

UTILIZATION OF EVALUATION FINDINGS AND PERFORMANCE OF UGANDA  
PUBLIC SECTOR AGENCIES, ACASE STUDY OF UGANDA BUREAU OF STATISTICS

By

Lydia Tumusiime

MAY15/PM&E/0408U

Supervisor

Professor Benon C. Basheka

Uganda Technology and Management University (UTAMU)

A Proposal submitted to the School of Business and Management in Partial fulfillment of the  
requirements for the award of Masters in Project Monitoring and Evaluation of Uganda

Technology and Management University (UTAMU)

NOVEMBER 2015

## TABLE OF CONTENTS

APPROVAL .....	<b>Error! Bookmark not defined.</b>
TABLE OF CONTENTS.....	ii
CHAPTER ONE .....	
INTRODUCTION .....	1
1.1 Introduction.....	1
1.2 Background to the study .....	2
1.2.1 Global context.....	2
1.2.2. African context.....	3
1.3 Statement of the problem .....	6
1.4 Purpose of the study.....	7
1.5 Objectives of the study.....	7
1.6 Research questions.....	7
1.7 Hypotheses of the study .....	8
1.8 Conceptual framework.....	8
1.9 Significance of the study.....	9
1.10 Justification of the study .....	9
1.11 Scope of the study .....	9
1.12 Operational Definitions.....	10
CHAPTER TWO .....	11
LITERATURE REVIEW .....	11
2.1 Introduction.....	11
2.2 Theoretical review .....	11

2.3.1	Instrumental use of evaluation findings and performance of Organizations. ....	12
2.3.2	Conceptual use of evaluation findings affects the performance of organizations .....	14
2.4.3	Symbolic use of evaluation findings influences the performance of Organizations .....	16
2.5	Empirical studies.....	19
2.5.1	Globally empirical studies .....	19
2.5.2	African empirical studies .....	19
2.5.3	Ugandan empirical studies.....	20
2.6	Syntheses of the literature review .....	20
CHAPTER THREE .....		21
METHODOLOGY .....		21
3.1	Introduction.....	21
3.2	Research design .....	21
3.3	Study population .....	22
3.4	Determination of the sample size.....	22
3.5	Sampling techniques and procedure .....	23
3.6	Data collection methods and instruments .....	23
3.7	Pre- testing (validity and reliability).....	24
3.8	Procedure of data collection.....	25
3.9	Data analysis .....	25
3.10	Measurements of variables .....	26
3.11	Description of Human Subject Protection .....	27
4.0	REFERENCES .....	28
APPENDICES .....		35

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

This study will examine the relationship between utilization of evaluation findings and performance of public sector agencies using a case study of Uganda Bureau of statistics. Utilization of evaluation findings is conceived as the independent variable, it will be considered in three forms instrumental use, conceptual use and symbolic use as noted by Weiss, Graham and Birkeland, 2005. Performance of the public sector is the dependent variable, which will be assessed, in terms of efficiency and the effectiveness as conceptualized by Mouzas, 2006: 1124.

McDavid, Huse and Hawthorn, 2013: 4 have argued that Performance management sometimes called results based management has emerged as an organization management approach complementary to program evaluation. Chai, 2009: 39 notes that it is resulting from the new public management (NPM) whose focus is on management of organization activities by establishing clear targets and verifying achievement with performance. In addition to the above, Meier, 2003: 6 stated that monitoring and evaluation systems aimed at improving efficiency and effectiveness through performance reporting has been useful in a number of countries. Globally, regionally though not much is known in Uganda context, hence, the urgent need to undertake this study.

In the introduction, the background to the study is given followed by, the statement of the problem, the purpose of the study, the specific objectives of the study, the research questions, the

hypotheses, the scope of the study, the significance, Justification and operational definition of terms and concepts.

## **1.2 Background to the study**

### **1.2.1 Global context**

In the United States, McDavid, Huse and Hawthorn, 2013: 6 have noted that efforts have been made to improve federal programs effectiveness; the president Obama's administration enacted the Government Performance and Results Act of 2010 a series of laws designed to improve government performance management and created the office of chief performance officer aiming at developing a performance agenda for administration and working with agencies in encouraging use, communication of performance information so as to improve results and transparency. Therefore, agencies have been affected by getting involved in utilization of evaluation findings to understand and improve their performance and so there is need for this proposed study with an interest of understanding the situation in the Ugandan context.

In Canada, Lahey, 2010 has asserted that investing in monitoring and evaluation (M&E) systems provided information to the operational level through offering a learning tool aiming at assisting program improvement and sound management practices. To individual departments, it informs accountability for good governance and performance of the department. To the government, it helps inform funding decisions of certain programs and to the legislature, provides detailed discussion of the performance of government programs in the parliamentary committee. Thus a need for this proposed study in order to identify the contributions of utilization of evaluation findings on the performance of public agencies in Uganda.

In Chile, Mackay, 2006: 3 has noted that there is intensive utilization of evaluation findings produced by the monitoring and evaluation system in various agencies and departments in the country. The finance ministry uses the findings in making resource allocation decisions during budget process, in imposing management and efficiency improvements in sector ministries programs and in reporting to the congress. Laguna, 2012:183(as cited in Acevedo, Krause & Mackay, 2012), asserted that a lesson from Chile is a Monitoring and evaluation system can be successful in practice but requires adequate planning and investment of resources. Consequently, this proposed study can provide information necessary to inform the development of a functional monitoring and evaluation system with in the case study area but with important lessons for the whole country in Uganda.

Mackay, (2006: 7) also similarly reports how, in Mexico, the secretariat for social development ministry managed its monitoring and evaluation system which emerged from a law passed by the congress mandating evaluation of social programs so that the executive government might use the evaluation findings as solid evidence of program performance of social programs to buy votes, share an enormous impact has persuaded the government to retain and expand the size of the progesa program hence a need of this proposed study in order to identify what the situation is like in the Ugandan context.

### **1.2.2. African context**

Several African countries have been establishing monitoring and evaluation units. In Ghana, Amoatey, 2012: 55 (as cited in Centre for learning on Evaluation & Results, 2012, September) has argued that monitoring and evaluation is part of the agenda in the National Democratic Congress party. The annual progress report is its main output which informs budget allocations,

sector policy and programme designs. A monitoring and evaluation plan is also in place to track the performance of the Ghana Poverty Reduction strategy in order to improve its effectiveness, identify and resolve emerging implementation bottle necks in the policy. So a need of this proposed study in order to identify the effects utilization of evaluation findings on the performance of public agencies in Uganda.

South Africa is another African example that demonstrates how effective utilization of evaluation findings can contribute to better performance. Latib & Goldman, 2012: 165 (as cited by Centre for learning on Evaluation & Results, 2012,September) have noted that a new ministry of performance monitoring and evaluation was established in the president's office whose responsibility is using performance and results based management to improve the effectiveness of government. Presidency, 2009:19 have asserted that the performance of evaluations in South Africa is they generate information used in government planning, resource allocation and in ministerial accountability to improve performance in service delivery. In other words, those findings shed light on what Uganda needs to act as a source of knowledge for understanding the status of evaluation utilization.

Machuka, Okumu, Muteti, Simwa and Himbara, 2012( as cited by Centre for learning on Evaluation & Results,2012 ,September) have argued that in Kenya, utilization of evaluation findings has contributed to the performance of the government by providing information concerning the degree to which the state is meeting its citizen's demands which has enabled accurate sharing of information in support of evidenced- based policy making, reported achievements in areas of performance contracting, sector working groups use it in reviewing

budget proposals and in bidding for budget allocations. Therefore, there is a need to understand the Ugandan context through this proposed study.

Nationally in Uganda, Uganda Bureau of statistics 2009, December: 1 has noted that, Uganda Bureau of Statistics (UBOS) is a public sector agency established by Act of parliament (1998) to produce, coordinate and disseminate official social - economic statistics. Office of the Prime Minister 2012, January: 121 have argued that UBOS performance trend in financial year 2010/11, 33% of original targets achieved and 67% was not achieved. Budget performance in that same year, of 24.61 Bn Ugx (82%) budget release, 22.40 Bn Ugx (75%) spent.

However, department of monitoring and evaluation Office of the Prime Minister 2014, March: 103 have indicated that in financial year 2012/13, 85% of original targets achieved and only 7% was not achieved. Budget performance in financial year 2012/ 13, of 27.73 (78%) Bn Ugx budget release all was spent. Hon Maria Kiwanuka (as cited in Office of the prime minister, 2012, April: 93) responded to issues of the accountability sector in the government annual performance report financial year (GAPRFY) 2010/11 by recommending strengthening monitoring and evaluation frameworks to address the accountability irregularities that arise from ignoring project and program supervision in the accountability sector of which UBOS is part.

And so Uganda Bureau of statistics, 2010, October: iii furthermore indicated that UBOS established a monitoring and evaluation framework to ensure efficient and effective statistical development process, where UBOS intends to utilize evaluation findings in enhancing information and knowledge sharing as well as providing an opportunity to reflect on



performance that is according to Uganda Bureau of statistics, 2010, October: 22. In short, that creates a need for this proposed study in order to explore the contributions of utilization of evaluation findings on its performance.

### **1.3 Statement of the problem**

Meier, 2003:3 has noted that, modern management's agenda on public service managers is to focus attention on result achievement, measure performance in order to make adjustments to improve the efficiency and effectiveness of programs. In view of the above, Office of the prime minister 2012:121 asserted that, UBOS performance trend in financial year 2010/11, 33% of original targets achieved, 67% was not achieved, budget performance in that same year, 24.61 Bn Ugx (82%) budget release, 22.40 Bn Ugx (75%) was spent.

Although Department of monitoring and evaluation office of the prime minister. 2014, march: 103 noted that in financial year 2012/13, performance improved; when 85% of original targets achieved thou 7% were not achieved. Budget performance in financial year 2012/ 13, of 27.73 (78%) Bn Ugx budget release, all was spent. However, the cause of that improved performance remains unknown although, Acevedo, Krause & Mackay, 2012: 3, have argued that, it is by utilization of Evaluation findings that agencies are informed of what works and what does not work.

None of the less, Weiss, Graham and Birkeland,2005 have stated that, information for justifying program continuation, expansion, revision or termination, evidence based accountability, general learning and decision making is obtained. Due to that fact, Sullivan, 2015, july15 suggested that, utilizing evaluation findings generates support to effective programs, redirects scare resources away from ineffective ones hence improving effectiveness of programs.

All in all, studies conducted on UBOS, Uganda bureau of statistics co-ordination review 2010, march edition 17 keeping you informed noted that, they only concentrated on the performance of activities in financial year 2009/10 in order to record lessons learnt, best practices, potential existing challenges so as to use them as a bench mark in measuring progress attained against the planned activities for strategic objectives of 2007-2012. Ignoring the contributions of utilization of evaluation findings to the performance of the agency, thus creating a knowledge gap that this proposed study intends to address.

#### **1.4 Purpose of the study**

The intent of this study is to examine how utilization of evaluation findings contributes to performance of the public sector agencies using UBOS as a case study.

#### **1.5 Objectives of the study**

1. To establish the relationship between instrumental use of evaluation findings and performance of UBOS.
2. To investigate how conceptual use of evaluation findings affects the performance of UBOS.
3. To examine how symbolic use of evaluation findings influences the performance of UBOS.

#### **1.6 Research questions**

1. What is the relationship between instrumental use of evaluation findings and performance of UBOS?
2. How does conceptual use of evaluation findings affect the performance of UBOS?

3. How does symbolic use of evaluation findings influence the performance of UBOS?

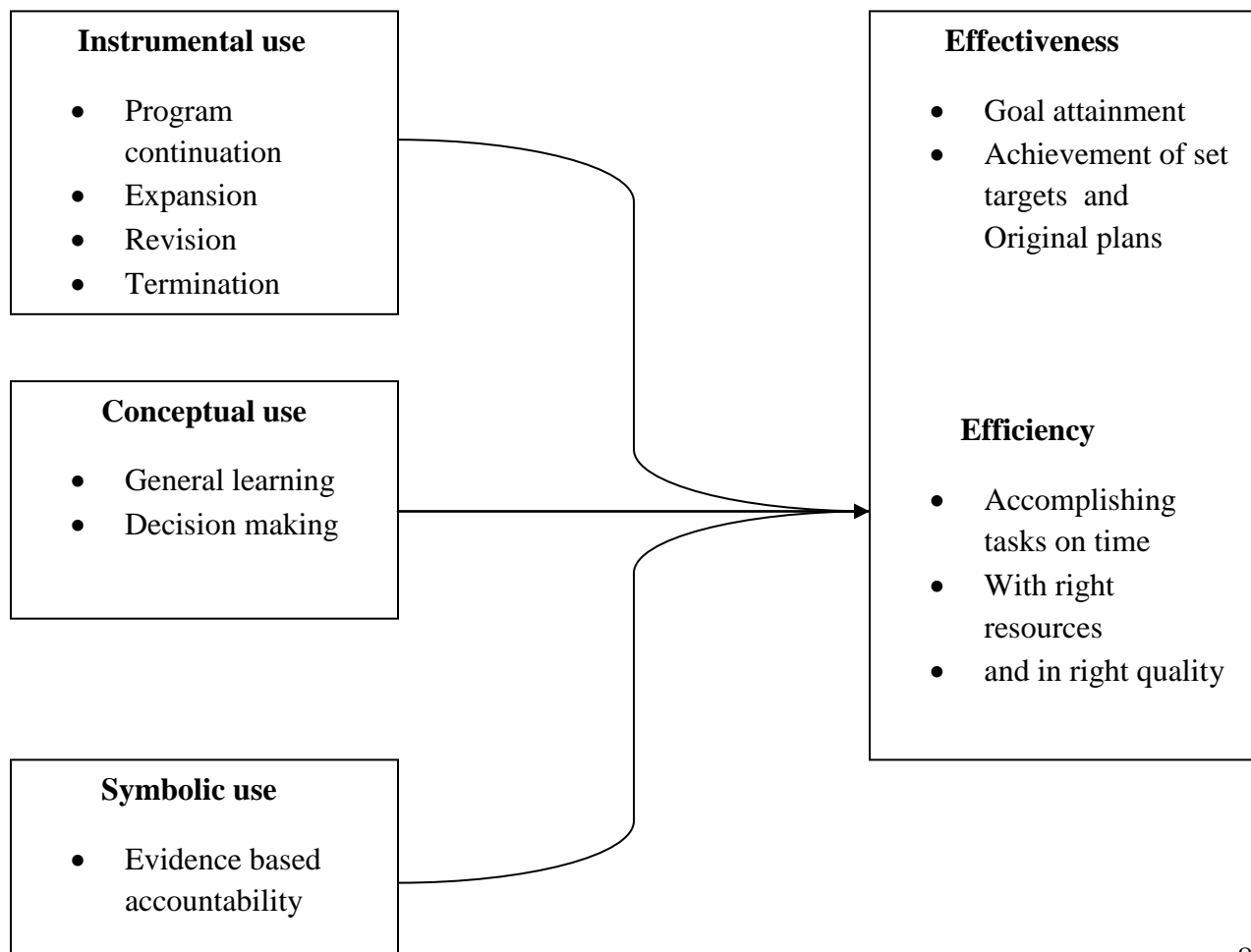
### 1.7 Hypotheses of the study

1. There is a relationship between instrumental use of evaluation findings and performance of UBOS.
2. Conceptual use of evaluation findings affects the performance of UBOS.
3. Symbolic use of evaluation findings influences the performance of UBOS

### 1.8 Conceptual framework

Utilization of Evaluation findings

Performance of the Public sector



**Source,** Self developed from literature of Weiss, Graham and Birkeland,(2005) for the independent variable while the dependent variable (William, 1983: 223) and Lusthaus,Adrien,Anderson,Carden & Montalvan , (2002: 114)

The above conceptual framework illustrates the relationship between the independent variable utilization of evaluation findings in form Instrumental use, conceptual use, symbolic use (Weiss, Graham and Birkeland,2005) and the dependent variable performance of UBOS in terms of effectiveness (William, 1983: 228) and efficiency (Lusthaus etal ,2002:114).

### **1.9 Significance of the study**

To the public sector organizations, the findings of this study will generate knowledge on the contributions of utilization of evaluation findings to their performance. To policy makers, it will offer vital information on the extent to which evaluation findings contributes to performance of public sector agencies which might influence the embracing of such a practice. While to the researcher, this study will help in fulfilling a requirement for a degree and lastly to other future researchers and the public at large; it will generate knowledge in regards to this study area.

### **1.10 Justification of the study**

The rationale of this study is to fill up the existing knowledge gap in the Ugandan context in regard to this study area in public sector agencies.

### **1.11 Scope of the study**

Geographical scope is Uganda Bureau of Statistics (UBOS) offices, time scope is period between 2010 to 2014 will be consider in proposed study because it is the period when UBOS

performance experienced changes and Content scope is strictly to determine the relationship between instrument use, conceptual use and symbolic use of evaluation findings and performance of UBOS a public agency.

### **1.12 Operational Definitions**

Utilization of evaluation findings in this study means the various ways the results of an evaluation have been used in the public sector organization.

Performance in this study refers to the effect that has emerged in an organization as a result of their utilization of evaluation findings

Instrumental use refers to using evaluation results in making a revision, expansion or termination of a program

Conceptual use means evaluation results acting as a source of influence into decision making and general learning in an organization.

Symbolic use is using evaluation results as a proof of accountability

Effectiveness means achievement of set targets, goals and original plans.

Efficiency means accomplishing tasks on time with the right resources and quality.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Literature review will be based on journals arranged in accordance to objective by objective, concentrating on empirical studies done on both the independent and dependent variables at the global, regional and in Uganda capturing significant discoveries put forward on what works, identifying gaps previous studies left, to inform the research objectives and methodology so as to identify the contribution of this study topic in the field of Monitoring and Evaluation.

#### **2.2 Theoretical review**

The theory guiding this study to explain and understand are the theory driven evaluation which involves explicit conceptualization of the program in terms of a theory in order to explain how the program produces the desired effects. Gibbon and Lyons, 1996:177 as cited in cojocar, 2009. Its relevance is it offers additional explanations regarding a problem; the solutions and alternative actions that have to be carried out in order to obtain the intended results so it will help explain what results have been obtained from various programs evaluations and what kind of influenced have they had on the performance of the agency.

Utilization focused evaluation is another theory that will be used in this study Brodhead, 2013:1 has asserted that it 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 this theory is it would guide

in understanding of how agencies have used their evaluation findings to improve on their performance.

### **2.3.1 Instrumental use of evaluation findings and performance of Organizations.**

Yarahuan (2010) in a study investigating program evaluation's connection to public accountability and government performance in Mexico education programs, a voluntarily anonymous survey was sent to 293 public officials in 19 federal government agencies to understand how they used evaluation. Findings reviewed that the link between evaluation use and budget allocation seen weak though an impression among middle to high level public officials that evaluation was conducive for use at a conceptual and instrument level but less so at a symbolic level in terms of political accountability was identified. The conclusion was, further research was needed taking on a more in depth qualitative approach in the study of particular programs and evaluation studies to establish how evaluation leads to change, change leads to increased performance and improvement in education. The strength of that study is it contributes knowledge and advocates for the proposed study on evaluation use and performance which study will use survey, key informant interviews thus addressing the methodology weakness of the above study of only using one data collection instrument a survey.

Dhakal (2014) study reviewing institutionalization process and use of evaluation evidence in the planning process in Nepal. Key informant interviews (KII) with nine individuals, three from the National planning commission (NPC), two from the ministry of finance and four relevant line officials in order to generate information on the use of evaluation findings, reviewing 29 evaluation reports of projects or programs commissioned during 1995 – 2012, five medium – term plan documentations and policies. The writer's experience in designing m& e frameworks,

facilitating evaluation studies and engagement in formulating periodic plans in NPC was extensively used too. Findings suggested that evaluation results were instrumentally used in formulating or refining policies and making decisions whether to continue, upscale and modify projects. The Conclusion was, the reform to effectively institutionalize and promote the use of evaluations needs to be implemented as a part of overall performance management and accountability. Strength of the above study is it presents one of the methods that the proposed study intends to adopt of key informant interviews and mixed methodology and it builds knowledge on the proposed study that intends to look at utilization of evaluation findings and performance.

Marra, (2000), study task manager's view of how evaluation information has resulted in modifying program implementation and goals. The methodology was, semi structured interviews with task managers, content analysis of evaluation report, extensive review of literature on evaluation utilization and organizational learning. The study was based on two pilot countries Uganda and Tanzania with qualitative information being collected. Findings indicated that, the first series of workshops was directed solely at print reporters and did not address the specific needs of radio and TV journalists participating. The evaluation findings highlighted, especially in rural areas of both countries, radio as the most effective medium. As a result, the first generation of media workshops were replaced by a series of electronic seminars for radio and TV journalist's because the evaluation findings helped to revise the program mode of delivery in to a more African related. In Conclusion, Evaluation was viewed as producing knowledge concerning effectiveness and efficiency of development interventions where close and collaborative relations among program designers, implementers and evaluators ensure utilization of evaluation results to improve daily practice and to make larger changes in policy and



programming. A weakness is identified in the above study when the author directly goes to look at the study program without reviewing literature around that research problem; the sampling approaches are also not indicated. Despite the above weakness, the above study relates to the proposed study through contributing knowledge on the practice of only the independent variable of the proposed study thus creating a gap that needs to be filled by this proposed study.

According Reinikka and Svensson (2004) in a study to measure the difference between intended resources from the central government and resources actually received by the school in Uganda. The Methodology was 250 primary schools were surveyed in which data on receipts was collected for 1991 – 1995 using a unique survey of the primary schools, qualitative data on service delivery in schools was collected by a survey for central ministries, local governments and schools. Findings reviewed that, only 13% of grant reached schools, parents were the main funders contributing majority of school incomes, teachers and parents were unaware of their entitlement to capital grants, the grant funds met for schools were used to increase allowances for councilors and local officers. In conclusion, a revision was made to the program as the central government began publishing monthly transfer of public funds to districts in newspapers, broadcasting information on radio and required primary schools to post information on inflows of funds on public notices boards for all to see. Strength of the above study is it contributes knowledge on the independent variable thus generating a gap for conducting the proposed study that intends to look at both the independent and dependent variable of the study.

### **2.3.2 Conceptual use of evaluation findings affects the performance of organizations**

Peck and Gorzalski (2009), in a study to create and test a single, integrated frame work for understanding evaluation use. Used a methodology considered sixteen program evaluations

conducted in the graduate course on program evaluation, a person interview with each agency contract person in order to collect data about how the agency had used the evaluation after at least six months up to two years and a short closed ended survey was administered to respondents. Findings indicated that few agencies utilized recommendations and made changes to program structure with majority of agencies not implementing the recommendations the Conclusion was, conceptual use was identified as the most common type of use that agencies engaged in as they saw the evaluation experience as a learning one of understanding the agency and its mission's objectives in a different light. The above study generates knowledge on the independent variable of study which thus creates gap that this proposed study to address by looking at both variables in this study. In spite of those weakness, a strength of that study is it informs the methodology of the proposed study which intends to adopt the interviews and a survey.

In a study by Scherman, Smit and Archer (2013) aimed at how can the current presentation of performance data captured in school reports and feedback sessions be improved. The methodology was mixed methodology with an exploratory design involving both qualitative and quantitative methods components was used, 22 schools participated in the study, with 22 principals, selected heads of department and teachers in South Africa, semi – structured interviews and Delphi questionnaires were used too. Findings suggested that, feedback can be used as a management tool and an opportunity for discussion between heads of departments and teachers to take place at class room level. In conclusion, evidence of actual usage of information in terms of instrumental, symbol and conceptual use still needs to be investigated as it is important for researchers to uncover obvious and less obvious examples of use. strength of that study is it encourages carrying on with study on evaluation use where this proposed study

intends to look at utilization of evaluation findings but in line with its contributions to performance of public agencies.

### **2.4.3 Symbolic use of evaluation findings influences the performance of Organizations**

Coburn and Talbert (2006) in a study on Sense making and institutional theory in order to investigate conceptions of valid evidence , evidence use and research based practice among different constituencies in one large urban district California. Methodology was interviews with all senior – level administrators and department directors, observations of district administrators at multiple levels and divisions in central office, teachers and principals as part of sample of district schools; Data was from a 2 years research in a large urban K- 12 school district reform initiative which was promoting evidence based practice. Findings indicated that, evidence of student learning was used in providing a rigorous picture of how the district or school was guiding policy decision at school or district level, it was also used to justify why they were spending dollars the way they do, and informing class room instruction. In conclusion, to the district administrators, student performance was valuable for meeting accountability demands, assessing policies and programs while to teachers, it was useful for guiding instruction on daily and weekly basis. Strength of study is it identifies evidence generated through evaluation as useful; therefore, there is need for this proposed study to identify what the status is in public sector agencies in Uganda.

Ochieng, Chepkuto, Tubey and Kuto (2012) in a study to investigate the effectiveness of monitoring and evaluation process on constituency development fund (CDF) projects in Ainamoi constituency Kenya. Utilization of monitoring and evaluation results was investigated too. The Methodology was a mixed method design as described by Creswell (2003) of qualitative and

quantitative data, questionnaires, document reviews and interviews were used. Participants totaled to 130 in Ainamoi constituency and they were constituency development fund committee (CDFC) members, project management committee (PMC), district development officer (DDO) selected citizens and the area Member of Parliament. Findings indicated that, to the 82.95% of the total PMC respondents, the report forwarded to them after was very useful to implement recommendations, 1.55% stated that no report was usually submitted to them after monitoring and evaluation process and another 1.55% said the report once gotten they reported its content to mp. However 13.9% of the respondents stated that they used it to ask for more funding from CDFC. In Conclusion, it was acknowledged that projects managed were stalled while others did not make a significant impact because of ineffective Monitoring and Evaluation procedures used. Weakness in this study is it has so many research questions that it intends to address in one study which do not follow systematically, the proposed study intends to address those weakness by flowing systematically addressing only the research questions of the study despite those weakness, that study contributes to the methodology of the proposed study the interview and questionnaires.

Gaspar and Mkasiwa (2014) study to explore how local government stakeholders use - performance information in Tanzania ,the Methodology was interviews and documentary analysis, the Institution theory and the qualitative interpretive study were used. Four local government Authorities in Tanzania were used with data gathered through unstructured and semi structured 46 interviews with different group of local government stakeholders. Three stakeholder's councilors, the prime minister's office, regional Administration and local government, the local Authority accounts committee and member of the parliamentary committee. The findings revealed that performance information was used to fulfill legality and

accountability purposes rather than for rational decision making and to councilors; performance measurement was about meeting their constituent's expectations and the fulfillment of promises.

In Conclusion, the policy perspective findings of this study can provide additional insights for reformers, academicians and governments in the exploration of NPM reforms and their implications for efficiency and legitimacy. Although the sampling procedure was not indicated, the proposed study intends to mention its own and the above study remained focused on its research question which the proposed study intends to adapt.

Oren, Sseengooba, Mijumbi, Tashobya, Marchal and Criel (2014) in a study to explore the barriers and facilitating factors to uptake of evidence in the process of user fee abolition in Uganda and how the context and stakeholders involved shaped the uptake of evidence. Methodology was theory driven evaluation guiding the study, mixed methods, documents review, and key informant interviews. The respondents purposefully selected were medical superintendent and the district health officer, snow ball sampling was used in selection of some respondents who had retired or changed employment. Two districts were the selected sample of study that was Mpigi due to general hospital, Jinja district due to regional referral hospital. Findings indicated that, evidence informed decision making in the following different ways, instrumental use of evidence was reported when ministry of health used evidence to guide discussions to determine budget allocation to health sector in an effort to cover for the short fall from losses in user fees, conceptual use was reported where evidence informed discussion in cabinet when politicians requested for more evidence on financial implications of abolishing user fees and symbolic use was reported when president used evidence inform of community complaints to make a politically attractive decision to abolish user fees. Strength of above study is it used key informants who were very knowledgeable on the study area and theory driven

evaluation which the proposed study will be adapted to. It also offered practical examples on use of evaluation findings though it did not look at its connection with performance hence therefore gap that this proposed study intend to address.

## **2.5 Empirical studies**

### **2.5.1 Globally empirical studies**

Yarahuan (2010) study and Peck and Gorzalski (2009) study, these two studies have a similarity of using survey method though they each obtained different findings.

### **2.5.2 African empirical studies**

Scherman, Smit and Archer (2013) study and Ochieng, Chepkuto, Tubey and Kuto (2012) study these two above studies were methodologically similar in some way though findings obtained appear different as per each of the studies.

Gaspar and Mkasiwa (2014) study, findings of this study were similar with the findings in Ochieng, Chepkuto, Tubey and Kuto (2012) in which both findings pointed to use of evaluation results to fulfill legality and accountability purposes despite the fact that they had both used a different methodology.

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

### **2.5.3 Ugandan empirical studies**

Reinikka and Svensson (2004) 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 were evidence that 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 to.

### **2.6 Syntheses of the literature review**

From the above literature review, key lessons learnt include, using two methods instead of using one for it is a weakness in a study, adopting of key informant interviews and survey for they have been useful in a number of studies as shown above and logically presenting of literature review, methodology, sampling procedure in proposed study to do away with confusion in the study. However due to the gaps identified from the above empirical studies that mostly concentrated on only utilization of evaluation findings in different contexts ignoring its contributions on performance. So therefore there is need for this proposed study focusing on both utilization of evaluation findings and its contributions on performance of the public sector so as to address that existing knowledge gap.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the procedure that will be followed in conducting this proposed study in terms of; research design, study population, determination of the sample size, sampling techniques and procedure, data collection methods, data collection instruments, pre-testing validity and reliability, procedure of data collection, data analysis and measurement of variables.

#### **3.2 Research design**

According to Kothari (2004:31), a research design is a plan and blue print for collection, measurement and analysis of data so as to obtain answers to the research question. In this proposed study an explanatory research design will be adopted because of the hypothesis in the study which needs to be tested as suggested by Dudley, 2011:108. Opinions from UBO staff will be sought aiming at finding out whether utilization of evaluation findings has contributed to their performance in order to generate answers to the hypothesis.

Approaches that will be used in this study are qualitative data in word by key informant interviews and quantitative data in numerical form by survey because of need to clarify on the results and to examine the consistency of findings obtained from both the survey with those from key informant interviews as noted by Amin, 2005:71 in addressing the research question of this proposed study.



### 3.3 Study population

The population in this study is public sector agencies in Uganda from which a sample to represent that entire population is UBOS a public sector agency and the target population in this study is public agencies in Uganda that practice utilization of evaluation findings to understand their performance while the accessible population of this study is UBOS. Therefore, categories of the likely population to be studied are supervisors, heads of departments in the category of key informants 4 of them and 40 other staff at UBOS.

### 3.4 Determination of the sample size

The actual sample size that will be studied at UBOS a public agency is 44 respondents since it is a mixed methodology. They will be determined from the sample size determination table as described by (krejcie and Morgan, 1970) as cited by (Amin, 2005:454). Below; table 1 illustrates the sampling procedure that will be followed in this proposed study.

**Table 1 Respondents by category, population, sample size and sampling strategy.**

<b>Category</b>	<b>Population</b>	<b>Sample size</b>	<b>Sampling strategy</b>
supervisors	2	2	purposive sampling
Heads of departments	2	2	purposive sampling
UBO staff	45	40	Stratified sampling
<b>Total</b>	49	<b>44</b>	

### **3.5 Sampling techniques and procedure**

This study will use both probability and non probability sampling. Probability sampling will be by stratified sampling in which sampling is done in such a way that both identified subgroups in the population are all represented in the sample as suggested by Amin,2005:247 will be used in selecting the other (40) UBO staff in order to have a gender sensitive representative sample to fill in the questionnaires. The non probability sampling technique of purposive sampling which according to Amin, 2005:8 means the researcher selects a sample with a mindset that, they are more knowledgeable in regards to the research topic. In this proposed study, will be used in selecting supervisors and heads of departments (4 in number) who posses more knowledge concerning agency practices to be interviewed.

### **3.6 Data collection methods and instruments**

The specific method to be used in collection of data in this study is the survey method. The instrument of the questionnaire a data collection instrument given to respondents to fill in and return as stated by Dudley, 2011:170 will be drafted in accordance to recommendations by Kothari (2005), Saunders, etal (2009) and Sekaran and Bougie (2010). It will be used to collect quantitative data, instructions on how to tackle the various sections of the questionnaire will be provided. Section A of the instrument will address respondents bio data (sex, age, education level and duration of service at UBOS), section B will address instrumental use, section C conceptual use, section D symbolic use, section E effectiveness and section F efficiency. At the end, an open ended question calling for respondents to include other ways utilization of evaluation findings has contributed to their performance will be asked.

Key informant interview is the second method that will be used in collection of qualitative data of this proposed study. Key informants who are respondents selected to be part of a study because of their special knowledge and experience on the study topic as noted by Dudley, 2011:145 will be consulted in this proposed study inform of supervisors and heads of departments. The researcher will conduct a semi structured interview where a researcher has a list of questions to be covered often referred to as an interview guide as described by Bryman, 2001:314. Therefore in this proposed study, the researcher will draft the instrument of a key informant interview guide which will begin with an introduction message about the study and its rationale, a question on gender and position of the respondent and lastly the open ended questions aiming at collecting the key informant's views in regards to this proposed study topic.

### **3.7 Pre- testing (validity and reliability)**

Amin, 2005:285 notes that validity is ensuring that data obtained through the instruments is measuring what is supposed to be measured. The researcher will be guided by the supervisor insuring that the instruments drafted are indeed measuring what they are supposed to measure. While in testing reliability of instruments, which according to Dudley, 2011 means the instrument measures a concept consistently from one time to another and among different people.

The researcher will pilot the drafted Questionnaire and the key informant interview guide to the class mates working in agencies that practice M& E, findings obtained from those different respondents should generate similar results rotating around similar ideas by whoever fills them in? Therefore, the supervisor's feedback and the pilot exercises will generate information that

will help the researcher to adjust and improve on the instruments so that validity and reliability is attained.

### **3.8 Procedure of data collection**

The researcher will present the data collection introduction letter from the university to the agency, a upon their approve of the proposed study, the researcher will then distribute the questionnaires to the 40 UBOs staff chosen as a sample and the researcher will also conduct 4 key informants' interviews with the supervisors, heads of departments following the key informant interview guide.

### **3.9 Data analysis**

The data obtained through the instruments will be processed and summarized in the following ways, Quantitative data will be processed and summarized into graphs, charts and statistics with the aid of statistical package for social sciences (SPSS) so as to convey meaning from data obtained, to examine the relationships between the independent and dependent variable and to meet the objectives of the proposed study as noted by Saunders, Lewis and Thornhill, 2009.

While qualitative data will be analyzed by summarizing responses to open ended questions through listing all the responses to each question together on the same page so that they are clearly examined together, similar responses are grouped under one category, counting the number of responses that fit each category into frequencies so that results are reported into quantitative form as suggested by Dudley, 2011. Statistical tests as noted by Dudley, 2011 of testing for relationship between the hypothesis in order to determine the casual relationship between the independent variable utilization of evaluation findings and the dependent variable

performance of public agencies will then be carried out and the resulting information will be used in writing the research report.

### **3.10 Measurements of variables**

The Measurements of the variables identified in the study will be as follows in order to increase validity and reliability.

Nominal measurements as stated by sarantakos, 2005 of assigning numbers to categories only for identification purposes without having any mathematical meaning will be used in the questionnaire in questions asked on sex, age, education level and duration of service at UBOS. Ordinal measurements which Sarantakos, 2005 noted as assigning numbers to categories for purposes of ranking them according to magnitude from the lowest to the highest point so as to identify the degree of impact at which a given statement has been experienced in the agency will be used.

So therefore the likert scale as stated by Mbabazi, 2008:74 which shows the amount agreement or disagreement with each response category will be adopted, statements of strongly agree, agree, neutral, disagree and strongly disagree where each contains a numerical values will be used on the questions asked in the questionnaire and the numerical value attached on each response circled out by the respondents in the questionnaire will be processed using statistical package for social sciences (SPSS) so as to develop relevant conclusions on the statements asked about in the questionnaire.

The statements asked about in the questionnaire and the key informant interview guide will be questions that are focusing on both the independent variable and dependent variable of the study as stated in the study objectives. Therefore, questions concentrating on asking about the indicators of each of the following dimensions of instrument, conceptual and symbolic use of evaluation findings, efficiency and effectiveness as they appear in the conceptual frame work will be drafted.

### **3.11 Description of Human Subject Protection**

The researcher will first introduced self, explained the relevance of the study to the participants which is an academic oriented study aimed at generating knowledge on the contributions of utilization of evaluation findings to the performance of public agency UBOS. Then requests permission from respondents to please participate in the study and lastly informs respondents that confidentiality will be upheld in the study so their names won't be required.

#### 4.0 REFERENCES

- Abeid, G. F., & Mkasiwa, T. A. (2014). *The use of performance information by local government stakeholders in Tanzania*. *Journal of Finance and Accounting* 2(3), 51-63. doi:10.12691/jfa-2-3-2.
- Acevedo, L. G., Krause, P., & Mackay, K. (2012). *Building better policies the nuts and bolts of monitoring and evaluation system*. Washington, D.C: World Bank.
- Alkin, M. C., & Taut, S. M. (2003). *Unbundling evaluation use*. *Studies in education evaluation*, 29, 1-12. Retrieved October 2, 2015, from <http://escholarship.org/uc/item/2q69w6z6>
- Amin, E. M. (2005). *Social science research, conception methodology and analysis*. Kampala: Makerere University Printery.
- Arinanye, T. R. (2015). *Organizational factors affecting employee performance at the college of Computing and Information Sciences (COCIS) Makerere University Kampala Uganda*. Unpublished master dissertation. Uganda Technology and Management University.
- Brodhead, R. R. D. (2013). *Utilization focused evaluation a primer for evaluators*. Penang: South Bound Sdn. Bhd
- Bryman, A. (2001). *Social research Methods*. New York. Oxford University Press Inc
- Centre for learning on Evaluation & Results. (2012, September). *African monitoring and Evaluation systems exploratory case studies a collection of case studies*. Johannesburg: Graduate school of public and development management, University of the Witwatersrand. Retrieved October 16, 2015, from [http://www.theclearinitiative.org/african\\_M&E\\_cases.pdf](http://www.theclearinitiative.org/african_M&E_cases.pdf)
- Chai, N. (2009). *Sustainability performance Evaluation system in Government A Balanced Scorecard Approach towards sustainability Development*. New York: Springer dordrecht heidelberg. Retrieved October 16, 2015, from <http://190.11.224.74:80>

80/jspui/bitstream/123456789/1163/2/ebooksclub.org\_sustainability\_performance\_evaluation\_system\_in\_government\_a\_balanced\_scorecard\_approach-towards\_Sustainable\_development.pdf

Coburn, C.E & Talbert, J, E. (2006) .*Conception of evidence use in school districts: Mapping the Terrain*. American Journal of education, 112, 469 - 495. Retrieved October 16, 2015, from <http://web.stanford.edu/group/suse-crc/cgi-bin/drupal/site/default/files/coburntalbert.pdf>

Cojocaru, S. (2009).*Clarifying the theory- based evaluation*. Review of research and social Intervention, 26, 76- 86. Retrieved October 7, 2015, from [http://www.rcis.ro/images/documente/rcis\\_26\\_05.pdf](http://www.rcis.ro/images/documente/rcis_26_05.pdf)

Department of monitoring and evaluation office of the prime minister.(2014, march).*The role of government in wealth creation and increasing employment and incomes for the citizens*. Retrieved October 16, 2015, from [opm.go.ug/assets/files/GAPR/vol.1-Government Annual Performance Report FY2012-2013.pdf](http://opm.go.ug/assets/files/GAPR/vol.1-Government Annual Performance Report FY2012-2013.pdf)

Dhakal, T. R.(2014).*Institutionalization and use of evaluations in the public sector in Nepal*. Journal of Multidisciplinary Evaluation, 10, (23), 51- 58, 1556-8180. Retrieved October 1, 2015, from [http://journals.sfu.ca/jmde/index.php/jmde\\_1/article/viewFile/403/390](http://journals.sfu.ca/jmde/index.php/jmde_1/article/viewFile/403/390)

Dudley, J.R. (2011).*Research methods for social workers* (2<sup>nd</sup> ed.). Boston: Pearson education Inc

Kothari, C. R. (2004). *Research Methodology: Methods and Techniques* (2<sup>nd</sup> ed.). New Delhi: New Age International limited.

Kothari, C. R.(2005).*Research Methodology: Methods and Techniques*. New Delhi: New Age International limited.



- Lahey, R. (2010). *Evaluation Capacity Development the Canadian Monitoring and Evaluation System Lessons Learned from 30 years of Development*. Washington, DC: World Bank.
- Lusthaus,c.,Adrien,M.,Anderson,G.,Carden,F.,&Montalvan,G.,P.(2002).*Organizational Assessment a framework for improving performance* .Canada: international Development Research centre's / inter- American development bank. Retrieved October 16, 2015, from [https://books.google.co.ug/books?id=HrfVlz\\_5HlgC&printsec=frontcover&dq=Lusthause,C.,Adrien,M.,Anderson,G.,Carden,F.,%26Montalvan,G.,P.\(2002\).Organizational+Assessment+a+framework+for+improving+performance+&hl=en&sa=x&ved=OCCYQ6AEwAWoVChMlqf7tpP3GyAIVCj8aCh0JlgMYv=onepage&q&f=false](https://books.google.co.ug/books?id=HrfVlz_5HlgC&printsec=frontcover&dq=Lusthause,C.,Adrien,M.,Anderson,G.,Carden,F.,%26Montalvan,G.,P.(2002).Organizational+Assessment+a+framework+for+improving+performance+&hl=en&sa=x&ved=OCCYQ6AEwAWoVChMlqf7tpP3GyAIVCj8aCh0JlgMYv=onepage&q&f=false)
- Mackay, K. (2006).*Institutionalization of Monitoring and Evaluation Systems to improve public sector management*. Washington, D.C: World Bank.
- Marra, M.( 2000). *How much does evaluation matter? Some examples of the utilization of Evaluation of the World bank's Anti- corruption activities*. London. Sage Publications Inc. Retrieved October 16,2015,from[www.stes-apes.med.Ulg.ac.be/Document-electroniques/EVA/EVA-GEN/ELE\\_EVA-GEN7460.pdf](http://www.stes-apes.med.Ulg.ac.be/Document-electroniques/EVA/EVA-GEN/ELE_EVA-GEN7460.pdf)
- Mbabazi,T.(2008).*A sure friendly guide to research and research methods*. Kampala: Jotain co.ltd
- McDavid, J.C., Huse, l., & Hawthorn.L.L.R.(2013). *Program Evaluation and Performance Measurement an Introduction to Practice* (2<sup>nd</sup> ed.). California: Sage Publication Inc. Retrieved october16, 2015, from [www.amazon.com/program-Evaluation-performance-Measurement-Introduction/dp/1412978319](http://www.amazon.com/program-Evaluation-performance-Measurement-Introduction/dp/1412978319)
- Meier,W.(2003,October15). *Result Based management: Towards a common understanding*

*Among Development co-operation agencies discussion paper (ver.5.0)*. Ottawa: Result Based - management group. Retrieved October 16, 2015, from <http://www.managingfordevelopmentresults.org/documents/Results-BasedManagementDiscussionPaper.pdf>

Mouzas ,S.(2006).*Efficiency versus effectiveness in business networks*. Journal of Business Research, 56, 1124-1132. Retrieved October, 2015, from [http://www.researchgate.net/Publication/222426939efficiencyversus\\_effectiveness\\_in\\_business\\_networks](http://www.researchgate.net/Publication/222426939efficiencyversus_effectiveness_in_business_networks)

Muvawala, J., & Hisali, E. (2012, August).*Technical efficiency in Uganda primary education Systems panel data evidence*. The African statistical journal, 15, 69-84. Retrieved October 1, 2015, from [www.afdb.org/fileadmin/uploads/afdb/Documents/Publications/ASJ15\\_Section5\\_Eng.pdf](http://www.afdb.org/fileadmin/uploads/afdb/Documents/Publications/ASJ15_Section5_Eng.pdf)

Office of the prime minister.(2012,January).*Government Annual performance report financial Year 2010/11, volume 1*, 5-199. Retrieved October 1, 2005, from [www.opm.go.ug/manage/pdfs/GAPRFY1011VOL1finalJan2012.pdf](http://www.opm.go.ug/manage/pdfs/GAPRFY1011VOL1finalJan2012.pdf)

Office of the prime minister.( 2012, April).*Report of proceedings and agreed actions from the Retreat of ministers, ministers of state and permanent secretaries on governments Annual Performance during 2010/ 2011*, 2-120. Retrieved October 1, 2015, from [www.opm.go.ug/manage/pdfs/GAPR\\_2010\\_12\\_Proceedings\\_Agreed\\_Actions\\_Feb\\_2012.pdf](http://www.opm.go.ug/manage/pdfs/GAPR_2010_12_Proceedings_Agreed_Actions_Feb_2012.pdf)

Oren,N.J.,Ssengooba,F.,Mijumbi,R.,Tashobya,B.M.,&Criel,B.(2014).*Uptake of evidence in Policy development: the case of user fees for health care in public health facilities in Uganda*.BMC health services research, 14:639.doi: 10.1186/s12913-014-0639-5.

Owuor, F.O., Chepkuto, P., Tubey, R., & Kuto, L.Y.(2012). *Effectiveness of monitoring and Evaluation of CDF projects in Kenya. A case study of Ainamoi constituency*.

- International Journal of arts and commerce, 1(6) 186-194. Retrieved October 1, 2015, from [www.ijac.org.uk/images/frontImages/gallery/Vol.\\_1\\_No.\\_6\\_/20.pdf](http://www.ijac.org.uk/images/frontImages/gallery/Vol._1_No._6_/20.pdf)
- Peck, R. L., & Gorzalski, L.M.(2009). *An evaluation use framework and empirical Assessment. Journal of multidisciplinary evaluation*, 6, (12), 139-156, 1556-8180. Retrieved October 1, 2015, from [journals.sfu.ca/jmde/index.php/jmde\\_1/article/viewFile/228/234](http://journals.sfu.ca/jmde/index.php/jmde_1/article/viewFile/228/234)
- Porter, S., & Goldman, I.(2013). ‘A Growing Demand for Monitoring and Evaluation in Africa’ *African evaluation journal*, 1,(1), Art. <http://dx.doi.org/10.4102/aej.v1i1.25>. Retrieved October 1, 2015 from [www.aejonline.org/index.php/aej/article/viewFile/25/10](http://www.aejonline.org/index.php/aej/article/viewFile/25/10)
- Reinikka, R., & Svensson, J. (2004). *Local capture evidence from a central government transfer program in Uganda*. *The Quarterly Journal of Economics*, 119 (2) 1 – 28. Retrieved October 1, 2015, from [www1.worldbank.org/publicsector/pe/PEAMCourse04/RitvaBackground2.pdf](http://www1.worldbank.org/publicsector/pe/PEAMCourse04/RitvaBackground2.pdf)
- Sarantakos, s.(2005). *Social research*.(3ed.).New York: Palgrave Macmillan
- Saunders, M., Lewis, P., & Thornhill, A.(2009). *Research methods for business studies*(5ed.).New Jersey: Prentice Hall
- Sekaran, U., & Bougie, R.(2010). *Research methods for business: A skill building approach*(5ed.). New Jersey: John Wiley and sons
- Scherman, V., Smit, B., & Archer, E. (2013 July). *The usefulness of academic performance feedback to primary and secondary schools*. TD the transdisciplinary Research in South Africa, 9(1), 81- 93. Retrieved October 1, 2015, from [space.nwn.ac.za/bitstream/handle/10394/9056/transd\\_v9\\_n1\\_a5.pdf?sequence=1](http://space.nwn.ac.za/bitstream/handle/10394/9056/transd_v9_n1_a5.pdf?sequence=1)
- Sullivan, J.(2015, July 15). *Testimony of James Sullivan*. Retrieved October 24, 2015, from

agriculture.house.gov/sites/republicans.agriculture.house.gov/files/pdf/Sullivan%20testimony.pdf

The Presidency Republic of South Africa.(2009). *Improving government performance: our approach*. Pretoria. The presidency. Retrieved October 16, 2015, from [www.the-presidency-dpme.gov.za/publications/policyFramework/ImprovingGovernmentPerformance\\_Our Approach.pdf](http://www.the-presidency-dpme.gov.za/publications/policyFramework/ImprovingGovernmentPerformance_Our%20Approach.pdf)

Uganda Bureau of statistics.(2009,December ). *Uganda Bureau of statistics 2008/09 UBOS annual report*, iii -33. Kampala: Uganda Bureau of statistics retrieved October 16, 2015 from [www.ubos.org/onlinefiles/uploads/ubos/annual\\_report/2008-09 UBOS ANNUAL REPORT.pdf](http://www.ubos.org/onlinefiles/uploads/ubos/annual_report/2008-09%20UBOS%20ANNUAL%20REPORT.pdf)

Uganda Bureau of statistics. (2010, October).*The national statistical system (NSS) monitoring and Evaluation Frame work*, iii-104. Kampala: Uganda Bureau of statistics retrieved October16, 2015 from [ww.ubos.org/onlinefiles/uploads/ubos/pnsd/NSS\\_ME\\_ Frame work 2010.pdf](http://ww.ubos.org/onlinefiles/uploads/ubos/pnsd/NSS_ME_Frame%20work%202010.pdf)

William, B.E. (1983). *Hand book of organization management*. New York: Marcel Dekker, Inc Retrieved 16 October 2015 from [http://books.google.co.Ug/books?ld=0yC205BUfQcC&pg=PA253&dq=William,+B.E.+\(1983\).+Hand+book+of+organization+management.+New+York:+Marcel+Dekker,+Inc&l=en&sa=x&ved=OCBOQ6AEWAGOVCLM IK2gtbxHyAIvhlyaCho\\_5Gby\\ v=onepage&q=William%20B.E.\(1983\).Handbook of organization management.New York%3AMarcelDekker%20In&f=false](http://books.google.co.Ug/books?ld=0yC205BUfQcC&pg=PA253&dq=William,+B.E.+(1983).+Hand+book+of+organization+management.+New+York:+Marcel+Dekker,+Inc&l=en&sa=x&ved=OCBOQ6AEWAGOVCLM%20IK2gtbxHyAIvhlyaCho_5Gby\\%20v=onepage&q=William%20B.E.(1983).Handbook%20of%20organization%20management.New%20York%3AMarcelDekker%20In&f=false)

Weiss, C. H., Graham, E.M., & Birkeland, S. (2005).*An alternate route to policy influence how Evaluations affect drug abuse resistance education*. American journal of evaluation, 26(1), 12-30. Retrieved October 2, 2015 from <http://citeseerx.ist.psu.edu/viewdoc/down>

load?doi=10.1.1.454.7280&rep=1&type=pdf

[www.kenpro.org/sample-size-determination-using-krejcie-and-morgan-table/](http://www.kenpro.org/sample-size-determination-using-krejcie-and-morgan-table/)(retrieved October 2, 2015)

[www.ubos.org/.../ubos/.../March2010\\_Coordination%20Review.pdf](http://www.ubos.org/.../ubos/.../March2010_Coordination%20Review.pdf)(Retrieved October 15, 2015)

Yarahuan, P.G. (2010). *Exploring politics, Accountability and evaluation use in the Mexican federal government education programs*. 1-27. Retrieved october1 2015 from [http://www.umdcipe.org/conferences/EducationEvaluation Italy/ COMPLETE\\_PAPERS/PEREZ/64.pdf](http://www.umdcipe.org/conferences/EducationEvaluation%20Italy/COMPLETE_PAPERS/PEREZ/64.pdf) (1<sup>st</sup> october2015)

## 5.0 APPENDICES

### Appendix I: Questionnaire

#### INTRODUCTION

Dear respondent,

Participating in a study

I am Tumusiime Lydia, a student of Uganda Technology and Management University (UTAMU) pursuing a Masters in project monitoring and evaluation (PM&E). I am conducting this academic oriented study about utilization of evaluation findings and performance of public agencies. This research is required as a partial fulfillment of requirements for the award of masters in PM&E of UTAMU. Your permission is being sought to participate in this study by filling in this questionnaire, your participation will help address a knowledge gap in regards to utilization of evaluation findings and its contributions to the performance of public agencies. The information you provide will be very helpful and only used for academic purpose. Please do not indicate your name.

Thank you,

Tumusiime Lydia

## SECTION A

### BACKGROUND INFORMATION

Please tick accordingly in the space provided

<b>1</b>	<b>SEX</b>	
	MALE	FEMALE
	1	2

<b>2</b>	<b>AGE</b>					
	18- 24 yrs	25- 31 yrs	32- 38 yrs	39 - 45 yrs	46 – 52 yrs	Over 53 yrs
	1	2	3	4	5	6

<b>3</b>	<b>EDUCATION LEVEL</b>					
	PhD	Masters	Bachelors	Diploma	Certificate	Others
	1	2	3	4	5	6

<b>4</b>	<b>DURATION OF SERVICE AT UBOS</b>			
	Less than 5 years	5- 10 years	11 – 16yrs	17 years and above
	1	2	3	4

From question 1- 57, circle the number that best indicates your opinion on the question using the following scales

<b>SCALE</b>				
1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

	<b>SECTION B</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
	<b>INSTRUMENTAL USE</b>					
1	Evaluation findings justifies why programs must be continued	1	2	3	4	5
2	Evaluation findings helps in determining if programs should continue	1	2	3	4	5
3	Evaluation findings helps in maintaining programs that were working well	1	2	3	4	5
4	Evaluation findings influences our program expansion	1	2	3	4	5
5	Evaluation findings determines which programs needed to be expanded	1	2	3	4	5



6	Evaluation findings supports expansion of programs that are working well	1	2	3	4	5
7	Evaluation findings helps in modifying of our programs	1	2	3	4	5
8	Evaluation findings gives new direction to our programs	1	2	3	4	5
9	Evaluation findings contributes information for making corrections in our services	1	2	3	4	5
10	Evaluation findings guides us in revising some of programs	1	2	3	4	5
11	Evaluation findings imposes program adjustments	1	2	3	4	5
12	Evaluation findings offers information for improving the design of our programs	1	2	3	4	5
13	Evaluation findings offers reasons for program termination	1	2	3	4	5
	<b>SECTION C</b> <b>CONCEPTUAL USE</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
14	Evaluation findings brings to our attention problems that are hindering our progress	1	2	3	4	5
15	Evaluation findings contributes a back up in previous held ideas	1	2	3	4	5
16	Evaluation findings influences us to thinking about our programs in different ways	1	2	3	4	5
17	Evaluation findings acts as a learning tool of sound management practices	1	2	3	4	5

18	Evaluation findings guides us in to learning quickly of what is not working	1	2	3	4	5
19	Evaluation findings guides us into learning quickly of what is working	1	2	3	4	5
20	Evaluation findings contributes to our ability to learn from experience	1	2	3	4	5
21	Evaluation findings influences us to change from our originally held perceptions concerning our programs	1	2	3	3	5
22	Evaluation findings helps us in learning more about our strengths	1	2	3	4	5
23	Evaluation findings contributes new innovative ideas into our program practices	1	2	3	4	5
24	Evaluation findings contributes to our program changes decisions	1	2	3	4	5
25	Evaluation findings influences us into taking on given decisions	1	2	3	4	5
26	Evaluation findings convinces our managers of needed changes	1	2	3	4	5
27	Evaluation findings influences the decisions of implementing improvements in ongoing activities	1	2	3	4	5
28	Evaluation findings influences our decisions of making immediate program change	1	2	3	4	5
29	Evaluation findings informs our program planning	1	2	3	4	5

	decisions					
30	Evaluation findings helps us in making choices among alternatives	1	2	3	4	5
	<b>SECTION D</b> <b>SYMBOLIC USE</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
31	Evaluation findings helps us in fulfilling our funding requirements	1	2	3	4	5
32	Evaluation findings offers evidence of accountability in our various programs	1	2	3	4	5
33	Evaluation findings determines the required funding levels in our programs					
34	We use evaluation findings as evidence in securing funding for our programs	1	2	3	4	5
35	We use evaluation findings as evidence in satisfying our funders requirements	1	2	3	4	5
36	Evaluation findings influences funders to keep on supporting us	1	2	3	4	5
37	Evaluation findings justifies our budget requests					
38	Evaluation findings helps us in formulating our budget requests	1	2	3	4	5
39	Evaluation findings acts as support of increasing funding to our activities	1	2	3	4	5
	<b>SECTION E</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>

	<b>EFFECTIVENESS</b>					
40	Evaluation findings contributes evidence of goal attainment in our activities	1	2	3	4	5
41	Evaluation findings shows our degree of goal attainment	1	2	3	4	5
42	Evaluation findings brings to our attention problems that hindered our goal attainment					
43	Evaluation findings illustrates evidence of our achievements					
44	Evaluation findings helps us design innovations for achieving our set goals	1	2	3	4	5
45	Evaluation findings generates the needed guidance in the achievement of our desired outcomes	1	2	3	4	5
46	Evaluation findings informs us if we are on track towards fulfilling our original plans	1	2	3	4	5
47	Evaluation findings contributes the needed changes for achievement of our set targets					
48	Evaluation findings informs us whether we are achieving the our set targets	1	2	3	4	5
	<b>SECTION F</b> <b>EFFICIENCY</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
49	Evaluation findings elaborates the required time of accomplishing our original plans					
50	Evaluation findings illustrates evidence of how time is	1	2	3	4	5

	used in our activities					
51	Evaluation findings informs us if we are working within our timelines	1	2	3	4	5
52	Evaluation findings illustrates our achievements basing on resources received					
53	Evaluation findings informs us if resources are well used	1	2	3	4	5
54	Evaluation findings informs us if equipments are being well used	1	2	3	4	5
55	Evaluation findings influences the quality requirements of our future human resource needs forecasts	1	2	3	4	5
56	Evaluation findings informs us on the degree of quality in our services					
57	Evaluation findings contributes information for quality improvements in our programs	1	2	3	4	5

Thank for your generous help in taking time to complete this questionnaire. If you have other ways in which utilizing of evaluation findings have contributed to the performance of your agency, please note them down on this space provided below.

-----

-----

-----

-----

-----

## Appendix II: Key informant interview guide

### Introduction

I am Tumusiime Lydia, a student of Uganda Technology and Management University (UTAMU) pursuing a Masters in project monitoring and evaluation (PM&E). I am conducting this academic oriented study about utilization of evaluation findings and performance of public agencies. Your permission to participate in this study is being sought. The information gathered through this study will contribute knowledge for understanding the Ugandan context in regards to the study topic and will also help the researcher in fulfilling the requirements of the award of a Masters in PM&E. In respect of confidentiality, your names will not be required in this study.

Thank you,

Tumusiime Lydia

### Questions

1. Gender of respondent

---

2. Position in the agency

---

3. What kind of influence do evaluation findings have on the concept of expansion of your programs?
4. In which ways do evaluation findings determine your program continuation?
5. How do evaluation findings determine your program termination?

- 
6. How do evaluation findings influence the revision of your programs?
  7. In what ways have evaluation findings contributed to your general learning?
  8. How do evaluation findings influence the issue of decision making in your activities?
  9. How does evidence based accountability obtained from evaluation findings affects your programs and activities?
  10. How are evaluation findings contributing to the attainment of your goals, set targets and original plans?
  11. According to your experience, how do evaluation findings contribute to your accomplishment of task on time?
  12. In which ways do evaluation findings influence your resource allocation process?
  13. How has evaluation findings impacted on the quality of your products and services?

**I am grateful for your kindness and thank you for helping me in this research**

Appendix III: Krejcie & Morgan table for determining sample size

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
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
<b>45</b>	<b>40</b>	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	1000000	384

Note. – *N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970



