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Influence of Monitoring Curriculum Implementation on the Delivery of Teaching Services in Public Secondary Schools in Jinja City, Uganda

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Abstract: *This study was set to ascertain the influence of monitoring of curriculum implementation on the delivery of teaching services in public secondary schools in Jinja City, Busoga subregion, Eastern Uganda. The researcher applied a cross-sectional research design with a blended approach of quantitative and qualitative data collection, analysis, and interpretation. The total target population was 589, comprising 579 teachers, and out of these, there were 391 males, 188 females, and 10 heads of schools. The sample size was 205 teachers and 5 headteachers determined using stratified and purposive sampling respectively. Data was collected using a questionnaire and interview guide. Data was presented in summary tables and analyzed using the Statistical Package for the Social Sciences (SPSS) package, version 22. Regression analysis was used to establish the influence among variables at a 95% confidence level. The coefficients of determination indicate that monitoring of curriculum implementation has a positive significant influence on the delivery of teaching services in public secondary schools in Jinja city (B = 0.449; p = .000). Conclusively, monitoring of curriculum implementation influences the delivery of teaching services in Jinja City. It is thus recommended that educational policymakers and school administrators prioritize monitoring curriculum implementation as a key strategy for improving teaching quality in public secondary schools.*

Keywords*: Delivery of teaching services, Curriculum implementation, Public secondary schools, Jinja City, Educational System*

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1. Introduction

Education is considered a crucial instrument for nation-building and sustainable development within the framework of the SDGs (Kioupi & Voulvoulis, 2019). Teachers have a crucial role in education by leading many aspects such as capacity building, training, and retraining programs, as well as facilitating different forms of learning (Fekih et al., 2021). SDG4, particularly target 4.C, aims to significantly enhance the availability of high-quality teachers by 2030 through international collaboration to improve teacher preparation in developing nations.

Since the colonial era, Uganda's educational system has undergone several modifications. Following her independence from Britain in 1962, a number of committees and commissions were established to examine the educational system, and proposals were occasionally made to guarantee the accomplishment of educational objectives. The adoption of these suggestions has had a significant impact on Uganda's

educational system (Kamonges, 2021). A study about service delivery in African countries, including Uganda, shows deficient and poor service delivery within education in that teachers spend far less than the designated time teaching per day. With low salary or high cost of service delivery or high value of alternative efforts, this may mean leaving one's job. Some idealists may focus loyally and exclusively on service delivery despite the challenges. Choosing alternative efforts cannot be eradicated, but its role can be reduced if one is aware of the logic of which factors impact how actors allocate their resources between service delivery and alternative efforts (Hausken & Ncube, 2017).

Teaching services in secondary schools entail a wide range of responsibilities and tasks (Caratiquit, 2021). They are responsible for planning and preparing lessons, delivering engaging and interactive classroom instruction, assessing student learning, providing feedback, managing classroom behavior, and fostering a positive learning environment (Caratiquit, 2021). Additionally, teachers collaborate with colleagues, communicate with parents or guardians, attend professional development sessions, and stay updated on educational trends and curriculum changes to ensure effective teaching practices (Howard et al., 2020).

Curriculum implementation is the process of applying a planned curriculum in classrooms. It involves turning learning goals into engaging lessons, effective teaching methods, and assessments. Teachers play a key role in delivering and adapting content to help students understand concepts. Effective curriculum implementation is essential for ensuring that students receive a high-quality education that meets national and state standards. While curriculum planning is all about learning objectives and content, implementation focuses on how these plans can be used in real-world classroom experiences (Singh, 2025).

1.1 Statement of the Problem

The delivery of teaching services primarily depends on the regular dedication to service by competent teachers, the use of appropriate class management strategies, maintaining an active classroom during the teaching and learning process, adhering to a standard curriculum, and conducting regular assessments (Yang, Chiu, & Yan, 2021). However, realizing the above leaves gaps to consider in the context of public secondary schools in Jinja City. The inappropriate teaching approaches; lack of proper classroom management techniques reflected by regular distractions by students; dodging of lessons and, in turn, not reflecting efforts to complete the syllabus; issues in making regular assessments; and inadequate engagement of students in discussion groups all speak a lot to the wanting level when it comes to delivery of teaching services.

Moreover, the government has consistently prioritized the appointment and promotion of qualified and competent teachers in schools, increased teacher salaries, and collaborated with the private sector, such as the World Bank, to enhance infrastructure and resource availability to improve the delivery of teaching services. However, inadequacies keep manifesting. Uganda has not made enough effort to standardize and assure delivery of high-quality education services. The occurrence of gaps despite government initiatives creates a need to explore more interventional measures.

It is believed that if well-monitored, curriculum implementation can by far enhance delivery of teaching services. The lack of empirical studies to confirm this, in the context of secondary schools in Jinja City, made this study a significant step in the right direction.

1.2 Purpose of the Study

The study examined the influence of monitoring curriculum implementation on delivery of teaching services in public secondary schools in Jinja City, Busoga Subregion, Eastern Uganda.

1.3 Research Hypothesis

Ho_2: Monitoring curriculum implementation has no significant statistical influence on delivery of teaching services in public secondary schools in Jinja City

2. Literature Review

It is crucial to prioritize regular evaluations for all students, as it combines formative assessment and summative assessment by assessing student work in the classroom, study logs, notebooks, reports on applied learning projects, scientific research, practical tasks, and experiments, as well as presentations (assignments, videos, etc.) and learning materials. The evaluation process includes peer review (Abdou, 2017), assessment from parents and the community, teacher assessment, and self-assessment (Kilic, 2016). Instead of making comparisons between individual students, it is critical to acknowledge each student's progress. Fostering students' interests, optimism, and resilience in their education is crucial. To avoid imposing excessive stress on students, teachers, and parents, it is important to assist learners in identifying their unique talents and promoting punctuality, fairness, and impartiality.

Student assessment plays a crucial role in both internal quality assurance and curriculum implementation. Curriculum offers educators guidance on how to carry out certain duties, such as teaching, lesson preparation, and evaluating students. This is consistent with Nevenglosky's (2018) claim that any changes made to a curriculum must include revisions to each of these criteria. When using the constructivist technique, Retnawati et al. (2016) found that changes in the

curriculum and its components influenced the assessment.

Utilizing an experiential approach to teach history may be challenging due to its emphasis on hands-on and immersive learning, which may limit opportunities for in-depth topic exploration (Marougkas et al., 2023). This approach may include organizing field excursions, inviting guest speakers, and facilitating interactive events that need planning and implementation. Time constraints may hinder teachers from offering students the comprehensive variety of experiences required to fully grasp historical subjects and events. Insufficient time for research may hinder students' effective engagement with the subject matter, leading to the loss of valuable learning opportunities (Mhlongo et al., 2023).

As a result of a decrease in student participation in lectures, both inside the country and internationally, educators are reevaluating their approaches and exploring strategies to actively engage students in the learning process (Yang et al., 2023). The flipped classroom idea transforms the traditional face-to-face classroom by incorporating active learning methods. In preparation for the flipped classroom, students independently engage with books and concise internet videos at their own pace. Colleagues use face-to-face interactions to apply acquired information through collaborative problem-solving. The behavioral, cognitive, and emotional aspects of a student's academic experience, shaped by their interactions with professors, staff, and the community during teaching, learning, and research activities, constitute student involvement. Despite the growing interest in student engagement, medical education research in this field is largely fragmented. The objective of this scoping review is to enhance understanding about the indicators, causes, and consequences of medical student engagement (Kassab et al., 2022).

Information and communication technology (ICT) is an essential element of contemporary life and significantly influences every area of human existence (Gnambs, 2021). ICT has significantly transformed the educational environment, resulting in more dynamic and effective teaching approaches (Lin et al., 2017). Both online and conventional learning settings can utilize the range of tools provided by information and communication technology (ICT). These technologies help create an active and engaged learning environment in the classroom (Jogezai et al., 2021). Utilizing technology in instructional strategies enhances teaching quality (Akram et al., 2021a) and promotes students' personal development, motivation, and effective acquisition of knowledge and information (Chen et al., 2018).

Research indicates that a crucial element of effective teaching and learning is the provision of feedback that is relevant, constructive, and based on evaluation. Hattie's (2009) meta-analysis of over 800 studies found that offering feedback to students is the most essential teaching method for improving their learning. Feedback provides students with insights into specific areas and methods for improvement, thereby fostering their determination to persist (Patrick, 2022). It is an essential element in evaluating learning. Providing feedback in a timely manner may enhance students' cognitive processes and increase their performance. It may do this by reinforcing or reorganizing information, improving strategies, guiding students towards more resources, and providing recommendations for novel or enhanced ways. Furthermore, feedback may assist students in honing their metacognitive abilities, such as establishing goals, planning tasks, monitoring progress, and reflecting on their learning. These skills are essential for fostering self-regulated learning. Feedback has the potential to enhance students' exertion, drive, and involvement by impacting their emotional mechanisms (Kassab et al., 2022).

Education policy has prioritized the school environment, prompting teachers to seek methods to enhance the atmosphere of their middle and high schools. Nevertheless, Voight & Nation (2016) have yet to provide a comprehensive synthesis of empirical evidence about successful techniques for enhancing the school environment. The study found nine recurring characteristics across the programs and practices it examined, along with 66 studies that had different levels of evidence strength. This study by Voight and Nation (2016) concludes a comprehensive assessment of the existing knowledge and remaining gaps in understanding how to enhance the educational environment.

The study by Wamimbi and Bisaso (2021) analysed the impact of performance assessment procedures on teachers' work performance, specifically investigating the effects of 1) target setting, 2) performance monitoring, and 3) employee feedback. A cross-sectional survey utilising a mixed-method technique was employed. The study's target population consisted of 211 respondents from four private universal secondary schools, comprising 207 teachers and four head teachers. A sample size of 189 respondents, including 185 teachers and four head teachers, was selected using a simple random sampling method in conjunction with a fish-bowl technique, while a census approach was utilised to select head teachers. Results demonstrate that target setting ($\beta = 0.375$, $p < 0.05$), performance monitoring ($\beta = 0.435$, $p < 0.05$), and employee feedback ($\beta = 0.375$, $p < 0.05$) have a highly significant influence on instructors' job performance.

The study by Zikanga et al. (2021) examined the correlation between compensation and the work performance of teachers at government-aided secondary schools in Western Uganda. Compensation was analysed concerning basic salary, income security programs, and bonuses and allowances. The evaluation of teachers' work performance encompassed classroom instruction, student management, discipline and attendance, as well as interpersonal relations. The

research employed a cross-sectional design utilising a quantitative methodology with a sample of 333 educators. Descriptive data indicated that teachers' job performance is high, although their salary is moderate. Inferential analysis indicated that income security schemes exerted a positive and significant impact on teachers' job performance, whereas basic pay demonstrated a positive yet insignificant effect, and bonuses and allowances revealed a negative and insignificant influence on teachers' job performance.

3. Methodology

3.1 Research Design

The researcher applied a cross-sectional research design with a blended approach of quantitative and qualitative data collection, analysis and interpretation. A cross-sectional design has the following advantages: the researcher only gathers data once; cross-sectional studies are less expensive and time-consuming than other research methods; they enable you to gather data from a large number of subjects and compare differences between groups; and they capture a particular moment in time.

3.2 Population of Study

A study population is a group of people who have been chosen based on inclusion and exclusion criteria related to the variables being investigated. The public secondary schools in Jinja City are ten (10), namely; Masese seed school, Mather Kevin, Wanyange Girls secondary school, St. Stephens, Budondo secondary school, Kiira College Butiki, Jinja secondary school, St. John secondary school Wakitaka, Jinja College, PMM Girls, and Mpumude seed school. The total target population was 589 comprising 579 teachers and out of these are 391 males and 188 females and 10 heads of schools.

3.3 Determining the sample size

The study took place in five secondary schools conveniently selected as indicated in Table 2. In addition, the study population in each secondary school selected was determined using Krejce and Morgan table guide. For each secondary school, the sample size was determined exclusively as indicated in Table 1 below.

Table 1: Sample Size of teachers per school

No.	School Name	N of teachers	Sample Size
1.	A	39	36
2.	B	31	28
3.	C	39	32
4.	D	93	73
5.	E	43	36
	Total	245	205

Source: krejce and Morgan (1970) table guide

3.4 Sampling Techniques

Stratified Sampling; The study then considered public secondary schools. According to observations, public secondary schools have more transparent systems than private secondary schools because records are always available and the government appoints qualified teachers on permanent contracts. In addition, *t*he idea of categorizing the study population was adopted, and a list of teachers in each secondary school was obtained to guide the selection of male and female teachers for a balanced view in reporting the findings.

Purposive Sampling' To select the head teachers of the five secondary schools, purposive sampling, and specifically expert purposive sampling approach was used. When a researcher needs to gather information from people with a particular area of experience, they employ expert sampling. In this case, the headteachers are regular supervisors of the teaching-learning activities, thus, this was enough justification for considering them.

3.5 Data Collection Instruments

Data were collected using structured interviews since they are close ended and can be used for quantitative assessments. The responses collected with that method were captured using structured questionnaires. However, qualitative data were collected using key informant interviews.

Questionnaire. A questionnaire is a survey tool that a researcher creates and distributes to respondents for them to complete at their leisure within a specified time frame, which typically ranges from two weeks to one month. The researcher developed a set of structured questions for secondary school teachers: Section A containing respondents' social demographic characteristics, such as age, gender, work experience, subjects taught, and time

spent at their current primary school, while other sections were developed as guided by the study variables.

Interview Guide. Interviews were conducted with head teachers. The researcher's interviews with each head teacher were guided by the interview guide. Each head teacher was interviewed once, for not more than one hour per interviewee. The key contents of the interview guide were guided by the objectives of study.

3.6 Procedure to Data Collection

Once the supervisors have approved and accepted the proposal and research instruments, the researcher received an introductory letter from the School of Graduate Studies. The researcher sought appointments with head teachers and teachers from respective primary schools to conduct the study in their schools and organize the data collection exercise without disrupting school programs. The researcher collected data via questionnaires and conduct interviews simultaneously in each of the selected schools. The researcher explained the questionnaire's content to the respondents and use checklists to ensure the study meets its goals. For each school, the researcher set aside three days for data collection. The researcher dedicated the third day to document analysis in each school, reviewing reports and relevant documents and extracting pertinent information.

3.7 Data Presentation and Analysis

For quantitative data, the researcher entered and analyse the data in SPSS version 22, perform descriptive analysis for all variables. Specifically, the researcher presented the findings from the demographic characteristics in a summary table, which indicated the frequency and percentage scores. On the other hand, the researcher used mean and standard deviation to rate individual items for monitoring of curriculum implementation. The mean interpretation was as per Amal (2016) scale below:

- 1.00-1.80 is considered *strongly disagree*.
- 1.81-2.60 is considered *Disagree*
- 2.61-3.40 denotes *Neutral* or *uncertain*.
- 3.41- 4.20 stands for *Agree*.
- 4.21-5.00 for *Strongly Agree*

Further, the researcher performed simple regression analysis to determine the results for hypotheses, namely; the influence of monitoring curriculum implementation on delivery of teaching services in public secondary schools in Jinja City. Significant statistical findings were established at the 95% or 99% confidence interval.

On the other hand, results from interviews with headteachers were presented in verbatim form, with interpretations made based on how they implied a particular set of analyses. The use of verbatim served the purpose of providing a more authentic and raw insight into the thoughts and perspectives of the headteachers. By presenting their responses in their original words, readers were able to understand the nuances and emotions behind their statements. This added a layer of depth and understanding to the analysis, allowing for a more comprehensive examination of the data gathered. Overall, the use of verbatim in the interviews enhanced the credibility and richness of the findings presented.

3.8 Ethical Considerations

The researcher obtained an introductory letter from Busitema University's School of Research. This served as a guarantee to respondents that the study is solely for academic purposes. This also helped to dispel any potential supposition that the study has political motivations. The researcher also obtained a permission letter from the Jinja City Education Officer to underscore the academic significance of the study. To minimize any psychological injuries, the researcher only conducted this study among respondents who are willing to participate. The researcher asked respondents to sign consent forms in the event of any recording or video coverage. If the respondent experiences any discomfort, the researcher respected their views. In addition, the researcher did not act against the participant's will.

4. Results and Discussion

4.1 Demographic Characteristics

The demographic characteristics of respondents were categorized into; age-category, gender, working experience, and marital status as indicated in Table 4.

Table 2: Demographic Characteristics of Respondents

Age	Frequency	Valid Percent	Cumulative Percent
1. 20-29	43	21.0	21.0
2. 30-39	67	32.7	53.7
3. 40-49	67	32.7	86.3
4. >49 years	28	13.7	100.0
Gender			
1. Female	98	47.8	47.8
2. Male	107	52.2	100.0
Total	205	100.0	
Experience			
1. 1-5 years	1	.5	.5
2. 6-10 years	48	23.4	23.9
3. above 10 years	156	76.1	100.0
Marital Status			
1. Single	171	83.4	83.4
2. Married	34	16.6	100.0

Age-group: These results show the distribution of participants' ages in the study. The majority of participants, 32.7%, fall into the 30-39 age range, followed closely by those in the 40-49 age range. Only 13.7% of participants are over the age of 49. This demographic breakdown provides valuable insight into the age distribution of the study population.

Gender: In this study, participants were asked to indicate their gender, with a total of 205 individuals providing responses. Of these, 47.8% identified as female, while 52.2% identified as male. This distribution of gender within the sample suggests a relatively even split between male and female participants.

Working Experience: The majority of respondents, 76.1%, reported having above 10 years of work experience. 23.4% indicated having 6-10 years of experience, while only .5% reported having 1-5 years of experience. This distribution suggests that the survey sample is largely comprised of individuals with significant time in the workforce.

Marital Status: Of the 205 participants surveyed, 83.4% identified as single, while 16.6% identified as married. This data shows a significant majority of the participants are not currently married. It would be interesting to further explore the demographics and characteristics of the single participants to better understand this trend.

4.2 Descriptive Statistics for Monitoring Curriculum Implementation

This was established using ten items anchored on a five-point Likert scale-lowest being 1.00 and highest being 5.00. The results (Table 3) were presented using mean and standard deviation and interpreted using the Amal (2016) guide; 1.00-1.80 is considered *strongly disagree*, 1.81-2.60 is considered *Disagree,* 2.61-3.40 denotes *Neutral* or *uncertain*, 3.41- 4.20 stands for *Agree*, and 4.21-5.00 for *Strongly Agree.*

Table 3: Descriptive Results for Monitoring Curriculum Implementation

Monitoring Curriculum Implementation	N	M	SD
1. Follow-up to ensure consistency in teaching approaches by teachers on regular basis	205	3.68	1.15
2. Follow-up to ensure there is regular assessment of student learning outcomes for purposes of quality education	205	3.53	1.13
3. Making regular follow-ups to ensure adherence to educational standards during curriculum implementation	205	3.60	1.14
4. Fostering a culture of accountability among teachers	205	3.50	1.14
5. Ensuring that curriculum implementation creates future opportunities for students	205	4.00	0.84
6. Follow-up to ensure availability of space for students' active participation in the teaching and learning process	205	4.01	0.91
7. Following up to see if there is persistent increasing of student engagement and achievement	205	3.96	0.95
8. Building trust and credibility with parents and the community regarding curriculum content	205	4.00	0.81
9. Reducing the likelihood of errors or oversights during curriculum implementation across all subjects	205	4.01	0.83
10. Follow-up to ensure there is a more effective and efficient learning environment for teachers and students	205	3.68	1.08

The findings of the study, which suggest that regular follow-up is necessary to ensure consistency in teaching approaches, yielded a mean score of 3.68 and a standard deviation of 1.15. The results are agreeable. This implies that the majority of teachers maintain consistency in their teaching methods and undergo effective monitoring. Maintaining educational standards and ensuring students receive a consistent level of instruction across different subject areas is a positive outcome. On the side of qualitative findings, related views were as in the quotation below;

……ensures that students are receiving a well-rounded education that meets their individual needs. By continually assessing and adjusting the curriculum, teachers can cater to different learning styles and abilities, ultimately improving student engagement and academic success. Additionally, this proactive approach helps to address any gaps in learning and ensures that students are adequately prepared for future educational endeavors **(Headteacher, school B)**. This implies that the schools prioritize personalized learning and student success by actively monitoring and adapting the curriculum to meet the needs of each student. This dedication to individualized education not only enhances student engagement but also ensures that no student is left behind academically. The results agree with Abdou (2017)'s view that maintaining educational standards and ensuring students receive a consistent level of instruction across different subject areas is a positive outcome. In other words, regular follow-up and monitoring of teaching practices in public secondary schools in Jinja City is crucial for maintaining educational standards and ensuring students receive consistent instruction. This study highlights the importance of ongoing support for teachers to help them maintain consistency in their teaching approaches, ultimately leading to improved student outcomes. By implementing regular follow-up procedures, schools can ensure that teaching methods remain effective and aligned with educational goals, benefiting both teachers and students in the long run.

The study also found that a mean score of 3.53 and a standard deviation of 1.13 resulted from monitoring the curriculum implementation, which includes regularly evaluating students' learning outcomes to provide a satisfactory education. The results are agreeable. This suggests that secondary schools effectively monitor curriculum implementation, regularly assessing student learning outcomes to ensure quality education. The mean score of 3.53 indicates that there is a generally positive perception of the monitoring process among stakeholders involved in education. Further, the findings of the study, which suggest that regular follow-ups are necessary to ensure adherence to educational standards during curriculum implementation yielded a mean score of 3.60 and a standard deviation of 1.14. The results are agreeable. The findings suggest that there is a structured system in place for monitoring curriculum implementation, which is essential for maintaining educational quality. On the side of qualitative results, the following quotation was noted from one of the headteachers;

…. Allows for continuous improvement and growth within the school community. Additionally, it ensures that students are receiving the best possible education and support to help them succeed in their academic endeavors. By maintaining open communication and addressing any issues promptly, we can create a positive and productive learning environment for all **(Headteacher, school A)**. It thus means that prioritizing communication and problem-solving within the school community is essential for fostering a positive and supportive learning environment. When issues are addressed promptly and transparently, it allows for

continuous improvement and growth, benefiting both students and staff alike. In agreement with Gulcin (2021)'s view that student assessment plays a crucial role in both internal quality assurance and curriculum implementation, the results signify that Jinja City's public secondary schools are on the right track in terms of providing a high standard of education. By consistently evaluating students' learning outcomes, they are able to identify areas for improvement and make necessary adjustments to the curriculum. This dedication to monitoring and assessment ultimately benefits the students by ensuring they receive a quality education that meets their needs and prepares them for the future.

Furthermore, the results indicate that monitoring curriculum implementation involves fostering a culture of accountability among teachers, resulting in a mean score of 3.50 and a standard deviation of 1.14. The results are agreeable. By implication, the monitoring of curriculum implementation has been successful in promoting accountability among teachers. Additionally, the results indicate that monitoring curriculum implementation involves ensuring that it creates future opportunities for students, resulting in a mean score of 4.00 and a standard deviation of 0.84. The results are agreeable. By implication, this suggests that the monitoring of curriculum implementation in public secondary schools in Jinja City is effectively promoting the creation of future opportunities for students. Quoting from the views of headteachers;

…… a sense of responsibility and dedication to student success. By holding teachers accountable for their performance and professional development, we can ensure that students receive the highest quality education possible. This accountability also encourages collaboration and continuous improvement, leading to a more effective and impactful learning environment for all students **(Headteacher, school E)**. By implication, creating a culture of accountability among teachers not only benefits the students but also the teachers themselves. By setting clear expectations and providing support for professional growth, teachers are motivated to enhance their skills and knowledge. This ultimately results in a more engaged and successful teaching staff, which directly translates to improved outcomes for students. The results are in agreement with Marougkas et al., (2023)'s view that utilizing an experiential approach to teach history may be challenging due to its emphasis on hands-on and immersive learning, which may limit opportunities for in-depth topic exploration. This implies that there may be a need for further research and professional development for teachers in Jinja City to effectively implement experiential learning methods in history education. It also highlights the importance of finding a balance between hands-on learning and in-depth topic exploration to ensure that students receive a comprehensive and well-rounded education. The study underscores the need for ongoing evaluation and improvement of curriculum implementation strategies in order to enhance educational quality in Jinja City's public secondary schools.

The results of the study also indicate that the notion that monitoring curriculum implementation involves follow-up to ensure the availability of space for students' active participation in the teaching and learning process, yielded a mean score of 4.01 and a standard deviation of 0.91. The results are agreeable. By implication, this suggests that the schools in Jinja City are effectively monitoring their curriculum implementation to ensure that students have the necessary space to actively engage in their education. Additionally, the findings of the study suggest that monitoring curriculum implementation in public secondary schools in Jinja City involves monitoring for a persistent increase in student engagement and achievement, resulting in a mean score of 3.96 and a standard deviation of 0.95. The results are agreeable. By implication, this suggests that the current monitoring practices are effectively contributing to improved student outcomes in Jinja City's public secondary schools. On the qualitative side, the following was noted;

…. Promotes continuous growth and learning among staff members. By providing workshops, training sessions, and other resources, educators are able to stay up-to-date on the latest research and teaching methodologies. This ultimately leads to improved student outcomes and a more successful learning environment for all. Additionally, investing in professional development shows educators that their growth and success are valued, leading to higher job satisfaction and retention rates **(Headteacher, school D)**. This implies that investing in professional development not only benefits the educators themselves, but also has a positive impact on the overall school community. By prioritizing the growth and success of staff members, schools can create a culture of continuous improvement and excellence. In relation to Yang et al., (2023)'s assertion that teachers who take responsibility for their work are more inclined to provide their students with high-quality education, the insight in the study findings is that monitoring curriculum implementation plays a crucial role in shaping teacher behavior and attitudes towards their responsibilities. This ultimately leads to improved student outcomes and overall academic performance in public secondary schools in Jinja City. The findings suggest that by holding teachers accountable for their work, the quality of education provided to students is significantly enhanced, contributing to a more effective and efficient educational system.

Furthermore, the results support the belief that monitoring the implementation of the curriculum in public secondary schools in Jinja City involves building trust and credibility with parents and the community regarding curriculum content generated a mean score of 4.00 and standard deviation of 0.81. The results are agreeable. By implication, building trust and credibility with parents and the community plays a crucial role in ensuring successful curriculum implementation in public

secondary schools in Jinja City. The results further indicate that monitoring curriculum implementation in public secondary schools in Jinja City involves reducing the likelihood of errors or oversights across all subjects, resulting in a mean score of 4.01 and a standard deviation of 0.83. The results are agreeable. This implies that a well-structured monitoring system effectively reduces errors and guarantees the correct implementation of the curriculum.

The results further indicate that monitoring curriculum implementation in public secondary schools in Jinja City involves follow-up to ensure a more effective and efficient learning environment for teachers and students, resulting in a mean score of 4.01 and a standard deviation of 0.83. The results are agreeable. By implication, the monitoring processes in public secondary schools in Jinja City are successful in promoting a conducive learning atmosphere for both teachers and students. The high mean score indicates a close alignment between the monitoring activities and the objectives of enhancing curriculum implementation. Additionally, the low standard deviation indicates a high level of consistency in the perceptions of stakeholders regarding the effectiveness of the monitoring practices. In comparison with Gnambs (2021)'s assertion that information and communication technology (ICT) is an essential element of contemporary life and significantly influences every area of human existence, the study findings show that the integration of ICT in curriculum implementation is playing a crucial role in preparing students for the increasingly digital world. This aligns with the idea that students who are equipped with ICT skills have a better chance of succeeding in various fields and adapting to the demands of the modern workforce. Therefore, the monitoring of curriculum implementation in public secondary schools in Jinja City is not only effective in creating future opportunities for students but also in keeping them competitive in a rapidly evolving technological landscape.

4.3 Ho2: Monitoring curriculum implementation has no significant statistical influence on delivery of teaching services in public secondary schools in Jinja City

To test this hypothesis, a simple linear regression analysis was used. Monitoring curriculum implementation served as the independent while delivery of teaching services was the dependent variable. Significant results were determined at 95% or 99% confidence level respectively. Tables 4, 5 and 6 indicate results obtained.

Table 4: Model Summary for curriculum implementation and delivery of teaching services

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.451[a]	.203	.199	.52644

a. Predictors: (Constant), Monitoring curriculum implementation

The model summary in Table 4 shows that 20.3% of the variance in monitoring curriculum implementation and delivery of teaching services can be explained by the predictors in the model. The adjusted R square value of 0.199 suggests that when accounting for the number of predictors, the model still explains a significant amount of the variance.

Table 5: ANOVA for curriculum implementation and delivery of teaching services

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.353	1	14.353	51.792	.000[b]
	Residual	56.259	203	.277		
	Total	70.612	204			

a. Dependent Variable: Delivery of teaching services

b. Predictors: (Constant), Monitoring curriculum implementation

The results of the ANOVA test indicate that there is a significant relationship between monitoring curriculum implementation and the delivery of teaching services. With a high F-value of 51.792 and a p-value of.000, we can confidently say that monitoring curriculum implementation has a strong impact on the quality of teaching services being delivered.

Table 6: Coefficients for curriculum implementation and delivery of teaching services

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.003	.240		8.334	.000
	Monitoring curriculum implementation	.449	.062	.451	7.197	.000

a. Dependent Variable: Delivery of teaching services

The coefficients in Table 6 indicate that monitoring of curriculum implementation has a positive significant influence on the delivery of teaching services in public secondary schools in Jinja city (B = 0.449; p = .000). This means that a single unit change in curriculum implementation in turn leads to a 0.449-unit change in the delivery of teaching services. The p-value of .000 indicates that this relationship is statistically significant, further supporting the idea that monitoring curriculum implementation is crucial for improving teaching services in public secondary schools. In this context, the results reject the hypothesis Ho2: Monitoring curriculum implementation does not significantly influence the delivery of teaching services in public secondary schools in Jinja City.

5. Conclusion and Recommendations

5.1 Conclusions

The coefficients of determination indicate that monitoring of curriculum implementation has a positive significant influence on the delivery of teaching services in public secondary schools in Jinja City (B = 0.449; p = .000). This means that a single unit change in curriculum implementation in turn leads to a 0.449-unit change in the delivery of teaching services. The p-value of .000 indicates that this relationship is statistically significant, further supporting the idea that monitoring curriculum implementation is crucial for improving teaching services in public secondary schools. In this context, the results reject the hypothesis Ho2: Monitoring curriculum implementation does not significantly influence the delivery of teaching services in public secondary schools in Jinja City.

5.2 Recommendations

It is recommended that

1. Educational policymakers and school administrators prioritize monitoring curriculum implementation as a key strategy for improving teaching services in public secondary schools.

2. In ensuring that the curriculum is being implemented effectively, schools can better support teachers in delivering high-quality instruction to students.

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