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EFFECT OF MONITORING AND EVALUATION IMPLEMENTATION ON THE PERFORMANCE OF UNIVERSAL SECONDARY EDUCATION SCHOOLS IN KINYAMASEKE TOWN COUNCIL, KASESE DISTRICT. A CROSS-SECTIONAL STUDY.

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ABSTRACT.

Background:
The study investigated the effect of Monitoring and Evaluation implementation on the performance of Universal Secondary Education schools in Kinyamaseke Town Council, Kasese District

Methodology:
The study employed a descriptive research design and the main data collection instruments were questionnaires and interviews. The study findings were aimed at answering the study objectives whose details have been presented concerning 64 respondents. SPSS (Statistical Package for Social Scientists) was used as well.

Results:
The majority of the respondents were male 67% (43) as compared to female respondents33% (21) and most of them were within the age group 45% (31-50). Findings revealed a significant moderate positive correlation (rho= .495) between M&E implementation and performance of USE schools whereby better M&E implementation was related to better performance of USE schools and poor M&E implementation was related to poor performance of USE schools. M&E implementation accounted for a 24.5% variance in the performance of USE schools. Both M&E information gathering and M&E accountability had a significant effect on the performance of USE schools. However, M&E information gathering had a greater effect on the performance of USE schools compared to that of M&E accountability

Conclusion:
The study demonstrates the importance of M&E implementation in the performance of schools. The positive relationship between M&E implementation in organizational performance emphasizes that school activities should be performed well for the schools to run well.

Recommendation:
Ministry of Education and Sports should put in place a mechanism to keep stakeholders informed of USE M&E activities, periodically publish its USE M&E annual financial report, and have clear informative USE M&E reports.

Keywords: Monitoring and Evaluation, Implementation, Performance, Universal Secondary Schools, Kinyamaseke Town Council, Kasese District.
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BACKGROUND OF THE STUDY.

Monitoring and evaluation (M&E) are essential components of results-based management in schools, government agencies, and organizations (Rist et al, 2011). Results-based management involves deliberately gathering empirical evidence to know the extent to which intended results are being achieved so that modifications to the design and delivery of activities can be made to improve and account for performance in achieving intended outcomes in mathematics (Mayne, 2007).

School monitoring and evaluation with a view to school improvement may focus on providing useful information for making and monitoring improvements and can support school principals and teachers (Van de Grift and Houtveen, 2006). Such improvement efforts can be driven by

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objectives that consider schools as learning organizations that use evaluation to analyze the relationships between inputs, processes, and, to some extent, outputs to develop practices that build on identified strengths and address weaknesses that can facilitate improvement efforts, (Peña-López, I. (2009).

In Uganda, monitoring and evaluation have been validated by accepting teacher input when identifying what qualities make up an effective teacher. Monitoring and evaluation are used to measure teacher performance with two potential purposes, to identify quality educators and to identify professional development. Data-driven plans for evaluations can also affect professional lives (Namaghi, 2010). The documented data is a great resource to identify teaching strengths and weaknesses and improve any areas that need improvement (Clipa, 2011).

USE program objectives and activities have to be implemented for the program to succeed. A failure in the program's M&E implementation effort causes enormous costs to the program "Besides wasting a considerable amount of time and money, failure in M&E implementation efforts cause lower employee morale, a diminished trust and faith in senior management". "Emphatically, the main issue here is how organizers should carry out M&E program activity effectively". M&E implementation is the critical link to program performance (completion rate, quality of education, and stakeholder satisfaction. Nutt (cited in Tabo, 2013) studied decisions made for programs and concluded that half of the decisions failed to attain their initial objectives mainly because of the problems during the M&E implementation process. Such problems may be due to M&E information gathering and/or M&E accountability. "Gathering information beforehand and putting together what has been learned could be the most important things to make a project effective in achieving its objectives". "It helps to gain a deep understanding of the issue so that it can address it properly".
The purpose of the study was to assess the effect of M&E implementation on the performance of USE schools in Kinyamaseke Town Council, Kasese District.

METHODOLOGY.

Research Design.

The study adopted the descriptive survey research design. Both qualitative and quantitative methods were used to analyze the data in this study. Quantitative data was analyzed using tables of frequencies whereas qualitative data was analyzed thematically. Quantitative analysis attempted to draw meaningful results from a large body of qualitative data.

Study setting.

The study was carried out in Kinyamaseke Town Council Bukonzo East constituency-Bukonzo county, Kasese District in western Uganda. Kinyamaseke Town Council is bordering with Munkunyu Sub County in the west, Kisinga Sub County in the East, Nyakatonzi Sub County in the South, and Munkunyu Sub County in the North. The Sub County is divided by the Kikorongo – Bwera Highway. The study was conducted in four secondary schools that are under the USE program in Kinyamaseke Town Council which included Morning Star Vocational Secondary School, Holy Drove Vocational Secondary School, Munkunyu Secondary School, and Citizen Secondary School.

The study was carried out over six months from January 2022 to July 2023. The researcher intended to use this period because this is the period of assessing schools' performance.

Study Population.

The unit of analysis in this study was the USE schools in Kinyamaseke Town Council Kasese District. The "study population was composed of all staff responsible for the implementation of the M&E in Kinyamaseke Town Council". These included 1 Ministry of Education and Sports (MoES) officer, 1 District Education Officer (DEO), 1 District Inspector of Schools (DSI) 4 head teachers and their deputies, and 68 teachers. Thus, the total population was 79 respondents.

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Table 1: Determination of the Sample Size.

Category	Population	Sample	Sample Technique
Ministry of Education and Sports (MoES) officer	1	1	Purposive sampling
District Education Officer (DEO)	1	1	Purposive sampling
District School Inspector (DSI)	1	1	Purposive sampling
Headteachers	4	3	Purposive sampling
Deputy headteachers	4	3	Purposive sampling
Teachers	68	57	Simple random sampling
Total	79	66	

The sample size was determined using Krejcie and Morgan (1970) sampling method

Sampling Procedures.

Both simple random and purposive sampling was used. A simple random sampling technique was used to select the teachers. Purposive sampling was used to select MoES official, DEO DSI, headteachers, and their deputies

Research Instruments.

The instruments for data collection in this study were questionnaires and interviews. Questionnaires were administered to the respective respondents and revisited the station for collection at an agreed date.

Questionnaires.

The questionnaire was divided into sections and comprised of open-ended questions and close-ended questions. Questions were geared to the answering of research objectives.

Interview schedule.

Interview schedules are instruments that make it possible to obtain data required to meet the specific objectives of the study. This involved meeting face-to-face between the researcher and various respondents particularly the heads of departments.

Validity and Reliability of Research Instruments.

The purpose of validity is to have accurate and meaningful data as it is obtained from the variables." The questionnaires and interviews scheduled for the study were designed, developed, and subjected to thorough appraisal and discussion with the supervisor, other experts in research in the field of Curriculum, Instruction, and Educational Media, and colleagues.

A review was made before the questionnaires were administered. In addition, the instrument pretest was done before the actual study. The pretest was carried out by Kisinga Town Council. Where a value greater than 0.7 was obtained as illustrated below;

Test one as by the judges 1(17) +2(16) +3(15) +4(17) +5(17) = 83 /5 =16.6

16.6/17=0.92

Test two as by the judges 1(16) +2(17) +3(17) +4(15) +5(14) =85 /5 = 17

17/17=0.94

Therefore= (0.92+ 0.94) /2=1.86 CVI= $\frac{Y}{N}$ =1.86/2 =0.93

Where Y = Total number of items in the questionnaire declared valid by both student and Supervisor, N = Total number of items in the questionnaire, and in this case, a figure 0.7 and above will be considered valid (Amin, 2005).

Reliability and piloting of research instrument.

To establish the reliability of the questionnaires, pre-testing through the use of a test-retest technique will be done. The researcher gave the questionnaires to four teachers selected purposively eight students sampled randomly and schools were sampled purposively. The same exercise was repeated after two weeks in that the same respondents filled out the same questionnaires and the researcher correlated the

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findings. The same procedure was carried out in the interview process.

The reliability was obtained through the Pearson Product Moment Correlation Coefficient formula as indicated in Table 2:

Table 2; Reliability Statistics.

Cronbach's Alpha	No of Items
.637	17

Methods of Data Collection.

Questionnaire method.

The questionnaire was divided into sections. The questionnaire comprised open-ended questions and close-ended questions. Questions were geared to the answering of research objectives.

Data Analysis.

Quantitative data analysis.

"Quantitative data analysis mainly consisted of descriptive statistics (frequencies and percentages) and inferential statistics" (Spearman correlation and regression). "The correlation coefficient (*rho*) was used to determine the strength of the relationship between the variables because the scale (that strongly disagrees, disagree, not sure, agree and strongly agree) that accompanied the questionnaire was ordinal". "The responses are merely arranged in order whereby one cannot exactly determine how much one disagreed or agreed and as such adding or subtracting the responses such as strongly disagree from disagree does not make sense". "It is recommended that with an ordinal scale, Spearman rank order correlation is suitable for determining relationships because it does not involve means and standard deviations, which are meaningless with ordinal data". "The sign of the correlation coefficient (+ or -) was used to determine the nature of the relationship". "The significance of the correlation coefficient (p) was used to determine the confidence in the findings".

Qualitative data analysis.

In other words, a "thematic approach was used to analyze qualitative data where themes, categories, and patterns were identified". "The recurrent themes, which emerged about each guiding question from the interviews, were presented in the results, with selected direct quotations from participants presented as illustrations.

Measurement of variables.

"Items for each variable were developed in the questionnaire accompanied with an ordinal measurement, which categorized and ranked the variables". Thus, a "Likert scale was used to collect opinion data on the study variables using the five scales: 5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree".

Ethical considerations.

Before conducting the research, an introduction letter explaining who the research was presented to the Wakiso District authority for permission to conduct the study. The identity of people who participated in the study was obtained and kept strictly confidential. Protecting the dignity and rights of every individual who actively got involved in this research project was taken into consideration by not exposing any given information before anyone until the research work was done and ready for everyone to read. The privacy of the respondents was respected in the following ways.

Participants received full disclosure of the nature of the study, the risks, benefits, and alternatives, with an extended opportunity to ask pertinent questions regarding the research. Respondents' information was treated with maximum confidentiality.

RESULTS.

Response Rate.

The sample was 66 respondents.

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Table 3: Response rate.

	Questionnaires distributed	Questionnaires returned	
MoES officer	1	1	100
DEO	1	1	100
DSI	1	1	100
Headteachers	3	3	100
Deputy headteachers	3	3	100
Teachers	57	55	96
Total	66	64	97

In this study, the rates were above the recommended 67% response rate which suggests a representative of what would have been obtained from the population.

Social demographic characteristics.

The demographic information of all the respondents was derived from items one and two of the questionnaires. It comprised age gender marital status education level and occupation. Respondents' social demographic characteristics were investigated in the area of the study to establish whether these characteristics influenced responses on monitoring and evaluation of teachers' performance in Kinyamaseke Town Council, Kasese District, and were presented in tables 4,5, and 6.

Table 4 shows the gender of the respondents.

		Frequency	Percent
Valid	Male	43	67
	Female	21	33
	Total	64	100.0

Source: *Secondary data 2023*

From Table 4, the researcher consulted more male respondents 67% (43) as compared to female respondents33% (21). However, all responses of the study from both genders were taken important in the investigation process.

Table 5 shows the age bracket of the respondents.

		Frequency	Percent
Valid	15-24	12	19
	19-30	23	36
	31-50	29	45
	Total	64	100.0

Source: *Secondary data 2023*

From Table 5, the participant's age groups were 15-24, 19-30, and 31-50 in the study. As observed in the table above, all age groups as seen above were vital for the study although age group 45% (31-50) participated more compared to 36% (19-30) and 119% (15-24) respectively in the study. However, all responses were vital to the researcher.

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Table 6 shows the level of education

		Frequency	Percent
Valid	A'level	4	6
	Diploma	22	34
	Degree	38	60
	Total	64	100.0

Source: *Secondary data 2023*

From Table 6, the researcher considered the education level of all respondents in this study. However, the majority 60% (38) were degree holders, 34% (22) were diploma holders and 6% (4) were A'level leavers.

M&E Implementation and Performance of USE Schools.

The descriptive results of M&E implementation are provided.

Descriptive results about M&E implementation.

Headteachers who participated in the questionnaire survey were requested to respond to 10 items about M&E implementation results presented.

Table 7: Findings about M&E implementation.

Items about M&E information gathering	SD	D	NS	A	SA	Total
1. Information is always collected about the USE M&E activities	17 (11%)	80 (52%)	11 (7%)	26 (17%)	20 (13%)	154 (100%)
2. Adequate information is collected about the USE M&E activities	24 (16%)	58 (38%)	5 (3%)	37 (24%)	30 (19%)	154 (100%)
3. Information collected information about the USE M&E activities is reliable	38 (25%)	54 (35%)	5 (3%)	27 (18%)	30 (19%)	154 (100%)
4. Timely information is collected about the USE M&E activities	37 (24%)	56 (36%)	7 (5%)	26 (17%)	28 (18%)	154 (100%)
5. Information collected information about the USE M&E activities is realistic	16 (10%)	84 (56%)	16 (10%)	22 (14%)	16 (10%)	154 (100%)
Items about M&E accountability	SD	D	NS	A	SA	Total
6. There is a poor mechanism to keep stakeholders informed of USE M&E activities	25 (16%)	47 (31%)	6 (4%)	43 (28%)	33 (21%)	154 (100%)
7. Effective communication is in place to keep stakeholders informed of USE M&E issues	31 (20%)	57 (37%)	7 (5%)	33 (21%)	26 (17%)	154 (100%)
8. USE M&E periodically publishes its annual financial report	40 (26%)	54 (35%)	4 (3%)	31 (20%)	25 (16%)	154 (100%)
9. USE M&E reports are clear	43 (28%)	51 (33%)	9 (6%)	31 (20%)	20 (13%)	154 (100%)
10. USE M&E reports are informative	46 (30%)	66 (44%)	13 (8%)	19 (12%)	10 (6%)	154 (100%)

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M&E information gathering.

Most headteachers responded negatively to all the items about M&E information gathering the findings reveal that most head teachers rarely collected about the USE M&E activities, inadequate information was collected about the USE M&E activities, information collected information about the USE M&E activities was unreliable, timely information was not collected about the USE M&E activities and information collected information about the USE M&E activities was unrealistic.

M&E accountability.

Fewer headteachers responded negatively to one item about M&E accountability which suggests that there was a poor mechanism to keep stakeholders informed of USE M&E activities. However, most headteachers who responded negatively to four items about M&E accountability (that is items 7 to 10) compared to those who responded positively and were not sure. The percentage of headteachers that responded negatively "ranged from 57% to
74% while those that were not sure ranged from 3% to 8% and positively ranged from 18% to 38%". Thus, findings show that most of the headteachers were of the view that effective communication was not in place to keep stakeholders informed of USE M&E issues, USE M&E did not periodically publish its annual financial report, USE M&E reports were not clear and USE M&E reports were not informative.

Interview findings.

Data showed that school M&E implementation examines all aspects of the school as a place of learning based on the school development plan. This was reflected when the DEO complemented that

> *"M&E implementation is a central part of the education system. Therefore, M&E implementation looks at all aspects of the school from the classroom, compound, and the infrastructure".*

Interview findings also revealed that during the M&E implementation in USE schools, inspectors learn about what is going on in the schools on issues such as discipline, infrastructure, the curriculum and then suggest solutions as one respondent put it,

"*M&E implementation is a potential learning experience for those involved because it provides useful information to help improvements within schools (MoES)*". Similarly, the DIS had this to say, "*&E implementation leads to a better understanding of schools, it ensures that the school is on the right track*"

After analyzing each of the variables in objective two of this study using descriptive statistics, the next stage was to test the second hypothesis using inferential statistics.

Testing the second hypothesis.

The second hypothesis is that,
"*There is a significant effect of M&E implementation on the performance of USE schools in Kasese District*".

"Spearman rank order correlation coefficient (*rho*) and coefficient of determination (rho^2) were used to test the hypothesis.
See the results in Table 8.

Table 8: Correlation between M&E implementation and performance of USE schools.

	M&E implementation
Performance of USE schools	"*rho*= .495 rho^2 = .245" "p = .000 n = 154"

***Source**: Data from the field*

The results reveal a significant moderate positive correlation (*rho*= .495) between the variables which suggests that M&E implementation accounted for 24.5% variance in "performance of USE schools". The test of significance (p = .000) in the table shows that it was "less than the recommended critical significance at .05" Because of this, the hypothesis "*There is a significant effect of M&E implementation on the performance of USE schools in Kasese District* was accepted".

It would imply that "the moderate correlation implied that a change in M&E implementation was related to a big change in performance of USE schools. The positive nature of the correlation implied that the change in M&E implementation and performance of USE schools was in

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the same direction whereby better M&E implementation was related to better performance of USE schools and poor M&E implementation was related to poor performance of USE schools. The "regression analysis was further conducted to determine the effect of the dimensions of M&E implementation (M&E information gathering and M&E accountability) on the performance of USE schools".
See the results in Table 9.

Table 9: **Effect of dimensions of M&E implementation on performance of USE schools.**

Regression Statistics	
Multiple R	.514
R Square	.264
Adjusted R Square	.254
Standard Error	1.882
Observations	154

ANOVA

	df	*SS*	*MS*	*F*	*Sig F*
Regression	2	192.0	96.0	27.1	.000
Residual	151	534.6	3.5		
Total	153	726.5			

	Coefficients	*Standard Error*	*Beta*	*t Stat*	*P-value*
Intercept	3.88	.68		5.72	.000
M&E information gathering	.24	.05	.396	5.25	.000
M&E accountability	.12	.04	2.10	2.79	.006

The findings reveal a "moderate linear relationship (Multiple R = .514)" between the variables. The adjusted R Square shows that the combined dimensions of M&E implementation (M&E information gathering and M&E accountability) account for a 25.4% variance in the performance of USE schools. The ANOVA test was used to determine if these findings can be accepted or rejected and it shows that "the significance (Sig F = .000) of the Fishers ratio (F = 27.1) was less than the critical significance at .05. Hence, the findings were accepted". The coefficients findings show that both "M&E information gathering and M&E accountability had a significant effect on the performance of USE schools" because the significant p-values (p = .000, p = .006) were less than the critical significance at .05. However, M&E information gathering had a more effect on the performance of USE schools given that the t-value (t = 5.25) was greater compared to that of M&E accountability (t = 2.79). The positive signs of the coefficients show that better M&E information gathering contributed to better performance of USE schools while poor M&E information gathering contributed to poor performance of USE schools. In addition, better M&E accountability contributed to better performance of USE schools while poor M&E accountability contributed to poor performance of USE schools.

Summary of Findings.

The second hypothesis stated, "*There is a significant effect of M&E implementation on the performance of USE schools in Kasese District*" was tested and accepted. This was because findings revealed a significant moderate positive correlation (rho= .495) between M&E implementation and performance of USE schools whereby better M&E implementation was related to better performance of USE schools and poor M&E implementation was related to poor performance of USE schools. M&E implementation accounted for a 24.5% variance in the performance of USE schools. Both M&E information gathering and M&E accountability had a significant effect on the performance of USE schools. However, M&E information gathering had a greater effect

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on the performance of USE schools compared to that of M&E accountability.

DISCUSSION.

The coefficients findings show that both "M&E information gathering and M&E accountability had a significant effect on the performance of USE schools" because the significant p-values (p = .000, p = .006) were less than the critical significance at .05. However, M&E information gathering had a more effect on the performance of USE schools given that the t-value (t = 5.25) was greater compared to that of M&E accountability (t = 2.79). The positive signs of the coefficients show that better M&E information gathering contributed to better performance of USE schools while poor M&E information gathering contributed to poor performance of USE schools. In addition, better M&E accountability contributed to better performance of USE schools while poor M&E accountability contributed to poor performance of USE schools (N Kenyonga · 2017).

The findings in this study are supported by Noble (2009) who observed that M&E implementation is the critical link to program performance (completion rate, quality of education, and stakeholder satisfaction). These findings are similar to other findings though in some the magnitude of the effect differs where some revealed a weak effect while others a strong effect. The findings of this study concur with Callistus and Aigbavboa (2016) who were of the view that the reason programs fail to achieve their objectives is because of the challenge in the implementation of monitoring and evaluation. A failure in the program's M&E implementation effort causes enormous costs to the program, lower employee morale, a diminished trust and faith in senior management (Heracleous, 2000; Noble, 2009). The implementation M&E should focus on monitoring and assessing how well a project, program, or policy is being executed (Amjad, 2009).

CONCLUSIONS.

This study like other studies conducted elsewhere demonstrates the importance of M&E implementation in the performance of schools. The positive relationship between M&E implementation in organizational performance emphasizes that school activities should be performed well for the schools to run well.

RECOMMENDATIONS.

There is a need for the Ministry of Education and Sports to improve M&E implementation to improve the performance of USE schools. This can be achieved by first considering M&E information gathering if resources are scarce and then M&E accountability. Ministry of Education and Sports should always collect adequate, reliable, timely, and realistic information about the USE M&E activities.

Furthermore, the Ministry of Education and Sports should put in place a mechanism to keep stakeholders informed of USE M&E activities, periodically publish its USE M&E annual financial report, and have clear informative USE M&E reports.

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LIST OF ABBREVIATION/ACRONYMS.

SPSS:	Statistical Package for Social Scientists
DEO:	District Education Officer
PTA:	Parents Teachers Association
US:	United States
NGO:	Non-Governmental Organization
DIS:	District Inspector of Schools

SOURCE OF FUNDING.

There was no source of funding.

CONFLICT OF INTEREST.

There is no conflict of interest.

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