

ORGANIZATIONAL LEARNING CULTURE AND UTILIZATION OF EVALUATION
RESULTS BY INTERNATIONAL DEVELOPMENT AGENCIES.
A CASE STUDY OF HEIFER INTERNATIONAL UGANDA.

By

Dan Bazira

Reg. MAY16/MME/004U

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DECLARATION

This dissertation is my original work and has not been presented for the award of a degree in this University or any other institution of higher learning.

Signature: 

Date: May 29th, 2017

Bazira Dan

MAY16/MME/004U

APPROVAL

This is to certify that this work has been done under my supervision and submitted for examination with my approval.

Signature 

Date: May 29th, 2017

Dennis K. Omvia

DEDICATION

This Dissertation is dedicated to my beloved wife Gertrude Bazira and our wonderful children;
Amazing-Grace, Divine-Glory, Wisdom-Abigail and Sanyu-Favor.

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LIST OF ABBREVIATIONS

CLEAR	Centre for Learning on Evaluation and Results
GOU	Government of Uganda
IDRC	International Development Research Corporation
M&E	Monitoring and Evaluation
NDP	National Development Plan
NGOs	Non-Government Organizations
OLC	Organizational Learning Culture
SPSS	Statistical Package for Social Scientists
USA	United States of America
UTAMU	Uganda Technology And Management University

ABSTRACT

The study examined the relationship between organizational learning culture and utilization of evaluation results in international development agencies taking Heifer International Uganda as a case study. The study interrogated organizational learning culture in terms of senior leadership support, staff capacity and structural support system with an interest of finding out how each of these influences utilization of evaluation results at Heifer International Uganda. In an effort to answer the research questions, a cross-sectional survey design was used and a sample of 51 respondents was considered to respond to the questionnaires and interviews that were supported with 10 key informant interviews and documentary analysis. The empirical analysis of data followed non-parametric procedures using SPSS 22.0. The results indicated that, senior leadership have a positive significant relationship with utilization of evaluation results having $r = 0.877$ and $p = 0.000$ thus suggesting that there was a positive significant relationship between the two variables. The staff capacity had a strong, positive correlation with utilization of evaluation results, which was statistically significant ($r = 0.765$, $p = .000$). There was a weak, positive and statistically insignificant correlation between structural support systems and utilization of evaluation results with $r = 0.486$ and $p = .000$. These results means that the dimensions vary in importance when explaining their interaction with each other. Consequently, the researcher recommends strengthening of the evaluation unit so that it can coordinate all evaluations and be charged with the follow up of utilization of the results. In addition, the policy that guide the mandate of the senior leadership team at country office need to be reviewed to suit the best practices of corporate governance and also eliminate the current bureaucratic tendencies that sometimes cause delayed strategic decision making

CHAPTER ONE

INTRODUCTION

1.1 Introduction

A good Monitoring and Evaluation (M&E) system contributes to organizational learning and knowledge sharing by enabling NGOs to reflect upon and share experiences and lessons from their implementation to get the full benefit of what the organization is doing, what they do and how they do it (IFRC, 2010). As a result of this, the world is experiencing an increasing demand for utilization of evaluations (Porter & Goldman, 2013). The utilization of evaluation results is associated the way how an organization learning culture has been set up as an enabling environment. In this study, the researcher sought to provide the relationship between organizational learning culture and utilization of evaluation results in international development agencies, taking Heifer International Uganda as the case study.

There is also scanty literature on the extent to which M&E influences organizational learning (Cooper, 2014; Makarivo & Sokolova, 2014). In the study undertaken, the researcher probed Organizational Learning Culture as the Independent Variable(IV) and Utilization of Evaluation results as the Dependent Variable (DV). This chapter addresses the background to the study, problem statement as well as the objectives of the study. It also presents the research questions and hypotheses, the conceptual framework, the significance, justification, scope of the study, ending with a presentation of the operational definitions of the key concepts as used in this research study.

1.2 Background to the study

1.2.1 Global Perspective

From the global perspective, the Organization for Economic Co-operation and Development (OECD) has spearheaded the development and practice of monitoring and evaluation. The organization has instilled best practices in evaluations and it has developed norms and standards for evaluators and how the evaluation processes are undertaken. According to Schacter (2000) as cited by Kabuye, 2015, state that the aim of these institutions is to build a transparent performance management culture that supports management and policy making efforts by development agencies.

McDavid, Huse and Hawthorn, (2013) have noted that in efforts to improve the USA federal programs effectiveness; the president Obama's administration enacted the Government Performance and Results Act of 2010 a series of laws designed to improve public sector learning culture, which is acting as a mirror to other development agencies, aimed at developing a learning culture agenda for administration and by encouraging evaluation results use, communication of strategic information so as to improve results and transparency. Therefore, USA based development agencies have been affected by getting involved into developing their organizational learning culture by improving the utilization of evaluation findings. So with an interest of understanding how the current situation is like in the Ugandan context, the research study was undertaken as a way of filling up the gap identified.

Organizations' capacity to use evaluation findings is essential to making evaluation meaningful for instance in Canada, (Lahey,2010) has asserted that investing in capacity building for staff provided information to the operational level through offering a learning tool aimed at assisting developing agencies to fully utilize evaluation results. To institutions, Organization Learning Culture helps inform funding decisions of certain programs, influence program changes and replication of

programs. Thus a need for this proposed study in order to identify the contributions of organizational learning culture towards influencing utilization of evaluation results by international development agencies, specifically taking a case study in Uganda.

Internationally there are development agencies that have built an intensive culture of utilization of monitoring and evaluation systems in both the developed and the developing economies. These include, amongst others, Care International in the United Kingdom, International Development Research Cooperation in Canada, Oxfam International in United Kingdom (Mackey, 2007). Laguna (2012), as cited in (Acevedo, Krause& Mackay,2012), asserted that a lesson from International Development Research Cooperation is that a Monitoring and Evaluation (M&E) system can be successful in practice if organizational learning culture is adequately planned for and deliberate resource investment of resources is done. Consequently, this research study has provided information necessary to inform the development of an organizational learning culture within the case study area but with important lessons at a national level in Uganda.

1.2.2. African Perspective

In the African continent, best practice in evaluations is spearheaded by the African Evaluation Association (AFREA). Currently the countries that are known to be involved with impact evaluations are Tanzania, the Democratic Republic of Congo (DRC), Uganda, Kenya, Malawi, and Congo, Senegal and *Ethiopia* (Zie, 2014). According to Porter (2013) of Center of Learning on Evaluation and Results, M&E findings utilization in Africa is new and all countries are in a formative stage of entire M&E processes. Most countries for instance South Africa, Benin, Uganda, etc are involved with monitoring processes rather than creating a comprehensive platform for institutionalized learning as a way of utilizing the evaluation findings. The dominance of monitoring is spearheaded by donor demand-led M&E systems towards accountability rather than learning. However, in these

countries comprehensive institutionalization of learning culture across the organizations have not yet been conceptualized (Amoatey, 2012). So this study supported in identifying the effects organizational learning culture pause on utilization of evaluation results on international development agencies in Uganda.

Regionally in East Africa, Schacter (2013), asserts that there are no substantial achievements in M&E with key issues such as insufficient demand for evaluation results from donor-driven demand, lack of a learning culture, low level of control and accountability as being facts influencing M&E results utilization. Machuka, Okumu, Muteti, Simwa and Himbara, 2012 (as cited by Centre for learning on Evaluation & Results, 2012) have argued that in Kenya, organizations that have recognized learning culture and thus have contributed to the utilization of evaluation findings by providing information concerning the degree to which the state is meeting its stakeholders' demands which has enabled accurate sharing of information in and support of evidenced- based policy making and program changes.

1.2.3. Ugandan Perspective

Nationally in Uganda, the role of international development agencies cannot be underrated. They are viewed by many as more efficient and cost-effective service providers than governments, giving better value-for-money, especially in reaching poor people. Meyer 1992; Sollis 1992; Vivian 1994 as cited by Terziovski, 2008. In Uganda, the growing concern over the effectiveness of aid has led several donors attaching conditions to funds, with expectations of demonstrated results, effectiveness and accountability. As requirements for funds grow stricter and the emphasis on systems sustainability and demonstrable results increases, organizations have been forced to demonstrate their impact through development of a learning culture that enhance utilization of evaluation findings (IDRC

Annual Assessment Report, 2014). Similarly, national efforts have been directed towards providing a basis for performance improvement as provided for in the National Development Plan (National Development Plan, 2010/11-2014/15) that the utilization of evaluation results have been valued to improve public sector programs implementation (Uganda Bureau of Statistics Annual Report, 2010).

Organizational learning culture is a very intangible concept due to the variety of perspectives that come under scrutiny in the way development agencies have embraced to enhance utilization of evaluation findings. Whereas international agencies that have OLC as one of their core elements to inform program changes, policy implementation, proof of accountabilities to the donors and other stakeholders, these agendas still remain unrealized. Such evidences collated form a basis why such a study was conducted.

Unfortunately, much as national efforts have been directed towards enhancing M&E capacity as well as ensuring that sound evidence-based data and information are available to inform decision making (The Republic of Uganda, National Integrated Monitoring and Evaluation Strategy, 2006) as cited by Kabuye, 2015, the use of evaluation results remain questionable. In short, this created a need for this study to be conducted in order to explore the contributions of organizational learning culture on the utilization of evaluation results with particular focus to international development agencies, taking a case study of Heifer International Uganda.

1.3 Statement of the problem

The extent to which evaluation results are utilized has been associated to the design of the institutions' learning culture for which and in which evaluations are carried out. The challenge is what evaluation provides as lessons that can be used. There has always been an assumption that lack of learning is always the fault of those who have been evaluated or because of poor organizational learning culture.

For the case of Heifer International Uganda, notwithstanding the numerous evaluations that have been carried out, available evidence indicates that the utilization level for these results is still weak (Heifer International Program Audit Report, 2016) despite the fact that there exist a well-defined organization learning culture framework. As a result of non-utilization of the evaluation results, there has been low program performance levels in terms of continuous dwindling of program funds portfolio, limited program changes, limited commitment of users of the evaluation results, etc (Heifer International Global Annual Report, 2015). Such findings from these global reports disregard the rationale for conducting evaluations, as their usefulness can ably be manifested in program changes at all life cycle stages, attraction of new donors, high morale from organizational staff and stakeholders to use the evaluation results (Läubli, 2014).

The above scenarios, present a fundamental dilemma/gap that the researcher addressed by examining how despite the fact there exist a well-defined organizational learning culture, utilization of evaluation results still remains a hurdle within Heifer International with specific reference in Uganda. Therefore, through this study, the researcher interrogated the influence of the organizational learning culture on the utilization of evaluation results in order to generate information that would be used by Heifer International to streamline her programming agenda in Uganda.

1.4 Purpose of the study

The intent of this study was to investigate how organizational learning culture influence utilization of M&E findings in international development agencies using Heifer International Uganda as a case study.

1.5 Objectives of the study

The study was directed by the following objectives:

1. To investigate how senior leadership support influence utilization of Evaluation results at Heifer International Uganda;
2. To establish how existing staff capacity affect utilization of Evaluation results at Heifer International Uganda;
3. To assess how structural support systems, influence utilization of Evaluation results at Heifer International Uganda.

1.6 Research questions

The study intended to answer a broad research question: What is the relationship between Organizational learning culture and utilization of evaluation results in international development agencies? However, the following explicit research questions were explored;

1. How does senior leadership support determine utilization of Evaluation results at Heifer International Uganda?
2. To what extent does existing staff capacity affect utilization of Evaluation results at Heifer International Uganda?
3. Do structural support systems influence utilization of Evaluation results at Heifer International Uganda?

1.7 Hypothesis

The researcher sought to test the following null hypotheses through this study:

1. Senior leadership support positively determine utilization of Evaluation results at Heifer International Uganda.

2. Staff capacity positively affects utilization of Evaluation results at Heifer International Uganda
3. Structural support systems positively influence utilization of Evaluation results at Heifer International Uganda

1.8 Conceptual framework

The proposed study will be guided by the following conceptual framework.

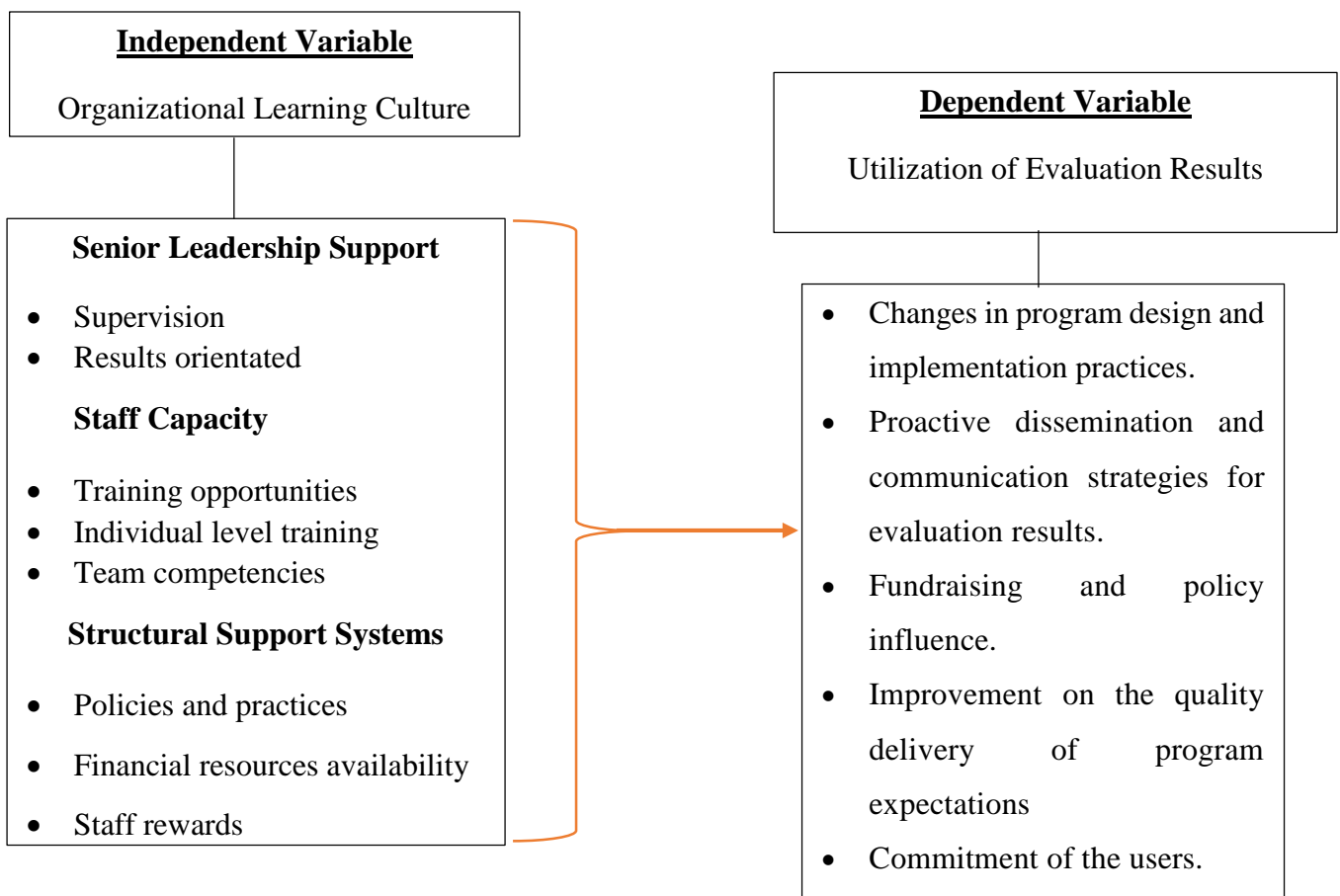


Figure 1.1: The conceptual framework

Source: Adapted with modification from Patton (2007), Senge (1990), Argyris & Schön (1978) as cited by Skerlavaj et al, 2010 and modified by the researcher.

The above conceptual framework presents Organizational Learning Culture as the independent variable with three dimensions: senior leadership support, staff capacity building and structural support systems. Utilization of Evaluation results on the other hand is presented as the dependent variable to specifically consider: changes in program design and implementation practices, proactive communication and dissemination strategies for evaluation results, fundraising and policy influence, commitment of the users and improvement on the quality delivery of program expectations. The conceptual framework is based on: OLC theory as advanced by Senge (1990) and Argyris & Schön (1978) as cited by Skerlavaj et al, 2010 where they pointed out the role of senior leadership, structural supports and staff capacity building as dimensions that enable creation of a learning environment within organizations. As dependent variable, the conceptual framework was built on utilization theory as advanced by Patton (2007) where changes in program design and implementation practices, proactive communication and dissemination strategy for evaluation results, fundraising and policy influence, commitment of the users and improvement on the quality of program delivery were studied as indicators for the dependent variable. This is critical in the use of evaluations because organizations seek, above all, consistency and predictability. Therefore, institutions are not likely to use evaluations that deviate from the beliefs of the organization. All these variables were studied with an overall intention of accomplishing a response to the overall research question.

1.9 Significance of the study

Scientific research improves decision making, reduces uncertainty, enables adopting new strategies, and helps in planning for the future and ascertaining trends (Ahuja, 2011). In line with the study:

- i. Contributed to the understanding of the theory and practice of OLC and utilization of evaluation results in international development agencies in Uganda;

- ii. Offered vital information on the extent to which OLC contributes to utilization of evaluation results amongst international agencies which might influence their embracing of such a practice;
- iii. Contributed to the researcher's academic progress towards attaining a Master's Degree in Monitoring and Evaluation of Uganda Technology and Management University (UTAMU) and as well enhance the researcher's professional visibility.

1.10 Justification of the study

To the international development agencies, the findings of study enabled generation of knowledge on the contributions of organization learning culture to the utilization of evaluation results. To specifically senior leadership, it also offered vital information on the extent to which organization learning culture contributes to utilization of evaluation results of international development agencies which might influence the embracing of such a practice. While to the researcher, this study helped in fulfilling a requirement for a degree and lastly to other future researchers and the public at large; it greatly generated knowledge with regard to this study area.

1.11 Scope of the study

1.11.1 Content scope

The study limited itself to OLC as the independent variable which considered three dimensions: senior leadership support, staff capacity and structural support systems while utilization of evaluation results as the dependent variable considered dimensions as changes in program design and implementation practices, proactive communication and dissemination strategy for evaluation results, fundraising and policy influence, commitment of the users as indicators of measure. This research study restricted to the influence of OLC towards the utilization of evaluation results in international development agencies, taking Heifer International Uganda as the case study.

1.11.2 Geographical scope

The research study was conducted at Heifer International head office in Uganda.

1.11.3 Time scope

The study limited itself to Heifer International Uganda activities specifically in the period July 2013 to 2016. This timeframe is specifically chosen on basis that this was when the organization aggressively experienced a transition towards realization need for M&E systems institutionalization across its program operations.

1.12 Operational definitions

In the study, the following are the key concepts and terms that were construed to have the following meanings and interpretations:

Senge (1990) cited by Skerlavaj et al, 2010 defined OLC as “as a state where people continually expand their capacity to create the results they truly desire, expanse patterns of thinking and collective aspirations are continually nurtured.

Utilization of evaluation findings in this study means the various ways the results of an M&E system are used or ensured to be considered used in international agencies.

Senior leadership support means demonstration of top management to results orientation and supervision by building results measurement that embrace OLC.

Staff capacity means the ability for the organization to avail training opportunities to its human resources so that they can learn as individuals and at the end enhance team competencies.

Structural support systems refer to existing organizational policies and practices, financial budget allocations in order to enhance organizational learning at an enterprise level.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Research does not exist in isolation and each research study is part of an existing body of knowledge building on the foundation of each research and expanding that foundation for the future of research(Gravetter&Forzani,2011) thus it suffices to note that some works have already been done on Organizational Learning Culture (OLC) and utilization of evaluation results before. The design of an organization in terms of its learning culture is crucial in informing whether evaluation results are utilized by organizations or even other stakeholders, this forms the organization context of evaluation. It is critical to note that this context is heterogeneous but not homogeneous. Therefore, the utilization of evaluation needs to be directly linked into organizational learning culture framework of the evaluation. This chapter provides a review of the literature accessed by the researcher explaining in detail the theories that will guide the study, the concepts and objectives to be used as well as their importance. An empirical study review is also provided for in this chapter.

2.2Theoreticalreview

The theories that guided this study to explain and understand OLC were the Peter Senge (1990), Argyris and Schön (1978) and Patton Quinton (2007) as cited by Skerlavaj et al, 2010 for utilization of evaluation results respectively. The integration of these theories in this study fully provided an explanation of how OLC influences utilization of evaluation results in institutions.

Argyris & Schön (1978) are among the key earliest reported contributors as they proposed models that facilitate Organization Learning (OL). The OL theory states that, in order to be competitive in a changing environment, organizations must change and refocus, make conscious decisions to change their actions in response to changing circumstances. Senge (1990) on the other hand

defined OLC as a state where people continually expand their capacity to create the results they truly desire, expansive patterns of thinking and collective aspirations are continually nurtured. Organizations which emphasize the OLC should first acquire information, interpret it to completely understand its meaning and transform it into knowledge, which is key in influencing the utilization of evaluation findings, since M&E is all about generating useful information (Skerlavaj, Stemberger, Skrinjar & Dimovski, 2007).

Utilization focused evaluation (Patton, 2007) is another theory that was used in this study. Brodhead (2013) asserted that this theory presents a framework for use concerning how people in the real world might apply evaluation findings and experience. Through emphasizing working with users of information who have the responsibility of applying evaluation findings and to implement recommendations in the whole evaluation process. The relevance of these theories is that they will guide in understanding how development agencies have used their OLC to influence utilization of evaluation findings.

2.3 Organization Learning Culture

Senge (1990) cited by Skerlavaj et al, 2010 defines it as a state where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together. In a study that focus on organizational learning, Kassim and Khaled (2012) identified that organizational learning is one of the core elements in creating learning organization that emphasize application of knowledge to improve organizational performances. This theory aligns well with what Skerlavaj, et al (2010) state that, in order to be competitive in a changing environment, organizations must change and refocus, to make conscious decisions to change their actions in response to changing circumstances.

A study conducted by Skerlavaj, et al (2010) posits that OLC is a set of norms and values about the functioning of an organization that support systematic, in-depth approaches aimed at achieving higher-level, strategic or generative organizational learning through phases of information acquisition, information interpretation and accompanying behavioral and cognitive changes.

2.2.2 Utilization of Evaluation Results

According to Patton (2007), utilization is generally understood to refer to a direct action that occurs as a result of an evaluation or to something that is newly learned about a program, its participants, its operations, or outcomes through an evaluation. The action or learning can take place as a result of evaluation findings, or as waving the flag of evaluation to claim a rational basis for action (or inaction), or to justify pre-existing positions. The fundamental taxonomy of utilization, draws heavily upon the research on evaluation use of the mid-1970s to very early-1980s (Alkin, Daillak, & White,1979; Caplan, 1977; King, Thompson, & Pechman, 1981; Knorr, 1977; Patton et al., 1977; Weiss & Bucuvalas, 1977), as cited by Hardlife & Zhou, 2013 a time referred to as “golden age” of research on evaluation utilization.

2.3 Organizational Learning Culture and Utilization of Evaluation results

Generally, OLC has a strong bearing on Utilization of Evaluation results: OLC can be used to improve the knowledge and skills of individuals and other stakeholders. Staff members need to have an understanding of evaluation, and the confidence to apply basic evaluation approaches and methods to their work. Everyone does not need to be an expert, but everyone does need to have a basic support for and understanding of evaluation in order to strengthen organizational evaluation approaches (Adindo, 2010). Within an organization, there have to be effective structural support systems to support utilization of evaluation results (Khan, 2003) as cited by Kabuye, 2016.

OLC is the process through which an organization supports and encourages acquisition of new knowledge and skills to improve individual, team and organizational performance for organizational survival in a changing environment. The OLC theory (Argyris & Schön, 1978) as cited by Skerlavaj et al, 2010 states that, in order to be competitive in a changing environment, organizations must change and refocus, making conscious decisions to change actions in response to changing circumstances. OLC denotes a change in organizational knowledge by adding to, transforming, or reducing organizational knowledge and is facilitated by fostering a culture of monitoring and evaluation.

In their 2008 work, Preskill & Boyle aver that enhancing OLC enables institutions to adopt to new requirements and is a force for individual, team and organizational growth and that it should be on going and integrated in all work practices. This is achieved through the realization of organizational learning culture. Organizational learning takes place at three levels namely: Individual level, Team level, and organizational level.

A number of authors have done works on OLC and utilization of evaluation results and have intimated that OLC contributes to utilization of evaluation results. There is a significant move towards seeing evaluation as an ongoing learning process and as a means of strengthening utilization of evaluation findings (Horton et al., 2013) due to the need for people and organizations to engage in ongoing learning and to adapt to changing conditions (Lennie, Tacchi, & Wilmore, 2010: 2).

2.3.1 Senior Leadership Support and Utilization of evaluation results

Building and sustaining an organizational learning culture is admittedly not an easy task for it requires continuous commitment, champions, effort and resources (Kusek, 2012). The above requirements can be enhanced by the senior leadership team. Karani et al., (2014) conducted a study on effective use of monitoring and evaluation systems in enhancing learning culture in local organizations in Kenya. The

data collected was analyzed using both quantitative and qualitative techniques. Measures of central tendency that is the mean, mode, and median were computed and interpreted. The data was presented using frequency distribution tables, pie charts and bar graphs. They established that factors such as lack of commitment by the project managers, incompetency on the use of the Monitoring and Evaluation systems by project managers affected organizational learning which bore an influence towards utilization of evaluation results.

2.3.2 Staff Capacity and Utilization of evaluation results

Learning starts from individuals who are actually the agents for organizational learning process (Senge,1990; Burgoyne & Pedler,1994) as cited by Skerlavaj, et al 2010. The most important aspect that distinguishes OLC is the relationship between individual and collective learning (Matlay, 2010) thus organizations should emphasize this culture in order to enhance the utilization of evaluation results. It is essential therefore to understand that individual learning process to facilitate understanding of organizational learning (Wang&Ahmed,2012: 5).

The skills, knowledge, and attitudes of individuals within the organization are important factors in determining evaluation use. Furthermore, individuals within an organization will fall on a continuum of evaluation capacity that ranges from doubters (individuals who see little value in evaluation) to scholars (those who develop considerable expertise in evaluation and actively share their expertise outside the organization) (Douglah, et al., 2013). All these determine how evaluation results will be utilized (Bhola, 2015).

Further still, Stata (1989) averred that organizational learning occurs through shared insights, knowledge, and mental models and builds on past knowledge and experience while Wang& Ahmed(2013) suggested that team based learning encourages people to think together and diffuse

their knowledge and skills from the level of individuals to the members of the collective which was further affirmed by Bennet & Bennet (2014) who asserted that teams enable the sharing of information and knowledge, broadening the competency of team members and bringing together a diversity of thinking knowledge and behaviors to bear on understanding and action

2.3.3 Structural Support Systems and Utilization of evaluation results

Simister & Smith(2011) noted that organizations carry out effective evaluation that enables them to build up a picture of individual or organizational change and learn in the process (p.28) while prominent authorities (Cousins & Earl,1995;Owen & Lambert,1995; Preskill & Torres,1999, among several) as cited by Skerlavaj, et al 2010have concluded that there exists conceptual and empirical link between OL and evaluation findings, and Cousins etal., (2014) argued that evaluation may be reasonably thought of as an organizational learning system which has been supported by the results of a survey conducted by Fleischer, Christie, and LaVelle (2008).

Cousins, Goh, Clark, and Lee's (2004) review of organizational learning literature “underscore(s) the importance of organizational support structures in developing cultures of learning” (p. 131). These include both formal and informal incentives, as well as systems, practices, and procedures that include how the accountably regime operates in the organization.

Many argue that the key to good initiation of organizational learning culture is enabling positive structural support systems that enhance use of evaluation results(Swiss, 2015).However, this may not be the best approach to ensure utilization of evaluation findings on which to base incentives, especially in areas where the results sought are long term and the cause-effect chain (Swiss, 2015).Further, Swiss (2015) recognizes these problems but still suggests the use of personnel rewards for meeting targets to foster utilization of M&E findings. Levin-Rozalis and Rosenstein (2015: 88) argue that “in order to generate and encourage utilization of evaluation findings, organizational

learning has to be inclusive and responsive as per existing structural support systems, so that it turns out to be a culture.

Organizations should commit enough resources and attention to the monitoring and evaluation function in terms of communication, motivation, training, and staff time to carry out M&E activities effectively. Findings from a study on the factors influencing implementation of monitoring and evaluation systems of school feeding programs by Agutu (2014) reveal that proper financial management as part of the structural support systems will guarantee utilization of M&E results.

Another study on the factors that contributed to the success of monitoring systems established that a combination of positive factors such as resource availability, strong political will, organizational capacity, structural solidity uses of evaluation results (Morraet *al.*, 2009).

Jones (2011) aver that incentive systems should be equitable, applied in a timely manner, compatible with project's principles and strategies. They need to be context specific and support sustainability of efforts. Provide incentives for specific work to enhance organizational goals (Khan, 2003) as cited by Kabuye, 2016. Sustaining M&E systems also involves using appropriate incentives to keep managers and stakeholders on track and motivated. "Putting in place incentives for M&E means offering stimuli that encourage M&E officers and primary stakeholders to perceive the usefulness of M&E, not as a bureaucratic task, but as an opportunity to discuss problems openly, reflect critically and criticize constructively in order to learn what changes are needed to enhance impact" (IFAD 2002) as cited by Luutu, 2016.

2.4 Empirical Study

Globally, in a qualitative study by Patton (2008), entitled "Utilization in Practice: An Empirical Perspective' Utilization Focused Evaluation in California," the respondents pointed out the issue of

non-commitment of the potential users of the evaluation users. One respondent described evaluations as the "final brick in the wall", because they often make recommendations that are already known to those involved in the project or program. However, evaluations provide the concrete information and analysis that legitimize these established beliefs and offer the evidence justifying for program change. Five interviewees commented that it is essential that evaluations contain high-quality findings, based on sound research, and not biased by personal opinion, institutional viewpoints, or politics. As findings can have a significant impact on how organizations can learn from them, it was felt that evaluators must be rigorous in gathering and analyzing the information, if it is to be useful and easily adopted by the end users. One respondent estimated that evaluations were 40-55% on track in terms of their usage. This study however suffered from lack of quantitative measures, which gap this study explored.

Højlund (2014: 6-7) investigates evaluation use in the organizational context with a focus of improving OLC theory. His study focuses on the well-known paradox that even when evaluation is undertaken to improve policy, it rarely does so. Højlund`s article found that justificatory uses of evaluation do not fit with evaluation`s objective of policy improvement and social betterment using OLC to explain evaluation use. This study also understood the role of the organizational structural framework in explaining the extent to which evaluation results are utilized.

Karkara (2013) demonstrates that the organizational learning culture ensures that a system exists to implement and safeguard the independence, credibility and utility of evaluation within an organization. It strengthens the capacity of senior management for strategically planning evaluations and to identify the key evaluation questions and to manage and use evaluations. This study was geared towards interrogating the organizational learning culture at Heifer International Uganda with a purpose of establishing whether they influence utilization of evaluation results.

Eckerd and Moulton (2010: 2) drew on data collected from diverse non-profit organizations in Columbus and Ohio in United States of America (USA) to support the organizational theory of learning. From their study of non-profit organizations, they observe that a common theme emerging from research on non-profit evaluation is a nuanced and multidimensional approach that is more appropriate than a one-size-fits-all approach. The authors acknowledge that different organizations are most likely to benefit from different evaluation practices and hence utilization of evaluations. This fits in the international development agency domain with peculiar features that deserve keen scrutiny as far as how these features affect the ways in which they affect the extent to which evaluations are utilized.

Rodríguez-Bilella and Monterde-Díaz (2012: 2) in their study on Evaluation, Valuation and Negotiation with reflections towards a culture of organizational learning from Latin America noted that the evaluation of institutional policies has become a topic of growing interest in multiple contexts, particularly in Latin America. Managers of institutions and policy makers have begun to use evaluation both to streamline institutional spending and to comply with accountability issues as required by different stakeholders more particularly donors.

In Africa, Porter and Goldman (2013: 3) show that although the OLC of government Monitoring and Evaluation systems in Uganda, Benin and South Africa is still young compared to that of Colombia, it goes beyond coordination, to information generation through evaluation with formal centralized Monitoring and Evaluation (M&E) function. They show that such a design is important, including the systems for capturing, processing, storing and communicating M&E information. In this regard, Monitoring help managers and policymakers to recognize what the money invested is producing and whether plans are being followed. While, Evaluation helps to illustrate the difference being made, why a given level of performance is being achieved, what is being learned from activities, whether

and how to strengthen implementation of a programme or policy. All these, when summed up, tell the ability of the institution to utilize the results of the evaluations because, unless the institution requires evaluation results in its planning and budgeting, results may not be utilized.

Ochieng, Chepkuto, Tubey & Kuto (2012) study used some similar methods of interviews, document review study with Marra (2000) study while undertaking a single case studies respectively, evaluation findings helped to revise the program mode of delivery in to a more African related while Ochieng, et al. (2012) helped to fulfill legality and accountability.

In Uganda, Reinikka & Svensson (2007) study findings helped in program revision as the central government began publishing publically monthly transfer of public funds to districts for all to see which were similar with the Oren, Sseengooba, Mijumbi, Tashobya, Marchal and Criel (2014) study in which findings contributed to instrumental use when ministry of health used evidence to guide discussions to determine budget allocation to health sector in an effort to cover short fall from loses in user fees thou different methods were used in both these two. Other uses like conceptual use and symbolic use were identified too.

Uganda's development of M&E is closely woven with the need to demonstrate government performance and responsiveness to citizens' demands through the Poverty Eradication Action Plan (PEAP), which was introduced in 1997 as cited by Kabuye, 2015. The coordination of M&E in the country is a mandate of the Office of the Prime Minister (OPM). The OPM reviews the performance of all Ministries, Departments and Agencies (MDAs) against stipulated annual and semi-annual targets. The evaluation tools presently used by government include: ministerial policy statements, budget framework papers, semi-annual and annual cabinet retreats. These provide frameworks to review government performance, the community information system, the annual budget performance

report and Barazas (public community meetings where results of government programme implementation are discussed) (Centre for Learning on Evaluation and Results (CLEAR), 2012: 16-17).

2.5 Synthesis of the literature review

The studies reviewed propose different factors, among which, are structural system factors such as policies, financial investments and staff capacity, as having a bearing in the utilization of evaluation results. However most of the reviewed studies failed to clearly establish how such factors influence utilization of evaluation findings in the context of international development agencies, most of them dwelt on the public sector agencies.

The literature that was reviewed indicated that the question of utilization of evaluation results is critical in the knowledge body of evaluation. The utilization of evaluation results has been pegged to the learning culture of the organization for which the evaluations are carried out. The conceptualization of organizational learning culture has been perceived differently and with diverse methodologies. This study shed light on the conceptual and methodological paradigms of organizational learning culture as it relates to utilization of evaluation results. So therefore there was needed for the study focusing on both organizational learning culture and utilization of evaluation results so as to address that existing knowledge gap.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter details the approach that was guided the study and details the research design, the study population, sample size and procedure of sample selection that were applied during the research study. It also addresses data collection methods and instruments, explaining the ethical considerations as well as data quality control ending with, data processing and analysis that were followed in the course of the research study.

3.2 Research Design

Though focused onto a case study as proposed, the researcher used a cross sectional survey design that applied adopt both quantitative and qualitative methods. Cross-sectional survey research design is a present-oriented methodology that was used to investigate populations by selecting samples to analyze and discover occurrences, Oso & Onen, 2009, as cited by Luutu, 2016. Cross-sectional survey research design was be used to study a group of people just one time, in a single session, focusing on organization learning culture and utilization of evaluation results at Heifer International Uganda. Particularly, surveys were designed to provide a picture of how things are at a specific time. Cross-sectional survey design was adopted because it helped the researcher gather data from a sample of a wider population at a particular time (Amin, 2005: 212) and use such data to make inference about the wider population.

Survey designs enhanced measurement of a wide variety of unobservable data such as participants 'preferences, traits and attitudes (Bhattacharjee, 2012.p.73). Mixed methods approach, also called methodological pluralism (Asif,2013) is where the researcher combines quantitative and qualitative

research techniques, methods, approaches, concepts or language (Johnson&Onwuegbuzie,2004: p.17) in a single study to understand the research problem (Creswell, 2003).

The researcher employed both quantitative and qualitative methods and instruments to solicit data from respondents. Quantitative research employed numerical indicators to ascertain the relative size of a particular phenomenon (Matveev, 2002.p.60). Qualitative approaches allowed the researcher to solicit information that was expressed in textual format (Mugenda&Mugenda,1999), it also made it possible to obtain non-numerical information about the phenomenon understudy to aid establish patterns, trends and relationships from the information gathered (Mugenda& Mugenda,1999; Sekaran,2003).

3.3 Study Population

The study targeted a composition of senior management team who have the oversight role of organizational strategic decision making, Project managers who are responsible for operational management of specific projects, section heads who ensures that learning past experience is not compromised, technical staff who are mandated to oversee implementation of all project actions as defined by the organization within their areas of specialty (Heifer International Human Resource Manual, 2015).

3.4 Determination of the Sample size

Sekaran, (2003) has noted that it is not practically possible to get data from an entire population. It is thus better to use a sample which has been defined by Ahuja (2001) as a portion of people drawn from a larger population (p.156). Kothari (2004) defined sampling as the process of selecting some part of an aggregate or totality on the basis of which a judgement or inference about the aggregate or totality is made (p.152).

3.4.1 Sampling of Respondents

The sampling of respondents followed the procedure shown in Table 3.1 below, using Krejcie & Morgan's (1970) table as cited by Kabuye (2015).

Table 3.1. Sampling Procedure

Category	Total Population (K)	Sample (S)	Sampling procedure
Senior Management team	10	10	Purposive sampling
Project Managers	15	14	Random sampling
Section Heads	06	05	Purposive sampling
Technical staff/officers	30	28	Purposive sampling
Support Staff	05	04	Purposive sampling
Grand Total	66	61	

Source: Krejcie & Morgan's (1970) table as cited by Kabuye (2015).

Curtis et al. (2000) emphasized that a sampling strategy should: stem right from the conceptual framework; be able to generate a thorough database on the phenomena under study; allow the possibility of drawing clear inferences and credible explanations; be ethical and feasible. As seen in the table above, the researcher conducted the study on a sample of 61 respondents (51 quantitative responses and 10 key informant interviews). The sampling strategy was guided by Krejcie & Morgan's (1970) table as cited by Kabuye, 2015.

3.5 Sampling techniques

The study employed two sampling techniques: Random sampling and purposive sampling. Random (probability) sampling offers all units in the population equal chances of inclusion in the sample and (Kothari, 2004.p.60). The researcher adopted the strategy of sampling without replacement where once a unit is selected, it will not be allowed to be sampled another time. Purposive sampling strategy on the other hand, is where respondents will be selected on purpose. Purposive sampling will be used to select individuals or groups of individuals that are knowledgeable

about or experienced with a phenomenon of interest (Cresswell and Plano Clark 2011). This sampling was used to select (10) senior management team as key informant interviews, this is because this stratum provided detailed data that relate to the research study focus and (51) other staff who were considered for self-administration of the questionnaires.

3.6 Data Collection Methods

According to Kruse & Forss (2014.p.10), method is the word used for data collection and analysis. The study employed both primary and secondary data collection methods as explained below.

3.6.1 Primary data collection methods

The researcher used primary data collection methods—the ones that will collect data for the first time and these will be: A questionnaire survey where a self-administered questionnaire was given out to the respondents for them to provide their responses at time of their convenience. Also according to (Amin, 2005) the use of questionnaire is less expensive compared to other methods. This is because the questionnaire can be mailed to the respondents to fill in, and also mailed back to the researcher for analysis. In addition, (Mugenda, 2003) as cited by Mulungi, 2014 questionnaires are used to obtain important information about a wide coverage of the population in a short period of time. This method has been sighted as more efficient in terms of researcher's time and energy. Also questionnaire is used to allow the respondents to have time to reflect on answers to avoid hasty responses. In addition, the questionnaires were used because it enabled the respondents to give independent opinions without fear since it does not require the respondents' names.

Interviewing involved asking key informants some questions as indicated in the interview guide to which they provided answers. Kumar (1996) points out that questionnaires facilitate the collection of information in a relatively short time which information can easily be transcribed yet they strengthen

protection of the respondents' identity (p.114) while key informant interviews facilitate the collection of data and in-depth understanding and more explanations (p.115) as cited by Luutu, 2016.

3.6.2 Secondary data collection methods

The secondary data collection method involved documentary review. The document review supplemented the primary methods and it provided the researcher with an opportunity to gain more contextual in-depth appreciation of the phenomena under study. Sekaran (2003) averred that secondary data are indispensable (p.220) and that collecting data through multiple methods and from multiple sources lends rigor to the research leading to stronger conviction in the goodness of the data (p.256).

3.7 Data collection instruments

A data collection instrument is a tool used to gather data for a study. To achieve the objectives of the study, the researcher applied a self-administered questionnaire, an interview schedule, and a documentary review schedule. Bhattacharjee,(2012) defined a questionnaire is an instrument that is completed in writing by the respondents(p.74).The questionnaire used a combination of questions selectively developed by the researcher and also adapted Yang's (2003) short form of Dimensions of Learning Organization Questionnaire (DLOQ) to enable establish participants 'opinion on how international development agencies in Uganda have supported and used learning at individual, team and organizational levels to influence utilization of evaluation results. An interview schedule-a list of preset questions to follow during an interview-was used to ease collection of data from key informants and beefed up the questionnaires by collecting some more information that was not easily written down by respondents to questionnaires and provide a more in-depth appreciation of some important

aspects of the phenomena under study. Also an interview guide provided in-depth data which was not possible to obtain while using self-administered questionnaires (Mugenda, 2003) as cited by Mulungi, 2014.

3.8 Pre-testing of instruments

It suffices to note the need for scientific rigor in research. Ahuja (2005) for example asserted that any statement pertaining to any social phenomenon made on the basis of scientific inquiry can be accepted as true and meaningful, if it is empirically verifiable (p.20). As such, the researcher carefully took note of two practical research methodological principles of validity and reliability.

3.8.1 Validity

Validity refers to the accuracy and meaningfulness that are based on the research findings, the measure of the extent to which an instrument measures what it is meant to measure (Mugenda & Mugenda, 1999) as cited by Luutu, 2016. The researcher prepared research instruments and subjected them to validity tests before finally administering them on respondents. The draft questionnaire was subjected to expert judgment to verify the validity of the questions in line with Lynn (1986) as cited by Kabuye, 2015 where the researcher used the Content Validity Index (CVI). Bhattacharjee (2012) pointed out that CVI is concerned with assessing how well a set of scale items matches the relevant content domain of the construct that it intends to measure (p. 58). The researcher consulted the supervisor for proper guidance after which, the researcher pre-tested the instruments and after pre-testing ambiguous questions were removed so as to remain with the finest questions. The researcher distributed an initial draft questionnaire to 5 (five) subject matter specialists in evaluation as well as Organizational Learning who were requested to validate the contents of the draft tool whose results were subjected to a CVI calculation whose formula is:

$$CVI = \frac{\text{Number of items considered valid}}{\text{Number of items on the draft}}$$

The researcher sought to ensure that the final tool content complies with the recommended minimum CVI of 0.7 as averred by Amin (2005) and considered comments of the subject matter specialists on the contents of the instruments and make improvements accordingly.

The CVI of the instrument was calculated and the total number of items rated very relevant (VR) and relevant (R) were divided by the total number of items in the instrument.

From the ratings, $CVI = \frac{VR}{R}$

Total number of items

Number of items that were rated Very Relevant and Relevant = 48

Total number of items in the instrument = 54

By substitution: $CVI = 44/54 = 0.81$

Therefore, $CVI = 0.81$

3.8.2 Reliability

Reliability refers to the ability of the instrument(s) to collect the same data consistently under similar conditions (Ahuja, 2001; Amin, 2005) as cited by Luutu, 2016. Upon establishing the mentioned CVI, the researcher refined the draft questionnaire and pretested it on seven (7) respondents using the test – retest technique with a time frame of one week between the testing and re-testing. This facilitated the easy understanding of the tool by the respondents in line with the assertion by Mugenda & Mugenda (1999. p.97) as cited by Kabuye, 2015 and enabled the researcher establish if the tool would be able to solicit similar responses at different times as administered (Amin, 2005),

as cited by Luutu, 2016, thus proving reliability. From this, the researcher was able to make improvements on the tool (Bhattacharjie, 2012) thus improving reliability.

Basing on the fact that the questionnaire had closed ended questions, using a Likert Scale, the questionnaire was subjected to Cronbach 's Alpha to establish internal consistency-how items correlate amongst themselves (Mugenda & Mugenda, 1999. p.99). A reliability coefficient demonstrates whether the test designer was correct in expecting a certain collection of items to yield interpretable statements about individual differences and that -the test has substantial internal consistency, it is interpretable (Cronbach,1951. p.297).

The formula for Cronbach 's Alpha used was as follows:

$$Cronbach's\ alpha = \left[\frac{n}{n-1} \right] \left[\frac{SD^2 - \sum Variance}{SD^2} \right]$$

where: N = Number of items on the test

SD = The Standard Deviation for the set of test scores, and

$\sum Variance$ = Summation of the variances of the scores for each of individual item on the test.

It was important for me as a researcher to establish the relationships between the construct of interest and other related constructs or variables (Cronbach & Meehl, 1955) with empirical evidence of interrelations among constructs providing a means for establishing and validating theories in social sciences (Yang, 2003). Cronbach 's Alpha produces values n=between 0 and 1.00 with the higher value indicating a higher degree of internal consistency and reliability (Gravetter & Forzano, 2012) y e t N u n n a l l y (1978) recommended minimum Cronbach 's Alpha of 0.7. The researcher tested for reliability using the Cronbach`s Alpha coefficient test of the instrument using SPSS 22.0. The instrument was considered reliable once the coefficient was 0.7 and more as shown in Table 3.2 below.

Table 3.2 Reliability results

Variable	Alpha	Number of Items
Senior leadership support	0.856	6
Staff capacity	0.857	12
Structural support system	0.867	12
Utilization of evaluation results	0.756	14

Basing on the results in Table 3.2 above, all variables passed the Cronbach`s Alpha coefficient test and hence were reliable enough to be used as measures of organizational learning culture and utilization of evaluation results.

3.9 Procedure of data collection

After final defense of the research proposal, the researcher ensured acquisition of a clearance letter from UTAMU to introduce him to Heifer International Uganda to enable him seek the acceptance of the management and leadership of the organization to access and interact with respondents. The researcher was allowed to deliver questionnaires to respondents to whom he conducted preliminary meeting to explain in detail the objectives of the study, how they would be selected and as well seek their consent to participate as respondents and request them to thus fill the questionnaire. The researcher then placed an envelope at the reception desk so that respondents could drop their questionnaires. The researcher also fixed appointments to conduct interviews with key informants and reviewed selected documents to search for data to support answering the research questions.

3.10 Data Analysis

According to Leary (2004) as cited in Kyaligaba (2008) “statistical analyses are used to describe an account for observed variability in the behavioral data.” This involved the process of analyzing the data that has been collected using SPSS 22.0 where data collected was entered, edited, cleaned and sorted. Specifically, quantitative analysis involved editing, coding and summarizing the data into

frequencies and percentages which assisted in their presentation in tables, charts and graphs as well as simple summaries, frequencies and percentages to describe basic features of data.

The researcher used Statistical Package for Social Scientists (SPSS) to derive Computed Variables and adopted the significance level of 1% while calculating the correlations. It is important however to note that correlation of variables does not suggest or prove causation as two casually unrelated variables can be correlated because they relate to a third variable (Hussey & Hussey, 1997.p.230).

Regression analysis was used to ascertain the magnitude of effect the dependent variable has on independent variable. The correlation coefficient (r) takes a value between -1 and 1, with 1 indicating perfect positive linear correlation and -1 indicating a perfect negative linear correlation. A positive correlation shows a positive association between the variables (increasing values in one variable correspond to increasing values in the other variable), while a negative correlation shows a negative association between the variables (increasing values in one variable correspond to decreasing values in the other variable). A relationship value close to 0 shows no association between the variables (Amin, 2005: 381-382). In correlation analysis, the level of significance will be, $P=0.05$ for one tail.

Qualitative data analysis on the other hand was done both during and after collecting the data and included summarizing and organizing the data, coding and categorizing it in a manner that enabled provision of answers to the research questions. This process was concluded with writing up summaries of observations. The process was iterative and thus involved moving ahead as well as back to steps already covered. Deductive approach towards analysis of this qualitative data content analysis was used since qualitative data formed low percentage of the research study and also to limited time to conduct the research study, it called for predetermined themes as per the key informant interview guide.

The information from interviews were noted under pre-coded themes that followed the arrangement of the conceptual framework, research objectives and questions. This was then followed by identification of patterns and making of summaries in relation to themes of the study. Mugenda & Mugenda (1999) as cited by Kabuye, 2015 asserted that –it is from the results of such analysis that researchers are able to make sense of the data.

3.11 Measurement of variables

The study variables were measured at three levels: Univariate, Bivariate and Multivariate. At the univariate level the researcher was concerned with single variable analyses especially with nominal data like gender, respondent category status using frequencies and mainly helped in preparation and presentation of descriptive findings. The researcher also conducted cross tabulations in effort to express differences in responses by different respondents. Univariate analysis of these objectives was used to obtain descriptive data in form of means, frequencies and percentages of the respondents. In establishing the relationships among variables, this was followed with Bi-variate analysis that was done using correlation and regression to establish relationships among the study variables (Amin 2005: 322). Bivariate analysis in form of pearson correlation and regression analysis was used to ascertain the magnitude of effect the dependent variable has on independent variable. Thereafter, Multivariate analysis was done using a multiple regression (Amin, 2005:405). Under this, all independent variables (senior leadership support, staff capacity and structural support system) were regressed on the dependent variable (Utilization of evaluation results).

3.12 Ethical Considerations

The researcher made extra efforts to ensure compliance with ethical research conduct that included: compliance with the UTAMU research guidelines and constantly seeking the guidance of the supervisor; explaining the purpose and objectives of the study; stating the estimated time that

the interaction would likely take and seeking respondents' individual voluntary consent; observing and respecting the privacy of respondents explicitly pointing it out to all respondents that there will be no monetary compensation for participating in the study but highlighting that their ideas and thoughts will contribute to more knowledge and understanding on Organizational Learning Culture influence towards utilization of evaluation results. Additionally, in line with research objectivity, and concern for the truth, the researcher will ensure sticking to and presenting the true findings of the study the way they came out as well as acknowledging all authorities whose literature will be used and referred to together with which, the researcher shall use the American Psychological Association (APA).

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction

This chapter presents and discusses findings, analyses and then interprets the results so that a conclusion is reached. All these are deduced from the research responses collected with regard to research objectives that guided this study namely; to investigate how senior leadership support influence utilization of evaluation results, establish how existing staff capacity affect utilization of evaluation results and assess how structural support systems influence utilization of evaluation results within international development agencies taking Heifer International Uganda as the case study.

The data collected using questionnaires were processed using SPSS 22.0 software, and as such data analysis is hereby presented in frequency tables, percentages, means, averages, correlation and regression. Qualitative data was analyzed based on content analysis using a deductive approach.

4.2 Response Rate

The researcher hoped to consider responses from 61 respondents and hence gave out 61 questionnaires as explained in the sampling framework in the third chapter of this study. However, due to non-response by some, only 46 responded to the questionnaires and key informant interviews used in data collection, giving a response rate of 75.4 percent. Those that were unsuccessful were attributed to various factors including travel to other field sites far away for field based activities purposes and others on annual leave. This rate is good enough basing on Richardson (2005: 409) as cited by Luutu, 2015 who argues that response rates of 60 percent or more are regarded acceptable for social science studies. Earlier studies on response rate found that, on average, many studies considered response rate of 55.6 (Baruch, 1999: 9) as cited by Kabuye, 2016. Based on these assertions, this implies that the response rate for this research was adequate for analysis.

4.3 Demographic results

This section provides the social-demographic characteristics of the respondents that include the gender, age distribution of the respondents, their level of education and number of years they have been engaged with Heifer International Uganda. The demographic results in the current study included the following:

4.3.1 Gender of Respondents

The respondents were asked to state their gender in the questionnaire and the findings are as summarized in Table 4.1 below.

Table 4.1: Gender of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Female	19	41.3	41.3	41.3
Male	27	58.7	58.7	100.0
Total	46	100.0	100.0	

Source: Primary Data, 2017

This study intended to consider the perceptions and views of both males and females within the research case study organization. The argument is that the appreciation of reality may differ depending on the respondent`s sex. The findings reveal as portrayed in Table 4.1 above, indicate that 41.3 percent of the female respondents participated in the research while the male respondents were 58.7 percent. Therefore, the majority of the respondents were male, a fairly true reflection of Heifer International Uganda. This implies that enhancing the utilization of evaluation results most especially those that relate to gender issues within this organization will involve a gender-awareness for males to advance them or alternatively by getting more females on board and mainstreaming gender as part of ensuring utilization of the evaluation results.

4.3.2 Age Distribution of Respondents

The researcher also sought to establish the age of distribution of the respondents.

Table 4.2: Age Distribution of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-29	11	23.9	23.9	23.9
	30-39	20	43.5	43.5	67.4
	40-49	15	32.6	32.6	100.0
	Total	46	100.0	100.0	

Source: Primary Data, 2017

From Table 4.2 above, the majority (43.5%) of respondents were in between the ages of 30– 39 years and the second majority (32.6%) of the respondents were in between 40 -49 years, a few of them (23.9%) were in between 20-29 years. This distribution of age implies that the findings obtained do not have any age bias but rather cuts across all the age distribution.

4.3.3 Qualification of the Respondents

The researcher sought to establish the academic levels of the respondents about their highest education attainment in terms of the conventional higher education structure in Uganda. This was done because it was presumed that the education qualification could inform knowledge on the subject of study and general knowledge in Organizational Learning Culture and Utilization of Evaluation Results in International Development Agencies, which was the foundation for this research study.

The respondents possessed the following academic qualifications as shown in Table 4.3 below.

Table 4.3 Qualification of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Secondary Education Certificate	4	8.7	8.7	8.7
College Diploma	13	28.3	28.3	37.0
Bachelors' Degree	13	28.3	28.3	65.2
Post graduate Diploma	3	6.5	6.5	71.7
Master's Degree	13	28.3	28.3	100.0
Total	46	100.0	100.0	

Source: Primary Data, 2017

From Table 4.3 above, majority of the respondents are graduates holding college diplomas, bachelors and master’s degrees; all with an average of 28.3%. 6.5% are holders of post graduate diplomas, 8.7% respondents were holders of secondary education certificate holders. This means that the majority of the employees have minimally college diplomas henceforth, there is a general notion that highly educated and trained people perform tasks within their professional competence. They tend to support established procedures and structural practices of a given institution, Heifer International Uganda inclusive.

Table 4.4: Duration of work engagement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid <2 years	12	26.1	26.1	26.1
Between 3-4 years	13	28.3	28.3	54.3
Between 5-6 years	10	21.7	21.7	76.1
Between 7-8 years	5	10.9	10.9	87.0
>8 years	6	13.0	13.0	100.0
Total	46	100.0	100.0	

Source: Primary Data, 2017

From Table 4.4 above, majority of the respondents (73.9%) have worked for the organization for more than 3 years, 26.1% of the respondents have worked in this organization for less than 2 years. These findings imply that the respondents are well informed on the topic of study. Therefore, their responses enhanced reliability and credibility of the findings.

4.3.4 Duration of work engagement

The researcher also sought to establish the duration that respondents had been working in Heifer International Uganda. The results from this investigation are shown in Table 4.4 below:

4.4 Descriptive and inferential results

Descriptive statistics were used to summarize and describe the respondents' perceptions regarding their degree of agreement or disagreement on organizational learning culture and utilization of evaluation results in International Development Agencies, taking case study of Heifer International Uganda. The descriptive statistic values regarding the degree of agreement or disagreement on the organizational learning culture and utilization of evaluation results at Heifer International Uganda was constructed as follows; 1.00-1.99 = Strongly Disagree; 2.00-2.99 = Disagree; 3.00-3.99 = Neutral (Un Decided); 4.00-4.99 = Agree and 5.00 = Strongly Agree.

While the inferential statistics used were Pearson correlation, coefficient of determination and Hypothesis testing. The results are presented below;

4.4.1 Utilization of evaluation results

Utilization of the evaluation results was core to the purpose of this research as it was considered as the dependent variable. This variable was interrogated in terms of the indicators of utilization, which includes: changes in program design and implementation practices, proactive communication and dissemination strategies for evaluation results, fundraising and program policy influence, commitment of the users and improvement on the quality delivery of program expectations and general utilization as explained the conceptual background of this study. The descriptive results are presented in Table 4.5 below where (M) = Mean, (SA) = Strongly Agree, (A) = Agree, (N) = Neutral (Un Decided), (DA) = Disagree and (SD) = Strongly Disagree; (f) = frequency and (%)= percentage.

Table 4.5 The descriptive results for Utilization of evaluation results

Statements	M	SD f(%)	D f(%)	N f(%)	A f(%)	SA f(%)
The evaluations have led to program/project design and implementation practices.	4.06	2 (4.3)	3 (6.5)	4 (8.7)	18 (39.1)	19 (41.3)
Through evaluations, the entire program has been in position to increase on her funding portfolio.	4.30	0 (0)	2 (4.3)	5 (10.9)	16 (34.8)	23 (50)
End users of the evaluation results tirelessly commit to the use of these results in their program work.	3.95	1 (2.2)	3 (6.5)	2 (4.3)	30 (65.2)	10 (21.7)
Evaluation results have led to the improvement on the quality of how staff deliver on the program expectations.	4.02	0 (0)	3 (6.5)	6 (13.0)	24 (52.0)	13 (28.3)
Evaluation results have influenced current organizational policies.	3.07	3 (6.5)	12 (26.1)	11 (23.9)	16 (34.8)	4 (8.7)
The medium used in the communication of the evaluation results are diverse enough to cater for information needs of all audiences	3.54	2 (4.3)	8 (17.4)	10 (21.7)	15 (32.6)	11 (23.9)
Evaluation findings constitute an authoritative source that one relies upon to make program changes	3.71	3 (6.5)	3 (6.5)	8 (17.4)	22 (47.8)	10 (21.7)
The organization uses evaluation results to convince donors to give financial support to her program work in country	3.52	2 (4.3)	3 (6.5)	2 (4.3)	27 (58.7)	12 (26.1)

Source: Primary data, 2017

The results in Table 4.5 show that on average, 80.4% of the respondents both agreed and strongly agreed that the evaluation recommendations have led to program or project design and implementation practices at a mean of 4.06, while 10.8% of the respondents both strongly disagreed and disagreed when subjected to the above statement. At a mean of 4.30, 84.8% per cent of the respondents believed that the evaluations have led to has been in position to increase on her funding portfolio at hand compared with 4.3 per cent who disagreed to the same statement. Additionally, with a mean of 3.91, 86.9 percent of the respondents both strongly agreed and agreed that end users of the evaluation results tirelessly commit to the use of these results in their program work whereas 8.7 percent strongly disagreed and disagreed to the same statement. In terms of policy influence, with a mean of 3.07, 43.5 percent of the respondents indicated that evaluation results have been used to influence program policies across the organization by both agreeing and strongly agreeing to the statement and at the same time, 56.5% both agreed and strongly agreed to the fact that evaluation results are communicated using a diverse of medium to cater for information needs, only 21.7 percent both disagreed and strongly disagreed that evaluation results are communicated using a diversity of medium.

In terms of general utilization of evaluation results, with a mean of 3.71, 69.5 per cent of the respondents agreed and strongly agreed that generally, the organization has benefited from the numerous evaluation studies that have been carried out by using them as authoritative sources, while 84.8 agreed and strongly disagreed that evaluation results have been used to convince donors to provide financial support to the organization to advance her program work within the country. The results imply that the dimensions of utilization of evaluation results vary in importance This implies that in Heifer International Uganda, utilization of evaluation results is mostly perceived in form of increasing on her funding portfolio with the highest mean value of 4.30.

4.4.2 Senior leadership support and utilization of evaluation results

This variable was studied as one of the independent variables for the research study. It was studied in terms of strict supervision or commitment, result orientated (demand for evaluation results), existence of well-defined structure for evaluation process and their influence on utilization of evaluation results. The descriptive statistics regarding the indicators for the dimensions are presented below in Table 4.6.

Table 4.6 The descriptive results for senior leadership support and utilization of evaluation results

Statements	M	SD f(%)	D f(%)	N f(%)	A f(%)	SA f(%)
Our current leadership is committed towards evaluation work	4.46	1 (2.2)	2 (4.3)	1 (2.2)	13 (28.3)	29 (63.0)
In my organization, the leadership ensures strict supervision of all evaluation related work	4.13	1 (2.2)	1 (2.2)	6 (13.0)	21 (45.7)	17 (37.0)
Leadership demand for results from all project work as part of the learning agenda	4.26	1 (2.2)	1 (2.2)	4 (8.7)	19 (41.3)	21 (45.7)
Leadership engagement themselves in evaluation work	4.04	1 (2.2)	2 (4.3)	6 (13.0)	22 (47.8)	15 (32.6)
Strategic decisions are made that influence utilization of evaluation results	3.89	3 (6.5)	1 (2.2)	6 (13.0)	23 (50.0)	13 (28.3)
The organization has a well-built culture of benefiting from evaluation work.	3.98	2 (4.3)	8 (8.7)	5 (10.9)	17 (37.0)	18 (39.1)

Source: Primary data, 2017

The results in Table 4.6 indicate that on average, 63.0 per cent of the respondents strongly agreed that Heifer International Uganda senior leadership is committed towards evaluation work at a mean of 4.46 compared to 6.5 per cent who both disagreed and strongly disagreed. With a mean of 4.13, 82.7 per cent of the respondents agreed that the leadership ensures strict supervision of all evaluation related work, while only 4.4 per cent strongly disagreed and disagreed to the same statement; 45.7 percent of the respondents further strongly agreed that leadership demand for results all the project work as part of the learning agenda while only 2.2 percent strongly disagreed to the same statement.

It was further indicated by the respondents that 90.4 percent both strongly agreed and agreed to the fact that leadership do engage themselves in the organization wide evaluation work and strategic decisions are made that influence utilization of evaluation results with 78.3 percent strongly agreeing or agreeing. Because of this, 76.1 percent indicated that the organization has a well-built culture of benefiting from evaluation work which is result orientated in nature. These results imply that the respondents appreciated the existence and supportive senior leadership support in terms of influencing utilization of the evaluation results.

It is worth noting that the respondents to the study perceived the senior leadership dimensions vary in importance with the senior leadership commitment towards evaluation work having the highest mean of 4.46 above all the other dimensions. Dimension of strategic decisions made that influence utilization of evaluation results had the lowest mean of 3.89 reported by the respondents in the research study.

4.4.2.1 Correlations between senior leadership support and utilization of evaluation results

In determining the influence of senior leadership support to utilization of evaluation results at Heifer International Uganda, correlation analysis was carried out. Pearson correlation coefficient (r) was used to determine the strength of the relationship between senior leadership support and utilization of evaluation results. This is shown in Table 4.7 which indicates that there was significant relationship between senior leadership support ($r=0.877$) and utilization of evaluation results in Heifer International Uganda

Table 4.7: Correlation results between senior leadership support and utilization of evaluation results

		Senior leadership support	Utilization of evaluation results
Senior leadership support	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	46	
Utilization of evaluation results	Pearson Correlation	.877**	1
	Sig. (2-tailed)	.000	
	N	46	46
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Primary Data, 2017

Table 4.7 above shows the Pearson’s correlation coefficient $r = 0.877^{**}$ between senior leadership support and utilization of evaluation results suggesting that the two variables had a positive significant relationship. The $r = 0.877^{**}$ and significance $p = 0.000$ between senior leadership support and utilization of evaluation results suggests that there was a high positive significant relationship between these variables in Heifer International Uganda.

The managerial implication was that leadership commitment towards evaluation work, increased demand for the evaluation results, strategic decisions, knowledge creation and integration within Heifer International Uganda strongly influences utilization of evaluation results within the organization. inadequate senior leadership support towards evaluation adversely affects utilization of the evaluation results within the organization

Table 4.8 Bivariate regression result for senior leadership support and utilization of evaluations

Model	Coefficients ^a		Standardized Coefficients	t	Sig.
	Unstandardized Coefficients	Std. Error			
	β	Std. Error	β		
1 (Constant)	1.419	.347		4.091	.000
Senior leadership support	.594	.157	.358	3.694	.000
a. Dependent Variable: Utilization of evaluation results					

Source: Primary Data, 2017

The regression results in Table 4.8 above reveal a positive and significant effect of senior leadership support on utilization of evaluation results. Specifically, they show that with $p = 0.000$; utilization of evaluation results = $1.419 + 0.594$ (senior leadership support). This implies that an increase in level of effort by the senior leadership regarding evaluations is likely to increase the utilization of the results by 0.594. However, on further analysis, the r^2 is 0.128 which is low and hence shows that the senior leadership support on their own may not influence the utilization of evaluation results in the organization.

The above is reinforced by interview findings that agreed to the fact that the organization has strong leadership mandate that eventually affect the evaluations and hence the utilization of the evaluation results. One key informant remarked that,

“What we do is guided by the senior leadership team at the head office. Some things may automatically be non-priorities and therefore unfunded in the budget. Such things cannot be implemented since, implementing them may result in financial impropriety” (May, 2017).

4.4.3 Staff capacity and utilization of evaluation results

Staff capacity was the two independent variable and was premeditated in terms of a unit responsible for evaluations at Heifer International Uganda, competence of staff, training opportunities and individual level training. The descriptive statistics are highlighted in Table 4.7 below.

Table 4.9 The descriptive results for staff capacity and utilization of evaluation results

Statements	M	SD f(%)	D f(%)	N f(%)	A f(%)	SA f(%)
In my organization, staff are given equal opportunities for learning	3.89	2 (4.3)	5 (10.9)	4 (8.7)	20 (43.5)	15 (32.6)
The organization has got adequate staff that are used in the planning, data collection, analysis, reporting and dissemination of evaluation results	3.80	1 (2.2)	8 (17.4)	3 (6.5)	21 (45.7)	13 (28.3)
In my organization, whenever people state their view, they also ask what others think	3.96	4 (8.7)	2 (4.3)	4 (8.7)	18 (39.1)	18 (39.1)
In my organization, teams/groups have the freedom to adopt their goals as needed	4.13	2 (4.3)	2 (4.3)	4 (8.7)	18 (39.1)	20 (43.5)
Evaluation findings justifies why programs are continued	3.21	5 (10.9)	9 (19.6)	12 (26.1)	11 (23.9)	9 (19.6)
Our organization enables inclusion of past lessons into new project designs	4.00	1 (2.2)	3 (6.5)	4 (8.7)	25 (54.3)	13 (28.3)
In my organization, leaders continually look for opportunities to learn	4.20	1 (2.2)	4 (8.7)	2 (4.3)	17 (37.0)	22 (47.8)
I am actively involved in evaluation work within my organization	4.04	1 (2.2)	4 (8.7)	3 (6.5)	22 (47.8)	16 (34.8)
I have adequate capacity or capability to manage the Evaluations	3.17	3 (6.5)	13 (28.3)	12 (26.1)	9 (19.6)	9 (19.6)
The organization has an independent Evaluation Unit mandated to manage evaluations.	3.74	3 (6.5)	4 (8.7)	8 (17.4)	18 (39.1)	13 (28.3)
The evaluation unit within the organization has staff with competent skills to design, manage and implement evaluations.	2.72	13 (28.3)	11 (23.9)	4 (8.7)	12 (26.1)	6 (13.0)
Evaluation Unit has adequate number of staff to design, manage and implement evaluations.	3.84	4 (8.7)	2 (4.3)	3 (6.5)	24 (52.2)	13 (28.3)

Source: Primary data, 2017

The descriptive statistics in Table 4.9 above show that, on average, 39.1 per cent of the respondents agreed, while 28.3 per cent strongly agreed that Heifer International has a unit responsible for evaluations at a mean of 3.74. However, 28.3 per cent strongly disagreed and 23.9 per cent disagreed that the organization has staff with competent skills to design, manage and implement evaluations. Relatedly, 52.2 per cent agreed, while 28.3 per cent of all the respondents strongly agreed that the organization has adequate number of staff to design, manage and implement evaluations at a mean

of 3.84. In addition, 54.3 per cent of the respondents agreed on average that the organization has a culture of benefiting from evaluation evidence, but 28.3 per cent strongly agreed at a mean of 4.00. Averagely, 43.5 per cent agreed and 32.6.0 per cent strongly agreed that staff are given equal opportunities for learning at a mean of 3.89, while 45.7 per cent and 28.3 per cent of all the respondents agreed and strongly agreed respectively that the organization has got adequate staff that are used in the planning, data collection, analysis, reporting and dissemination of evaluation results at a mean of 3.80. The results imply that most of the respondents perceived themselves to possess adequate capacity to manage evaluations, that there was a unit responsible for evaluations though with staff who possess insufficient competences to manage evaluations within the organization.

4.2.3.1 Correlations between staff capacity and utilization of evaluation results

To test if there was relationship between staff capacity and organizational learning a correlation analysis was conducted using Pearson’s correlation coefficient and significance statistics and the findings are presented in Table 4.10 below. Staff capacity was studied in terms of individual capability to manage evaluations, a unit responsible for evaluations, the staff have adequate competencies, a culture of benefiting from evaluation evidence and the unit has an adequate number of staff. The results are presented below.

Table 4.10: Correlation results between staff capacity and utilization of evaluation results

		Staff capacity	Utilization of evaluation results
Staff capacity	Pearson Correlation	1	.765**
	Sig. (2-tailed)		
	N	46	
Utilization of evaluation results	Pearson Correlation	.765**	1
	Sig. (2-tailed)	.000	
	N	46	46
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Primary Data, 2017

The results in the Table 4.10 above, show that a Pearson correlation was run to determine the relationship between staff capacity and utilization of evaluation results. There was a strong, positive correlation between staff capacity and utilization of evaluation results, which was statistically significant ($r = 0.765, P = .000$).

Table 4.11 Bivariate regression result for staff capacity and utilization of evaluations

Model	Coefficients ^a		Standardized Coefficients	t	Sig.
	Unstandardized Coefficients	Std. Error			
	β	Std. Error	β		
1 (Constant)	.055	.214		.255	.799
Staff Capacity	1.026	.080	.801	1.28	.000
a. Dependent Variable: Utilization of evaluation results					

Source: Primary Data, 2017

The Bivariate regression results in Table 4.11 above show that the staff capacity has a positive and statistically significant ($p = 0.000$) effect on the utilization of evaluation results. Specifically, the results show that with r^2 high at 0.642, utilization of evaluation results = $0.055 + 1.025$ (staff capacity). This implies that an improvement in the staff capacity would increase the probability for utilization of the evaluation results at Heifer International Uganda.

From interviews, it was clear that Heifer International Uganda has capacity to manage evaluations. A key informant was quoted saying,

“We have the evaluation competencies in various fields of specialty. Our staff members have the competences to manage the evaluations. Some of them even consult to government ministries, department and agencies as well as other organizations that seek their expertise” (May, 2016).

This shows that the individual members agree to possession of the capacity as well appropriate guidelines that direct the processes of Monitoring and Evaluation in the organization.

4.4.4 Structural support system and utilization of evaluation results

Studied in terms of staff recognition, financial allocation, clear M&E structure, clear rules on management of evaluation costs, triggering of evaluations, staff perception towards structural support system and structural support system was considered in the research study as the third independent variable. The descriptive statistics are presented in Table 4.12 below.

Table 4.12 The descriptive results for structural support systems and utilization of evaluation results

Statements	M	SD f(%)	D f(%)	N f(%)	A f(%)	SA f(%)
Organization recognizes staff for taking initiatives that relate to evaluation practices	4.00	3 (6.5)	1 (2.2)	6 (13.0)	19 (41.3)	17 (37.0)
Organization ensures that there are financial resources available to undertake evaluation related work	4.07	1 (2.2)	2 (4.3)	5 (10.9)	23 (50.0)	15 (32.6)
Organization has a well stipulated monitoring and evaluation team with clear structure	3.89	1 (2.2)	3 (6.5)	8 (17.4)	22 (47.8)	12 (26.1)
The organization has clear rules regarding evaluation costs	3.98	1 (2.2)	4 (8.7)	5 (10.9)	21 (45.7)	12 (26.1)
The organization has clear rules that guide planning for evaluation work	3.87	1 (2.2)	6 (13.0)	4 (8.7)	22 (47.8)	13 (28.3)
The organization has clear policies that guide implementation of evaluation recommendations	2.89	4 (8.7)	16 (34.8)	10 (21.7)	13 (28.3)	3 (6.5)
There are existing policies and practices that guide evaluation program work	3.83	0 (0)	4 (8.7)	12 (26.1)	18 (39.1)	12 (26.1)
Some people in organization look at evaluation as a luxury that could be done away with when faced with resource constraints	3.22	8 (17.4)	8 (17.4)	5 (10.9)	16 (34.8)	9 (19.6)
Organization triggers evaluations on adhoc basis	3.83	1 (2.2)	6 (13.0)	7 (15.2)	18 (39.0)	14 (30.4)
Evaluators trigger evaluations in the organization	3.98	1 (2.2)	6 (13.0)	4 (8.7)	17 (37.0)	18 (39.1)
Evaluators are selected through a competitive process	3.30	4 (8.7)	8 (17.4)	12 (26.1)	14 (30.4)	8 (17.4)
The organization has got functional equipment which are used in the process of collecting, analysis and disseminating evaluation findings	3.39	3 (6.5)	7 (15.2)	12 (26.2)	17 (37.0)	7 (15.2)

Source: Primary data, 2017

The results in Table 4.11 show that with a mean of 4.00, 37.0 per cent of the respondents strongly agreed that the organization recognizes staff for taking initiatives that relate to evaluation practices, while 41.3 per cent agreed to it. On average, 37.0 per cent of all respondents believed that the evaluators trigger the evaluations in the organization with a mean of 3.98 compared to 13.0 per cent that disagreed. On average, 30.4 per cent of the respondents agreed and 17.4 per cent strongly agreed that evaluators are selected through a competitive process in Heifer International at a mean of 3.30. However, at a mean of 3.22, 34.8 per cent and 19.6 per cent respectively of all respondents agreed and strongly agreed that within the organization, evaluation is looked at as a luxury that could be done away with when faced with resource constraints, while 50.0 per cent and 32.6 per cent of the respondents agreed and strongly agreed respectively that the organization ensures that there are financial resources available to undertake evaluation related work.

In addition, the respondents indicated that the organization has existing policies and practices that guide evaluation program work with a mean of 3.83; however, 34.8 per cent of the respondents disagreed with the fact that the organization has clear policies that guide implementation of evaluation recommendations. The results imply that respondents ranked financial resources availability to undertake evaluation related work above the other structural support processes. Triggering of evaluation was studied in terms of who triggers evaluations within the organization, and whether it is planned or done on an ad hoc basis.

The descriptive results show that the respondents perceived the evaluators to be triggering evaluations with a mean of 3.98 and the triggering to be done on an ad hoc basis with a mean of 3.83. Respondents were not very sure there are existing policies and practices that guide evaluation program work within Heifer International Uganda with a per cent of 26.1

4.4.4.1 Correlation results between structural support systems and utilization of evaluation results

The third objective of the present study was to establish effect of structural support systems on the utilization of evaluations within Heifer International Uganda. Structural support system was interrogated in terms of ad hoc triggering of evaluation, evaluators` triggering evaluations, competitive selection of evaluators, dissemination of results to all stakeholders and timely dissemination. The results are presented in Table 4.13 below;

Table 4.13: Correlation results between structural support systems and utilization of evaluation results

		Structural support systems	Utilization of evaluation results
Structural support systems	Pearson Correlation	1	.486**
	Sig. (2-tailed)		
	N	46	
Utilization of evaluation results	Pearson Correlation	.486**	1
	Sig. (2-tailed)	.000	
	N	46	46
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Primary Data, 2017

The results in Table 4.13, show that a Pearson correlation $r = 0.486$ with $P = .000$. There was a weak, positive and statistically insignificant correlation between structural support systems and utilization of evaluation results at Heifer International Uganda.

Table 4.14 Bivariate regression result for structural support systems and the utilization of evaluations

Model	Coefficients ^a		Standardized Coefficients	t	Sig.
	Unstandardized Coefficients				
	β	Std. Error			
1 (Constant)	2.174	.253		8.591	.000
Structural support systems	.163	.083	.196	1.977	.051
a. Dependent Variable: Utilization of evaluation results					

Source: Primary Data, 2017

The results in Table 4.14 show that the structural support systems have a positive but statistically insignificant effect on the utilization of evaluation results. They show that with sig. of 0.051; Utilization of evaluation results = 2.174 + 0.163 (structural support systems). This implies that an improvement in the structural support systems would increase the chances of utilization of the evaluation results. However, the r^2 is low at 0.038 which shows that the process on its own may not influence the utilization of evaluation results in the organization.

Table 4.15 Multivariate regression results on Organization learning culture and utilization of evaluation results

Model	Coefficients ^a		Standardized Coefficients	t	Sig.
	Unstandardized Coefficients				
	β	Std. Error			
1 (Constant)	.213	.267		.780	.341
Senior leadership support	.034	..113	.021	.287	.777
Structural support systems	-.207	.058	-.252	-3.565	.001
Staff capacity	1.169	.098	.916	11.99	.000
a. Dependent Variable: Utilization of evaluation results					

Source: Primary Data, 2017

The multivariate regression in Table 4.15 above shows that senior leadership support has a positive but statistically insignificant (sig. = 0.777) effect on utilization of evaluation results while the structural support systems has negative albeit statistically significant (sig. = 0.001) effect on the utilization of evaluation results. However, the staff capacity has a positive and statistically significant (sig. = 0.000) effect on utilization of evaluation results. Therefore, the regression equation is: utilization of evaluation results = 0.202 + 0.034 (senior leadership support) – 0.207 (structural support systems) + 1.169 (staff capacity).

This implies that without organizational learning culture dimension, utilization of evaluation results would stand at a constant of 0.213, although it is not statistically significant. It further reveals that the senior leadership support explains 0.034 of the utilization of evaluation while the structural support system explains -0.207. However, overall staff capacity contributes 1.169 of the utilization of evaluation results.

On further analysis, the predictive power of the overall model as given by ANOVA is given below as:

Table 4.16 ANOVA for the Multivariate regression model

	ANOVA^a				
Model	Sum of Squares	Df	Mean of Square	f	Sig.
1 Regression	85.594	3	28.531	60.690	.000 ^b
Residual	39.490	84	.470		
Total	125.084	87			
	a. Dependent Variable: Utilization of evaluation results b. Predictors: (Constant), Senior leadership support, structural support systems, staff capacity				

Source: Primary Data, 2017

From table 4.16 above, we see the sig. of ANOVA is 0.000 which is less than 0.05 and indicates that; overall, the model applied is significantly good enough in predicting the outcome variable.

In addition, looking at the model summary, we see the explanatory power of the model as given in the table below.

Table 4.17 Multivariate Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.827 ^a	.684	.673	.68565
Residual	39.490	84	.470	
Total	125.084	87		

a. Predictors: (Constant), Senior leadership support, structural support systems, staff capacity

Source: Primary Data, 2017

This implies that explanatory power of the regression has increased since the value of r^2 is now 0.684 with the adjusted r^2 being 0.673 compared to the values of r^2 presented in the earlier bivariate models.

This implies that interrogating organizational learning culture in terms of the three independent variables gives a better model and, therefore, it is what the researcher bases on to make conclusions.

CHAPTER FIVE

SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this final chapter of the dissertation, the study presents the summary of findings, discussion of the findings, conclusion(s) and suggests recommendations based on the findings. The first section is a summary of the study findings. The discussions, conclusions, recommendations and areas for further studies then follow.

5.2 Summary

This study set out to establish the influence of organizational learning culture on the utilization of evaluation results in International Development Agencies with a case of Heifer International Uganda. The study employed a cross-sectional research design and collected data using questionnaires, interviews and documentary analysis. The major findings were:

5.2.1 Senior leadership support and the utilization of evaluation results

The results show that senior leadership support has a very strong positive significant effect on utilization of evaluation results and most likely to influence the utilization of evaluation results because it was statistically significant (sig. = 0.877). The leadership support was perceived to vary in importance, with the strategic decisions made based on evaluation results having a mean of 3.89 being ranked lower of all the other senior leadership support indicators considered in the research study.

5.2.2 Staff capacity has an effect on the utilization of evaluation results

The results show that the staff capacity has a positive and statistically significant (sig. = 0.000) effect on utilization of evaluation results. Regarding the issue of staff capacity, most of the respondents perceived themselves to possess adequate capacity to manage evaluations; there was a unit

responsible for evaluations; and the staff possess adequate number of staff to design, manage and implement evaluations.

5.2.3 Structural support systems on the utilization of evaluation results

The results show that structural support systems have a negative effect on the utilization of evaluation results and that this effect is statistically insignificant (sig. = 0.001). From this, triggering evaluations was ranked above the other structural support systems. The respondents perceived the evaluators to be triggering evaluations with a mean of 3.98 and it was evident that the triggering of evaluation within Heifer International is mostly done on an ad hoc basis with a mean of 3.83 and average mean responses of 3.30 indicated that evaluators are selected through competitive process, making it the lowly ranked indicator under this dimension.

5.3 Discussion of findings

The present study reveals that organizational learning culture carries critical weight that influences the utilization of evaluations in international development agencies. From the demographic results, it was clear that most the respondents were within the young vibrant working age bracket. This clearly links with earlier findings by the Global Heifer International Human Resource Report (2016) that postulated that Heifer International Uganda had the most vibrant and energetic working staff with the zeal to work. The results for dimensions of organizational learning culture indicate that the dimensions do not carry equal importance in explaining the utilization of evaluation results. Specifically;

5.3.1 Senior leadership support and the utilization of evaluation results

The results show that procedural rules have a positive effect on utilization of evaluation results but are less likely to influence the utilization of evaluation results because it was statistically significant (sig. = 0.876). The significance of senior leadership support is rooted in the Heifer organizational wide policy framework that mandates each top leadership for every country office to provide the necessary support towards evaluation efforts. In this way, Heifer International Uganda has continued to learn and improve on its programming agenda. This is in agreement with Argyris & Schön (1978) assertion as cited by Kiwumulo, 2016; that in order to be competitive in a changing environment, organizations must change and refocus, to make conscious decisions to change their actions in response to changing circumstances. However, it should be noted that much as such provisions are provided for in the policy framework, the country program leadership has to continually depend on the global policies that guide their end strategic decisions. This makes it very difficult to take firm policy decisions towards streamlining evaluation results within the overall organizational working.

The results, however, are in disagreement with Firme, Letichevsky, Dannemann and Stone (2009) who guided that a set of guidelines that establishes senior leadership support procedures to properly conduct planning, implementation and effective utilization of evaluation results, in all levels of possible implementation.

5.3.2 Staff capacity has an effect on the utilization of evaluation results

The results show that the staff capacity has a positive and a statistically significant (sig. = 0.000) effect on utilization of evaluation results. Staff capacity enhances the ability of the organization to carry out good evaluations and hence utilize results. This is line with Conley-Tyler's (2011) findings that building staff capacity may be a strong factor in some cases, but may make no sense for an organization that is only going to conduct one evaluation once in a very long time, say a decade. In

the same line, Léautier (2012) educates us that staff capacity to conduct evaluations as well as capacity to use evaluations is very critical.

In this regard, Schaumburg-Müller (2016) showed that establishment of a unit responsible for the evaluation function in an institution is an important indicator of demand for evaluation and its utilization. He cited Colombia where evaluations are based on legislation or constitution. Interestingly, Højlund (2014: 34-35) noted that an organization with a culture of evaluation and measurement was likely to have a culture that supports its desire to use knowledge instrumentally.

5.3.3 Structural support systems and the utilization of evaluation results

The results show that structural support systems have a negative effect on the utilization of evaluation results and that this effect is statistically insignificant (sig. = 0.001). The negative sign could be due to the bureaucratic tendencies with the Heifer International administration with vertical administrative structure. This significant effect shows that the process through which an evaluation is carried out is very important in explaining whether the results will be implemented. So critical is the issue of participation of stakeholders which informs ownership of results. The process of doing the evaluations needs to be participatory and consultative so that an input of stakeholders is sourced and where possible is considered. Short of that, results are referred to as the evaluators', which increases the distance between the evaluators and the evaluatees (Balthasar, 2008).

Regarding the triggering of evaluations, it is evident that who triggers the evaluation matters a lot. Mayne, Divorski, and Lemaire (2013) argued that once evaluations are triggered by those responsible for implementation of the measures, difficulties are faced in asking questions of effect and relevance of the measures and programmes. This is because diverse forms of institutionalization disagree in their ability to deal with the varying information requirements of

the target groups. In this case, relatedly, Balthasar (2008) posited that, triggering of the evaluation by the unit responsible for the measures or implementation of the examination within the office, promotes process-related utilization.

Williams, de Laat, and Stern (2012), on the other hand, averred that the independent evaluations need to be carried out by people who are not involved in the implementation of a measure; contrary to Conley-Tyler (2015) who argued that internal and external evaluators can be independent depending on the evaluation role they choose.

5.4 Conclusions

Based on the findings of the current study, the following conclusions are drawn:

5.4.1 Senior leadership support and the utilization of evaluation results

The current senior leadership support is very essential in explaining the utilization of evaluation results in Heifer International. This is because there exists operating policy framework that establishes and guides the governance of country offices. The positive sign, signify that once rules are improved on, then, they guide the planning, the costs incurred in the evaluations as well as the implementation of the recommendations from the evaluations. Amongst the procedural rules, those ranked highly by respondents are the rules that pertain to the assumption of costs and it is followed by the participation and involvement of stakeholders. Therefore, the research question is answered that senior leadership support relate positively with utilization. The null hypothesis stated in chapter one is henceforth accepted.

5.4.2 Staff capacity and the utilization of evaluation results

The issue of staff evaluation capacity was found to be highly related to the utilization of evaluation results at Heifer International Uganda. Amongst the indicators of staff capacity, the competences of the individuals to manage evaluation was ranked over and above all others in as far as evaluations are concerned. The individual respondents to the study questionnaire themselves believed in their competences to manage evaluations which is critical in self-esteem. Otherwise, it would be bad if they doubted their skills and abilities to manage evaluation. Therefore, it is paramount to strengthen the staff capacity such that good evaluations are commissioned, overseen and the results are utilized. Another key issue regarding capacity is the issue to do with a unit responsible for evaluations. This helps to coordinate and harmonize evaluation issues in the university especially in the field of field fostered evaluation so that quality assurance and quality deliverable is enhanced within the organization. The null hypothesis relating to the staff evaluation capacity in chapter one is hence accepted.

5.4.3 Structural support systems and the utilization of evaluation results

The current structural support systems at Heifer International Uganda has a negative and significant relation with the utilization of evaluation results. The significant relation implies that structural support systems informs the utilization of evaluation results according to the research study. This implies that when the evaluation is carried out through a good process, then the results will be good and acceptable and therefore usable, hence utilization. Amongst the structural support systems for evaluation is the fact that the evaluators are selected on merit through a competitive process. This is deemed to increase confidence in the evaluation results. Within Heifer International Uganda, it was vivid that some of the evaluations are commissioned on an ad hoc basis, but, what is clear is that the membership is on merit and the evaluators try as much as possible to consult widely prior to the

generation of the final report to the commissioners of the evaluation. The null hypothesis relating to structural support system in chapter one is rejected.

5.5 Recommendations

The research study conducted provides useful insights that the senior managers in Heifer International and other international development agencies that can be used to examine the policies and practices so that evaluation results are utilized. Specifically, there is need to strengthen the unit responsible for Monitoring and Evaluations within Heifer International. This is expected to provide the much needed assurance on quality of services provided at the organization. In addition, it will enhance the harmonization of the institution as one organization such that, for example, all evaluations follow standardized protocols like uniformed sampling methodologies, terms of reference, etc.

The policy that guide the mandate of the senior leadership team at country offices need to be reviewed to suit the best practices of corporate governance and also eliminate the current bureaucratic tendencies that sometimes cause delayed strategic decision making. There is also need for inclusiveness and participation does not need to take precedence over the cardinal principles of who supervises who? Therefore, the composition of an inclusive coordination committee to support utilization of evaluation results is highly recommended.

To enhance organizational learning, the study recommends that the management of Heifer International should with a help of external consultants conduct an institutional development plan for an appropriate organizational structure and institute team processes which foster knowledge creation, integration and utilization culture of evaluation results.

5.6 Contribution of the study

The study contributes to conceptualization of organizational learning culture by building on Balthasar (2007 & 2009). Hence it interrogated how organizational learning culture influences the utilization of evaluation results in international development agencies, especially Heifer International Uganda that was chosen as a case study as well as the methodological orientation that was followed in the process of data collection and analysis. This is because in the field of the evaluation, very few studies have been carried out.

The study also supplements already available scholarly efforts in the developed world by introducing the African content in the study of utilization of evaluation; more so, by relating to the organizational learning culture in which the evaluation is commissioned, undertaken and disseminated. The study has also helped cover knowledge gaps on organizational learning and utilization of evaluation results in international development agencies of a developing country-Uganda.

Generally, this dissertation makes invaluable contribution on the scientific literature regarding organizational learning culture and utilization of evaluation results in international development agencies. This covers a visible need in supporting the argument for continuous improvement of utilization of evaluation results where huge investments are made and learning processes.

5.7 Limitations

Although this study represents an important stride in having useful insights regarding the influence of organizational learning culture on utilization of evaluation findings, it is not free of some limitations. The study was exploratory in nature, had only one contact with the sampled population and relied on respondents' perceptions regarding the influence of organizational learning culture variables on utilization of evaluation findings Heifer International Uganda. As such, the actual

influence of variables under investigation on utilization of evaluation findings is hard to tell. In this light, I propose replication of the study in a similar or different environment using before and after research design.

The other limitation of the study is the use of case study approach which limits the generalization of the study findings to other organizations engaged in international development in Uganda like Send A Cow, World Vision, etc. Furthermore, the study was limited in terms of content scope and sample composition as it concentrated on organization learning culture as a factor influencing utilization of evaluation results and yet utilization of evaluation results can be influenced by many other factors like the quality of evaluation results and the management style, as well as the objectives of the organization.

5.8 Areas for further research

Further research needs to be done on:

- Other studies need to examine the moderating effect of use of information communications and technology on the relationship between organizational learning culture and utilization of evaluation results with a view of identifying appropriate technology to foster organizational learning from evaluations.
- Further to the above and owing to globalization, comparative studies should be conducted for instance at the East African regional level as well as other countries to provide more insight into and deeper understanding of this very research phenomena.
- The other predictive factors that influence utilization of evaluation results such as Leadership style and objectives of the organization focusing on a broader spectrum of international development agencies.

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Appendix I: Questionnaire

Part A. Introduction

My name is **Dan Bazira**; I am pursuing a Master's Degree in Monitoring & Evaluation (MME) from UTAMU. The award of this degree partially requires presenting a dissertation. It is for this reason that I have designed a questionnaire to help me gather data about "Organizational Learning Culture and Utilization of Evaluation Results in International Development Agencies". There is no pledged compensation for participating in this study. However, your thoughts will certainly contribute to the growing body of work on Organization Learning Culture as well as utilization of Evaluation Results. All stages of this study, **there will be no mention** of your personal identity details.

Thank you for your consideration.

Part B. Background information

Please tick the appropriate box where applicable

1.1 Gender of respondent

a) Female

b) Male

1.2 Age group (in years)

a) 20-29

b) 30-39

c) 40-49

d) 50-59

e) 60 and above

1.3 Qualification (Tick your highest level of formal education)

- Secondary Education Certificate
- College Diploma
- Bachelors' Degree
- Post Graduate Diploma
- Master's Degree
- Doctorate Degree

1.4 How long have you spent working for the organization?

- a) Between 1-2years
- b) Between 3-4 years
- c) Between 5-6 years
- d) Between 7 -8years
- e) Above 8 years

Part C. Organization Learning Culture and Utilization of Evaluation Results

Using the scale of (SD= Strongly Disagree, DA= Disagree, N = Neutral, A = Agree, SA = Strongly Agree), please place a tick to indicate the extent to which you agree/disagree with the following statements.						
		SD 1	DA 2	N 3	A 4	SA 5
Subsection I: Utilization of Evaluation Results						
UE01	The evaluation recommendations have been implemented					
UE02	The evaluation results have periodically been communicated and disseminated appropriately.					
UE03	The evaluations have led to program/project design and implementation practices.					
UE04	Through evaluations, the entire program has been in position to increase on her funding portfolio.					
UE05	End users of the evaluation results tirelessly commit to the use of these results in their program work.					

UE06	Evaluation results have led to the improvement on the quality of how staff deliver on the program expectations.					
UE07	Evaluation results have influenced current organizational policies.					
UE08	Evaluations undertaken produce credible and reliable results.					
UE09	In communicating Evaluation findings, formats that are friendly to the audiences are normally adopted.					
UE10	The medium used in the communication of the evaluation results are diverse enough to cater for information needs of all audiences					
UE11	Evaluation results stimulate individuals to think more about the program work					
UE12	Evaluation findings constitute an authoritative source that one relies upon to make program changes					
UE13	The organization uses evaluation results to convince donors to give financial support to her program work in country					
UE14	The organization uses previous evaluation results as basis to justify funding proposals to donors					
Subsection II: Senior Leadership Support and Utilization of Evaluation Results						
LS01	Our current leadership is committed towards evaluation work					
LS02	In my organization, the leadership ensures strict supervision of all evaluation related work					
LS03	Leadership demand for results from all project work as part of the learning agenda					
LS04	Leadership engagement themselves in evaluation work					
LS05	Strategic decisions are made that influence utilization of evaluation results					
LS06	The organization has a well-built culture of benefiting from evaluation work.					
Subsection III: Staff Capacity Building and Utilization of Evaluation Results						
SC01	In my organization, staff are given equal opportunities for learning					
SC02	The organization has got adequate staff that are used in the planning, data collection, analysis, reporting and dissemination of evaluation results					
SC03	In my organization, whenever people state their view, they also ask what others think					
SC04	In my organization, teams/groups have the freedom to adopt their goals as needed					
SC05	Evaluation findings justifies why programs are continued					
SC06	Our organization enables inclusion of past lessons into new project designs					

SC07	In my organization, leaders continually look for opportunities to learn					
SC08	I am actively involved in evaluation work within my organization					
SC09	I have adequate capacity or capability to manage the Evaluations					
SC10	The organization has an independent Evaluation Unit mandated to manage evaluations.					
SC11	The evaluation unit within the organization has staff with competent skills to design, manage and implement evaluations.					
SC12	Evaluation Unit has adequate number of staff to design, manage and implement evaluations.					
Subsection IV: Structural Support Systems and Utilization of Evaluation Results						
SS01	Organization recognizes staff for taking initiatives that relate to evaluation practices					
SS02	Organization ensures that there are financial resources available to undertake evaluation related work					
SS03	Organization has a well stipulated monitoring and evaluation team with clear structure					
SS04	The organization has clear rules regarding evaluation costs					
SS05	The organization has clear rules that guide planning for evaluation work					
SS06	The organization has clear policies that guide implementation of evaluation recommendations					
SS07	There are existing policies and practices that guide evaluation program work					
SS08	Some people in organization look at evaluation as a luxury that could be done away with when faced with resource constraints					
SS09	Organization triggers evaluations on adhoc basis					
SS10	Evaluators trigger evaluations in the organization					
SS11	Evaluators are selected through a competitive process					
SS12	The organization has got functional equipment which are used in the process of collecting, analysis and disseminating evaluation findings					

Appendix II: Key informant interview guide

Introduction

My name is **Dan Bazira**; I am pursuing a Master’s Degree in Monitoring & Evaluation (MME) from UTAMU. The award of this degree partially requires presenting a dissertation. It is for this reason that I have designed a questionnaire to help me gather data about “Organizational Learning Culture and Utilization of Evaluation Results in International Development Agencies”. There is no pledged compensation for participating in this study. However, your thoughts will certainly contribute to the growing body of work on Organizational Learning Culture as well as utilization of Evaluation Results. At all stages of this study, **there will be no mention** of your personal identity details.

Thank you for your consideration.

Questions

1. Gender

Male

Female

2. Position in the organization-----
3. What kind of influence does Organizational Learning Culture have on the concept of expansion of your programs?

4. In which ways does Organizational Learning Culture determine your current program funding portfolio?

5. How does the existing staff capacities influence quality of program/project expected deliverables?

6. How are the evaluation results communicated and disseminated both internally and externally?

7. What would be your recommendations on how practically the current organizational learning culture can be strengthened or improved to ensure comprehensive utilization of evaluation findings?

(a) Strengthened:

(b) Improved:

Appendix III: The Krejcie and Morgan table for determining sample size

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—N=Population size. S = Sample size. Source: Krejcie & Morgan (1970.p.608).

Appendix IV: Acceptance Letter from Heifer International Uganda



Date: April 28th, 2017

Dan Bazira
M&E Master's Degree Student
Uganda Technology & Management University

Dear Sir/Madam

Acceptance to undertake research within Heifer International Uganda

This is to approve your request to undertake your academic research within our organization. Please note that your research is purely academic and you will be required to share your research findings with our offices.

Should there be any need for support you require to accomplish your academic research, please be free to contact my office or Director of Programs as your immediate supervisor. Your research will last for only 2 months after which, any other furtherance of your research study will require you to seek for another authorization mandate.

Yours faithfully,

A handwritten signature in black ink, appearing to read "W. Matovu", is written over a light blue horizontal line.

William Matovu
Country Director
Email: heiferuganda@heifer.org

UGANDA OFFICE: Plot 1, Yusuf-Lule Road Nakasero, P.O. Box 28491 Kampala Uganda

Heifer International Headquarters: P. O. Box 808, 1015 South Louisiana, Little Rock, AR 72202 Tel: (501)901 2600 Fax: (501) 901 2602/2606 U.S.A