

**AN ASSESSMENT OF ORGANIZATIONAL FACTORS AFFECTING UTILIZATION
OF MONITORING AND EVALUATION RESULTS IN DELIVERING GOVERNMENT**

PROGRAMS:

A CASE OF MINISTRY OF EDUCATION AND SPORTS, UGANDA

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**A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE AWARD OF MASTERS OF ARTS DEGREE IN
MONITORING AND EVALUATION OF
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Declaration by Student

This Research Report is my own original work and has never been presented for a degree in any University or for any other award.

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MAME/47975/2016

Approval by University Supervisor

I confirm that this Research Report contains work that was prepared by the candidate under my supervision

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ABSTRACT

The field of Monitoring and Evaluation (M&E) has often been restricted to emphasizing the technical aspects of conducting M&E. However, it is progressively being acknowledged that the organizational and institutional dimensions of respective organizations are regularly more influential and difficult to organize as far as mainstreaming the adoption and utilization of M&E is concerned. This study sought to assess the different organizational factors which affect utilization of M&E results in delivering Government programs in Uganda. In particular, the study objectives: (i) examined how information availability affects utilization of M&E results in Ministry of Education and Sports; (ii) examined how information processing skills affect utilization of M&E results in Ministry of Education and Sports; and, (iii) examined how beliefs, values and attitude affect utilization of M&E results in Ministry of Education and Sports. The study methodology entailed grounded theory research methods as well as quantitative research methods. Under the quantitative research aspect, the study covered an effective study sample of 191 respondents on whom a structured questionnaire was administered. Quantitative analysis entailed tallying and subsequent analysis of the responses to generate summary statistics which were discussed according to objectives of the study. The study's findings, among others, reveal that: the culture of utilizing M&E results in routine operations of the MoES is very low; M&E information which is stored as manual paper records subjects the information to wastage through poor handling and physical deterioration of the paper files; and poorly presented M&E results have a negative effect on utilization of M&E results. The study generated a number of recommendations, which *inter alia* include: MoES should design and implement a mind – set change programme for all staff of the Ministry, especially those at managerial and political leadership levels, to enhance the embracing and utilization of M&E results to inform decision making; MoES should design and implement regular and sustainable capacity building and retooling programmes for all staff involved in the generation, analysis, preparation, presentation and utilization of M&E results; MoES should embark on a programme to migrate its M&E records and management procedures from paper – based systems to digital systems that are inherently linked to the EMIS; and MoES should develop a culture of evidence – based decision making through utilization of research findings as well as M&E results. It is envisaged that the findings generated from this project study will provide an insight to different Government MDAs on the relevance of M&E results utilization for budgeting, planning, and policy formulation. In addition, the study findings are envisaged to enable MoES appreciate the need for installation of appropriate information management systems necessary for improved streamlining and mainstreaming of M&E results utilization. The study recommends different areas where additional research should be undertaken and these *inter alia* include analyzing the impact of political guidance and decisions on the practice and utility of M&E results in Government institutions; and inquiry into how the Principal – Agent theory influences the acceptance, utilization and mainstreaming of M&E results in Government agencies.

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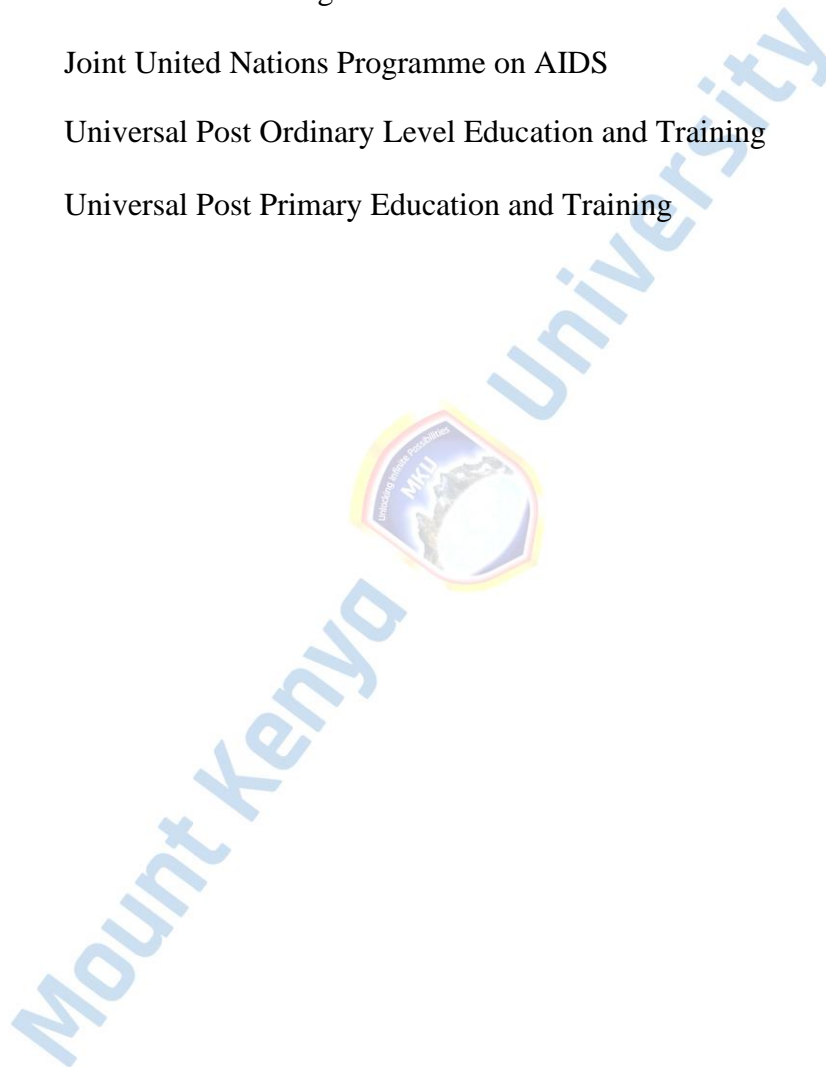
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LIST OF ABBREVIATIONS AND ACRONYMS

COVID	Corona Virus Disease
CVI	Content Validity Index
DAC	Development Assistance Committee
EFA	Education for All
EMIS	Education Management Information System
GAPR	Government Annual Performance Report
GPE	Global Partnership for Education
HESFB	Higher Education Student Financing Board
HIS	Health Information System
ICT	Information and Communication Technology
INGO	International Non-Governmental Organization
M&E	Monitoring and Evaluation
MDAs	Ministries, Departments and Agencies
MKU	Mount Kenya University
MoES	Ministry of Education and Sports
MoFPED	Ministry of Finance Planning and Economic Development
MPS	Ministerial Policy Statement
MS	Microsoft
NAPE	National Assessment of Progress in Education
NCDC	National Curriculum Development Center
NDP	National Development Plan
NGO	Non-Governmental Organization
NPA	National Planning Authority

OECD	Organization for Economic Cooperation and Development
OPM	Office of the Prime Minister
PhD	Doctor of Philosophy
SMART	Specific, Measurable, Attainable, Results – oriented and Timely
SME	Statistics Monitoring and Evaluation
UNAIDS	Joint United Nations Programme on AIDS
UPOLET	Universal Post Ordinary Level Education and Training
UPPET	Universal Post Primary Education and Training



CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Cerezo-Narváez, A., et al., (2019) and, Burke R. (2013) in his book 'Project Management: Planning and Control Techniques' note that project management involves the use of acquired skills, techniques, new knowledge, tools and research to better achieve desired results in line with organizations' long-term goals and objectives. However, M&E results utilization and integration of these results into project and programme implementation and management still remains a big challenge especially in Government Ministries, Departments and Agencies (MDAs) (Nathalie, 2014). This is largely attributed to failure to demystify the different skills, computer applications, and resources involved in M&E to the various persons involved in decision making and project management (NDP I Review Report, 2015). As Stephen Porter and Ian Goldman (2013) observed: "There is demand for M&E when decision-makers decide to use evidence from monitoring and evaluation to support them in making choices". This situation challenges all practitioners in M&E to review their M&E execution and reporting processes so as to align them with needs and requirements of decision makers in project management so as to achieve sustained demand, relevance and utilization of M&E results (Hua & Herstein, 2003).

Since the event of new technologies and usage of new computer applications, mankind has strived to improve measurement and evaluation approaches to bring about systems to track outcomes of different interventions (Davenport, 2005). This has culminated into development and roll out of various data and information management systems aimed at enhancing the quality, availability and

management of evidence-based information (Karuri, et al., 2014). However, no adequate evidence exists showing whether the findings from the different data and information management systems have served their intended purpose (Puddephat, 2009).

According to Guba and Lincoln (2009), M&E can be analysed basing on four different bodies of knowledge. They described the “first generation” of M&E to cover the period from the ‘Aristotle era’ to the 1930s and called this the “measurement generation” because they felt that M&E was primarily concerned with measuring the results of efforts. The second generation which lasted between 1930 and 1950s was described as the “generation of description” because they felt M&E was guided by the desire to describe what was happening. The third generation lasting the period between 1960s and 1980s was identified as the “generation of judgment” and it was characterized by judging the worthiness of a program. Finally, they described the subsequent period from 1990, as the fourth generation and noted this period as being the “generation of responsive constructive M&E” (Guba & Lincoln, 2009).

Globally, since the 18th Century, management and planning decisions have been premised on precise and thorough evidence-based information (Luthans, et al., 2021). The exponential increment in operations of International Non-Governmental Organizations (INGOs) operating across Africa and other developing countries on the globe, especially in late 1980s, came with an immediate increase in the demand for use of evidence-based plans and accurate, complete and timely data to guide decisions making (Mills, 2009). However, during this time, the decision on whether information generated through an organization’s M&E processes should be used as an aid

to planning and management decision making has often been made in a subjective manner (Mills, 2009).

According to Mills (2009), the historical role of M&E in enhancing efficiency among Governments and institutions is non-questionable and over time, cases where availability of reliable and valid M&E information has been the main difference between success and disaster are immense. In London, around mid-1800s, Government departments and NGOs managed to prevent cholera epidemic while utilizing information from available M&E data (Asiimwe A. K., 2015). Government departments “relied on local records of reproduction and mortality to generate data by triangulating recorded deaths to locations of water pumps and through this, prevention efforts for the cholera epidemic within the community were undertaken since the cause had been traced back to the water source (Asiimwe A. K., 2015). In Denmark, around 1920s, Government departments managed to improve agricultural production among the youths through utilizing national statistics on employment and census figures (Snow, 2012).

The concept of M&E is a relatively new occurrence on the African continent with professional M&E practices being emphasized in the early 1990’s (Basheka et al, 2015). In many African countries, project performance in a number of Government programs largely falls below the expected target (Ika, L. A. 2012). A huge amount of resources invested in such projects have gone to waste with nothing to show by way of tangible deliverables at the project closure (Nguyen, 2014). In Zambia, a big number of projects proved to be obsolete and ineffective undertakings which served no purposes as far as achieving Government objectives is concerned (Chua et al, 2014). The poor performance of these projects negatively imparts the operation of Government

programs and this has been linked to limited utilization of M&E results among Government officials (Chua et al, 2014).

In the Ugandan context, data utilization dates back to early 18th century during colonization Nilsson, D. (2006). By this time, the colonial administrators mostly captured data in hospitals for purposes of fighting against diseases like small pox. In 1985, a National Health Information System (HIS) dedicated to tracking disease prevalence and death patterns was designed in Uganda (Asiimwe A. K., 2015). The number of NGOs working with Government Ministries rose up after 1986 and their role in Ugandan development is highly contested (Derrick et al, 2010). This is due to the lack of historical data which can be relied on to assess the impact that the various interventions by NGOs have had on improving the welfare and general wellbeing of the targeted beneficiaries to the various projects and interventions undertaken by these NGOs (Derrick et al, 2010).

The Dakar World Education Forum in 2000 resulted in the adoption of the Dakar Framework for Action, which included six Education for All (EFA) goals with deadlines for completion by 2015. This event established the importance of evidence-based information as a roadmap for educational interventions when it comes to the delivery of education services (Nathalie, 2014). As a result, the Fast Track Initiative was established in 2002 with the intention of encouraging data collecting and M&E in order to hasten the achievement of the EFA goals (Nathalie, 2014). However, as only a small percentage of the monies allotted for EFA were used to improve data reporting and utilization at the national level, the Initiative really made little progress toward improving data collecting and M&E (Nathalie, 2014). In a similar vein, during the EFA implementation period,

the planned enhancement of education sector plans by mainstreaming M&E and annual targets for monitoring progress were curtailed (Cambridge Education, Mokoro, and Oxford Policy Management, 2010). The Global Partnership for Education (GPE) - the Fast Track Initiative's successor, was created to address the issues encountered during implementation of the said Initiative. It boasts of a comprehensive M&E strategy and a results framework that connects goals to particular evaluation standards and tangible actions (Global Partnership for Education, 2017). However, up until now, there hasn't been much support towards development and oversight of education sector policies and this largely due to the Partnership's focus on prioritizing expansion of its membership (Nathalie, 2014).

According to the Education Act of 2008, the Ministry of Education and Sports is responsible for providing sports and education services to all Ugandans. The Ministry's pursues a vision of "Quality education and sports for all" whereas its Mission is to "provide technical support, coordinate, regulate, guide and promote quality education, training and sports to all persons in Uganda for national integration, development and individual advancement (MoES Annual Performance Report, 2021/22). In an endeavor to fulfill its mandate, the MoES promotes universal and equitable access to quality basic education for all children through regulation of pre-primary education as well as designing and implementation of policies and programs aimed at enhancing access to quality education and sports for all. Such interventions entail programmes such as: the Universal Post Primary Education and Training (UPPET) programme, Universal Post O' Level Education and Training (UPOLET) programme, and provision of higher education and training to Ugandans. The Ministry also conducts quality assurance in the sector through periodic and summative assessment of learners, teacher training and offering of policy guidance to enable

prudent management of education services in a decentralized setting (MoES Annual Performance Report, 2021/22).

In execution of the above mandate, MoES endeavors to ensure that it collects the required data to support its decision-making process (MoES Annual Performance Report, 2021/22). This endeavor is complimented by the institutional arrangement through which a Division for Statistics, Monitoring and Evaluation (SME) in the Education Planning Department has been created with the mandate of monitoring and evaluating all education and sports sector programmes, projects and activities; collection of education and sports sector statistics, and preparation of sector performance reports for fulfillment of reporting obligations to various stakeholders including donors, OPM, NPA, and MoFPED (MoES-MPS, 2021/22).

Steer and Baudienville (2010) contend that by utilizing evidence, proving outcomes, boosting assistance effectiveness, and utilizing creative financing methods, the education sector should be able to draw in more funds in the form of donor assistance. Thus, strengthening M&E systems is crucial for the education sector to use evidence and show results, particularly in a resource-constrained environment where one of the biggest problems is optimizing student learning (Hua & Herstein, 2003). This demonstrates the importance of generating and utilizing M&E information to inform decision making and other strategic reform efforts in the education sector.

However, it is essential to also establish whether the routinely recorded M&E results or evidence is utilized by MoES to guide its decision-making processes and procedures for quality service delivery (Kihuha, P., 2018). This is because a number of cases have been reported under which

the Ministry neglects technical M&E findings in decision making (Holvoet, 2014). As a result, decisions pertaining to education sector projects, programmes and policies tend to be taken on the basis of anecdotal evidence, gut feeling and other considerations save for evidence – based information contained in M&E reports (Tolani-Brown, et al., 2011; Fapohunda, 2012). Mackay (2007) observes that data is used for almost all the activities of an organization and constitutes the basis for decisions on operational and strategic levels. MoES is not an exception to the holding by Mackay (*Supra*) as it provides variety of education related services to over 15 million learners in Uganda (MoES Fact Sheet, 2018). Therefore, with the Ministry of Education and Sports as a case study, this study aimed to determine the organizational elements influencing the use of M&E results in executing government programs.

1.2 Statement of the Problem

The field of M&E is often narrowed down to focus on only the technical characteristics of conducting M&E (Bedi, et al., 2006). However, it is progressively being recognized that the organizational and institutional characteristics of respective organizations are frequently more dominant and complex to address as far as mainstreaming the adoption and utilization of M&E is concerned (Bamberger, et al., 2010; Wood, et al., 2011). As Patton (1997) observed, the strength of M&E is dependent upon the degree of utilization of the various M&E findings and recommendations. Therefore, if concerted efforts are not undertaken to utilize the various M&E results to arrest the identified gaps in project implementation, then perpetually low performance levels are likely to be registered (Kabuye, et al, 2017). For the identified implementation gaps in execution of its mandate to be addressed, it is incumbent upon the MoES to utilize the generated M&E results to inform decision making but unfortunately this is not happening as expected

(Holvoet, 2014). As observed by Hedger, et al. (2010), the Education Sector Annual Performance Report is the key deliverable of the M&E section in the MoES and it provides a rich source of information and monitoring results. Nevertheless, the quality of its analysis is relatively low, as evidenced by the lack of a systematic link between performance and expenditure, the infrequency with which results and outcomes are compared to targets and/or baselines, and the shallow or nonexistent analysis of the reasons behind performance or non-performance. (Hedger et al., 2010). The existing literature that has been reviewed on this subject clearly indicates that majority of the previous research efforts were focused on analyzing the technical and competence-related factors which affect M&E in MoES with little work being done to inquire into the organizational factors affecting the exploitation of M&E results, particularly in the context of education service delivery (Nathalie, 2014). As a result, there is an information gap as far as assessing the organizational factors affecting utilization of M&E results in delivering Government programs in the Ministry of Education and Sports is concerned (Nasambu, J., 2016). It is on the basis of this that the researcher undertook this project study so as to plug the gap in the existing stock of knowledge relating to how organizational factors affect utilization of M&E results, while using a case of Uganda's Ministry of Education and Sports.

1.3 Purpose of the Study

This study aimed at establishing the organizational factors affecting utilization of M&E results in delivery of Government programs in Uganda.

1.4 Objectives of the Study

- (i) To examine how information availability affects utilization of M&E results in the Ministry of Education and Sports.
- (ii) To examine how information processing skills affect utilization of M&E results in Ministry of Education and Sports.
- (iii) To examine how organizational culture affects utilization of M&E results in Ministry of Education and Sports.

1.5 Research Questions

- (i) To what extent has information availability affected the utilization of M&E results in Ministry of Education and Sports?
- (ii) To what extent has availability of information processing skills affected the utilization of M&E results in Ministry of Education and Sports?
- (iii) To what extent has organizational culture affected utilization of M&E results in Ministry of Education and Sports?

1.6 Justification for the Study

Various scholars have contended that little to no literature exists as far as analyzing the organizational factors influencing M&E is concerned (Nathalie, 2014; Nasambu, J., 2016). The alarm in relation to this gap has not only been raised by scholars but equally by development agencies who are engaged in developmental work, primarily in the developing world (Nathalie,

2014). According to a 2010 OECD/DAC Report, while assistance organizations are showing very limited strategic participation in this field, they are increasingly acknowledging the significance of M&E development in recipient countries (Chianca T., 2010). Although M&E departments of assistance organizations have highlighted the need for additional guidance in this area (OECD/DAC, 2010), the subject has not received enough attention in scholarly literature yet (Nathalie, 2014). In an endeavor to contribute towards filling this gap, the researcher has sought to probe into the organizational factors affecting utilization of M&E results in delivery of Government programs by the MoES, and it is in pursuit of this endeavor that the study is justified.

Relatedly, the researcher postulates that this study will provide an insight to different Government MDAs on the relevance of data utilization for budgeting, planning, and policy formulation. In addition, the study findings are envisaged to inform MoES on the need for installation of appropriate information systems necessary for improved managing and utilization of M&E results. And finally, the study provides reference material for other research studies about utilization of M&E results in Government and NGOs that share institutional setup and practices with MoES, and all these justify the undertaking of the said study.

1.7 Scope of the Study

Three criteria served as the foundation for the study's scope: its substance, its geographic reach, and its temporal components. The study looked at the many organizational elements that influence how M&E results are used in implementing government programs in Uganda. The organizational

elements influencing the use of M&E results were the independent variables in the study, whereas the use of M&E results was the dependent variable.

The study was conducted at the Ministry of Education and Sports offices situated at Embassy House on King George Way IV Road and Legacy Towers on Nakasero, Kyadondo Road, Kampala District. The study also covered the Ministry's project offices and its affiliated agencies including National Curriculum Development Centre (NCDC), examination bodies and Higher Education Students Financing Board (HESFB). Relatedly, information, statistics and records that span a timeframe stretching from the year 2000 to 2018 were put into consideration in the process of undertaking this study.

1.8 Study Limitations

Study limitations can be defined as characteristics of methodology or design which could have possible impact or influence on findings and interpretation of research findings (Price, et al, 2004).

In undertaking this study, the following limitations were encountered:

- (i) **Shortage of valid and reliable data:** In undertaking the study, the researcher was confronted with the fact that most Government MDAs in Africa have recently started collecting and keeping records on M&E. Consequently, there was a danger of lack of reliable and adequate data and information from responsible officers in MoES, especially when it came to tracing historical data on some areas of the research study.
- (ii) **Bias resulting from self – reported data:** Most of the targeted respondents are directly linked with the MoES and this implies that they have been participating in the Ministry's routine M&E and decision-making procedures. This could have led to bias in reporting of

information on different areas of interest to the study resulting into data that is not representative of the true picture within the Ministry's routine M&E operations.

(iii)**Cultural bias:** M&E is a relatively new discipline and there still exists some resistance towards adoption and mainstreaming of M&E especially in the traditional civil service. This presented a limitation in that some respondents may have chosen not to cooperate with the researcher especially if they presumed that the study findings could influence the likelihood of adopting M&E in routine operations of the Ministry.

(iv)**Adverse effects of the COVID – 19 pandemic:** Movement restrictions and other controls were imposed to combat the COVID – 19 pandemic and as a result, many potential respondents were relieved of their duties as a result of retrenchment and human resource streamlining efforts. In addition, other respondents were inaccessible on account of adoption of remote working approaches which implied that they were working from home. This limited the researcher's efforts to reach out to all sampled respondents over the duration of the study.

1.9 Delimitations of the Study

The limitations encountered during the study, as provided above, were mitigated through the following strategies:

- (i) In order to mitigate against the limitation of shortage of valid and reliable data, the study adopted a Mixed Methods research approach that employed both quantitative and qualitative methodologies and this enabled the study to be deep in its findings, thereby ruling out the potential negative impacts associated with validity and reliability of data.

- (ii) As a mitigation strategy against the limitation of bias resulting from self – reported data, different data collection methods were relied upon to avoid omissions that may have occurred while using only one data collection method. Thus, with triangulation, the study managed to probe further to reveal the true picture in the field and eliminate any possible data adulteration arising out of biased reporting. In addition, numerous respondents from different departments, agencies and projects in the MoES were engaged to further counter the challenge of bias in reporting as a result of self – reported data.
- (iii) As a mitigation strategy against cultural bias, a consistency check was incorporated in the questionnaires and other data collection instruments to be used so as to ensure validity in the responses. This was subsequently used to guide the data polishing and analysis to arrive at the final findings.
- (iv) This limitation emanating from adverse impacts of the COVID – 19 pandemic was mitigated through administration of the quantitative questionnaires remotely via email as well as undertaking of phone – based interviews with some of the respondents, who could not be physically accessed.

1.10 Assumptions of the Study

The assumptions highlighted below were held constant in the design and execution of the study:

- (i) The student would access the Ministry of Education and Sports premises and those of other targeted Agencies and project offices to gather the necessary data and information. To

reduce the likelihood of this not happening, the researcher obtained an authorization letter from the Ministry's Permanent Secretary (Appendix IV) authorizing him to access the office premises and staff for purposes of conducting the study.

- (ii) The targeted respondents would be available to provide the required information as part of this study. The risk emanating from this assumption was mitigated by the researcher communicating to the targeted respondents in advance to secure an appointment prior to administering the research tools to the targeted respondents on a convenient date.
- (iii) The targeted participants have good recollection of the organizational activities and are thus were in the right mental condition to offer responses to the study questions. To reduce the likelihood of this assumption not being true, the respondents were informed that they can refer to office documents and other information sources they have to complement their memory of events sought after under the study.

1.11 Operational Definition of Key Terms

The following terms were used in the course of the study and they are defined as follows:

Organizational factors: This means the elements influencing or constraining routine use of data and M&E results which are due to organization barriers and culture.

M&E: This is the ongoing, methodical gathering of data on predetermined indicators in order to get the essential indication of the degree of progress made toward accomplishing stated goals after approved use of funds and other resources for a particular project or other development intervention.

M&E results: These are the established facts relating to progress of a given project as determined through the routine monitoring and periodic evaluation processes by project managers and other stakeholders.

Results-based M&E: This is a management tool that is used to document project implementation progress in a methodical manner, show tangible results, and determine whether project design modifications are necessary in light of the project's changing implementation circumstances.

Results Utilization: This refers to the actual capacity to analyze, interpret and use M&E results to guide decision making.

Decision making: This refers to the process of making choices by identifying a decision scenario, gathering information, and choosing a course of action from among the alternative possible solutions to addressing the decision scenario.

Values: This refers to key and deeply-held opinions, views or principles' regarding what is acceptable and what is unacceptable to members of an organization or society.

Attitudes: These refer to a settled way of thinking or feeling about something.

Beliefs: These are assumptions and convictions that are held to be true by an individual, group or society regarding specific events, concepts, practices or people.

Data collection tools: These mean devices or instruments which are used to gather data during the study.

Information processing: This is the procedure for gathering, refining, and arranging data in order to provide meaningful information that makes up M&E results.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter inquires into the available historical information in regards to organizational factors affecting utilization of M&E results in implementation of Government programs. The review was designed with the study's aims in mind, with a particular emphasis on the empirical framework covering information processing; information availability; and, beliefs, values and attitudes and how these parameters affect utilization of M&E results. The review also covered the theoretical and conceptual frameworks for the study. This chapter concludes with a summary of the literature review that highlights the key points.

2.2 Empirical Literature

The empirical literature is arranged according to the independent variables affecting how M&E results are used in organizations. In line with this, a number of organizational factors influencing utilization of M&E results are discussed in detail as follows:

2.2.1 Information processing

Monitoring and evaluation is essential and a core ingredient in “learning from experience” (Roger, E., & Tim, M., 2008). Learning is an analytical process, which necessitates the availability of pertinent data or supporting evidence as well as the necessary information processing skills. (Roger, E., & Tim, M., 2008). Because of this, some scholars have stated that the main purpose of

M&E is to offer guidance on how to improve processes by better understanding what works and what doesn't. (Mueller-Hirth, N. 2012). Access to relevant data and data sets that can be turned into timely, relevant, and useable statistical information is essential for effective monitoring and evaluation that can lead to an effective learning experience. It also depends on having the necessary data processing skills to produce M&E results (Roger, E., & Tim, M., 2008).

M&E results are underpinned by routine data that has been collected and subjected to statistical processes to produce findings (Chen, H., *et al.*, 2014). Boone (2013) contends that the existence of several crucial organizational elements connected to the knowhow, knowledge and (or) skills to design, manage and develop proper M&E systems and procedures is a key requirement for organizations to adopt and integrate M&E in their processes and procedures. Consequently, the capacity to formulate M&E indicators, prepare procedural manuals, come up with data collection tools as well as determine the appropriate Information and Communication Technology (ICT) and software for information processing and management present are primary requirements for M&E utilization – the absence of which can present major challenges to organizations desirous of mainstreaming M&E in their processes (Kabeyi, M. 2019). Therefore, it is essential for operators and users of M&E systems to be equipped with competences and the requisite skills to efficiently and sustainably use the developed M&E system to advance the goals and objectives of respective organizations (Muli, E., 2020).

Information processing is a dynamic process with constant evolution being registered when it comes to new approaches towards M&E data processing (Panori, A., *et al.*, 2021). Consequently, modern scholars are inclined towards favoring the adoption of ICT – based tools and digital

systems for purposes of undertaking organizations' M&E activities, as well as, reporting the resultant M&E information to stakeholders (Leta, G., *et al.*, 2017). Nonetheless, in countries where technology adoption is still low, well-designed, and tested paper-based data systems can be used and still achieve satisfactory performance levels as far as monitoring and tracking progress is concerned (UNAIDS, 2009).

Rhoda (2010) revealed that however much information processing competency may be limiting utilization of M&E results, some of the software used in data capture, computation and manipulation are not readily available, complicated to use and very expensive. The complexity of the software utilized in M&E activities is also a daunting task for Government MDAs who have traditionally resisted any efforts to spend more financial resources on capacity development for such complex software, considering the competing priorities and inadequate resource envelope (Diamond, J., & Khemani, P., 2005). This results into limited adoption of such technologies for purposes of modernizing the M&E operations of individual Government MDAs (Rhoda, 2010).

Gopalan (2013) also contends that the use and application of ICT in organizational functions, including M&E results generation and utilization, is relatively new in contemporary institutions in Africa. African institutions, at all levels including top Ministry level, local Government level and other principalities have traditionally relied on use of manual procedures for data collection, recording and analysis and this is often captured in paper-based records that are kept in office shelves (Gopalan, 2013). The implication of this trend is that adoption of digital systems would result into major human resource shake-ups leading to retrenchment of existing staff who lack the required technical competences and skills to operate the new systems (Dwivedi, Y., *et al.*, 2020). Alternatively, retaining the old staff that lack competences to apply ICT in organizational activities

would imply the need for retooling training for which Government MDAs rarely provide a budget (Magbadelo, J., 2016). The fact that old staff in organizations usually bear invaluable experience and knowledge about the history of the operations of the different MDAs makes them hard to retrench and this is a dilemma all change makers must contend with (Gopalan, 2013). This makes lack of the required competences and skills to operate ICT-based systems and tools in M&E data analysis and reporting a major constraint among organizations thereby constraining efforts to avail appropriate M&E results that can be readily utilized to inform decision making.

2.2.2 Information availability

The decision to use the available M&E results by organizational managers and other employees of organizations to guide their decision-making processes is largely influenced by the timeliness and convenience in accessing the M&E Reports containing such information (Chaled, 2013). The procedure of capturing, analyzing, and presenting M&E results is tiresome and often by the time preparation of an M&E report is completed, such information is outdated, and decisions have been made without paying any consideration to the M&E results contained in such reports (Wanjiru W. & Anor, 2013).

Organizational managers and administrators operate in an environment that is constrained by time schedules and obligations as they undertake their routine operations and as a result, such obsolete information serves no purpose to them even if it is of high quality (Stetson, 2007). Delays in transmission of information and lack of feedback mechanisms at all levels of Government are often caused by the presence of rigid and inflexible reporting hierarchies which are detrimental to

information flow to match the fast pace at which decisions are made (Gigler et al, 2014). This serves to constrain respective organizations from utilizing M&E results to guide their routine as well as strategic operations.

Relatedly, users of M&E results operate in an organizational environment that bears considerable influence on them via the different rules, values and practices governing organizational practices (Nsubuga, 2002; Rotich, 2003). This operational environment is prevalent in Uganda's education system which is managed under both private sector-led and public sector education institutions (Holvoet, 2014). Within an organizational system, several issues must be looked at ranging from human resource, finance, management support, to supervision and leadership all of which have an implication on the organization's ability to adopt and use M&E effectively (Mathis, R. L., *et al.*, 2016). Additionally, these domains function as both providers and consumers of M&E information / results, and therefore require an information system that is effective and enables easy storage, retrieval, manipulation, dissemination, and subsequent utilization of M&E results (Rotich, 2003).

Most developing countries have adopted strategies which emphasize the need for private players to establish education facilities which have robust data storage and management mechanisms to institutionalize the well-timed and effective utilization of M&E results (Gopalan, 2013). Despite these efforts, it has been observed that periodic paper-based data which is documented and gathered using cards, registers, and other reporting forms is probably going to continue in use as the prominent method for collecting, tracking and storing information in developing countries in the foreseeable future (Gopalan, 2013). However, such paper-based reports are often subjected to physical deterioration as well as wear and tear which makes it impossible to retrieve the

information contained in such reports. It is, therefore, important to ensure the proper storage and timely access to M&E results in the short and long run so as enable M&E results utilization via guiding decision making and determination of policy priorities based on evidence produced during the cycle of M&E (Snow, 2012).

2.2.3 Organizational Culture

Warrick, D. D. (2017) defines organizational culture as an amalgamation of the beliefs, values and attitudes that influence behavior and conduct in each organization. Users of M&E results require confidence, motivation, and competence to utilize M&E results in performing different tasks and functions associated with project management (Cornielje, H., *et al.*, 2008). In this regard, the feelings and attitude of an individual towards the value of a given activity or process, in addition to the perceived difficulty of performing a given task have an impact on the probability of that task being embraced and subsequently executed (Jutand, 2000).

A major contributing factor towards limited utilization of M&E results and data is lack of knowledge on the usefulness of such data, and this realization has mainly been made in the health sector (Rotich, *et al.*, 2003). When it comes to education service delivery, scholars including Hedger, *et al.* (2010) have observed that education sector M&E results in Uganda are of low analytical quality which is characterized by: failure to compare results and outcomes as well as performance and expenditure; failure to compare results and outcomes with targets and baselines; and shallow or no analysis of performance or non-performance for the various indicators. As a result, potential users of M&E results are constrained from utilizing such information based on

their perceptions and bias towards the said information which they perceive to be of poor quality and unable to meet their needs for evidence-based information (Pullin, A., & Anor, 2005)

The other identified aspect which has adverse impacts on the adoption of M&E results is the ‘blind spot’ in utilization of M&E results (Fonteneau, B., & Anor, 2014). Sauerborn (2000) defines a blind spot as a “concept which demonstrates that individuals are oblivious of existing loopholes relating to their perceived and tangible capability to perform a given assignment”. When this blind spot is recognized, individuals as well as organizational workers can embark on strategies aimed at closing this gap through adoption of change and capacity building interventions to close the identified loopholes (Sauerborn, 2000). Unfortunately, recognition of blind spots is a rare occurrence as it is often hampered by the Dunning-Kruger Effect in that due to their inability to accurately evaluate their own skill level, underachievers tend to overestimate their own abilities (Boeve-de Pauw, et al., 2022). This constrains individuals from recognizing their own inadequacies thereby compromising any chances of embracing corrective measures to enhance their own capacity in areas of minimal competence (Boeve-de Pauw, et al., 2022).

It's crucial to remember that organizations' overall M&E strategies are heavily reliant on indicators, but most organizations lack the competence to design effective and reliable M&E indicators (Guyadeen, D., & Anor, 2018). In addition, several organizations are characterized by unclear M&E strategies whose objectives are not Specific, Measurable, Attainable, Relevant and Time-bound (SMART), and this renders the entire M&E strategy unable to effectively serve its purpose thus limiting utilization of routine M&E results (Goldman, et al, 2012). Relatedly, the connection between an organization's information needs and M&E results is frequently flawed.

For instance, indicators may be well designed, but the source of the data may not be stated clearly, or the data collection system may be designed in a way that is difficult for decision makers to use (Acevedo, 2010). As a result, capacity building for organizational teams with a view of enhancing utilization of routinely collected M&E information and subsequent M&E results is often undertaken among Government MDAs in developing countries especially in Africa (D. Horton, 2003). However, these are sometimes hampered by resistance to change as some employees shun efforts to retool them, thereby leading to a hostile organizational culture towards utilization of M&E results (Bowman, J. S., 2004).

According to Boone (2013), usage of routine M&E results is influenced by the level of coordination and attitude by staff and management as they work towards enhancement of the general organizational performance. The process of bringing together the various components of an organization and ensuring that these various components strategically fit in the internal and external setting of an organization is what Boone (2013) defines as “Coordination”. This tallies well with the open systems approach which advances the view that organizations are interconnected components and an amalgamation of the different fragments that collectively form organizations (Katz and Khan, 1978). Information dissemination and feedback systems which operate efficiently are required to “facilitate information sharing and management of complexities that are embedded in the process of bringing the various system components together” (Ashman, 2001). It is this embodiment of attitude, values and beliefs that collectively positions organizations to be in a better position to adapt to and adopt M&E results as a key ingredient in all management and decision-making processes of the organization (Sanderson, I., 2000).

2.3 Theoretical Framework

The Evidence Based Theory by Carbone (2008) provides the foundation upon which the theoretical framework for this study was built. Evidence based theory states that evidence-based information on routine operations and activities is central to pragmatic planning and policy formulation for development organizations (Carbone, 2008). Carbone (2008) supports the necessity for managers and decision makers to appreciate the “significance of supportive information system theories which favor embracing of new technologies in health settings”. The theorist further argues that Government departments are state-owned and ran by Executives who are key stakeholders in the decision-making process (Carbone, 2008). Project Managers are educated in logical approach and empirical rational methods to effect behavior change and motivation within Government practices (Sanderson, I., 2002). However, shortage of carefulness in the practice of Government department has been evidenced in performance records across different Government MDAs (Bedi et al., 2006). Further evidence shows that empirical and rational change management policies as evidenced through organizational performance records positively influence and inspire adoption of change in behavior and practice (Greenberg & Tyler, 1987; Cloutier & Vilhuber, 2008). Consequently, evidence that change oriented interventions have been successful in the past is a major contributing factor to whether other change initiatives will be embraced in an organization or whether they will be shunned (Carbone, 2008). From this analysis and other reviewed literature, it can be asserted that M&E results provide a key pathway through which change initiation and management for organizational practice can be assessed and is a major influencing factor for the ready adoption and sustainability of reforms in any organization.

A crucial component of the evidence-based theory is the correlation among influencing factors and human resource systems of organizations (Marler, J., et al., 2017). It is crucial that this “relationship is based on mutual trust as a core principle guiding resolute action amongst individuals sharing a mutual final objective, that is, improvement of outcomes (Jean-Jacques Laffont, et al., 2001). This connection between the individual worker and the organizational objectives is sometimes non-existent in cases where the immediate interests of staff may differ from those of the organization and this is clearly stated in the Principal – Agent theory (Jean-Jacques Laffont et al, 2001). For example, an organization’s Public Relations Officer might be inclined towards adoption of the latest technology to smoothen his or her work and creation of enhanced relations through use of social media as a sharing platform for expertise and experience across other players but this may not tally well with aspirations of the Manager who may have a broad vision to maximize company sales driven by the desire to satisfy shareholder expectations (Jean-Jacques Laffont, et al, 2001). Therefore, evidence-based theory assumes that utilization of M&E results is reliant on different organizational factors, namely; information processing skills, information availability as well as beliefs, values and attitudes to prove that similar reforms have been effective in the past thereby serving as an assurance to the relevant stakeholder to embrace the new reforms.

According to Carbone (2008), evidence-based theory highlights the essential function that information based on facts plays in directing the day-to-day and long-term activities of establishments and organizations. In a health setting, it is of utmost importance that “information systems exist which are conducive to the adoption of new technologies” (Carbone, 2008). It further suggests that Government departments are state-owned and “ran by Executives who also double

as key decision makers” (Carbone, 2008). Project Directors with training in scientific thought use practical and rational approaches to guide Government culture as a means to achieve behavioral change and motivation (Murithi, N., *et al.*, 2003). Further evidence shows that organizational managers who adopt and apply rational and practical change management strategies, influenced by their day-to-day experiences achieve organizational embracement towards change and minimize resistance to change (Cloutier, 2008). As a result of this, subsequent adoption and sustainability of change is heavily reliant upon the presence of evidence that past change efforts recorded success and this can only be recorded through deliberate efforts to institutionalize M&E in all aspects of organizational management and operations.

2.4 Conceptual Framework

The study has been conceptualized around a framework which is illustrated as follows:

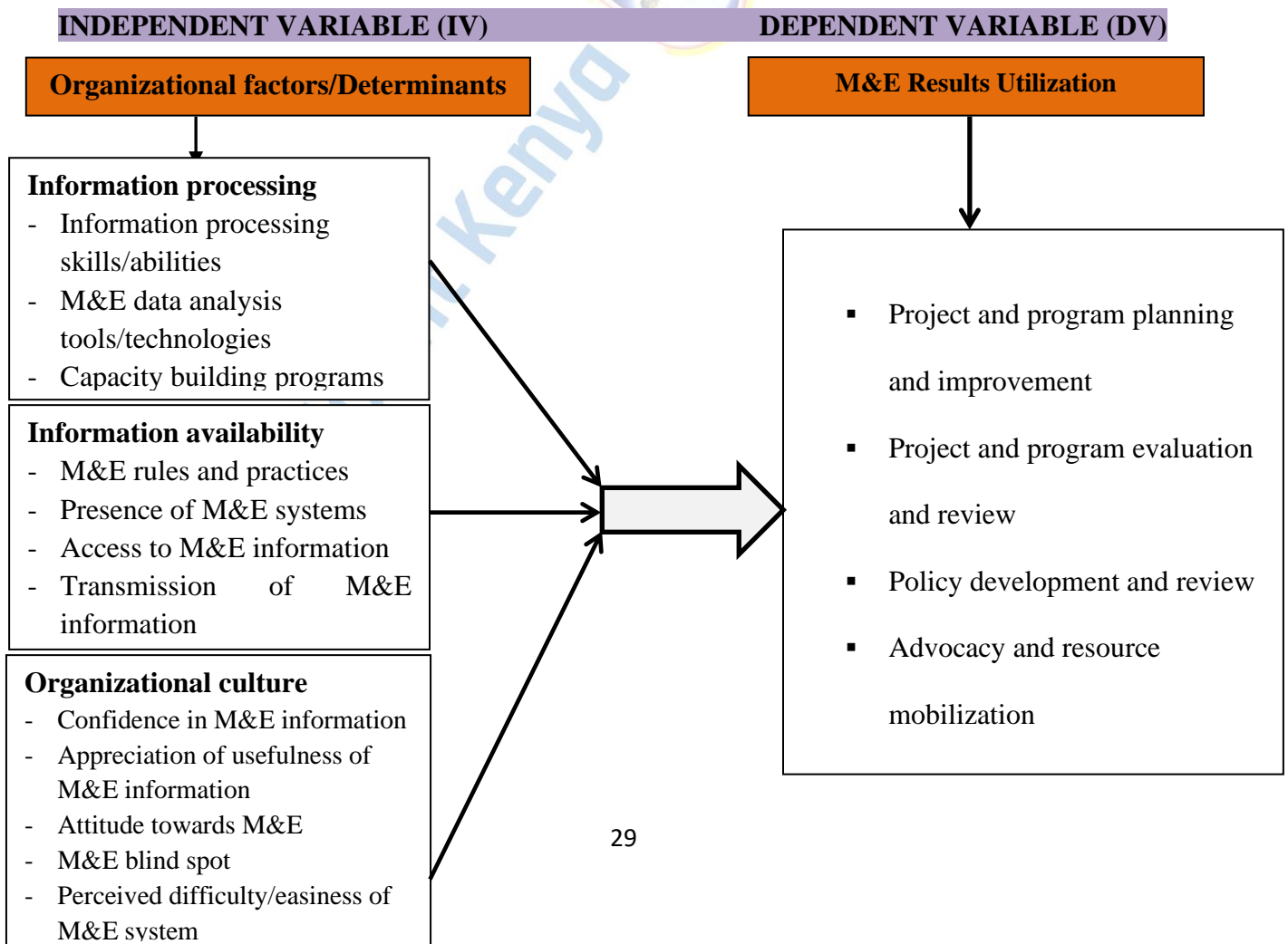


Figure 1.1: Conceptual framework for understanding organizational factors influencing utilization of M&E results in implementation of Government programs

The framework above illustrates the interaction between different elements that need to be taken into account for Government MDAs to effectively utilize M&E results. These are categorized as information processing, information availability, as well as, organizational culture. Information processing entails possession of technical skills/abilities by the staff to conduct prudent M&E, available ICT tools and data analysis technology for M&E as well as availability of capacity building programs for staff in data and information processing. Information availability covers the rules and practices governing M&E, the availability of institutionalized M&E systems, access to M&E results as well as transmission mechanisms for M&E results. The framework also covers organizational culture which entail parameters related to: confidence in M&E information; appreciation of usefulness of M&E information; attitude towards M&E; M&E blind spot; and, perceived difficulty/easiness of M&E system.

2.5 Recap of Literature Review

The outstanding issues in the reviewed literature above mainly rotate on the systemic and personal restrictions which impede organizational managers and other decision makers from proper utilization of M&E results in execution of their strategic and managerial functions. These restrictions appear to exist in both Government agencies and non-Governmental organizations. It should, however, be noted that most of reviewed literature encompassed studies which were not done in Uganda but the proposed study is unique only to Uganda. More so, these studies were not done in Ministry of Education and Sports which also makes it a crucial step in bridging this gap through this particular study. Further, it was realized that vast literature exists for review in the

Non-Governmental Organizations arena but little literature exists in the arena of Government MDAs highlighting how M&E results have been effectively utilized to guide decision making. Therefore, this study provides a reference point for possible future research studies about utilization of M&E results in implementation of Government programs, particularly in Uganda's education sector.



CHAPTER THREE:

RESEARCH METHODOLOGY

3.1 Introduction

This chapter is comprised of the research methodology, research design, location of the study, target population, sampling procedures and techniques, data collection methods, data collection instruments, quality control, data collection procedures, proposed data analysis techniques and procedures, and ethical considerations.

3.2 Research Methodology

Research methodology can be described as the generalized and established ways of approaching research questions (Lee, 2015). While conducting this study, grounded theory research methods as advanced by Charmaz (2003) as well as quantitative research methods were relied upon by the researcher. In this context, grounded theory means a collection of organized inductive techniques for carrying out qualitative research with the goal of developing theories (Charmaz, 2003). This helped the researcher to probe the various influencing variables and build a theory on how these variables affect utilization of M&E results in delivery of Government programs.

In addition, the quantitative aspect of this study relied on descriptive analysis which is the act or process of finding patterns and connections in data, both past and present. (Kaushik, M., & Anor, 2014). This was complimented by thematic analysis which was conducted as part of the qualitative aspects of the study. Thematic analysis refers to the approach to qualitative data analysis that

entails going over a collection of data and searching for patterns in its interpretation to identify themes (Kiger, M., & Anor, 2020). The qualitative aspect of the study was undertaken through collecting, manipulating and analyzing qualitative data and subsequent analysis using triangulation, content analysis and deduction to generate the necessary information to answer the research questions.

3.3 Research Design

Research design is defined as a plan and framework of investigating a specific subject of interest in order to generate responses or answers to specified research questions (Kothari, 2004). According to Saunder et al. (2009), research design also refers to the overall strategy that a researcher will use to address their questions in light of specific, well-defined study objectives. As a result, the purpose of research design is to outline the sources that the researcher plans to use to gather data and also defines the limitations which the researcher is likely to meet and how he intends to mitigate against them.

Consequently, an Exploratory Research Design was relied upon by the researcher in conducting this study. The term "exploratory research" refers to preliminary study done to determine the precise nature of the issue that has to be resolved (Kumar, et al., 2021). This type of research was deemed appropriate because it is the most feasible research design where the researcher has inadequate past information or there aren't many previous studies that address the research challenge (SMstudy, 2016), which was the case being faced in this study. In terms of approach, the researcher adopted a descriptive research approach which establishes the subject topic by outlining a group of issues via data gathering and frequency tabulation on study factors or variables

(Agutu, 2014). Therefore, the study analyzed organizational factors affecting utilization of M&E results namely: (a) information processing which entails possession of technical skills/abilities by the staff to conduct prudent M&E, available ICT tools and data analysis technology for M&E as well as availability of capacity building programs for staff in information processing; (b) Information availability which covers the rules and practices governing M&E, the availability of institutionalized M&E systems, access to M&E results as well as transmission mechanisms for M&E results; as well as, (c) organizational culture which entails parameters related to confidence in M&E results, appreciation of usefulness of M&E results, attitude towards M&E, existence of M&E blind spot, as well as, perceived difficulty or easiness of M&E results. The dependent variable was utilization of M&E results in implementation of programs of the MoES and it includes elements of project and program planning and improvement; project and program evaluation and review; policy development and review as well as advocacy and resource mobilization.

3.4 Location of the Study

The location for conducting the study was Ministry of Education and Sports offices situated at Embassy House on King George Way IV Road and Legacy Towers on Nakasero, Kyadondo Road, Kampala District. The study also covered project offices and Agencies under the MoES including National Curriculum Development Centre (NCDC), examination bodies and Higher Education Students Financing Board (HESFB).

3.5 Target Population

There were 468 officials in total that made up the study population. These included: 35 Top Management officers (Directors, Heads of Agencies and Commissioners); 63 middle level officers (Assistant Commissioners, Heads of Units and technical heads in Agencies); 98 project and contract staff under the different projects in the sector; 231 departmental staff in the Ministry and 45 representatives of the academia community in Kampala district. Respondents from Top Management of the Ministry were selected to participate since they have the absolute and final say in ensuring that M&E results are utilized in guiding their decision making processes; program coordinators and officers were selected because they make decisions on daily project operations; and, departmental staff were included in the study because they implement programs of the Ministry, whereas the academia community representatives were selected because they are the beneficiaries of the Ministry's activities and are aware of the extent to which MoES performs its roles effectively.

3.6 Sampling Procedures and Techniques

The researcher used probability sampling techniques in the course of undertaking this study. The choice to utilize probability sampling technique was justified by the fact that it enables the researcher to make statistical inferences in form of generalizations from the established sample of respondents. This way, probability sampling procedure provided greater external validity for the study findings since the study aimed at comparing the influencing factors for utilization of M&E results as determined by the different groups of respondents, including; males and females, long-serving and shorter-serving staff of the Ministry of Education, among other parameters.

Consequently, the study's participants were chosen using a straightforward random selection method. In undertaking this, the researcher developed a sampling frame by preparing a list of all names from the employee register of MoES. After this, the pieces of paper bearing names of the officials were put in a box and shuffled up properly, and then individual papers bearing names were picked from the box, one at a time, without replacing any piece of paper that had been drawn out. The names on the papers drawn out constituting the sample size are what were considered by the researcher for purposes of undertaking this study.

3.7 Sample Population

Sloven's formula (Kothari, 2004) was utilized in determining the study's sample size since it has been argued to be the most appropriate method where the population size is less than 10,000.

Thus, the size of the sample was determined basing on the formula: $n = \frac{N}{1 + N(e)^2}$

Where; **n** denotes the sample size,

N denotes the total size of the population for the study, and

e denotes the margin of error of 0.05

Consequently, the total size of the study sample was 215.6 ~ 216 respondents, and these are reflected in the table below:

Table 1: Total population, sample size and data collection method

Category of Respondent	Study Population	Sample size	Data Collection Method
Top management officials	35	10	Interview Method
Academia representatives	45	21	Questionnaire Method
Mid-level management Officers	63	30	Questionnaire Method
Departmental staff	231	125	Questionnaire Method
Program and Project officials	98	30	Questionnaire Method

Total	468	216	
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Source: Primary data & MoES Staff lists (2022)

3.8 Construction of Research Instruments

These refer to tools that are utilized in collection of data (Mugenda and Mugenda, 2003). The instruments utilized for undertaking the study comprised Questionnaire and Interview guide.

3.8.1 Questionnaire

A "research tool composed of a number of questions and other prompts aimed at gathering information from respondents" is referred to as a questionnaire (Amin, 2005). The researcher utilized a standard questionnaire to gather raw information from middle level management officials, departmental staff, project and program officials as well as representatives of the academia.

3.8.2 Interview Guide

This refers to an instrument for gathering qualitative data by prescribing a series of inquiries and subsequently guiding the probing and prompting of resultant responses (Kathuri, 2004). The researcher used an interview guide while conducting interviews with select Top Management officials.

3.9 Testing for Validity and Reliability / Trustworthiness

In an effort to ensure quality data collection, the researcher paid due consideration to validity and reliability of the data collection procedure as follows.

3.9.1 Validity

The degree to which research instruments measure what they are supposed to measure is known as validity (Oso & Onen, 2008). During the study, the researcher relied on the professional guidance and judgement of his research supervisors to warrant validity of the research tools. In this regard, the project supervisor was regularly contacted to appraise the validity of the content in the research tools vis-a-vis the study questions and objectives.

3.9.2 Reliability

Reliability means the degree to which a research instrument yields consistent results regarding a given research area when it is administered at different intervals (Sekaran, 2016). To guarantee the dependability of the study instruments, they were subjected to a pre-test and a 95% level central limit was undertaken basing on 0.7 Cronbach alpha coefficient. All tools that meet the 95% consistence mark were adopted and used for the field study whereas those that were below the 95% mark were redesigned to bring their consistence within the acceptable level.

3.10 Data Collection Methods and Procedures

In course of undertaking the study, the researcher utilized primary and secondary data sources. The researcher used qualitative and quantitative methods in collecting data during the study. Self-administered questionnaires and interviews were relied upon in collection of primary data

whereas secondary data was gathered through document review covering progress reports, monitoring and evaluation reports, and project appraisal documents, among others.

3.10.1 Questionnaire Survey

A questionnaire survey is a technique for gathering data that involves asking respondents questions and providing additional suggestions to get information from them (Amin, 2005). The researcher used this method to gather primary data from middle level management officials, departmental staff, project and program officials as well as representatives of the academia, and the proposed questionnaire is provided in *Appendix 1*.

3.10.2 Interview

Interview refers to the technique of gathering data by questioning respondents and probing or prompting their responses to acquire deeper insight into the views and opinions on a particular subject of interest (Kathuri, 2004). The researcher relied on this method to gather primary data from top management officials with aid of a semi-structured interview guide as shown in *Appendix II*.

3.10.3 Data Collection Procedure

Using an introduction letter from MKU, the researcher obtained approval from MoES, Uganda authorities to undertake the research study. The researcher used an introduction letter from MKU to get authorization from MoES authorities to conduct the research study. The draft questionnaire was pre-tested on a sample of ten respondents whereas the interview guide was pre-tested on two

respondents at MoES location. The researcher relied upon the findings from the pre-testing to determine the amendments for adapting and improving the questionnaire and interview guide. The researcher contacted relevant officials to whom the introductory letter was made and they jointly came up with appropriate dates and timelines on which to administer the study tools to the respondents. In the process of conducting the study, the researcher explained the research questions and ensured that the respondents adequately understood the contents of the specific questions. The data collection was undertaken for a total duration of two weeks. The researcher rescheduled an appointment with the targeted respondents in consultation with the Ministry authorities on one occasion when a situation of non-completeness of the data collection arose.

3.11 Data Analysis Techniques and Procedure

The researcher undertook quantitative and qualitative data analysis as described below.

3.11.1 Qualitative Analysis

Qualitative data collected through interviews was examined using content analysis method. Content analysis is “a technique of collecting and scrutinizing the content of text” (Carbone, 2009). In this context, phrases, words, sentences, pictures, symbols, numbers as well as ideas were taken to form “content” to be analyzed under the study. The analysis of content was done both quantitatively and qualitatively. The gathered data was compiled into a single data pool, from which it was thematically categorized, synced, and transcription was done. To facilitate the reduction of themes into major topics, a coding scheme was devised in terms of basic concepts such as frequency (the number of times a response appears), direction (correlation), intensity (the power of content), and quantity (the amount of content). These overarching themes served as the

foundation for extending out the emerging problems associated with the study questions. Data interpretation was done with consideration to the research objectives, and patterns of connections and hints from the themes pertaining to the research questions were noted. To reduce double selection and other types of repetition errors, checking was done.

3.11.2 Quantitative Analysis

Quantitative data generated under this study was analyzed using descriptive statistics and this entailed the tallying and subsequent analysis of responses from filled questionnaires and these were collated, grouped and categorized using frequency distribution, per centage distribution, and mean or averages of the said responses. The generated data was edited, coded, captured and subsequently manipulated to generate summary statistics which are subsequently discussed in chapter 4. The researcher employed sophisticated MS Excel computer software for data collection, organization, manipulation, and analysis in order to produce results, all while saving time and money and improving the accuracy and dependability of the study findings. The results from this analysis were grouped and probed further using a thematic approach which linked the said results to respective study objectives which the study set out to examine.

3.12 Ethical Considerations

The privacy and confidentiality of the study participants' personal information was the primary ethical factor to be taken into account while conducting the study. Before beginning the survey, the respondents were made aware that they were not obliged to divulge any personal information, such as names, phone numbers, addresses, or other contact details, in order to ensure their privacy.

The participants were also made aware of the fact that taking part in the study is entirely optional and that they are free to decline the offer of participation.



CHAPTER 4:

DATA ANALYSIS, FINDINGS AND PRESENTATION

4.1 Introduction.

This chapter presents the results, analysis of the results, and interpretation of findings from the study based on the objectives and variables of the study. This is presented commencing with the respondents' demographics and moving on to the findings in accordance with the objectives of the study.

4.2 Research Presentation, interpretation and discussion

4.2.1 Response rate of respondents

The study's participant response rate is displayed in the table below:

Table 4.1: Showing the response rate of respondents

Population Category	Targeted Sample Size	Effective Respondents	Response Rate (%)	Cumulative Rate (%)	
Top level Management	10	7	70	3.7	3.7
Academia	21	18	85.7	9.4	13.2
Mid-level Management	30	30	100	15.7	28.8
Departmental Staff	125	115	92	60.2	89
Project and Program officials	30	21	70	10.9	100
Total (Average)	216	191	83.54%		100

Source: Primary Data (Researcher, 2022)

The study had a target sample size of 216 respondents but due to COVID-19 related regulations, the number of persons at the sites of the study was minimized. Consequently, a total of 191 respondents were involved in the study contributing to 83.54% of the envisaged study sample. In addition, several respondents said they would not be open to meeting in person and thus preferred to have the questionnaires sent to them on email so that they could participate in the study remotely. Of these, 65% returned the filled questionnaires and others did not thus contributing to the effective sample of respondents standing at 83.54% of the projected sample size.

4.2.2 Demographic data of respondents

The table below shows the demographic breakdown of the respondents who took part in this study:

Table 4.2 showing the demographic data and characteristics of respondents

Demographics	Frequency (N=191)	Percentage (%)
AGE (YEARS)		
Less than 25	5	1.57
26 to 35	79	41.36
36 to 45	67	35.09
46 to 55	31	16.23
Above 56	9	4.71
SEX		
Female	73	38.22
Male	118	61.78
Education Level		
PhD	10	5.24
Masters	52	27.23
Bachelors	113	59.16
Diploma	16	8.38
Certificate	0	0
Others	0	0
Duration of service at MOES		
below 1 year	12	6.28
1 to 5 years	70	36.65
6 to 10 years	86	45.03

above 10 years	23	12.04
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Source: Primary Data (Researcher, 2022)

Data and information from 191 respondents was collected, collated, synthesized and analysed for presentation as regards to utilization of M&E results by the Ministry of Education and Sports in delivering Government programmes. The majority of study participants – 41.36% of the total sample size – were respondents who were between the ages of 26 and 35. This category is representative of the most youthful stage of work of employees who are active, energetic and have zeal in doing the work and activities of the Ministry (Chawla, L., 1999). As such, it can be postulated that majority of the participants in the study represent the age at which most persons are enthusiastic, cooperative and eager to take part in research as compared to other age groups.

The findings also indicated that most of the employees in MoES sectors are male with 61.78% of the respondents being male and 38.22% of the participants in the study being female. It was further established that most of the M&E activities in the sector are being done by degree holders at 59.16%, followed by master’s holders at 27.23%, then diploma holders standing at 16.23% and PhD holders standing at 5.24%. This demonstrates availability of adequate competence among personnel of the MoES to effectively undertake the tasks and procedures related to M&E results generation and utilization. Additionally, the results showed that 45.03% of the respondents had been employed by the Ministry for six to ten years, and 36.65% had been employed by the Ministry for more than ten years, an indicator that they are well versed with all systems and involved in the M&E activities relating with programme, project and policy design, implementation and review. These findings generally auger well with the assertions by Kabeyi, M. (2019) who advocates for prevalence of adequate capacity and sufficient proficiency to formulate M&E indicators, prepare procedural manuals, come up with data collection tools as well as to determine the appropriate

Information and Communication Technology (ICT) and software for information processing and management present as primary requirements towards all efforts to mainstreaming M&E in organizations.

4.3 Discussion of Individual Objective Results

Numerous conclusions from the study were drawn, and they were all influenced by the research questions and objectives. Consequently, the individual objective results are presented as follows:

4.3.1 Objective 1 findings: Impact of information availability on utilization of M&E results in the Ministry of Education and Sports.

Objective number 1 which this study set out to assess was how information availability affects utilization of M&E results in delivery of Government programmes. Consequently, the respondents were requested to provide their opinions relating to their concurrence or disagreement with the provided statements, and these responses were provided on the basis of the Likert scale of 1 to 5 as advanced by Joshi, et al (2015), where: 1 signifies ‘strongly disagree’; 2 signifies ‘disagree’; 3 signifies ‘neutral’ response; 4 signifies ‘agree’; and 5 signifies ‘strongly agree’. The findings from this are presented as per table 4.3 below:

Table 4.3: Impact of information availability on utilization of M&E results

Statement	1 N (%)	2 N (%)	3 N (%)	4 N (%)	5 N (%)
There is routine supervision of the compilation process for M&E data in your organization	6(3.1)	0	0	156(81.7)	29(15.2)
There is access to timely reporting of M&E results in the MoES	0	27(14.1)	0	150(78.6)	14(7.3)

Sufficient funding for M&E activities is always provided by MoES	0	39(20.4)	0	144(75.5)	8(4.1)
Funds for M&E activities are allocated in a timely manner.	0	10(5.2)	14(7.3)	100(52.4)	67(35.1)
The Ministry makes use of M&E reports while making decisions.	3(1.5)	17(8.9)	44(23.0)	117(61.3)	9(4.7)
The various education sector stakeholders consult monitoring and evaluation reports as they design their work plans and activities.	3(1.6)	14(7.3)	38(19.9)	107(56.0)	29(15.2)
The culture of utilizing M&E results in routine operations is very low in the Ministry.	9(4.7)	100(52.4)	26(13.6)	34(17.8)	22(11.5)
MoES has got an M&E operational manual.	0	0	18(9.4)	151(79.1)	22(11.5)
Staff always follow the Ministry's M&E operational manual in conducting routine M&E activities for its projects, programs and policies.	2(1.0)	9(4.7)	15(7.9)	149(78.0)	16(8.4)

Source: Primary Data (Researcher, 2022)

According to findings concerning the impact of information culture and availability on utilization of M&E results, a number of organizational factors were deemed by the respondents as being critical towards affecting utilization of M&E results in the design, execution and review of Government programmes, projects and policies. These findings are discussed in the subsequent paragraphs.

When it comes to existence of routine supervision of the compilation process for M&E data, majority of the respondents, that is 81.7% were in agreement that there is adequate supervision over the M&E data compilation processes, whereas 15.2% strongly agreed and 3.1% disagreed with the statement. This indicates that MoES offers the required and routine supervision towards the compilation process for M&E data. In addition, 78.6% of respondents agreed that M&E results are timely reported in the MoES, compared to 14.1% who disagreed and 7.3% who strongly disagreed. Thus, despite a significant portion of the respondents agreeing on existence of timely

access to M&E data, a significant portion of the respondents, namely 21.4% disagreed on existence of accessible and timely M&E data.

On the matter of sufficient funds being allocated by MoES to support M&E activities, 20.4% of the respondents disagreed whereas 75.5% agreed, and 4.1% of the respondents strongly agreed that sufficient funds are allocated towards execution of M&E activities. Relatedly, in assessing whether there is timely allocation of funds for M&E activities, a cumulative total of 87.5% of the respondents agree that funds are allocated to M&E activities in a timely manner whereas 7.3% are neutral and 5.2% disagree on existence of timely allocation of funds for M&E activities. This implies that to a greater extent a sufficient budget is provided by MoES to support M&E activities and this is availed in a timely manner.

The discoveries relating to whether the Ministry makes use of M&E reports while making decisions indicate that 61.3% of the respondents concur and 4.7% strongly concur that the M&E reports are indeed utilized while making decisions. However, 8.9% disagree and 1.5% strongly disagree whereas 23% provided a neutral response on whether the Ministry makes use of the M&E reports while making decisions. On the question of whether the various education sector stakeholders consult M&E reports as they design their work plans and activities, the discoveries reveal that 56% of the respondents agree, 15.2% strongly agree whereas 19.9% offered a neutral response and 8.9% cumulatively disagree. This demonstrates the fact that the various users of M&E information to a larger extent utilize the M&E results while designing their respective interventions. As such, the prevailing sentiments in MoES in relation to this are aligned with the

evidence-based theory by Carbone (2008) and shows the importance of proof of prior success in effecting subsequent reforms.

Furthermore, the findings on whether the culture of utilizing M&E results in routine operations is very low in the MoES reveal that 52.4% of the respondents disagree, and 4.7% of the respondents strongly dispute this notion. Also, 13.6% of the respondents provided a neutral response whereas 17.8% agreed and 11.5% strongly agreed that the culture of utilizing M&E results in routine operations of MoES is very low. This indicates that the vast majority of participants find the culture within MoES as being supportive towards utilization of M&E results in guiding routine operations. However, a significant portion amounting to 42.9% of the respondents were either non – committal or outrightly disagreed that the culture within MoES supports utilization of M&E results in routine operations. This demonstrates the fact that utilization of M&E results in routine operations is not wholly embraced and entrenched in the organizational culture MoES and this can be explained by the fact the M&E is a relatively new development in education service delivery. However, the trend of acceptance demonstrates the progressive steps being taken to embrace and mainstream utilization of M&E results within the routine operations of the Ministry.

This study objective also explored whether the MoES has got an M&E operational manual and 79.1% of the respondents concurred and 11.5% of the respondents strongly concurred that the said operational manual exists. Only 9.4% of the respondents offered a neutral response towards this line of inquiry and this demonstrates the fact that the Ministry indeed has an M&E operational manual which guides all personnel as they undertake M&E activities. Finally, the research aimed to determine if the MoES staff always follow the Ministry's M&E operational manual in

conducting routine M&E activities for its projects, programs and policies. The findings from this line of inquiry established that 78% of the respondents concurred, and 8.4% of the respondents strongly concurred with the notion that the MoES staff always follow the Ministry's M&E operational manual. In addition, the findings reveal that 7.9% of the respondents provided a neutral response whereas 4.7% disagreed and 1% strongly disagreed that the MoES staff always follow the Ministry's M&E operational manual. Therefore, the findings from this line of inquiry demonstrate the fact that MoES has an M&E operational manual and this manual is followed by staff of the Ministry in conducting M&E activities.

Generally, the findings from analyzing respondents' responses relating to objective 1 of this study reveal that the MoES has systems, culture and resources which are dedicated to generation and utilization of M&E results. This shows the relevance of the evidence – based theory towards efforts to entrench use of M&E results in MoES' decision making processes. The findings also reveal the fact that adequate finances are availed by the Ministry to support M&E activities, and this is in line with the conclusions of D.N. Nyamongo (2017), who asserts that financial allocation affects how M&E activities are carried out.

4.3.2 Objective 2 findings: Impact of information processing skills on utilization of M&E results in Ministry of Education and Sports

The second goal of the study was to investigate how information processing abilities affect how M&E results are used in MoES. As such, the respondents were requested to provide their opinions relating to their agreement or disagreement with the provided statements and these responses were also provided on the basis of the Likert scale of 1 to 5, as advanced by Joshi, et al (2015), where:

1 signifies ‘strongly disagree’; 2 signifies ‘disagree’; 3 signifies ‘neutral’ response; 4 signifies ‘agree’; and 5 signifies ‘strongly agree’. The findings from this are provided in table 4.4 below:

Table 4.4: Impact of information processing skills on utilisation of M&E results in MoES

Statement	1 N (%)	2 N (%)	3 N (%)	4 N (%)	5 N (%)
Education information users possess the required competency and knowledge to use M&E results to guide their routine and strategic operations	0(0.0)	3(1.6)	10(5.2)	106(55.5)	71(37.2)
Lack of enough data in Reports presented affects usage of results and findings from the different M&E Reports	0	7(3.7)	11(5.8)	132(69.1)	41(21.5)
The design of M&E reporting systems is easy to use by the various education sector stakeholders	0	16(8.4)	15(7.9)	141(73.8)	19(9.9)
Data collection skills still lack among some staff of the Ministry	24(12.6)	26(13.6)	40(20.9)	65(34.0)	36(18.8)
Skilled and qualified personnel are required for effective management of M&E systems in your organization	0	0	0	148(77.5)	43(22.5)
Collected M&E information that is stored as manual paper records subjects the information to wastage through poor handling and physical deterioration of the paper files	11(5.8)	24(12.6)	4(2.1)	117(61.3)	34(17.8)
The computer applications and software used for M&E data manipulation, storage and interpretation are not readily available, complicated and highly priced.	16(8.4)	88(46.1)	16(8.4)	61(31.9)	10(5.2)
Late M&E results/data is presented at MoES Headquarters and other management offices	6(3.1)	10(5.2)	9(4.7)	126(66.0)	39(20.4)

The Ministry of Education offers routine capacity development training for its staff in M&E methods and tools for effective information processing and utilization of M&E results	34(17.8)	76(39.8)	5(2.6)	55(28.8)	21(11)
Poorly presented M&E results or data affects its utilization	0	0	0	159(83.3)	32(16.7)
The quality of M&E results in the MoES is poor	23(12)	70(36.7)	28(14.7)	49(25.7)	21(11.0)
Incomplete M&E data cases are experienced at MoES	9(4.7)	55(28.8)	26(13.6)	77(40.3)	23(12.0)

Source: Primary Data (Researcher, 2022)

The findings in table 4.4 above depict respondent views relating to the impact of information processing systems on utilisation of M&E results in MoES. The findings are thus discussed in the subsequent paragraphs.

On possession of the required competency and knowledge to use M&E results to guide their routine and strategic operations by education information users, 55.5% agreed and 37.2% of those surveyed said they strongly agreed with the assertion. However, 5.2% provided a neutral response and 1.6% disagreed that the different education information users possess the required competency and knowledge to use M&E results to guide their routine and strategic operations. Relatedly, the findings on whether lack of enough data in reports presented affects usage of results and findings from the different M&E Reports reveal that 69.1% agreed, whereas the statement was strongly agreed with by 21.5% of respondents. Also, 5.8% of the respondents offered a neutral response and 3.7% of them disagreed with the statement, thereby depicting strong consensus among respondents on the fact that lack of enough data in reports presented affects usage of results and findings from the different M&E Reports.

The findings related to the design of M&E reporting systems being easy to use by the various education sector stakeholders revealed that a cumulative total of 83.7% (with 73.8% of the respondents agreeing and 9.9% strongly agreeing) concurred with the statement whereas 8.4% disagreed and 7.9% were neutral as far as the statement is concerned. This indicates that most participants think MoES's M&E reporting instruments are easy to use. In addition, responses from respondents relating to whether data collection skills still lack among some staff of the Ministry indicate that 34% agree and 18.8% strongly disagree with the statement whereas 13.6% disagree and 12.6% strongly disagree with the statement. This finding, compounded by the fact that 20.9% of the responses offered a neutral response in relation to the statement denote the divergent views of stakeholders on whether data collection skills still lack among some staff of the Ministry.

When it comes to whether skilled and qualified personnel are required for effective management of M&E systems in MoES, the entire respondents agreed with the statement with 77.5% agreeing and 22.5% strongly agreeing. On whether the collected M&E information that is stored as manual paper records subjects the information to wastage through poor handling and physical deterioration of the paper files; a total of 79.1% of the respondents concurred with the statement, of which 61.3% agreed and 17.8% strongly agreed; whereas 12.6% disagreed and 5.8% strongly disagreed. In addition, 2.1% of the respondents offered a neutral response to the statement. These findings auger well with those made by White et al. (2013) in their study about M&E systems utilisation revealed that the main challenge facing M&E systems is the lack of prerequisite skills and knowledge and which is often reflected in the fact that a lot of data that is physically stored on papers is wasted and not put to proper usage within organizations by the different departments concerned. Relatedly, on whether the computer applications and software used for M&E data manipulation,

storage and interpretation are not readily available, complicated and highly priced, 37.1% cumulatively agreed (with 31.9% agreeing and 5.2% strongly agreeing) with the statement. A cumulative total of 54.5% respondents disagreed with the statement (with 46.1% disagreeing and 8.4% strongly disagreeing) whereas 8.4% of the respondents provided a neutral response. This denotes the fact that majority of responders rejected the assertion that computer applications and software used for M&E data manipulation, storage and interpretation are not readily available, complicated and highly priced.

Also, when it comes to whether late M&E results/data is presented at MoES Headquarters and other management offices, majority of the respondents standing at a cumulative total of 86.4% (with 66% agreeing and 20.4% strongly agreeing) agreed with the statement. Cumulatively, 8.3% of the responders disputed the assertion (with 5.2% disagreeing and 3.1% strongly disagreeing) whereas 4.7% gave a neutral response. This indicates that the majority of respondents who took part in the survey recognize M&E results as being presented to the MoES headquarters in a late and untimely manner. Relatedly, on if the MoES offers routine capacity development training for its staff in M&E methods and tools for effective information processing and utilization of M&E results, a cumulative total of 57.6% of the respondents disagreed, with 39.8% disagreeing and 17.8% strongly disagreeing. 28.8% of the respondents concurred and 11% strongly concurred whereas 2.6% of the respondents gave a neutral response to the assertion. This shows that the MoES does not offer routine capacity development training for its staff in M&E methods and tools which are necessary for effective information processing and utilization of M&E results.

The findings related to whether poorly presented M&E results or data affects its utilization revealed that all respondents agree with the statement, with 83.3% agreeing and 16.7% strongly agreeing. This study objective also sought to analyze if the quality of M&E results in the MoES is poor and 25.7% of the respondents concurred whereas 11% strongly concurred with the assertion. Also, a cumulative total of 48.7% disagreed (with 36.7% of the respondents disagreeing and 12% strongly disagreeing) with the notion that the quality of M&E results in the MoES is poor whereas 14.7% of the respondents gave a neutral response. This demonstrates presence of disaggregated views by the respondents on whether the quality of M&E results in the MoES is poor, but with the majority, that is 48.7% disagreeing that the quality of M&E results in MoES is poor. Lastly, on whether incomplete M&E data cases are experienced at MoES, 40.3% agreed and 12% strongly agreed with the statement. Also, 28.8% disagreed and 4.7% of those surveyed firmly disagreed with the assertion that incomplete M&E data cases are experienced at MoES whereas 13.6% of the respondents offered a neutral response. This finding confirms the belief by the participating respondents that incomplete data cases are experienced at MoES due to the majority of 52.6% agreeing with this statement.

Generally, the responses from respondents relating to objective 2 of this study present the picture that information processing systems exist in MoES which to a large extent support and enable the utilization of M&E results in guiding operations of the Ministry. Nevertheless, several issues with this system have also been noted, and these have to do with data processing on all fronts, including planning, presenting and management in the Ministry. Even though training and capacity development are in place in the Ministry, these have been found as not being sufficient enough to

empower the workers to gain substantial amount of required technical knowledge in analyzing M&E data to form useful M&E results.

4.3.3 Objective 3 findings: Impact of organizational culture on utilization of M&E results in Ministry of Education and Sports

The third independent variable which this study sought to analyze examined how the constituent parameters of organizational culture, namely; beliefs, values and attitude, affect utilization of M&E results in MoES and this is linked to the assertion by Pretorius et al, 2012 who contends that it's only the measurable attributes and values that determine the performance and utilization of different M&E indicators. The findings from this review are provided in table 4.5 below:

Table 4.5: Impact of Organizational Culture on utilization of M&E results

Statement	1 N (%)	2 N (%)	3 N (%)	4 N (%)	5 N (%)
MoES lacks motivating incentives to staff during M&E data management activities	43(22.5)	53(27.7)	27(14.1)	58(30.1)	10(5.2)
There are some beliefs that M&E data collected is useless	41(21.5)	47(24.6)	24(12.6)	56(29.3)	23(12.0)
There is poor attitude to M&E data collection at MoES	36(18.9)	43(22.5)	31(16.2)	71(37.2)	8(4.2)
Collecting M&E information that adds no value demotivates me	11(5.8)	23(12.0)	5(2.6)	109(57.1)	43(22.5)
The Ministry understands and appreciates my roles and responsibilities regarding processing and management of M&E data and results.	0	14(7.3)	0	149(78.0)	28(14.7)
Collecting M&E data that is not used for decision making discourages me	0	0	4(2.1)	165(86.4)	22(11.5)
There is a customized way of making decisions in the Ministry that does not take into consideration M&E results.	32(16.8)	47(24.6)	12(6.3)	85(44.5)	15(7.9)

Source: Primary Data (Researcher, 2022)

The participants' respondents relating to impact of Organizational Culture on utilization of M&E results as presented in table 4.5 above are discussed in detail in the subsequent paragraphs.

The first variable which was reviewed under this section assessed whether MoES lacks motivating incentives to staff during M&E data management activities and a cumulative total of 35.3% of the respondents agreed, with 30.1% agreeing and 5.2% strongly agreeing with the statement. Majority of the respondents, standing at 50.2% disagreed with 27.7% disagreeing and 22.5% strongly disagreeing, whereas 14.1% of the respondents offered a neutral response, and this denotes the fact that the study respondents to a larger extent find the MoES possessing motivating incentives to staff during M&E data management activities. The other variable which was assessed hereunder related to establishing whether there are some beliefs that M&E data collected is useless. Findings reveal that cumulatively, 46.1% of those surveyed disagreed with the assertion (with 21.5% strongly disagreeing and 24.9% disagreeing) whereas 41.3% of the respondents cumulatively concurred with the assertion (with 29.3% agreeing and 12% strongly disagreeing). 12.6% of the respondents offered a neutral response, and thus, the respondent views depict strong polarization on the statement, but with a slight majority standing at 46.4% being of the view that some beliefs that the M&E data collected is useless are not correct.

When it comes to whether there is poor attitude to M&E data collection at MoES, findings reveal that 37.2% of the respondents concur and 4.2% strongly concur with the assertion. 22.5% of the participants in the study disagree and 18.8% strongly disagree with the statement. This has led to a situation where the respondent opinion is evenly split with 41.4% cumulatively agreeing and ~

41.4% cumulatively disagreeing with the statement, whereas 16.2% offered a neutral response to the statement on if there is poor attitude to M&E data collection at MoES. Relatedly, when it comes to analyzing whether collecting M&E information that adds no value demotivates the different staff of the Ministry, a cumulative total of 79.6% of the respondents (with 57.1% agreeing and 22.5% strongly agreeing) concurred with the statement. 12% of the respondents disagreed and 5.8% strongly disagreed whereas 2.6% gave a neutral response. This demonstrates that majority of the study participants hold the belief that collecting M&E information which adds no value is demotivating towards the different staff of the Ministry, and this affirms the context of the Principal – Agent theory in that agents tend to be demotivated where they input in form of M&E results is not valued and subsequently utilized by their Principals.

On whether the Ministry understands and appreciates the roles and responsibilities of different personnel regarding processing and management of M&E data and results, the majority of those surveyed standing at 78% of the participants agreed and 14.7% strongly agreed with the assertion. It was only 7.3% of the respondents who disagreed with the assertion and this implies that majority of the respondents (standing at 92.7%) hold the view that MoES understands and appreciates the roles and responsibilities of different personnel regarding processing and management of M&E data and results. The other aspect of this IV which the research aimed to evaluate was whether gathering M&E data that is not used for decision making discourages the staff of MoES. Findings on this statement reveal that 86.4% of the respondents concur and 11.5% strongly concur whereas 2.1% gave a neutral response. This indicates that almost all the study respondents hold the view that collecting M&E data that is not used for decision making discourages the staff of MoES who are involved in the said M&E activities.

When it comes to assessing whether there is a customized way of making decisions in the Ministry that does not take into consideration M&E results, 44.5% of the surveyed participants concurred and 7.9% strongly concurred leading to cumulative agreement of 52.4%. On the other side, 24.6% disagreed and 16.8% of the surveyed participants strongly disagreed with the assertion whereas 6.5% provided a neutral response. This indicates that majority of the respondents, standing at 52.4% concurred with the statement, thereby denoting the existence of a customized way of making decisions in the Ministry that does not take into consideration M&E results. However, a significant portion of the respondents, standing at 41.4% hold the view that such a customized way of making decisions irrespective of what is recommended by M&E results does not exist in MoES and this calls for deeper probing into this assertion.

The general picture which is presented from the findings related to impact of Organizational Culture on making use of M&E results indicates that the vast majority of responses agree that the different organizational cultural parameters encompassing beliefs, values and attitudes which are prevailing in MoES support the utilization of M&E results to a larger extent. Despite the presence of this general verdict, findings were also established which demonstrate an inherent contradiction among respondents with some responses, for example on whether there is poor attitude to M&E data collection at MoES, being evenly split. This calls for further analysis and research being conducted in order to determine how beliefs, values and attitudes respectively influence the utilization of M&E results in MoES. Generally, the findings on study objective 3 are aligned with the findings from Acevedo, et al, 2010 who postulates that a stable and capable human resource with good beliefs, values and attitude are capable of sustaining an organization and push it further

through sustainable use of M&E systems in addition to institutionalized uptake of M&E results utilization.

4.3.4 Findings on utilization of M&E results in Ministry of Education and Sports

The study explored respondent views relating to the dependent variable, namely the utilization of M&E results in project and program planning and improvement; project and program evaluation and review; policy development and review; as well as advocacy and resource mobilization. This analysis was undertaken on basis of the Likert Scale of 1 to 5, as advanced by Joshi, et al (2015), where: 1 signifies ‘strongly disagree’; 2 signifies ‘disagree’; 3 signifies ‘neutral’ response; 4 signifies ‘agree’; and 5 signifies ‘strongly agree’ with the stated probing statements. These findings are provided in table 4.6 below.

Table 4.6: Utilization of M&E results in MoES

Statement	1 N (%)	2 N (%)	3 N (%)	4 N (%)	5 N (%)
M&E data collected in the sector is used to guide the practice and allocation of resources by the Ministry	3(1.6)	21(11.0)	9(4.7)	109(57.1)	49(25.7)
Monthly M&E reports compiled are shared with all relevant stakeholders	0	7(3.7)	3(1.6)	142(74.3)	39(20.4)
There is routine use of M&E data to monitor indicator performance among the different areas and levels of the education and sports sector	2(1.0)	26(13.6)	7(3.7)	112(58.6)	44(23.0)
Education managers at all levels are provided with feedback regarding the routine M&E reports they submit to the Ministry of Education	2(1.0)	21(11.0)	14(7.3)	105(55.0)	49(25.7)

Timely M&E information collection relating to education quality is undertaken for use by different stakeholders	4(2.1)	32(16.8)	5(2.6)	113(59.2)	37(19.3)
Decisions in the Ministry are made basing on routine education M&E results or findings	3(1.6)	20(10.5)	9(4.7)	111(58.1)	48(25.1)
There is periodic evaluation of Ministry's target performance indicators	0	29(7.6)	5(1.3)	229(59.9)	119(31.2)
Decisions based on evidence as presented by M&E results improve the quality and efficiency of education service delivery	0	3(1.6)	0	126(66.0)	62(32.5)
Periodic review meetings are undertaken to assess how M&E results are utilized in the education sector	7(3.7)	37(19.4)	6(3.1)	111(58.1)	29(15.2)

Source: Primary Data (Researcher, 2022)

The findings presented in table 4.6 above depict the respondent views relating to utilization of M&E results in MoES. These findings are further discussed and elaborated upon as follows.

The findings on whether M&E data collected in the sector is used to guide the practice and allocation of resources by the Ministry reveals that 57.1% of the surveyed participants concur and 25.7% strongly concur with the statement whereas 11% disagree and 1.6% strongly disagree with the statement. 4.7% of the respondents offered a neutral response and this indicates the fact that the majority of survey participants believe that M&E data collected in the sector is used to guide the practice and allocation of resources by the MoES. The findings also reveal that when it comes to assessing if monthly M&E reports compiled are shared with all relevant stakeholders, 74.3% of the surveyed participants concur and 20.4% strongly concur with the statement. Also, 1.6% of the respondents offered a neutral response whereas 3.7% disagreed with the statement and this shows

the strong belief in routine dissemination and sharing of compiled M&E reports with different stakeholders.

When it comes to assessing whether there is routine use of M&E data to monitor indicator performance among the different areas and levels of the Ministry of Education and Sports, a cumulative total of 81.6% (with 58.6% agreeing and 23.0% strongly agreeing) of the surveyed participants concur with the assertion. The neutral responses amounted to 3.7% of the surveyed participants whereas 13.6% disagreed and 1.0% strongly disagreed with the position that there is routine use of M&E data to monitor indicator performance among the different areas and levels of the education and sports sector. Relatedly, findings relating to whether education managers at all levels are provided with feedback regarding the routine M&E reports they submit to the MoES reveal that a cumulative total of 80.7% (with 55% agreeing and 25.7% strongly agreeing) of the surveyed participants agree with the assertion. Also, 11.0% disagreed and 1.0% of the surveyed participants strongly disagreed with the assertion whereas 7.3% offered a neutral response thereby depicting the strong belief in the fact that education managers at all levels are provided with feedback regarding the routine M&E Reports that are submitted to MoES.

On whether timely M&E information collection relating to education quality is undertaken for use by different stakeholders, responses from respondents reveal that 59.2% of the respondents agree and 19.3% strongly disagree implying a cumulative concurrence rate of 78.5%. 16.8% of the surveyed participants disagreed and 2.1% strongly disagreed whereas 2.6% gave a neutral response in relation to the statement. Also, on whether decisions in the MoES are made basing on routine education M&E results or findings, a cumulative total of 83.2% agreed (with 58.1% agreeing and

25.1% strong agreeing) with the statement. 4.7% were neutral whereas 10.5% disagreed and 1.6% strongly disagreed with the notion that decisions in the MoES are made basing on routine education M&E results or findings.

A cumulative total of 91.1% of the respondents agreed (with 59.9% agreeing and 31.2% strongly agreeing) with the statement that there is periodic evaluation of MoES's target performance indicators whereas 7.6% disagreed and 1.3% gave a neutral response on the statement. Relatedly, 66% of the respondents agreed and 32.5% of those surveyed said they strongly agreed with the notion that decisions based on evidence as presented by M&E results improve the quality and efficiency of education service delivery whereas 1.6% disagreed with the statement, thereby depicting the almost uniform agreement on the statement. Lastly, the respondent views on whether periodic review meetings are undertaken to assess how M&E results are utilized in the education sector reveals that 58.1% agree and 15.2% strongly agree with the assertion. Also, 19.4% of the surveyed participants disagree and 3.7% strongly disagree with the statement whereas 3.1% offered a neutral response in relation to the statement.

The general findings pertaining to the dependent variable, which is utilization of M&E results in MoES reveals a strong bias towards the notion that the M&E results generated by the Ministry are utilized for project and program planning and improvement; project and program evaluation and review; policy development and review; as well as advocacy and resource mobilization.

CHAPTER 5:

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This Chapter provides a snapshot of the findings from the study, discusses the said findings in relation to the study objectives, and provides recommendations for future improvements as far as identifying and putting in place appropriate mitigation strategies for factors affecting utilization of M&E results in implementation of Government programs is concerned. The study objectives were based on examining how (1) information availability, (2) information processing skills, and (3) organizational culture, affect utilization of M&E results in the Ministry of Education and Sports.

5.2 Summary of the Study Findings

The primary goal of the study was to evaluate how various organizational characteristics influence how M&E results are used in delivering Government programs in the Ugandan context. The specific objectives which the study explored to understand were: (i) To examine how information availability affects utilization of M&E results in the Ministry of Education and Sports; (ii) To examine how information processing skills affect utilization of M&E results in Ministry of Education and Sports; and, (iii) To examine how organizational culture affects utilization of M&E results in Ministry of Education and Sports. These summary findings are consequently discussed in the paragraphs below.

The study's initial goal was to look at how information availability affects utilization of M&E results in the Ministry of Education and Sports in implementation of projects, programmes and policies. The findings indicated that there is timely reporting of M&E results as well as timely allocation of adequate funds for M&E activities in MoES. Findings also reveal that MoES makes use of M&E reports while making reports and various education sector stakeholders consult M&E reports as they design their work plans and activities, whereas the culture of utilizing M&E results in routine operations of the MoES is very low. This calls for prudent efforts being undertaken to entrench utilization of M&E results to guide the strategic and routine decision making and operations of the Ministry.

The study's second goal was to look at how information processing skills affect utilization of M&E results in MoES in implementation of projects, programmes and policies. The study findings reveal that majority of education information users possess the required competence and knowledge to use M&E results to guide their routine and strategic operations and this is consistent with UNAIDS's 2008 study results, which demonstrate that for effective utilisation of M&E results and data, the staff interacting with it must possess the required skills, knowledge and competencies. However, challenges were also found to be still prevalent specifically when it comes to adequacy of information contained in M&E reports, storage of M&E results / reports, and deterioration of M&E reports kept in physical files. Relatedly, the findings under this objective point to the need for capacity building on M&E results utilization owing to some of the established gaps in monitoring information management such as presentation of incomplete data, poor presentation style of M&E results and late presentation of the results all of which contribute towards the utilization rate for M&E results.

The third objective examined under the study reveals that stakeholders in MoES hold the view that collecting M&E information which adds no value and is not utilized by the Ministry is a major demotivating factor towards efforts to entrench M&E in the Ministry. Findings under this objective also reveal that there is a customized way of making decisions in MoES which does not take into consideration M&E results, and this was attributable to the role of political guidance in the decision-making processes at MoES which often do not take into consideration the findings and recommendations of M&E results.

5.3 Conclusions

This study examined how organizational factors affect how M&E results are used to implement government programs. This examination was conducted in an endeavor to establish three objectives, which were to examine how information availability, information processing skills as well as organizational culture affect utilization of M&E results in the Ministry of Education and Sports. In line with the study findings discussed above, a number of conclusions have been reached and these are aligned with the said study objectives, and are subsequently discussed as follows:

When it comes to examining how information availability affects utilization of M&E results, the study found out that M&E results are readily available in MoES and they are often prepared in a timely and user – friendly manner. However, the prevailing environment in MoES does not favor utilization of M&E results by the different staff of the Ministry while undertaking their routine operations. This calls for concerted efforts aimed at enhancing availability and timely access to M&E information as well as changing the organizational attitude of MoES and its affiliate agencies

to build an enabling environment which favors ready adoption and utilization of M&E results to inform various operational and strategic activities of MoES.

The study findings relating to examination of how information processing skills affect utilization of M&E results in MoES reveal that cases of inadequate data collection skills among some staff of MoES were identified and these were found to have an adverse impact on the generation, presentation and completeness of M&E results that can be ably utilized by the wider Ministry personnel. Also, despite the existence of a digital Education Management Information System (EMIS), a significant amount of M&E information is still stored in paper – based and manual information management systems within the different departments and agencies of MoES. This exposes the M&E information to wastage and deterioration thus rendering it un-usable by the different MoES actors. In addition, the identified competence gaps call for regular capacity building for the different actors in generation and utilization of M&E results. However, such capacity building interventions are not currently being offered by MoES thereby negatively affecting M&E results generation and utilization.

Lastly, when it comes to examination of how organizational culture affects utilization of M&E results in MoES, findings reveal that despite the existence of motivating factors to staff who engage in M&E data and information generation and management activities, negative attitudes towards M&E still exist among some senior staff. Also, it was determined that generation of M&E results that are not utilized is a major de-motivating factor on the personnel involved in M&E results generation and preparation. The study also revealed that MoES generally understands and appreciates the roles and responsibilities of personnel engaged in generation, processing and management of M&E results. However, there also exists a customized way of making decisions

in MoES which does not necessarily take into consideration the guidance contained in M&E results. This denotes the fact that decision making in MoES takes into consideration other factors like political consideration, social concerns, economic feasibility and generally the prevailing context when given decisions are being made and this partly explains why M&E results are rarely relied upon to guide strategic and operational decision making in MoES.

5.3 Recommendations Based on the Project Findings

Several recommendations have been put forth in light of the project study's findings and conclusions. These recommendations are targeted towards different critical stakeholders, including government authorities, users of M&E information as well as researchers, academia and other stakeholders. These recommendations are provided in the subsequent paragraphs as follows:

The MoES should design and implement a mind – set change programme for all staff of the Ministry, especially those at managerial and political leadership levels, to enhance the embracing and utilization of M&E results to inform decision making. This should aim at creating a nurturing and progressive environment that is supportive towards adoption and utilization of M&E results.

The MoES should design and implement regular and sustainable capacity building and retooling programmes for all staff involved in the generation, analysis, preparation, presentation and utilization of M&E results. In addition, the MoES should embark on a programme to migrate its M&E records and management procedures from paper – based systems to digital systems that are

inherently linked to the EMIS as an integrated and all – encompassing system for management and utilization of M&E information / results and other education sector information.

The MoES should develop a culture of evidence – based decision making through utilization of research findings as well as M&E results. This will result into more ready application and utilization of M&E results, thereby motivating the personnel engaged in M&E results generation and preparation to continue conducting their duties related to preparation of M&E results in a diligent, effective, timely and sustainable manner.

There is need to develop a culture of accountability where the different clients / beneficiaries of the MoES demand for evidence – based information on progress of the different reform and programmes undertaken by the Ministry. This will build an accountable system where the Ministry embraces M&E results as a guide to justify its actions and reports made to the different stakeholders / beneficiaries that it serves.

The different development partners of MoES should design and finance capacity building interventions for staff of the Ministry as part of their technical exchange programmes in the country. This will enable the Ministry to build the required capacity to streamline the development and utilization of M&E results to inform both strategic and operational activities within the Ministry.

5.4 Recommendations for further research in this field of study

The study findings above have highlighted the need to conduct further research in a number of areas of this field of study and these are as follows:

1. Analyzing the impact of political guidance and decisions on the practice and utility of M&E results in Government institutions.
2. An inquiry into how the Principal – Agent theory influences the acceptance, utilization and mainstreaming of M&E results in Government agencies.
3. The impact of information dissemination on demand and utilization of M&E results in Government agencies.



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APPENDICES

APPENDIX 1: QUESTIONNAIRE INTRODUCTION

My name is SSALI NOBERT, a student from Mount Kenya University. I am pursuing a Masters of Arts in Monitoring and Evaluation, and the University requires me to complete a research thesis in a field of personal interest before I can be awarded the degree. I am seeking your permission in filling this research questionnaire on “organizational factors affecting utilization of M&E results in implementation of Government programs”

Serial No:

SECTION A: BACKGROUND

Please tick or circle the appropriate number

1. AGE (Years)					
Less than 25 years	26 – 35 years	36–45 years	46 -55 years	56 years and above	
1	2	3	4	5	
2. SEX					
Female	Male				
1	2				
3. EDUCATION QUALIFICATION					
Doctorate	Masters	Bachelors	Diploma	Certificate	Others (specify)
1	2	3	4	5	6

4. DURATION OF SERVICE			
Below 1 year	1 - 5 years	6 - 10 years	Above 10 years
1	2	3	4

SECTION B: DETERMINANTS/INDEPENDENT VARIABLES

From questions 1 – 55, tick the column with the number that best indicates your opinion on the question using the following scale:

1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

No.	Statement	1	2	3	4	5
INFORMATION PROCESSING SYSTEMS AND THEIR IMPACT ON UTILISATION OF M&E RESULTS						
1	Education information users possess the required competency and knowledge to use M&E results to guide their routine and strategic operations					
2	Lack of enough data in Reports presented affects usage of results and findings from the different M&E Reports					
3	The design of M&E reporting systems is easy to use by the various education sector stakeholders					
4	Data collection skills still lack among some staff of the Ministry					
5	Skilled and qualified personnel are required for effective management of M&E systems in your organization					

No.	Statement	1	2	3	4	5
6	Collected M&E information that is stored as manual paper records subjects the information to wastage through poor handling and physical deterioration of the paper files					
7	The computer applications and software used for M&E data manipulation, storage and interpretation are not readily available, complicated and highly priced.					
8	Late M&E results/data is presented at MoES Headquarters and other management offices					
9	The Ministry of Education offers routine capacity development training for its staff in M&E methods and tools for effective information processing and utilization of M&E results					
10	Poorly presented M&E results or data affects its utilization					
11	The quality of M&E results in the MoES is poor					
12	Incomplete M&E data cases are experienced at MoES					
INFORMATION AVAILABILITY AND IMPACT ON UTILISATION OF M&E RESULTS						
14	There is routine supervision of the compilation process for M&E data in your organization					
15	There is access to timely reporting of M&E results in the MoES					
16	Sufficient funding for M&E activities is always provided by MoES					
17	Funds for M&E activities are allocated in a timely manner.					
18	The Ministry makes use of M&E reports while making decisions.					

No.	Statement	1	2	3	4	5
19	The various education sector stakeholders consult monitoring and evaluation reports as they design their work plans and activities.					
20	The culture of utilizing M&E results in routine operations is very low in the Ministry.					
21	MoES has got an M&E operational manual.					
22	Staff always follow the Ministry's M&E operational manual in conducting routine M&E activities for its projects, programs and policies.					
ORGANIZATIONAL CULTURE AND ITS IMPACT ON UTILISATION OF M&E RESULTS						
23	MoES lacks motivating incentives to staff during M&E data management activities					
24	There are some beliefs that M&E data collected is useless					
25	There is poor attitude to M&E data collection at MoES					
26	Collecting M&E information that adds no value demotivates me					
27	The Ministry understands and appreciates my roles and responsibilities regarding processing and management of M&E data and results.					
28	Collecting M&E data that is not used for decision making discourages me					
29	There is a customized way of making decisions in the Ministry that does not take into consideration M&E results.					

SECTION C: DEPENDENT VARIABLE: M&E RESULTS UTILISATION

From questions 1 –9, the column with the number that best indicates your opinion on the question using the following scales: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

No.	Statement	1	2	3	4	5
01	M&E data collected in the sector is used to guide the practice and allocation of resources by the Ministry					
02	Monthly M&E reports compiled are shared with all relevant stakeholders					
03	There is routine use of M&E data to monitor indicator performance among the different areas and levels of the education and sports sector					
04	Education managers at all levels are provided with feedback regarding the routine M&E reports they submit to the Ministry of Education					
05	Timely M&E information collection relating to education quality is undertaken for use by different stakeholders					
06	Decisions in the Ministry are made basing on routine education M&E results or findings					
07	There is periodic evaluation of Ministry's target performance indicators					
08	Decisions based on evidence as presented by M&E results improve the quality and efficiency of education service delivery					
09	Periodic review meetings are undertaken to assess how M&E results are utilized in the education sector					

APPENDIX II: INTERVIEW GUIDE

INTRODUCTION

My name is SSALI NOBERT, a student from Mount Kenya University. I am pursuing a Masters of Arts in Monitoring and Evaluation, and the University requires me to complete a research thesis in a field of personal interest before I can be awarded the degree. I am seeking your permission in filling this research questionnaire on “organizational factors affecting utilization of M&E results in implementing Government programs”

Background to the Respondent

Gender: Male () Female ()

Title:

Date:

- i) Briefly describe term monitoring and evaluation (M&E) results?
- ii) How often does your Ministry gather M&E data?
- iii) If not so often, why doesn't your Ministry gather M&E data on a routine basis?
- iv) How is M&E data maintained in your Ministry?
- v) Are there procedures in place to guide the management of M&E data in your Ministry/organization?
- vi) Does the Ministry follow recommended procedures in processing and managing M&E data?
- vii) If No, why doesn't the Ministry follow the recommended processing routine M&E data?

viii) Does the Ministry's culture promote utilization of routine M&E results? How?

ix) Are there any internal or external factors and pressures that make it hard to effectively apply M&E results in conducting the different organizational processes?

x) Does management at MoES give feedback on the sectorial performance based on M&E results?

xi) If yes, how often does management provide such feedback?

xii) In your view, what can education agencies and institutions as well as other stakeholders do to enhance utilization of routine M&E results?



THANK YOU

APPENDIX III
BUDGET FOR UNDERTAKING FIELD DATA COLLECTION AND ANALYSIS

SN	ITEM	UNITS	No. OF UNITS	UNIT COST	TOTAL COST
1.0	Facilitation for preparatory activities preceding the field data collection				
1.1	Printing of necessary field instruments (questionnaires and interview guides)	Booklets	310	1,000 UGX	310,000 UGX
1.2	Pre-testing of the field tools	Persons	10	10,000 UGX	100,000 UGX
1.3	Identification and training of field assistants	Persons	02	100,000 UGX	200,000 UGX
2.0	Undertaking of field data collection				
2.1	Facilitation for data collection assistants	5 days	02	50,000 UGX	500,000 UGX
2.2	Transport and food expenses	5 days	03	20,000 UGX	300,000 UGX
3.0	Food expenses during data analysis and final report preparation				
3.1	Food and other upkeep expenses for researcher	10 days	01	20,000 UGX	200,000 UGX
4.0	Final activities				
4.1	Printing of hard cover bound copies of the final Project Report	Booklets	10	25,000 UGX	250,000 UGX
	TOTAL				1,860,000 UGX

Mount Kenya University



DIRECTORATE OF GRADUATE STUDIES

MAME/47975/2016

1st March, 2022

*The Director, Research Coordination Division
National Commission for Science, Technology & Innovation
Utalii House, 8th & 9th Floor
P.O Box 30623- 00100
NAIROBI*

Dear Sir/Madam,

RE: NOBERT SSALI - REGISTRATION NO. MAME/47975/2016


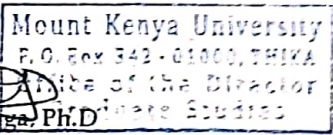
The purpose of this letter is to introduce the above named student who is pursuing Master of Arts in Monitoring & Evaluation in the Department of Social and Development Studies in the School of Social Sciences.

The title of his research is "*Assessment of Organizational Factors Affecting Utilization of Monitoring and Evaluation (M&E) Results in Delivering Government Programs: A Case of Ministry of Education and Sports, Uganda.*"

He has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data for his research between March and May, 2022.

Any assistance accorded to him will be highly appreciated.

Thank you.



Dr. Samuel M. Karenga, Ph.D.
Director, Graduate Studies
Enc.

Telegram: "EDUCATION"
Telephone: 234451/8
Fax: 234920



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In any correspondence on

this subject please quote ADM. 217/323/01

14th February 2022

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**AUTHORIZATION TO CONDUCT AN ACADEMIC RESEARCH STUDY
WITHIN THE PREMISES OF THE MINISTRY OF EDUCATION AND SPORTS**

Reference is made to the discussion we had in my office on the 10th February 2022 in which you introduced yourself as a post-graduate student at Mount Kenya University who seeks to conduct a Research Study involving respondents from the Ministry of Education and Sports as part of your study program.

The purpose of this letter, therefore, is to inform you that your request has been granted and you are at liberty to access all offices within the Ministry as well as those for the Ministry's satellite institutions for purposes of collecting data in relation to your academic research.

By copy of this letter, all Ministry of Education and Staff personnel as well as those of satellite agencies are hereby informed.

A handwritten signature in blue ink, appearing to read "Amos Mubangizi".

Amos Mubangizi
For: PERMANENT SECRETARY

CC Ministry of Education and Sports premises, Embassy House
Ministry of Education and Sports premises, Legacy Towers
Ministry of Education and Sports premises, all Project Offices
All satellite bodies and affiliated agencies to the Ministry of Education and Sports