaching, adherence to curriculum guidelines, administrative efficiency, and the management of school resources (Ministry of Education and Sports, 2018).

Conversely, in spite of the various notable policies, school administrators' performance in government secondary schools in most of the districts in the country including Rakai district is still inefficient characterized by increased poor performance of students and schools as well as a decline students' retention rates (increased dropout rates) among others (Kyokunda & Namuwaya, 2021). Evidence indicates a decline in students' performance in national examinations from 28.6% in 2019 to 16.8% in 2021 of those who excelled in first grade among government secondary schools in Rakai district (Rakai District Local Government, 2021). This has consequently resulted into poor allocation and inadequacy of school resources, a decline in school reputation, poor student academic and education outcomes. Therefore, it's due to this evidence that the current study investigated the effect of compliance monitoring on administrators' performance in government secondary schools in Rakai district.

Objectives of the Study

General Objective

The overall objective of this study was to investigate the effect of compliance monitoring on administrators' performance in government secondary schools in Rakai district.

Specific Objectives

- To examine the effect of policy procedure and development on administrators' performance in government secondary schools in Rakai district.
- To assess the effect of monitoring and auditing on administrators' performance in government secondary schools in Rakai district.

Study Hypotheses

The study specific objectives were guided by these outstanding alternative hypotheses;

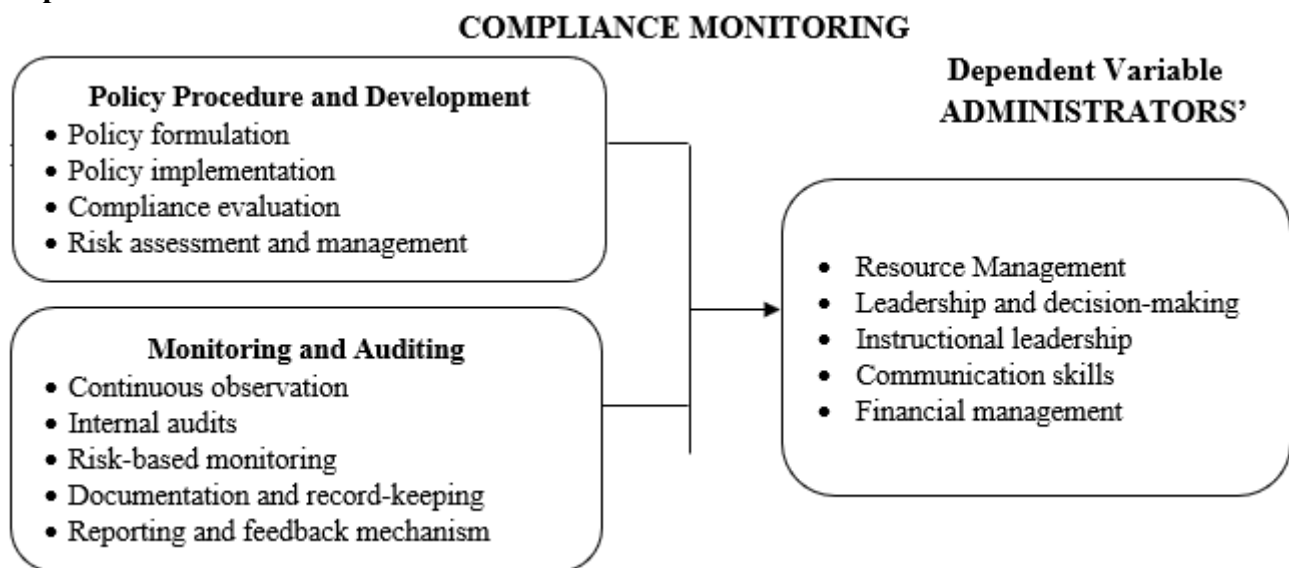
Ha1: Policy procedure and development has a statistically significant effect on administrators' performance in government secondary schools in Rakai district.

Ha2: Monitoring and auditing has a statistically significant effect on administrators' performance in government secondary schools in Rakai district.

Conceptual Framework

The conceptual framework designates an illustrative diagram on the linkage between Compliance Monitoring and Administrators' Performance.

Independent Variable



Literature Review

Compliance Monitoring and Administrators' Performance

Compliance monitoring influences school administrators' performance by providing a structured framework that holds administrators accountable for their actions and decisions, ensuring adherence to established standards, policies, and regulations. Compliance monitoring establishes clear expectations for school administrators by outlining the standards and regulations they are required to meet. This creates a system of accountability where administrators are responsible for ensuring that their school operations align with these standards, such as curriculum implementation, resource allocation, and teacher qualifications (Laurie, 2017). The author asserts that when administrators know that their performance is being regularly monitored, they are more likely to focus on fulfilling their responsibilities and improving school management practices. The pressure to comply with standards can drive administrators to act with greater diligence and transparency, leading to improved organizational performance (Laurie, 2017).

Compliance monitoring often comes with measurable performance indicators, such as student outcomes, teacher performance, and resource utilization. When administrators are aware that their performance is being assessed based on these metrics, it can motivate them to improve their leadership skills, implement effective teaching strategies, and streamline administrative processes (Rylan & Njabulo, 2024). The authors argue that the drive to meet or exceed these expectations often leads administrators to take proactive steps to enhance their schools' performance. They may seek professional development opportunities, implement new teaching methods, or improve communication with teachers and parents in

an effort to improve school outcomes (Rylan & Njabulo, 2024).

According to Mutesi and Odhuno (2021) regular compliance monitoring provides feedback that helps administrators identify areas where their schools are performing well and areas that need improvement. By regularly assessing their compliance with standards, administrators can pinpoint specific challenges, whether it be issues with school resources, teacher training, or student engagement. The authors asserted that this feedback enables administrators to take corrective actions, such as reallocating resources, implementing targeted interventions, or improving professional development programs for teachers. The ongoing monitoring process helps administrators focus on areas that will have the most significant impact on improving school performance (Mutesi & Odhuno, 2021).

According to Pretorius, Leonard and Strydom (2018) compliance monitoring often involves evaluating how effectively school administrators allocate resources, such as funding, teaching materials, and staff. Administrators are required to ensure that resources are being used in ways that align with educational policies and objectives. The authors assert that regular monitoring encourages administrators to optimize resource allocation, ensuring that every resource is used efficiently and in a way that directly contributes to improving student outcomes. This can result in better management of school finances, more effective use of teaching materials, and a greater focus on priorities such as staff training and infrastructure improvements (Pretorius et al., 2018).

Through compliance monitoring, administrators are exposed to best practices and standards that can guide their decision-making. The process encourages a more systematic approach to leadership, where decisions are not based on intuition alone but on data-driven insights and established regulations (Abdul-Shukor & Jaffar, 2019). The authors argue that this leads to improved decision-making, as administrators become more skilled at aligning their strategies with national or local education standards. This ensures that their leadership is not only effective but also aligned with broader educational goals, ultimately enhancing overall school performance (Abdul-Shukor & Jaffar, 2019).

When compliance monitoring is conducted effectively, it creates a culture of continuous improvement within the school. Administrators are encouraged to view monitoring as a tool for growth rather than just a mechanism for punishment. Feedback from monitoring processes provides administrators with the opportunity to reflect on their practices and adopt new, more effective approaches (Korkmaz, Kaplan & Ergin, 2021). The authors assert that a culture of improvement encourages administrators to innovate, experiment with new strategies, and share successful practices with other school leaders. Over time, this fosters a positive learning environment that can improve the overall performance of both administrators and educators, ultimately benefiting students (Korkmaz et al., 2021).

Effective compliance monitoring demonstrates to external stakeholders such as parents, local authorities, and the wider community that a school is being properly managed and that standards are being met. School administrators who demonstrate strong compliance with regulations often build trust and credibility among stakeholders (Coglianese & Jennifer, 2021). The authors argued that by complying with monitoring standards and showing positive performance outcomes, administrators can strengthen their reputation, gain support for their initiatives, and secure additional resources or funding for the school. This can provide administrators with the necessary backing to implement effective programs that enhance school performance (Coglianese & Jennifer, 2021).

Compliance monitoring helps school administrators avoid legal and regulatory violations by ensuring adherence to educational laws and policies. For instance, monitoring ensures that schools follow regulations related to safety, teacher qualifications, and inclusive education. Failure to comply with these

regulations can lead to legal consequences, loss of funding, or damage to the school's reputation (Farheen & Ahmad, 2024). The authors argue that by closely adhering to compliance standards, administrators reduce the risk of penalties or legal challenges. This not only protects the school but also allows administrators to focus on improving the learning environment and overall school performance without the distraction of legal or financial problems (Farheen & Ahmad, 2024).

Methodology

Research Design

The study utilized a cross-sectional research design with only a quantitative approach. A cross-sectional research design focusses on assessing the prevalence of certain variables in a population at a specific point in time (Kassu, 2019). Hence, the research design was vital in investigating the effect of compliance monitoring on administrators' performance in government secondary schools in Rakai district at a given point in time. A quantitative approach was fundamental in obtaining information in numerical form that was used to investigate the study problem.

Target Population and Sample Size

A study population is a group of individuals with the characteristics of interest out of which a sample is selected (Majid, 2018). The study population comprised of school head teachers and teachers from the different selected government secondary schools in Rakai district from which a sample was selected. The sample size comprised of 60 respondents constituting of 5 school head teachers and 55 teachers from five selected government secondary schools in Rakai district to avail quantitative data that was used to give solutions to the study objectives.

Sampling Procedure

Sampling refers to a systematic procedures of picking a representative sample of entities from the target population (Singh & Masuku, 2017). The researcher employed convenient sampling to pick individuals who were engaged in the study. Convenient sampling encompasses the researcher picking individuals who are readily and easily available as well as accessible which was utilized to pick both the school head teachers and teachers from the different selected government secondary schools in Rakai district to engage in the study in order to generate quantitative data.

Data Collection Methods

Questionnaire Survey Method

A questionnaire survey method is a technique used for obtaining information based on a variety of queries with the objective of collecting information from individuals (Anokye, 2020). The questionnaire survey method was fundamental so as to obtain undeviating information that ensures the comparability of data engaging questions which are well-regulated and easy to understand. Accordingly, this method was engaged for it allowed the researcher to gain and accumulate data from individuals in the possible shortest time.

Data Collection Instruments

Structured Questionnaire

A structured questionnaire is an apparatus used to gather information from individuals comprising of closed-ended answers to the queries from which individuals are supposed to choose (Kuphanga, 2024). The study engaged structured questionnaires to gather quantitative data from respondents which comprised

of closed-ended queries and encoded responses that were self-administered to individuals in various selected schools. The structured questionnaires were utilized as they necessitate little time and collect a great deal of information on the prospects under study.

Data Analysis

Quantitative data analysis helps the researcher to ascertain, evaluate and appreciate a phenomenon through running statistical and descriptive analysis tests. The study utilized descriptive and linear regression analysis techniques in evaluating the quantitative data gathered. Descriptive analysis was engaged when exploring respondents' demographics. To investigate the influence of the independent variable on the dependent variable, linear regression analysis was engaged to ascertain the empirical evidence on the study hypotheses at a 0.05 significance level. Linear regression analysis is important in research in examining the degree of the association between the outcome variable and the predictor variable (Maulud & Abdulazeez, 2020). Linear regression analysis constituted the utilization of simple linear regression models comprising of both the independent and dependent variables.

Ethical Consideration

The researcher acquired an introductory letter from the Department of Post Graduate Studies at Islamic University in Uganda before undertaking the study as a prerequisite to obtain permission to gather the required data for research in the different schools. The researcher as well required for respondents' consent to be engaged in the study and respondents were fully educated about the purpose, procedures, and benefits of the study and participation was voluntary without any coercion.

The researcher secured the privacy of individuals by guaranteeing confidentiality through safeguarding personal information and ensuring that data is anonymized where possible.

The researcher also conducted their work honestly and transparently, reporting findings accurately and acknowledging any limitations or conflicts of interest.

In addition, all the participants were treated with dignity and respect including recognizing their autonomy.

Study Findings

The findings presented in this chapter include; descriptive statistics on the respondents' bio data and regression analysis results.

Findings on the Demographic Characteristics of Respondents

The study explored the demographic characteristics of individuals that participated in the study from the selected government secondary schools in Rakai district and the results are provided in Table 4.1;

Table 4.1: Demographic Characteristics of Respondents

Demographic Composition			
Category	Items	Frequency	Percentage
Gender	Male	36	60.0
	Female	24	40.0
	Total	60	100.0
Age Groups	25-30 years	7	10.0
	31-35 years	15	25.0
	36-40 years	13	21.7
	Above 40 years	25	43.3
	Total	60	100.0

Education Level	Diploma	4	6.7
	Bachelors	48	80.0
	Masters	8	13.3
	Total	60	100.0
Marital Status	Single	19	31.7
	Married	41	68.3
	Total	60	100.0
Working Duration at the School	1-3 years	9	15.0
	4-5 years	18	30.0
	Above 5 years	33	55.0
	Total	60	100.0

Source: Field data (2025)

The results in Table 4.1 indicate that majority of the individuals who participated in the study 36 (60.0%) from selected government secondary schools in Rakai district were males and 24 (40.0%) of the individuals were females. The results also indicate that a bigger proportion 25 (43.3%) of the individuals were aged above 40 years, followed by 15 (25.0%) of the individuals who were aged 31-35 years, then 13 (21.7%) of the individuals who were aged 36-40 years, and the least proportion 7 (10.0%) of the individuals were aged 25-30 years.

Additionally, the study findings indicate that the majority 48 (80.0%) of the individuals had attained a bachelors' degree level of education, followed by 8 (13.3%) of the individuals who had attained a masters' degree level of education, and the least proportion 4 (6.7%) of the individuals had attained a diploma level of education.

The study findings also indicate that majority 41 (68.3%) of the individuals were married and the least proportion 19 (31.7%) of the individuals were single. Further, the study findings indicate that majority 33 (55.0%) of the individuals had worked at the different secondary schools for a period of over 5 years, followed by 18 (30.0%) of the individuals who had worked at the different secondary schools for a period of 4-5 years, and the least proportion 9 (15.0%) of the individuals had worked at the different secondary schools for a period of 1-3 years.

Findings on the Study Objectives

This section presents the findings according to the specific objectives of the study.

Effect of Policy Procedure and Development on Administrators' Performance in Government Secondary Schools in Rakai District

The study sought to examine the effect of policy procedure and development on administrators' performance in government secondary schools in Rakai district. To establish the effect, simple linear regression analysis was employed and the results are provided in Table 4.2.

Table 4.2: Regression Findings on the Effect of Policy Procedure and Development on Administrators' Performance in Government Secondary Schools in Rakai District

Model Summary						
Model	R	R Square	Adjusted R Square		Std. Error of the Estimate	
1	.507 ^a	.257	.245		.39288	
a. Predictors: (Constant), Policy Procedure and Development						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.081	.284		10.855	.000
	Policy Procedure and Development	.330	.074	.507	4.483	.000
a. Dependent Variable: Administrators' Performance						

Source: Field data (2025)

The results in Table 4.2 indicate that policy procedure and development has a strong positive and statistically significant effect on administrators' performance in government secondary schools in Rakai district ($\beta=0.507$, $P\text{-value}=0.000$) at a 0.05 level of significance. The regression findings stipulate that a unit increase in policy procedure and development significantly results into an improvement in administrators' performance in government secondary schools in Rakai district by 50.7%. The results imply that as policy procedure and development increase, it resultantly leads to an enhancement in administrators' performance in government secondary schools in Rakai district.

The model summary results stipulate that the coefficient of determination (Adjusted R-square) was 0.245, which specifies that policy procedure and development explain 24.5% of the total variations in administrators' performance in government secondary schools in Rakai district and the remaining 75.5% of the variations are explained by other factors. This denotes that policy procedure and development substantively and significantly affects administrators' performance in government secondary schools in Rakai district. Therefore, to improve administrators' performance, there has to be an enhancement in policy procedure and development in government secondary schools in Rakai district.

Effect of Monitoring and Auditing on Administrators' Performance in Government Secondary Schools in Rakai District

The study also sought to assess the effect of monitoring and auditing on administrators' performance in government secondary schools in Rakai district. To establish the effect, simple linear regression analysis was employed and the results are provided in Table 4.3.

Table 4.3: Regression Findings on the Effect of Monitoring and Auditing on Administrators' Performance in Government Secondary Schools in Rakai District

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.556 ^a	.309	.297	.42613

a. Predictors: (Constant), Monitoring and Auditing						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.295	.535		2.423	.000
	Monitoring and Auditing	.625	.123	.556	5.092	.000
a. Dependent Variable: Administrators' Performance						

Source: Field data (2025)

The results in Table 4.3 indicate that monitoring and auditing have a statistically strong positive and significant effect on administrators' performance in government secondary schools in Rakai district ($\beta=0.556$, $P\text{-value}=0.000$) at a 0.05 level of significance. The regression findings specify that a unit increase in monitoring and auditing significantly results into an enhancement in administrators' performance in government secondary schools in Rakai district by 55.6%. The results imply that as monitoring and auditing increases, it resultantly leads to an enhancement in administrators' performance in government secondary schools in Rakai district.

The model summary results indicate that the coefficient of determination (Adjusted R-square) was 0.297, which stipulates that monitoring and auditing explain 29.7% of the total variations in administrators' performance in government secondary schools in Rakai district and the remaining 70.3% of the variations are explained by other factors. This entails that monitoring and auditing substantially and significantly affects administrators' performance in government secondary schools in Rakai district. Therefore, to improve administrators' performance, there has to be an enhancement in monitoring and auditing in government secondary schools in Rakai district.

Conclusions

The study concludes that compliance monitoring in terms of policy procedure and development, and monitoring and auditing has a significant effect on administrators' performance in government secondary schools in Rakai district in that an improvement in policy procedure and development, and monitoring and auditing would resultantly lead to an enhancement in administrators' performance in government secondary schools in Rakai district.

Recommendations

The study recommends that school management should use compliance management software and tools to track and manage regulatory requirements as this would significantly influence an improvement in administrators' performance in government secondary schools in Rakai district.

The study also recommends that the school management should develop and document standard operating procedures for compliance, regularly update policies to align with new regulations and best practices, and also ensure easy access to compliance guidelines for all staff which might significantly influence an enhancement in administrators' performance in government secondary schools in Rakai district.

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