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EFFECT OF MONITORING AND EVALUATION ON PERFORMANCE OF UNIVERSAL PRIMARY EDUCATION SCHOOLS IN LOCAL GOVERNMENTS OF UGANDA: A STUDY OF SELECTED SCHOOLS IN WAKISO DISTRICT

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ABSTRACT

The purpose of this study was to establish the effect of M&E on performance of UPE schools in local governments of Uganda in selected schools in Wakiso District. The objectives were to "establish the effect of M&E planning on the performance of UPE schools in Wakiso District", "to assess the effect of M&E implementation on the performance of UPE schools in Wakiso District" and to examine the extent to which M&E process influences performance of UPE schools in Wakiso District. The design used was a cross-sectional survey. The sample was 184 respondents but the study managed to get 157. The simple random method was used to select the headteachers. Purposive sampling was used to select MoES official, DEO and DSI. "Quantitative data analysis mainly consisted of descriptive statistics (frequencies and percentages) and inferential statistics (Spearman correlation and regression)". "Content analysis was used to analyze qualitative data". It was revealed a significant positive strong effect (55.7%) of between M&E planning on performance of UPE schools, there was a significant moderate positive effect (24.5%) of between M&E implementation and performance of UPE schools and there was a significant moderate positive effect (34.0%) of M&E process on performance of UPE schools. It was concluded that all dimensions of M&E had a positive effect on performance of UPE schools and it recommended that the shortcomings in the dimensions of M&E should be resolved to improve performance of UPE schools.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The widely adopted monitoring and evaluation (M&E) is an intervention adopted by organizations to improve their performance and achievement of set goals. The organizations' goal for implementing M&E is to help them improve management of outputs, outcomes and impact of programs, projects and consequently the entire organization (Popham, 2003). This study is about "effect of monitoring and evaluation (M&E) on the performance of Universal Primary Education (UPE) schools in local governments of Uganda in selected schools in Wakiso District". "The independent variable is M&E while the dependent variable is UPE program performance". The "background to this study, the statement of the problem, the purpose of the study, objectives of the study, the research questions, research hypotheses, scope of the study, the significance of the study, the justification of the study, the conceptual framework and operational definitions of terms and concepts".

1.2 Background

1.2.1 Historical background

Since the early 1970s, the focus of M&E has been on providing professional information to program sponsors about impact of M&E on program performance (Shadish, Cook & Leviton, 2001; Popham, 2003). Guba and Lincoln (as cited in Dart, 2007) have provided a historical perspective on the range of M&E process for improving program performance, which they described as four generations of M&E. What they called "first generation" M&E covers the period from Aristotle to the 1930s. They called this generation of M&E the "*measurement generation*" because they felt that evaluators were preoccupied with measuring the results of program efforts towards achieving their goals. They called their "second generation" of M&E

the generation of "*description*". They stated that evaluators were the "describers" of what was happening with respect program performance.

The 1960s and 1970s were identified as the "third generation" or the generation of "*judgement*". The third generation was characterized by judging the worth of programs (Guba and Lincoln (as cited in Dart, 2007). Finally, Guba and Lincoln (as cited in Dart, 2007) suggested that this period was followed by a "fourth generation" M&E which reflected a "*responsive constructivist M&E*". This phase of M&E has been shaped by more participative models which favor an action research approach and increased involvement by those stakeholders affected by the M&E process.

A shift in focus from projects to sectors occurred in early 1990s, there was (World Bank, 2004). This is when a number of organizations increasingly adopted a sector-wide approach (SWAP) and this was evident in sectoral ministries which established M&E units at the ministerial level (World Bank, 2004). However, the involvement of government officers in M&E of government sectoral performance was not very much in this period given that such officials were not well prepared to handle this work. Thus, this contributed unsuccessful efforts in collaboration between the government officers and sectoral M&E programs.

However, increased involvement of government officers in monitoring government activities became apparent in the later 1990s because they the only ones with the capacity to manage large-scale national surveys (World Bank, 2004). However, the skills and expertise of these government officers were only limited to M&E data collection and processing. The government officials lacked M&E data analysis skills and expertise because this necessitated the officers to have a good subject matter and related government policies knowledge.

It was not until the 2000s that integration of sector-based and project-based M&E efforts was occured (World Bank, 2007). The cause of this integration of the two &E efforts was the growing interest in developments that were evidence-based and the need for establishment of national M&E programs centered on program outcomes. This also led to recognition that the use of M&E information extended beyond serving as a tool for planners and policy-makers and that when community members and civil society were brought on board in M&E activities, achievement of intended project/program outcomes could be improved.

1.2.2 Theoretical background

The "management theory of constraints" by Goldratt (cited in Goldratt, 1990) was used to explain how M&E (measures in terms of M&E planning, M&E implementation and M&E process) affects UPE program performance (measures in terms of completion rates, quality of education and stakeholder satisfaction). It is useful to organizations in improving their control over their activities in an effort to achieve their set goals (Goldratt, 1990). The assumption of theory of constraints (TOC) is the presence of constraints within any manageable system such as an organization's M&E system limits the successful achievement of organization's goal (Watson, Blackstone & Gardner, 2007). A constraint is anything internal or external to the system such as a problem, element or factor that works as a bottleneck to prevent the system from achieving its goal. According to Blackstone (2001), TOC suggests that in order for organizations to improve its systems goal achievement, the most important limiting factor (constraint) within the system have to be identified and then systematically managed by first determining "what should be change" and then "how cause the change". "TOC is a systemic way to identify constraints that hinder system's success and to effect the changes to remove them" (Goldratt, 1990).

"TOC is justified for its adoption in this study in explaining the effect of M&E (measures in terms of M&E planning", "M&E implementation and M&E process) on UPE performance (measures in terms of completion rates, quality of education and stakeholder satisfaction) in Uganda" as shown in the following. Hall and Fagen (2012), argue that "an integrated set of elements is a system" (principles, methods, procedures and routines) that accomplishes a defined objective". From this definition, "the integrated set of elements constitutes the dependent variable, which can be equated to M&E activities in this study that include M&E resource allocation, M&E implementation and M&E process. To accomplish a defined objective in the definition constitute the dependent variable, which in this study can be equated to UPE program performance. System constraints as emphasized in TOC (Watson, Blackstone & Gardner, 2007) are similar "M&E constraints in this study that need to be identified and dealt with to improve UPE program performance". "System constraints according to TOC can be reduced or completely eliminated, which improves performance of the system" (Goldratt, 1990). "Relating this to this study, M&E constraints can be reduced or completely eliminated, which improves UPE program performance".

In addition, this study has been guided by Kaplan's balanced score theory, which has been used to determine the UPE primary performance objectives and measures. This model will help to establish if the M&E of the UPE schools has achieved its objectives successfully. It has been argued that an evaluation system has more validity that is, it more likely to measure what it supposed to do accurately, if it is performance based (Ernst & Young, 1998; Neely, 1998; Dixon, Nanni & Vollman, 1990; Daly, 1996).

1.2.3 Conceptual background

The key concepts in this study will be M&E and performance. Monitoring is an action employed by management and the main stakeholders to collect data on specified indicators which data is then used to determine the extent of objective achievement including the how the allocated funds have been utilized (Crawford & Bryce, 2003; Bartle, 2007). Thus, it helps organizations in tracking of inputs, activities, outputs, outcomes and impacts of program activities and thus helps in determining the worth or significance of a program activity to achieved program objectives in terms of efficiency, effectiveness, impact and sustainability (Uitto, 2004; Stufflebeam & Shinkfield, 2007). Thus, M&E can be defined as those actions used in acquiring, analyzing and making use of information that is affordable, relevant, timely and accurate for performance improvement (Stufflebeam & Shinkfield, 2007). M&E in this study will therefore refer to M&E resource allocation, M&E implementation and M&E process.

Performance is about doing the work as well as the extent of results achievement (Thomas, Macken, Chung & Kim, 2002). It refers to the extent to which a given task is accomplished in terms accuracy (correctness/precision), cost (expenditure), completeness (wholeness) and speed (swiftness). Several parameters for program performance measurement have been developed (Ling & Chan, 2002; Thomas, Macken, Chung & Kim, 2002) and can be classified into two major classes. These include are objective parameters (such as "schedule, cost and quality that are used for setting and defining program objectives and for setting targets and deadlines for achieving the objectives") and subjective parameters (such as stakeholder satisfaction with the end-product) (Ling, 2004). In this study, UPE program performance referred to the UPE program schedule, cost, quality and stakeholder satisfaction.

1.2.4 Contextual background

The introduction of the UPE Policy in 1997 was part of the primary education reform program of the Ugandan government. The objective of UPE adoption was to increase primary education access, equity and quality with the view to eradicate illiteracy (Byamugisha & Ogawa, 2010; Ministry of Education and Sports MoES, 2010). Broadly speaking, its main objectives are to provide the facilities and resources to enable every child to enter and remain in school until the primary cycle of education is complete; make education equitable in order to eliminate disparities and inequalities; ensure that education is affordable by the majority of Ugandans; and reduce poverty by equipping every individual with basic skills.

Wakiso is an urban district located in Central Uganda. The district has 342 UPE schools (Nalweyiso, Waswa, Namiyingo & Nangoli, 2015. Despite the success of UPE, Wakiso District education stakeholders raise serious concern about it in Uganda (Namara-Wamanga, Ssali & Kansiime, 2013). Although one of the priorities of Wakiso District is to improve primary education quality, the deterioration in primary education quality was cited as the major negative effect of UPE. The low UPE program performance is evidenced in very few or declining number of PLE candidates with first grade/division, poor or low inputs, inadequate numbers of trained teachers and many untrained teachers, poorly motivated teachers, inadequate textbooks and other teaching aids, inadequate classrooms and desks (Namara-Wamanga, Ssali & Kansiime, 2013), to mention some.

In Wakiso District, a study revealed that 54 per cent of schools under the UPE programme did not recorded a first grade for more than five years in the period from 2008 to 2013 (Birungi, 2014). Thirty-eight schools were recorded as not having any pupil in Grade One for more than five years despite being recorded as one of the best five performing districts in

2013's Primary Leaving Examination results. The study also identified teacher absenteeism as another problem issue in UPE schools. In addition, the UPE schools are characterized with inadequate infrastructure and scholastic materials, poor quality of teaching, as pupils do not get the required services (Wakiso District, 2009).

The poor UPE program performance arises yet one of the Ministry of Education and Sports (MoES) main UPE role is monitoring and evaluating of UPE standards. This MoES' role is supposed to guide Wakiso District in conducting M&E of the UPE program. In addition, the District has an entity, the School Management Committee (SMC) consisting of local opinion leaders who represent the government in each school. The SMC acts as a form of Board of Directors with a mandate to monitor and evaluate the school administration with special reference to UPE. The district leaders include the Resident District Commissioners (RDCs), the Chief Administrative Officers (CAO), and Local authorities such as the District Education Officer (D.E.O), Sub-county chiefs, headteachers and Local Council (LC) Secretaries for education each has specific roles in the M&E of UPE.

Thus, one has to question the poor UPE program performance in the presence of various M&E strcture in place. Conducting M&E is of crucial importance in establishing the kind of interventions required to improve UPE quality. This study takes another step toward that goal in the context of Wakiso District. Without an effective and efficient M&E, the challenge facing policy makers is therefore enormous. In light of this, this study intends to investigate M&E in relation to the quality of education.

1.3   Problem Statement

Monitoring and evaluation is intended to promote organizational performance through tracking implementation of programs, systematically measure outputs as well as the effectiveness of the outcomes. In that pursuit, it is expected to determine programme progress and when changes may be needed. Indeed, under the UPE program in Uganda, M&E is intended to form the basis for interventions modification and assessment of education quality being delivered (Hauge, 2001). In Wakiso District, the UPE schools are supposed to increase access, equity and quality of primary education (Birungi, 2014). To achieve the UPE benefits, the conditions at school have to be right. That is why various M&E structures have been put in place to enable the gathering of information on UPE to improve UPE program performance. For example, the District set up a SMC to monitor and evaluate UPE. It also has local government education departments mandated to co-ordinate, monitor and supervise the implementation of UPE (Wakiso District, 2009). The district put in place monitors trained to make impromptu visits to the schools and ascertain that the resources allocated to UPE are properly utilized. The district has conducted workshops to sensitize teachers, pupils and the entire community that transparency and accountability is a must for UPE to achieve its objectives (Wakiso District, 2009).

Despite having in place various to UPE monitor and evaluate structures and processes, poor performance persists in UPE schools in Wakiso District (Adoch, 2014). Available information shows teacher absenteeism, pupils' non-attendance of primary education and dropout in UPE schools, the performance of students is poor in UPE schools and the quality of teaching is poor including sub standard works in classroom and latrine construction (Ministry of Education and Sports, 2010; Nalweyiso, Waswa, Namiyingo & Nangoli, 2015;

Ahimbisibwe, 2016). For example, 54% of Wakiso UPE schools have no first grades for a period from 2008 and the class repeation rate is around 9% (Adoch, 2014).

The poor performance of UPE Schools has negative implications to the image of government for example, continues to be tarnished in newspapers on the quality of outputs from UPE schools (Adoch, 2014). In addition, the children in UPE schools may not get quality education, which will affect their future as they may fail or find difficult to get employed. Thus, they turn into a burden to the family members and the community financially and some may get involved in practices that are not socially acceptable such as theft and prostitution. Thus, there is need for a research to be conducted in respect to M&E and UPE program performance.

1.4   Purpose of the Study

The purpose of this study was to establish the effect of M&E on performance of UPE schools in local governments of Uganda in selected schools in Wakiso District.

1.5   Objectives

1. To establish the effect of M&E planning on the performance of UPE schools in Wakiso District

2. To assess the effect of M&E implementation on the performance of UPE schools in Wakiso District.

3. To examine the extent to which M&E process influences performance of UPE schools in Wakiso District

1.6   Research Questions

The study addressed the following questions:

1. What is the effect of M&E planning on the performance of UPE schools in Wakiso District?
2. What is the effect of M&E implementation on the performance of UPE schools in Wakiso District?
3. What is the effect of M&E process on the performance of UPE schools in Wakiso District?

1.7   Research Hypotheses

The study was guided by the following hypotheses:

1. M&E planning has a significant effect on the performance of UPE schools in Wakiso District.
2. There is a significant effect of M&E implementation on the performance of UPE schools in Wakiso District.
3. There is a significant effect of M&E process on the performance of UPE schools in Wakiso District.

1.8   Conceptual Framework

The conceptual framework shows the effect of M&E on performance of UPE schools. M&E is conceptualized as the independent variable while UPE program performance is the dependent variable. Figure 1 provides a conceptual framework relating the variables in the study.

M&E

Performance of UPE Schools

| **M&E planning** |
| ➢ M&E goal setting |

| **M&E implementation** |

| ➢ Completion rate |
| ➢ Quality of |

| **M&E process** |
| ➢ M&E consistency |
| ➢ M&E suitability |

Source: Based on theory of constraints by Goldratt (1990) and Kaplan and Nolan's (cited in Alshammari (2011) balanced score model

Figure 1 hypothesizes that all M&E variables affect UPE program performance, positively or negatively. For example, it is conceptualized that poor M&E (that is poor M&E planning, M&E implementation and M&E process) will contribute to poor UPE program performance (that is poor UPE completion rate, quality of education and stakeholder satisfaction). On the other hand, good M&E (that is good M&E planning, M&E implementation and M&E process) will contribute to better UPE program performance (that is better UPE completion rate, quality of education and stakeholder satisfaction). According to Theory of Constraints, poor M&E (that is poor M&E planning, M&E implementation and M&E process) arises due to failure to identify and find solutions to problems in M&E planning, M&E implementation and M&E process. Because of this, it leads to poor UPE program performance. However, if such problems are identified and addressed, it will lead to better UPE program performance.

1.9   Significance of the Study

The study findings are "expected to benefit the policy makers in improving national projects/programs". "The findings may be used to formulate M&E policies that will be implemented to improve performance of UPE schools".

The findings are hoped to "benefit the government, as they will be able to understand why M&E may be used to improve performance of UPE schools". This study highlights "possible challenges in the M&E of UPE Program, from which lessons will be learnt for other national projects/programs, in order to come up with a comprehensive, flexible and effective way of improving such projects/programs".

Findings may help the "academicians enrich their knowledge about the effect of M&E on performance of UPE schools, which knowledge may be used in their various professions". It is expected that the study findings will also suggest other areas that may need further research by the academicians who like to explore more about M&E and performance of UPE schools.

1.10   Justification of the Study

The study was justified because of the persistent poor performance of UPE primary schools. This showed that UPE program was failing to achieve the objectives for which it was setup to achieve. Thus, this study is important in that it will help come up with solutions to the problems the UPE Program faces.

1.11   Scope of the Study

1.11.1   Content scope

This study focused on M&E as independent variable and UPE program performance as the dependent variable. M&E was restricted to M&E planning, M&E implementation and M&E

process. UPE program performance was restricted to UPE completion rate, quality of education and stakeholder satisfaction.

1.11.2 Geographical scope

Geographically, the study was conducted in UPE schools in Wakiso District located in the central part of Uganda. This was because UPE schools in Wakiso District had been experiencing poor UPE school performance.

1.11.2 Time scope

The study was restricted from 2009 to 2016. This was because the program performance of UPE schools in Wakiso District had been recorded as poor during this period.

1.12 Operational definition

Monitoring: Referred to collection of data about UPE program in Wakiso District on specified primary education indicators to UPE main stakeholders of progress and achievement of UPE program objectives.

: Referred to the process of determining the worth or significance of a UPE program activities for fulfillment of UPE program objectives in terms of efficiency and effectiveness.

Evaluation: Referred to the process of determining the worth or significance of a UPE program activities for fulfillment of UPE program objectives in terms of efficiency and effectiveness.

M&E process: Referred to approaches to M&E exercise that affect program performance which will include M&E consistency, M&E suitability, M&E feasibility and M&E acceptability

M&E implementation: Referred the process of putting a M&E decision or plan into effect which in this study will in terms of M&E information gathering and accountability

M&E planning: Referred to the process of setting M&E goals and allocating resources to achieve those goals.

Performance: Referred to the accomplishment of UPE program objectives in terms of completion rate, quality of education and stakeholder satisfaction.

CHAPTER TWO

REVIEW OF LITERATURE

2.1   Introduction

This chapter examines both the theoretical review and literature review. Related literatures have been reviewed according to the objectives of the study. Thus, this chapter entails, "the theoretical review", "reviews literature about the effect of M&E planning on UPE Program Performance". The third section reviews literature about the "effect of M&E implementation on UPE Program Performance". The fourth section reviews literature about "the effect of M&E process on UPE Program Performance".

2.2   Theoretical Review

The Theory of Constraints (TOC) is a system based management philosophy or a methodology used by organizations to imp[rove a system's performance by managing core problems (limiting factors) preventing system goal achievement (Gupta & Kline, 2008; Inman *et al*., 2009; Kim Mabin & Davies, 2008; Mabin & Baldestone, 2003; Watson, Blackstone, & Gardner, 2007). The TOC approach is based on Systems Thinking (Taylor & Churchwell, 2004) which considers improving the overall system performance. The TOC recognizes that every system has limiting factors that compromise its performance, called "constraints", which an organization's management has to identify and eliminate to improve the system's performance (Gupta & Kline, 2008; Simatupang *et al*., 2004).

Available literature (Watson *et al*., 2007; Inman *et al*., 2009; Lin, Lee. & Lee, 2009) has provided evidence that the application of the TOC can significantly improve the system's outcomes. A survey by Sale and Inman (2003) revealed that programs that employ the TOC techniques perform significantly better compared to those using other alternatives and this

was in line with Mabin and Baldestone (2000). Other studies have provided evidence that, "application of TOC reduces lead times and improves program performance" (Mabin & Balderstone, 2003; Watson & Patti, 2008). TOC is, however, not without criticism. One of the criticisms is about lack of top-level management support and commitment which can affect the success of TOC in helping organizations improve their systems to achieve desired outcomes especially when the "top-level managers delegate the implementation of the TOC to mid-level managers" (Watson *et al.*, 2007). They argued this delegation is entertained because top-level managers do not want the length of training time to master the subject matter. Furthermore, other stakeholders with the system may lack the enthusiasm of "implementing TOC if the members failure to come to the same conclusion and regard the conclusions as their own" (Goldratt, 1990).

2.3   Related Review

2.3.1   M&E Planning on Program Performance

M&E planning is used in the management of organization programs. It is recommended that it should be a one time process but a continuous one through program cycle. M&E planning is considered as an important element of program delivery process. Thus, it affects program performance in terns of program service quality such as the education quality and program completion rate such as the time for students take to complete their academic studies (Naoum, 2001; Ling & Chan, 2002). However, the question that this study will examine is whether M&E planning has been appropriately applied to UPE program to enhance its performance (completion rate, quality of education and stakeholder satisfaction): more specifically, whether the poor setting of goals and poor resources budgeting for UPE program are explanatory to its poor performance (completion rate, quality of education and stakeholder satisfaction).

The need for M&E planning in program delivery is important. This is involves various resources, processes, activities and parties which makes the process complex. Naoum *et al*. (2004) opined that stakeholders ensure that programs are successful if they utilized M&E planning as one of the key tools in the management of such programs. The primary measure of M&E planning effectiveness in a study conducted by Faniran, Oluwoye and Lenard (2004) is the ability of a program to achieve its clients' time, cost and quality objectives. In this study, performance of UPE program relates to achieving program objectives. In other words, UPE program performance will be measured by the extent it fulfills its objectives. It will be about the extent UPE program is successful in accomplishing its goals (effectiveness) using a minimum of resources (efficiency) to the satisfaction of UPE program stakeholders.

2.3.1.1 M&E goal setting and program performance

In program performance, "program objectives are the focal point of every effort and activity". That is why UPE program has in place objectives that it has to be evaluated against. It is from these evaluations that some stakeholders have expressed dissatisfaction with its performance. "Program objectives are important in M&E planning because program plans are derived from them. In M&E planning, program objectives are first defined; thereafter the strategies to achieve them are formulated and presented as program plans and these are used in evaluating the achievement of the objectives". Sommerville, Craig and McCarney (2004) argue that, "the clearer one is about the end result of the program, even though it may change, the more effectively the person can plan the best way to achieve it" Thus, clarity of UPE program objectives will be investigated in this study. This will help to explain whether M&E planning is poor due to unclear UPE program objectives and whether this contributes to the poor

performance (completion rate, quality of education and stakeholder satisfaction) of UPE program as discussed in the following literature.

The extremely critical first step in enhancing program performance is to "set a clear and compelling goal" (Yetton, Martin, Sharma & Johnston, 2000). That is the "goal should indicate desired end result of the program, the problem the program will solve, what the program need to fill/address and how the program will change how the business is done". "Clear goals and objectives provide the program team with the appropriate boundaries necessary to make decisions about the program and to expand the number of alternatives available to achieve the objectives" (O'Leary-Kelly, Martocchio & Frink, 2004.

At the individual level, it is argued that "having specific, clear and accepted goals affects program performance by directing attention, mobilizing effort, increasing persistence and motivating strategy development" (Locke *et al* as cited in Wallace *et al*., 2004). "At the team level, researchers and consultants alike have also found that in mostly routine tasks, clear goals can direct the team member's attention and action" (Sims & Lorenzi, 2002). "The meta-analysis of 29 goal-setting studies by O'Leary-Kelly *et al* (2004) provides further support for a strong team-level goal-setting effect". This literature highlights two other issues that need to be established in this study. That is whether UPE program objectives were specific and acceptable to those involved in achieving them. The assumption is that if the objectives are not specific and acceptable, this will explain the poor performance (completion rate, quality of education and stakeholder satisfaction) of UPE program as explained in the following paragraphs.

"Program M&E goal setting works to reduce uncertainty about the qualitative properties of the output expected as well as the time and budget constraints of the program" (Yetton *et al*.,

2000). Thus, "clear goals are likely to result in higher effectiveness and efficiency because as opposed to vague or no goals, program teams are provided clearer direction and therefore are better able to determine appropriate procedures, allocate tasks and focus their efforts on getting the job done". Gibson and Hamilton (2004) added that "since most programs require the involvement of other people, the program goal must be articulated to all stakeholders and team members if they are to help in enhancing program performance (completion rate, quality of education and stakeholder satisfaction)". "If the program team lacks a clear goal, even excellent skills and the best equipment will not be sufficient to ensure the team's success achieving program objectives". This study will establish whether M&E goal setting significantly affects program performance (completion rate, quality of education and stakeholder satisfaction).

2.3.1.2 M&E budgeting and program performance

"Program resource budgeting can improve program performance by improving the quantity of resources, productivity and utilization" as recommended by Lee, Ford & Joglekar (2007). Thus, an investigation of the program resource allocation will be considered in this study to be important in explaining the performance (completion rate, quality of education and stakeholder satisfaction) of UPE program. Although issues of under resourcing have been raised by various stakeholders as highlighted in the contextual background and statement of the problems of this study, there is no evidence indicating that resource budgeting is responsible for its poor UPE program performance (completion rate, quality of education and stakeholder satisfaction). However, literature elsewhere shows that this relationship is not new as shown in the following paragraphs.

It can be note that, "program managers can have a large effect on program resource budgeting through the policies they use to allocate resources among program activities, even when the total quantity and productivity of resources are fixed". "Applying too few resources to any

given activity slows progress and applying too many can cause crowding that reduces productivity and wastes resources that could be used more efficiently by other activities". Therefore, the "effective and efficient allocation of scarce resources among program activities is a realistic management opportunity for improving program performance (completion rate, quality of education and stakeholder satisfaction)". "The current study focuses on resource allocation practices and seeks to improve understanding of the impacts of these practices on program performance (completion rate, quality of education and stakeholder satisfaction)". Sterman's (2000) "description of budgeting practices as decision-making rules is adopted here". In this context, "resource allocation practices are formal processes which managers use to make individual decisions about where to apply resources". "Resource allocation practices can include determining resource needs across activities and time, productivities of resource types and resource availability". "The current study focuses on how the three allocation practices impact program performance" (completion rate, quality of education and stakeholder satisfaction): "(1) whether to base allocations on current or future conditions, (2) how quickly to adjust resources and (3) how much control to exert over resource adjustment speed".

"The process of resource allocation is difficult because of delays in implementing allocation decisions" (Lee *et al*, 2007). "Resource adjustment delays can be large due to the number of information and physical activities that must occur for a complete change in allocation, the time requirements for those activities and the prerequisite information needs in those processes". Intuitively, "managers should incorporate resource adjustment delays into allocation practices such as poor forecasting" (Yassine, Joglekar, Braha, Eppinger & Whitney 2003; Helo, 2000; Sterman, 2000). This study will establish whether resource M&E budgeting significantly affects program performance (completion rate, quality of education and stakeholder satisfaction).

2.3.2 M&E Implementation and Program Performance

UPE program objectives and activities have to be implemented for program to succeed. A failure in program's M&E implementation effort causes enormous costs to the program (Heracleous, 2000; Noble, 2009). "Besides wasting a considerable amount of time and money, failure in M&E implementation efforts cause lower employee morale, a diminished trust and faith in senior management". "Emphatically, the main issue here is how organizers should carry out M&E program activity effectively". M&E implementation is the critical link to program performance (completion rate, quality of education and stakeholder satisfaction) (Noble, 2009). Nutt (cited in Tabo, 2013) studied decisions made for programs and concluded that half of the decisions failed to attain their initial objectives mainly because of the problems during M&E implementation process. Such problems may be due M&E information gathering and/or M&E accountability (Karami, 2005).

2.3.2.1 M&E "information gathering" and program performance

"Information gathering refers to the collection of information about the project issues being faced or are likely to be encountered and the ways other projects have addressed such issues" (Boyne, Walker & Day 2002). "The more information gathered about the issues and the ways they have been approached, the more likely one will be able to devise an effective project intervention". "There are many sources of information and they vary depending on what one is looking for". "In general, one consult existing sources or look at natural examples, examples of actual project interventions that have addressed the issues" (Ireland, 2006). "Existing sources refer to published material of various kinds that might shed light either on the issue or on attempts to deal with it". "Natural examples are project interventions developed and tried in communities that have addressed similar issues". "Studying them can

tell one what worked for them and what did not and why". "They can provide ideas about how to (or how not to) conduct a successful project intervention". "For the most part, information sources here are the people who are involved in efforts to address issues similar the project being implemented".

"Gathering information beforehand and putting together what has been learned could be the most important things to make a project effective in achieving its objectives" (Lock, 2007). "It helps to gain a deep understanding of the issue so that it can address it properly". "The first step in figuring out how to deal with an issue is to know what one dealing with". "The better one understands it - its causes, how it occurs, how people react when they're affected by it, what its consequences are for individuals and the community and who can influence it - the more likely it is that it will approached appropriately". "Information gathering is crucial to the success of the project" (Lock, 2007). "It should start at the beginning of any effort and contribute to the initial monitoring". "It should also go on throughout the life of the program, so that adjustments can be continued by adding or changing project elements to enhance outcomes".

2.3.2.2 M&E accountability and program performance

"M&E accountability is not only a moral obligation, but can also transform program effectiveness and efficiency" (Tisné, 2010). "There are very good moral, financial and social reasons for ensuring that accountability mechanisms exist in programs". Poor accountability has been linked to the UPE program activities but needs to be investigated in this study in relation to the performance (completion rate, quality of education and stakeholder satisfaction) of UPE program because the following literature shows that it contribute to poor performance (completion rate, quality of education and stakeholder satisfaction) of a program.

Accountability is the "obligation of an individual, firm, or institution to account for its activities, accept responsibility for them, and to disclose the results in a transparent manner" (McGee & Gaventa, 2010). Accountability is an "attribute of a relationship between at least two actors, which can be defined as the means by which individuals report to a recognized authority, or authorities, and are held responsible for their actions". By consensus, "accountability ideally involves both answerability - the responsibility of duty-bearers to provide information and justification about their actions - and enforceability - the possibility of penalties or consequences for failing to answer accountability claims" (Goetz & Jenkins, 2005). In fact, "much of what we call accountability reflects only the weaker category, answerability. While citizen-led or public initiatives often involve 'soft' peer or reputational pressure, they rarely involve strong enforceability"

Jiang, Klein & Chen, 2006 argue that, "Accountability is critical in management, without it, programs cannot be effectively controlled and managed, nor can performance (completion rate, quality of education and stakeholder satisfaction) be improved". "The effective program manager makes accountability an issue at the earliest possible time in the program's life" (Shtub, Bard & Globerson, 2005). "It becomes a topic for discussion at kick-off and is built into the program's communication". "Everyone understands and agrees that the program manager will make sure that progress results, issues, problems to mention some are regularly and candidly reported" (Wallace, Bornstein & Chapman, 2006). "Issues such as probable or actual late delivery are addressed by looking at their impact and cause and then taking appropriate action". "Action in the short term attempts to mitigate negative effects within the program". "In the long term, action seeks to eliminate the cause, through training, staff changes and/or process improvement across future programs". "People with a positive work ethic recognize the need for accountability and accept the fact that, even when they have to

own up to errors and omissions they have made, both they and their teams and programs will benefit" (Shtub *et al*, 2005). "People with less positive work ethics must be made to understand that avoiding accountability by hiding the reality of their actions is completely unacceptable".

2.3.3   M&E Process and Program Performance

M&E is a critical tool for managers to understand reasons behind failures and success of achieving certain program performance objectives, performance standard and/or any other performance indicator (Strydom, 2011). In this sense, M&E is used as program performance (completion rate, quality of education and stakeholder satisfaction) tool. Thus, has continued to play a role in strategy formulation and implementation of a program. Literature has proposed several approaches to M&E exercise that affect program performance (completion rate, quality of education and stakeholder satisfaction). Kunene (2004) in his seminal study identified four types of M&E criteria that affect program performance, which are M&E consistency, M&E suitability, M&E acceptability and M&E feasibility.

2.3.3.1 M&E consistency and program performance

There is a general agreement among the strategists that an M&E strategy should not present mutually inconsistent goals and policies because this compromises program performance (Perez-Franco, Singh, & Sheffi, 2011). Classical work by Rumelt (as cited in Abdalla, 2015) gave an analogy with a mathematical equation where conflicting objectives imply a null set of feasible solutions. Hence, a strategy that contains goals, objectives and policies that are mutually inconsistent is null and should be rejected.

The challenge of inconsistency is mainly experienced in different program units (Rumelt as cited in Abdalla, 2015). Bryceson and Slaughter (2011) posited that one of the key issues faced by implementers of programmes is that of managing the internal units effectively for better program performance (completion rate, quality of education and stakeholder satisfaction). They explained that there is the tendency for a disconnection to develop between the goals and strategies and the overall business goals. This is mainly because each component is often an autonomous business unit or profit centre, which may result in lack of integration, coordination, communication and cooperation. Thus, if a goal is incongruence (when individuals or groups within an entity may have only partly overlapping goals) amongst components of the units, a risk to business integration and value creation for the entire business arises.

This, therefore, calls for strategic alignment of strategies to the broader program goals and vision for better program performance (completion rate, quality of education and stakeholder satisfaction). An empirical study by Issa-Salwe, Ahmed, Aloufi and Kabir (2010) showed that aligning operational strategies to the program strategy goals is essential for improved program performance (completion rate, quality of education and stakeholder satisfaction). Alignment in this context is defined as the capacity to demonstrate a positive relationship between operational strategy and the accepted program measures of performance (completion rate, quality of education and stakeholder satisfaction).

2.3.3.2 M&E suitability and program performance

According to Kunene (2004), assessing M&E suitability is concerned with whether the strategic option addresses the circumstances in which the program is operating or wishing to operate in delivering services. He explains that it further assesses the extent to which a

proposed strategy fits the situation as identified in the strategic analysis and how it would contribute to or sustain the program performance (completion rate, quality of education and stakeholder satisfaction).

Therefore, the M&E suitability is the ability of the strategy to exploit the opportunities in the environment as it avoids the potential threats during program performance (completion rate, quality of education and stakeholder satisfaction). It also includes the ability to takes advantage of the program strengths and find ways of dealing with the program weaknesses (Jeffs, 2012). The chosen strategy should also be in congruent with the firm's existing culture and in alignment with the broader environmental, political and social context (Wu, 2010).

According to Virvilaite, Seinauskiene and Sestokiene (2011), the suitability of an M&E strategy is confirmed by the influence of the strategy on the company's performance, economic and strategic benefit received after the implementation of the strategy. They add that the assessment method of cash flows is the most suitable one when assessing suitability of different M&E strategic choices while added economic value is a suitable method, when the aim is to assess current (ongoing) performance and its efficiency and to determine, if the current strategic decision creates value for shareholders. Earlier Doyle (2008) indicated that the analysis of shareholder value is the most effective means when seeking to assess the efficiency of alternative M&E strategies in financial terms.

Wu (2010) explains that, to determine the M&E suitability, managers can use external analytical tools to evaluate each strategic choice. The models include PESTEL analysis, Porters Five Forces, Poters diamond, life cycle analysis, value chain analysis, positioning of

the firm or its products, portfolio analysis, business profile M&E, gap analysis, ranking, scenario planning, and sensitivity analysis among others.

2.3.3.3 M&E feasibility and program performance

According to Wu (2010), M&E feasibility focuses on whether the program has the resources to pursue the strategic choice. In this sense it becomes an M&E of the internal capabilities of the program e.g. where a program does not have adequate resources to pursue a strategic choice, the program manager can decide to exclude that particular strategic choice. The resources may be in form of money, manpower, machines, markets, materials and among others.

This is hinged on the resource based view. The resource based view as proposed by Penrose (as cited in Abdalla, 2015) argued that a firm's success or growth, both internally and then externally, is based on the internal resources and how they are employed. In her arguments, resource availability and strategy must be in tandem for a firm to delivery better services. These arguments tend to support the theory that strategy follows resources.

As Kunene (2004) puts it that the requirements of future strategies should be analyzed and key resources and competencies identified before hand as the strategy implementation could be impossible as it would be hindered by poor resourcing of the strategy. For example, for better efficiencies to be achieved, it must be established whether there are resources in place to acquire new systems and whether the expertise and skills are available to develop the systems to yield the required efficiencies.

Therefore, the success of a strategic may only be achieved if there are sufficient resources for the program to support the strategic direction (Penrose cited in Abdalla, 2015). This implies that where the resources are not available for new strategies, the program manager ought to generate or borrow the resources (Wu, 2010). This comes with the accessibility and cost of funds or competencies to determine whether the strategy makes any economic sense at all if implemented.

2.3.3.4 M&E acceptability and program performance

M&E acceptability on the other hand focuses on financial aspects such as return to risk of each alternative and stakeholder aspects such as strategic impact influence of the stakeholders' interests. The financial return of the strategic choice may be calculated using various financial measurements such as net present value; internal rate of return; cost benefit analysis; economic value added and shareholder value analysis (Wu, 2010).

According to Arshad (2012) Net Present Value (NPV), is the sum of all the future cash flows to determine the present value. Cash flows include both inflows and outflows that are discounted at a rate. It is calculated as:

NPV = Cash inflows - Cash outflows or expenditure of Investment.

Kalhoefer (2010) posited that an investment should be accepted if the NPV is exceeding zero. Therefore, the interest rate used to discount the cash flows is the hurdle rate for the decision. Stakeholders normally like to relate their future of their investment in relation to the current situation. Inability of an M&E strategy to generate favorable net present value may see reduced level of acceptability and support of the strategy leading to poor program performance (completion rate, quality of education and stakeholder satisfaction).

On the other hand, internal rate of return (IRR), is the interest rate that, when applied to the NPV formula, gives an NPV of zero. That is, it is the interest rate where the sum of the discounted cash flows equals the initial investment (Kalhoefer, 2010). Hence, IRR shows the effective return of the internally invested capital and an investment should be undertaken if the IRR exceeds the applied interest rate because in this case it will have a positive net present value.

The other financial indicator of strategy M&E and acceptance is the economic value added. It defines the net operating profit after taxes reduced by cost of capital i.e.it is an economic over profit, that remains for the equity holders after considering all economic cost (Zdeněk, 2011). Further, cost benefits analysis assumes that an act should not be undertaken unless its benefits outweigh its costs (Kelman, 2011) while shareholder value analysis determines whether the value of shareholders holdings in a company are increasing, decreasing or have remained unchanged (Singh & Pattanayak, 2014).

2.6   Summary of Literature Review

The "theory of constraints" was reviewed associating M&E to program performance (completion rate, quality of education and stakeholder satisfaction). The theory highlighted assumptions applicable to M&E and program performance (completion rate, quality of education and stakeholder satisfaction), which assumptions will be investigated in the M&E of the UPE program in Wakiso district. The chapter also reviewed literature on the effect of M&E planning, M&E implementation and M&E process on program performance (completion rate, quality of education and stakeholder satisfaction). The literature showed that poor M&E planning, poor M&E implementation, poor M&E process contributed to poor

program performance (completion rate, quality of education and stakeholder satisfaction) while good M&E planning, good M&E implementation, good M&E process contributed to better program performance (completion rate, quality of education and stakeholder satisfaction). However, the "evidence in the literature is in the context of other countries and not in Uganda. Moreover, the existing literature did not provide evidence of the effect of M&E planning, M&E implementation, M&E process on UPE program performance (completion rate, quality of education and stakeholder satisfaction)". The study fills the gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the approaches the researcher will use to gain information on the research problem. It includes the research design, study population, sample size, sampling techniques, procedure, data collection methods and instruments, procedure of data collection, data analysis and measurement of variables.

3.2 Research Design

The cross-sectional survey was used because it "enabled to target a large group of respondents to obtain information without making a follow up of the respondents once information from them was obtained" (Zahner & Steedle, 2015; Sedgwick, 2014; Sekaran, 2003). In addition, "Both quantitative and qualitative methods were used in the study". "This was because the quantitative approach allowed the researcher to solicit information that was quantified while the qualitative approach allowed the researcher to solicit information that could not be quantified" (Bazeley, 2009; Bryman, 2007; Bogdan & Biklen, 2003; Mugenda & Mugenda, 1999). "Combining numerical and textual information helped the researcher enrich the interpretation of findings of the study" (Mugenda & Mugenda, 1999).

3.3 Study Population

The unit of analysis in this study was the UPE schools in Wakiso District. The "study population was composed of all staff responsible for the implementation of the M&E in Wakiso District". These included 1 Ministry of Education and Sports (MoES) officer, 1 District Education Officer (DEO), 1 District Inspector of Schools (DSI) and 342 headteachers. Thus, the total sample was 345.

3.4 Determination of the Sample Size

Category	Population	Sample	Sample Technique
Ministry of Education and Sports (MoES) officer	1	1	Purposive sampling
District Education Officer (DEO)	1	1	Purposive sampling
District School Inspector (DSI)	1	1	Purposive sampling
Headteachers	342	181	SRS
Total	345	184	

Source: researcher's construct using Human Resource Department Ministry of Health (2012) and guided by Krejcie and Morgan (1970) sampling method

sample size of 184 was formed using three categories of respondents

3.5 Sampling Techniques and Procedure

The technique was used to select the headteachers. As suggested by Kothari (2004), "simple sampling was used to give an equal chance of headteachers to be selected given that number was big and not all headteachers were selected". Purposive sampling was used to select MoES official, DEO and DSI. Basing on Teddlie and Yu (2007), this sampling method was used because these categories of respondents held responsibility that "one had to expect have more knowledge about the running of the UPE including issues M&E and UPE program performance".

3.6 Data Collection Methods

3.6.1 Questionnaire survey

The method was used to a selected group of headteachers using standardized questionnaires in a systematic way (Mathers, Fox & Hunn, 2009). Questionnaire was used to save on time. According to Mathers et al (2009), the questionnaire survey is a flexible research approach

used to investigate a wide range of topics. Questionnaire survey can be cheaper than personal interviewing and quicker if the sample is large.

3.6.2 Face-to-face interview

"Face-to-face interviews were used to collect data from MoES official, DEO and DSI because they enabled the researcher to establish rapport with these categories of respondents and therefore gain their cooperation" as suggested by Rosalind and Holland (2013). "They also allowed the researcher to clarify ambiguous answers and obtain in-depth information through probing" (Driscoll, 2011). "Semi structured-interviews were designed to collect data for this study". "Open-ended questions were used so that other valuable questions emerged from the dialogue between interviewer and interviewee". "Semi-structured interviews are the most widely used interviewing formats for qualitative research" (DiCicco-Bloom & Crabtree, 2006). In this study, the "probing interviewing tactic was used extensively to obtain a deeper explanation of the issue at hand from the respondents". "This was largely due to the fact that the respondents often needed stimuli to expand or clarify their own answers and ideas more broadly, so that a broader understanding was more easily reached later on in the findings of this study".

3.7 Data collection instruments

3.7.1 Questionnaires

The instrument was used to "collect quantitative data focusing on M&E and UPE program performance from the headteachers". "SAQs were used for this category of respondents to save on time because their number was too big to interview and because they could read and write in English and thus fill in the questionnaires by themselves without any assistance" (Mathers et al, 2009).

3.7.2   Interview guide

The instrument was used to collect qualitative data on M&E and UPE program performance from MoES official, DEO and DSI ("In position to provide in-depth information through probing during the face-to-face interview") as suggested by Driscoll (2011). "The research presented questions to the these category of respondents and their views were written down by the researcher". "Data obtained during the interview supplemented that obtained through the questionnaire".

3.8   Validity and Reliability

3.8.1   Validity

For the instruments to yield relevant and correct data, they were given to two lecturers conversant with the study area to comment on the ambiguity, difficult and relevancy of questions to ensure construct, content and face validity as suggested by Bolarinwa (2015). A content validity ratio (CVR) was then computed. The formula provided below was used.

$$\text{Content validity Index (CVI)} = \frac{\text{Relevant items by all judges as suitable}}{\text{Total number of items judged.}}$$

The findings are presented on the following table.

Table 1: Validity of questionnaire

Raters	Relevant items	Not relevant items	Total
Rater 1	31	9	40
Rater 2	28	12	40
Total	59	21	80

$$\text{CVI} = \frac{59}{80} = .738$$

"The CVI was above the recommended 0.6, which is recommended by Nunnally as cited by Kent (2001). Thus, the questionnaire was considered suitable for collecting data".

3.8.2 Reliability

"In order to ensure the degree to which the questionnaire produced consistent results if used under the same conditions, it was be pilot tested on 20 respondents and the results subjected to Cronbach alpha reliability" as suggested by Bolarinwa (2015). Cronbach's coefficient alpha was computed based on the equation below.

$$\alpha = \frac{k}{k-1} \quad 1 - \frac{\sum SDi^2}{\sum SDt^2}$$

"Where α = coefficient alpha"

   "$\sum SDi^2$ = sum variance of items"

   "$\sum SDt^2$ = sum variance of scale"

The findings are presented on the following table.

Variable	Alpha	No. of items
M&E planning	. 653	12
M&E implementation	. 803	10
M&E process	.747	10
Performance of UPE schools	.890	3

"The Cronbach reliability coefficients for the variables the questionnaire was above the recommended 0.6, as recommended by Nunnally cited by Kent (2001)".

3.9   Procedure of Data Collection

"A letter of authorization from the UMI was provided to authorities at institutions involved in monitoring of UPE as a request for permission to conduct the study". "A covering letter accompanied the data collection instruments explaining the purpose of the study". "Once permission to conduct the study was given, the questionnaires were distributed directly to the headteachers for filling and were collected once they were completed". "The cover letter was also used to provide access to the interview processes, which was done on appointment with

key informants". "The data collected using the questionnaires and interview guides was analyzed".

3.10 Data Analysis

3.10.1 Quantitative data analysis

"Quantitative data analysis mainly consisted of descriptive statistics (frequencies and percentages) and inferential statistics" (Spearman correlation and regression). "The frequencies and percentages were used to determine the respondents' views on M&E and program performance" (Abeyasekera, 2014). "Spearman correlation and coefficient of determination were used to test the hypotheses" (Beaumont, 2012). "The correlation coefficient (*rho*) was used to determine the strength of the relationship between the variables because the scale (that is strongly disagree, disagree, not sure, agree and strongly agree) that accompanied the questionnaire was ordinal". "The responses are merely arranged in order whereby one can not exactly determine how much one disagreed or agreed and as such adding or subtracting the responses such as strongly disagree from disagree does not make sense". "It is recommended that with an ordinal scale, Spearman rank order correlation is suitable for determining relationships because it does not involve means and standard deviations, which are meaningless with ordinal data". "The sign of the correlation coefficient (+ or -) was used to determine the nature of relationship". "The significance of the correlation coefficient (p) was used to determine the confidence in the findings". "The regression coefficient (R) determined the linear relationship between variables" (Beaumont, 2012). "This was then squared and adjusted to determine how much variance in the dependent variable was caused by the independent variables".

3.10.2 Qualitative data analysis

"This involved content analysis, which was used to edit qualitative data and reorganize it into meaningful shorter sentences" (Lacey & Luff, 2009). In other word, a "thematic approach was used to analyze qualitative data where themes, categories and patterns were identified". "The recurrent themes, which emerged in relation to each guiding question from the interviews, were presented in the results, with selected direct quotations from participants presented as illustrations".

3.11 Measurement of variables

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

3.12 Ethical Considerations

"There are several reasons why it is important to adhere to ethical norms in research". First, "norms promote the aims of research, such as knowledge, truth, and avoidance of error". For example, "prohibitions against fabricating, falsifying, or misrepresenting research data promote the truth and avoid error". Second, "since research often involves a great deal of cooperation and coordination among many different people in different disciplines and institutions, ethical standards promote the values that are essential to collaborative work, such as trust, accountability, mutual respect, and fairness" (Amin, 2005). In this study, ethical considerations were important in safeguarding discipline and propel the researcher to acquire rightful data (Sekaran, 2003). Before conducting the research, an introduction letter explaining who the research was presented to Wakiso District authority for

permission to conduct the study. The identity of people who participated in the study was obtained and kept strictly confidential. Protecting the dignity and rights of every individual who actively got involved in this research project was taken into consideration by not exposing any given information before any one until the research work was done and ready for everyone to read. Privacy of the respondents was respected in the following ways.

"Participants received full disclosure of the nature of the study, the risks, benefits and alternatives, with an extended opportunity to ask pertinent questions regarding the research". "The researcher treated all information provided by participants with maximum confidentiality". "To ensure confidentiality, the subjects were informed upfront that the information they give was solely used for academic purposes and data obtained on private matters is treated in confidence" (Amin, 2005).

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0   Introduction

Presentation, analysis and interpretation of results is provided here. The response rate results are presented in the first section. The headteachers' background information results are presented in second section. The results on M&E planning and performance of UPE schools are presented in third section. The results on M&E implementation and performance of UPE schools are presented in fourth section. The results on M&E process and performance of UPE schools are presented in fifth section.

4.1   Response Rate

The response rate is a ratio of the headteachers who actually participated in a research study to the sample that was targeted. It is used to evaluate the quality of research data collected from the field. A higher response assumes that the research data collected from the field is more accurate and indicate the data from the sample used in the research is representative of the population from which the sample was drawn (Atrosticet, Bates, Burt & Silberstein 2001; Biemer & Lyberg, 2003). The sample was 157 respondents.

MoES officer	1	1	100
DEO	1	1	100
DSI	1	1	100
Headteachers	181	154	85
Total	184	157	85

Source: Data from field

In this study, the rates were above the recommended 67% response rate (Amin, 2005; Mugenda & Mugenda, 1999) which suggests a "representative of what would have been obtained from the population".

4.2   Headteachers' Background Information

Headteachers were asked about their "gender, highest education, tenure in the school and age". See below for the results.

4.2.1   Headteachers' gender

Table 2: Distribution of headteachers by gender

Gender	Frequency	Percent
Male	73	47.4
Female	81	52.6
Total	154	100.0

Source: Data from field

Findings show that more male headteachers (47.4%) participated in the study compared to the proportion of female headteachers. This is attributed to the fact that the proportion of males associated in Wakiso district is higher compared to that of females. Thus, the implication of these findings is that information about "M&E planning, M&E implementation, M&E process and performance of UPE schools" using the sample was not gender biased.

4.2.2   Headteachers' level of education

Education is one of the most important characteristics that might affect the person's attitudes and the way of looking and understanding any particular social phenomena (Konrad & Hartmann, 2012). In a way, the response of an individual is likely to be determined by his educational status and therefore it becomes imperative to know the educational background of the headteachers. See results below.

Table 3: Distribution of headteachers by education

Highest qualification	Frequency	Percent
Tertiary	105	68.2
University	49	31.8
Total	154	100.0

Findings show that most headteachers (68.2%) had tertiary education and the rest were graduates. Thus, the implication of these findings is that the most headteachers were able to respond to the questions about M&E planning, M&E implementation, M&E process and performance of UPE schools. Thus, information obtained from the headteachers was considered reliable.

4.2.3 Headteachers years associated with school

The duration that an individual spends in an organisation leads to the development of "shared understandings and experiences" (Edgar & Geare, 2014). Results are presented below.

Table 4: Tenure of headteachers with the school

Tenure	Frequency	Percent
Between 1-2 years	16	10.4
Between 3-5 years	9	5.8
Between 5-10 years	96	62.3
Above 10 years	33	21.4
Total	154	100.0

Source: Data from field

The head teachers were (89.6%) hence had been with school for at least three years. It is argued in this study that if most of the headteachers were familiar with the issues related to "M&E planning, M&E implementation, M&E process and performance of UPE schools". Therefore, the headteachers provided reliable information.

4.2.4 Age of headteachers

See below the age results of head masters

Table 5: Distribution of headteachers by age

30-39 years of age	50	32.5
40-49 years of age	84	54.5
Above 49 years of age	20	13.0
Total	"154"	"100.0"

Source: Data from field

Findings show that most headteachers (67.5%) who participated in the study were aged over 39 years. Thus, the implication of these findings is that information about M&E planning, M&E implementation, M&E process and performance of UPE schools was obtained from mainly headteachers which explains the age representativeness of respondents

4.2   M&E planning and Performance of UPE Schools

4.2.1   Descriptive results about M&E planning

Headteachers who participated in questionnaire survey were requested to respond to 12 items about M&E planning which were accompanied with a five-point Likert scale from 1 = strongly disagree to 5 = strongly agree as shown in Table 8. The results showing the extent of their disagreement or agreement to the items is summarized in the following table. Following the presentation of the results is the analysis and interpretation of findings.

Table 6: Findings about M&E planning

Items about M&E goal setting	SD	D	NS	A	SA	Total
1. Specific goals are usually set for UPE M&E	12 (8%)	56 (36%)	7 (5%)	49 (32%)	30 (19%)	154 (100%)
2. Measurable goals are usually set for UPE M&E	36 (23%)	70 (46%)	5 (3%)	23 (15%)	20 (13%)	154 (100%)
3. Achievable goals are usually set for UPE M&E	35 (23%)	66 (43%)	1 (1%)	30 (19%)	22 (14%)	154 (100%)
4. Realistic goals are usually set for UPE M&E	37 (24%)	54 (35%)	9 (6%)	36 (23%)	18 (12%)	154 (100%)
5. Time-targeted goals are usually set for UPE M&E	41 (27%)	78 (50%)	11 (7%)	21 (14%)	3 (2%)	154 (100%)
6. Clear goals are usually set for UPE M&E	15 (10%)	59 (38%)	8 (5%)	32 (21%)	40 (26%)	154 (100%)
Items about M&E budgeting	**SD**	**D**	**NS**	**A**	**SA**	**Total**
7. There are clear policies used to allocate resources for UPE M&E	18 (12%)	64 (41%)	9 (6%)	19 (12%)	44 (29%)	154 (100%)
8. UPE M&E activities are adequately budgeted for	32 (21%)	60 (39%)	12 (8%)	37 (24%)	13 (8%)	154 (100%)
9. Financial resources are not misuse during their allocation to UPE M&E activities	21 (14%)	56 (36%)	5 (3%)	34 (22%)	38 (25%)	154 (100%)
10. Financial resources are timely allocate to UPE M&E activities	18 (12%)	63 (40%)	9 (6%)	17 (11%)	47 (31%)	154 (100%)
11. Non-financial resources are not misuse during their allocation to UPE M&E activities	28 (18%)	57 (38%)	22 (14%)	33 (21%)	14 (9%)	154 (100%)
12. Non-financial resources are timely allocate to UPE M&E activities	18 (12%)	56 (36%)	4 (3%)	45 (29%)	31 (20%)	154 (100%)

According to Plonsky (2007), during analysis of data, it is recommended that each and every statistics in the table should not be repeated in the text but only report salient statistics by first looking carefully at all those statistics in the table, then summarize them (describe) as well as make sense of them (analyze). Therefore, in this study, the analysis involved combining headteachers who "strongly disagreed and those who disagreed into one category who", "who responded negatively to the items" and in addition, "combining headteachers who strongly agreed and those who agreed into another category who who responded positively with the items". Thus, three categories of headteachers were compared, which included "Headteachers who responded negatively to the items", "Headteachers were not sure about the items" and "Headteachers who responded positively to the items". Interpretation was then drawn from the comparisons of the three categories as shown in the following paragraph.

M&E goal setting

More headteachers responded positively to one item about M&E goal setting (that is item 1) compared those who responded positively and were not sure. The percentage that responded negatively was 44% while the percentage that were not sure was 5% and the percentage that responded positively was 51%. Thus, findings show that most of the headteachers were of the view that specific goals were usually set for UPE M&E. however, fewer headteachers responded positively to five items about M&E goal setting The percentages that responded negatively "ranged from 48% to 77% while those that were not sure ranged from 1% to 7% and responded positively ranged from 16% to 47%" which suggests that headteachers were of the view that measurable goals, achievable goals, realistic goals, time-targeted goals and clear goals were rarely set for UPE M&E.

M&E budgeting

Findings on M&E budgeting suggests no clear policies used to allocate resources for UPE M&E, UPE M&E, financial resources were not timely allocate to UPE M&E activities and non-financial resources are misused during their allocation to UPE M&E activities. However, fewer headteachers responded negatively to one item about M&E budgeting (that is item 121) compared to those who responded positively and were not sure. The percentage that responded negatively was 48% while the percentage that was not sure ranged was 3% and the percentage that responded positively was 49%. Thus, findings show that most of the headteachers were of the view that Non-financial resources were timely allocated to UPE M&E activities.

Interview findings

Interview findings revealed that poor M&E planning where it is characterized with inadequate funds to run the activities of inspectors. This was revealed when DSI expressed

that, "*We can't run our motorcycles that will take us to and from schools; we lack stationery as well as other logistics during the exercise*". This was complemented by DEO who had this to say, "*The lack of adequate funds to buy stationery makes it difficult for meaningful reports to be prepared after inspection, inspection is supposed to be carried out regularly*".

4.2.2 Descriptive results about performance of UPE schools

Headteachers who participated in questionnaire survey were requested to respond to three items about performance of UPE schools which were accompanied with a five-point Likert scale from 1 = strongly disagree to 5 = strongly agree as shown in Table 9. Following the presentation of the results is the analysis and interpretation of findings.

Table 7: Findings about performance of UPE schools

Items about performance of UPE schools	SD	D	NS	A	SA	Total
1. The completion rates of UPE students has improved	18 (12%)	64 (41%)	9 (6%)	19 (12%)	44 (29%)	154 (100%)
2. The quality of education in UPE schools has improved	32 (21%)	60 (39%)	12 (8%)	37 (24%)	13 (8%)	154 (100%)
3. Stakeholders are satisfied with the UPE performance	21 (14%)	56 (36%)	5 (3%)	34 (22%)	38 (25%)	154 (100%)

Based on the findings, most head teachers who responded negatively to all the three items about performance of UPE schools compared those who responded positively and were not sure. The percentages that responded negatively "ranged from 50% to 60% while those that was not sure ranged from 3% to 8% and positively ranged from 32% to 47%" which suggests that most of the headteachers were of the view that the completion rates of UPE students and quality of education in UPE schools did not improve and that stakeholders were dissatisfied with the UPE performance. After analyzing each of the variables in objective one of this study using descriptive statistics, the next stage was to test the hypothesis using inferential statistics. The following sub section 4.2.3 presents the findings.

4.2.3   Testing first hypothesis

The first hypothesis stated, "*M&E planning has a significant effect on the performance of UPE schools in Wakiso District*". "Spearman rank order correlation coefficient (rho) was used to determine the strength of the relationship between M&E planning and the performance of UPE schools". "The coefficient of determination (rho^2) was used to determine the effect of M&E planning on the performance of UPE schools". "The significance of the coefficient (p) was used to test the hypothesis by comparing p to the critical significance level at (.05)". "This procedure was applied in testing the other hypotheses and thus, a length explanation is not repeated in the subsequent section of hypothesis testing". Table 10 presents the test results.

	"M&E planning"
Performance of UPE schools	$rho = .746$ $rho^2 = .557$ "p = .000" n = 154

Findings indicate a significant positive strong correlation ($rho = .746$) between the variables. Since the correlation only measures relationships between two variables, that is one independent variable and one dependent variable but does not determine the effect of the independent variable on the dependent. The "coefficient of determination (rho^2) was computed". "Thus, the coefficient of determination ($rho^2 = .557$) shows that M&E planning accounted for 55.7% variance in performance of UPE schools". A test of significance (p) was used test the confidence in these findings and therefore determine if to accept or reject hypothesis one as stated in this study. The test of significance (p = .000) in the table shows that it was less than the recommended critical significance at .05. Because of this, hypothesis "*M&E planning has a significant effect on the performance of UPE schools in Wakiso District*" was accepted". The implication of these findings is that the strong correlation implied that a change in one variable resulted into a big change in performance of UPE schools. The "regression analysis was further conducted to determine the effect of the

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dimensions of M&E planning (M&E goal setting and M&E budgeting) on performance of UPE schools". See results below.

Table 8: **Effect of dimensions of M&E planning on performance of UPE schools**

"Regression Statistics"	
Multiple R	.807
R Square	.651
Adjusted R Square	.646
Standard Error	1.296
Observations	154

ANOVA

	df	SS	MS	F	Sig F
Regression	2	472.8	236.4	140.7	.000
Residual	151	253.7	1.7		
Total	153	726.5			

	Coefficients	Standard Error	Beta	t Stat	P-value
Intercept	-.84	.60		-1.40	.165
M&E goal setting	.08	.03	.14	2.73	.007
M&E budgeting	.47	.03	.74	14.06	.000

Based on the Table, it is revealed that, "a very strong linear relationship (Multiple R = .807) between the combined of dimensions of M&E planning (M&E goal setting and M&E budgeting) and performance of UPE schools". The adjusted R Square shows that the combined dimensions of M&E planning (M&E goal setting and M&E budgeting) account for 64.6% variance in performance of UPE schools. The ANOVA test was used to determine if these findings can be accepted or rejected and it shows that "the significance (Sig F = .000) of the Fishers ratio (F = 140.7) was less than the critical significance at .05. Hence, the findings were accepted".

The coefficients findings show that both M&E goal setting and M&E budgeting significantly had a significant effect on performance of UPE schools ("because the significant p-values (p = .007 and p = .000) were less than the critical significance at .05"). on the other hand, M&E budgeting was found to have an effect on performance of UPE schools ("t-value (t-value =

14.06") compared to that of M&E goal setting (t-value = 2.73). The sign of the coefficients show how M&E goal setting and M&E budgeting affected performance of UPE schools. The positive sign shows that better M&E goal setting contributes to better performance of UPE schools while poor M&E goal setting contributes to poor performance of UPE schools. In addition, better M&E budgeting contributes to better performance of UPE schools while poor M&E budgeting contributes to poor performance of UPE schools.

Interview findings revealed that revealed that M&E planning of UPE schools is one strategy for checking teaching and learning in schools and enhancing quality, equity and raising standards. As was testified by one respondent, "*Through M&E schools are forced to deliver improved educational quality (DSI).* Another respondent added that, "*Through M&E planning UPE schools are stimulated to become alert which will lead to improvement in the quality of education (MoES officer)*".

4.3   M&E implementation and Performance of UPE Schools

The descriptive results about M&E implementation are provided below.

4.3.1   Descriptive results about M&E implementation

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

Table 9: Findings about M&E implementation

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

M&E information gathering

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

M&E accountability

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

Interview findings

Data showed that school M&E implementation examines all aspects of the school as a place of learning based on the school development plan. This was reflected when the DEO complemented that "*M&E implementation is central part of the education system. Therefore, M&E implementation looks at all aspects of the school from the classroom, compound and the infrastructure*". Interview findings also revealed that during the M&E implementation in UPE schools, inspectors learn about what is going on in the schools on issues such as discipline, infrastructure, the curriculum and then suggest solutions as one respondent put it, "*M&E implementation is a potential learning experience for those involved because it provides useful information to help improvements within schools (MoES)*". Similary, the DIS had this to say, "*&E implementation leads to a better understanding of schools, it ensures that the school is on the right track*"

After analyzing each of the variables in objective two of this study using descriptive statistics, the next stage was to test the second hypothesis using inferential statistics. Findings are presented in section 4.3.2.

4.3.2   Testing second hypothesis

The second hypothesis that, "*There is a significant effect of M&E implementation on the performance of UPE schools in Wakiso District*". "Spearman rank order correlation coefficient (rho) and coefficient of determination (rho^2) were used to test the hypothesis. See results below.

Table 10: Correlation between M&E implementation and performance of UPE schools

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

Source: Data from field

The results reveal a significant moderate positive correlation ($rho = .495$) between the variables which suggests that M&E implementation accounted for 24.5% variance in "performance of UPE schools". The test of significance (p = .000) in the table shows that it was "less than the recommended critical significance at .05" because of this, the hypothesis "*There is a significant effect of M&E implementation on the performance of UPE schools in Wakiso District* was accepted". Its implication would be that, "the moderate correlation implied that a change in M&E implementation was related to a big change in performance of UPE schools. The positive nature of the correlation implied that the change in M&E implementation and performance of UPE schools was in the same direction whereby better M&E implementation was related to better performance of UPE schools and poor M&E implementation was related to poor performance of UPE schools. The "regression analysis

was further conducted to determine the effect of the dimensions of M&E implementation (M&E information gathering and M&E accountability) on performance of UPE schools". See results below.

Table 11: **Effect of dimensions of M&E implementation on performance of UPE schools**

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

ANOVA

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

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

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

contributed to better performance of UPE schools while poor M&E information gathering contributed to poor performance of UPE schools. In addition, better M&E accountability contributed to better performance of UPE schools while poor M&E accountability contributed to poor performance of UPE schools

4.4   M&E process and Performance of UPE Schools

The descriptive results on M&E process are provided below.

4.4.1   Descriptive results about M&E process

Headteachers who participated in questionnaire survey were requested to respond to 11 items about M&E process which were accompanied with a five-point Likert scale from 1 = strongly disagree to 5 = strongly agree as shown in Table 15. Following the presentation of the results is the analysis and interpretation of findings.

Table 12: Findings about M&E process

Items about M&E consistency	SD	D	NS	A	SA	Total
1. M&E implementation is in line with UPE objectives	24 (16%)	60 (39%)	10 (6%)	33 (21%)	27 (18%)	154 (100%)
2. UPE M&E is always conducted	19 (12%)	66 (43%)	7 (5%)	32 (21%)	30 (19%)	154 (100%)
Items about M&E suitability	**SD**	**D**	**NS**	**A**	**SA**	**Total**
3. The M&E addresses the UPE needs	21 (14%)	57 (37%)	8 (5%)	37 (24%)	31 (20%)	154 (100%)
4. The UPE M&E is cost effective	31 (20%)	69 (46%)	10 (6%)	22 (14%)	22 (14%)	154 (100%)
5. The UPE M&E criteria are appropriate	27 (18%)	67 (43%)	4 (3%)	35 (22%)	21 (14%)	154 (100%)
Items about M&E feasibility	**SD**	**D**	**NS**	**A**	**SA**	**Total**
6. There are adequate financial resources necessary to conduct UPE M&E	35 (23%)	61 (39%)	9 (6%)	29 (19%)	20 (13%)	154 (100%)
7. There are adequate human resources necessary to conduct UPE M&E	33 (21%)	62 (41%)	9 (6%)	30 (19%)	20 (13%)	154 (100%)
8. There are adequate material resources necessary to conduct UPE M&E	19 (12%)	54 (36%)	5 (3%)	43 (28%)	33 (21%)	154 (100%)
Items about M&E acceptability	**SD**	**D**	**NS**	**A**	**SA**	**Total**
9. There is willingness to conduct the UPE M&E	23 (15%)	61 (39%)	7 (5%)	22 (14%)	41 (27%)	154 (100%)
10. There is willingness to use the UPE M&E information	30 (19%)	55 (36%)	14 (9%)	38 (25%)	17 (11%)	154 (100%)

M&E consistency

Most headteachers who responded negatively to all items about M&E consistency which suggests that most of the headteachers were of the view that M&E implementation was not in line with UPE objectives and UPE M&E was rarely conducted.

M&E suitability

Most headteachers who responded negatively to three items about M&E suitability which shows that most of the headteachers were of the view that the M&E did not address the UPE needs and was cost ineffective and that the UPE M&E criteria were inappropriate.

M&E feasibility

Most headteachers who responded negatively to two items about M&E feasibility which suggests that most of the headteachers were of the view that there were inadequate financial and human resources necessary to conduct UPE M&E. However, fewer headteachers who responded negatively to one item about M&E feasibility (that is item 8) compared those who responded positively and were not sure. The percentage that responded negatively was 48% while those that were not sure was 3% and responded positively was 49%. Thus, findings show that most of the headteachers were of the view that there were adequate material resources necessary to conduct UPE M&E.

M&E acceptability

Most headteachers who responded negatively to three items about M&E acceptability which shows that most of the headteachers were of the view that there was m&e. aanalyzing each of the variables in objective three of this study using descriptive statistics, the next stage was to test the second hypothesis using inferential statistics. Findings are presented in section 4.4.2.

Interview findings

The interview findings revealed that inspectors gave positive and negative feedback and the feedback from M&E were useful, however sometimes the importance of the M&E reports is not realized as one respondent noted that, "*Although the school inspectors endeavor to visit schools and later make recommendations, the reports and recommendations are hardly acted upon (MoES)*". The interview finding also revealed that the school inspectors conducting the M&E had succeeded in establishing positive relations with teachers as one of the respondent testified in the following: "*During M&E inspectors have tried to use a friendly and polite language with UPE school staff given the reports we receive from schools. For example, some of them tell teachers that they have not come to look for faults but to see possibly where they needed guidance (DEO)*".

4.4.2   Testing third hypothesis

The third hypothesis that, "*There is a significant effect of M&E process on the performance of UPE schools in Wakiso District*". "Spearman rank order correlation coefficient (rho) and coefficient of determination (rho^2) were used to test the hypothesis. See table below".

Table 13: Correlation between M&E process and performance of UPE schools

	M&E process
Performance of UPE schools	"$rho = .595$ $rho^2 = .340$ p = .000 n = 154"

Source: Data from field

The results suggest a "significant moderate positive correlation ($rho = .595$)" between the variables. The "coefficient of determination ($rho^2 = .340$) shows that M&E process accounted for 34.0% variance in performance of UPE schools". The test of significance (p = .000) in the table shows that, "it was less than the recommended critical significance at .05. Because of this, the hypothesis "*There is a significant effect of M&E process on the performance of UPE schools in Wakiso District* was accepted". Thus, the "implication of the findings was that the moderate correlation implied that a change in M&E process was related

to a moderate change in performance of UPE schools". "The positive nature of the correlation implied that the change in M&E process and performance of UPE schools was in the same direction whereby better M&E process was related to better performance of UPE schools and poor M&E process was related to poor performance of UPE schools". The regression analysis was further conducted to "determine the effect of the dimensions of M&E process (M&E consistency, M&E suitability, M&E feasibility and M&E acceptability) on performance of UPE schools". See results below.

"*Regression Statistics*"	
"Multiple R	.629
R Square	.395
Adjusted R Square	.379
Standard Error	1.717
Observations	154"

ANOVA

	df	SS	MS	F	Sig F
Regression	4	287.2	71.8	24.4	.000
Residual	149	439.3	2.9		
Total	153	726.5			

	Coefficients	Standard Error	Beta	t Stat	P-value
Intercept	.75	.87		.86	.391
M&E consistency	.37	.07	.35	5.49	.000
M&E suitability	.21	.06	.25	3.68	.000
M&E feasibility	.16	.06	.17	2.55	.012
M&E acceptability	.50	.11	.31	4.55	.000

The results suggset a "moderate linear relationship (Multiple R = .629) between the combined of dimensions of M&E process" (M&E consistency, M&E suitability, M&E feasibility and M&E acceptability) and performance of UPE schools. The adjusted R Square shows that the combined dimensions of M&E process (M&E consistency, M&E suitability, M&E feasibility and M&E acceptability) account for 37.9% variance in performance of UPE schools. "The ANOVA test was used to determine if these findings can be accepted or rejected and it shows that "the significance (Sig F = .000) of the Fishers ratio (F = 24.4) was less than the critical

significance at .05. Hence, the findings were accepted". "The coefficients findings show that all dimensions M&E process (M&E consistency, M&E suitability, M&E feasibility and M&E acceptability) had a significant effect on performance of UPE schools because the significant p-values (p-value = .000, p-value = .000, p-value = .012 and p-value = .000) were less than the critical significance at .05". "However, M&E consistency had the most effect on performance of UPE schools because the t-value (t-value = 5.49) was greater than those of other dimensions of M&E process". Following in affecting performance of UPE schools were M&E acceptability (t-value = 4.55), M&E suitability (t-value = 3.68) and M&E feasibility (t-value = 2.55), respectively.

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, discussion, conclusions and recommendations. It is divided into four major sections. The first section presents the summary of findings. The second section presents the discussion according to the objectives of the study. The third section presents the conclusions as per the objectives of the study. The fourth section presents the recommendations of the study.

5.2 Summary of Findings

5.2.1 M&E planning and performance of UPE schools

The first hypothesis that stated, "*M&E planning has a significant effect on the performance of UPE schools in Wakiso District*" was tested and accepted. This was because findings revealed a significant positive strong correlation ($rho = .746$) between M&E planning and performance of UPE schools whereby better M&E planning was related to better performance of UPE schools and poor M&E planning was related to lower performance of UPE schools. M&E planning accounted for 55.7% variance in performance of UPE schools. Both M&E goal setting and M&E budgeting significantly had a significant effect on performance of UPE schools. However, M&E budgeting had a more effect on performance of UPE schools compared to that of M&E goal setting.

5.2.2 "M&E implementation and performance of UPE schools"

The second hypothesis that stated, "*There is a significant effect of M&E implementation on the performance of UPE schools in Wakiso District*" was tested and accepted. This was because findings revealed a significant moderate positive correlation ($rho = .495$) between

M&E implementation and performance of UPE schools whereby better M&E implementation was related to better performance of UPE schools and poor M&E implementation was related to poor performance of UPE schools. M&E implementation accounted for 24.5% variance in performance of UPE schools. Both M&E information gathering and M&E accountability had a significant effect on performance of UPE schools. However, M&E information gathering had a more effect on performance of UPE schools compared to that of M&E accountability.

5.2.3   M&E process and performance of UPE schools

The third hypothesis that stated, "*There is a significant effect of M&E process on the performance of UPE schools in Wakiso District*" was tested and accepted. This was because findings revealed a significant moderate positive correlation ($rho = .595$) between M&E process and performance of UPE schools whereby better M&E process was related to better performance of UPE schools and poor M&E process was related to poor performance of UPE schools. M&E process accounted for 34.0% variance in performance of UPE schools. All dimensions M&E process (M&E consistency, M&E suitability, M&E feasibility and M&E acceptability) had a significant effect on performance of UPE schools. However, M&E consistency had the most effect on performance of UPE schools compared to the dimensions. Following in affecting performance of UPE schools were M&E acceptability, M&E suitability and M&E feasibility, respectively.

5.3   Discussion

5.3.1   M&E planning and performance of UPE schools

The significant positive strong correlation ($rho = .746$) between M&E planning and performance of UPE schools established in this study was closely similar to Olumuyiwa and Adelaja (2012) findings where there was also a significant positive strong correlation ($rho =$

.745) between M&E planning and MNP project performance and a significant positive strong correlation (*rho* = .783) between M&E planning and VUCCnet project performance. In addition, this study's findings concur with Wang and Gibson (2008) and Dvir, Raz and Shenhar (2003) who were of the view that planning is a very important and the more it applied in M&E, the more successful will be realized. Wang and Gibson investigated how planning was related to project success. They argued that planning helps implementers address risks and decide to commit resources to maximize the chance for a successful project. According to Thomas, Jacques, Adams and Kihneman-Woote (2008), inadequate planning contributes to program failure. Thus, M&E conducted on wrong path results into poor program performance.

One of the reason why M&E planning significantly affect performance of UPE schools Olumuyiwa and Adelaja (2012) argument that planning in monitoring and evaluation of programs is important because it outlines the essential assumptions, that is things that are accepted as certain to happen, on which program goals achievement depend. M&E planning outlays the predicted relationships between activities that contribute to the outputs, and outcomes. M&E planning helps program implementers to put in place well-defined conceptual measures together with baseline data needed to achieve program objectives (Alcock, 2009; Nuguti, 2009). Thus, failure of program implementers to have M&E essential assumptions, well-defined conceptual measures and baseline data will most likely contribute to poor performance.

The findings of this study concur with other studies that have demonstrated the positive effects of goal-setting on performance outcome. This finding concurs with Terpstra and

Rozell (1994) who were of the view that goal setting is a source of motivation for those performing a task to complete to the their satisfaction and to other stakeholders and therefore it a powerful means of increasing organizational effectiveness. People will channel effort toward accomplishing their goals, which will in turn positively affect organizational performance.

Another reason why goal-setting significantly affect performance of UPE schools is that it can increase learning (Mesmer- Magnus & Viswesvaran 2007; Sitzmann & Ely 2011). This because goals can be used to communicate what is required of those conducting an exercise like M&E in terms of performance and results (Sitzmann & Ely 2011). Without set goals, the M&E implementer may without a sense of direction and knowledge to influence organizational performance. Objectives are important in communication performance intent. Usually individuals' performance levels increase when goals are set which positively affects organizational outcomes (Michie & West, 2004) which in this include completion rate, quality of education and stakeholder satisfaction.

Findings of this study about M&E budgeting have a significant positive effect of performance of UPE schools are supported by Brignall and Modell, (2010) who emphasized the resources like money as an issue that should be considered in order to improve performance through M&E. A weak M&E budgeting adversely affects the ultimate aim of any programme or project. Budgeting for M&E tasks and overall responsibilities must be listed and analyzed where necessary. "Items associated with each task must be determined, including their cost, and there must be a budget for staffing, including full-time staff, external consultants, capacity building/training, and other human resource expenses". In addition, the "budget should include all capital expenses, including facility costs, office equipment and supplies,

travel and lodging, computer hardware and software, and other expenses". "Budgeting must also determine whether all tasks are included in the overall project budget, such as support for an information management system, field transportation, vehicle maintenance, translation, and printing and publishing of M&E documents/tools". Poor linkage between these crucial steps in project monitoring and evaluation eventually poses a challenge (International Fund for Agricultural Development, 2002).

5.3.2 M&E implementation and performance of UPE schools

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

The effect of M&E implementation on performance of UPE schools established in this study is supported by Jennings (1994) who was of the view that "the ability to successfully execute organizations is what drives the realization of intended benefits and the achievement of

business objectives". "Given the strategic impact that organizations have on business, organizations must follow effective &E implementation that capitalize on value and risks".

The difference in the magnitude of the effect of M&E implementation on performance between this study's findings and the other studies can be explained the context in which the studies were conducted and sample size that participated in the studies (Callistus & Aigbavboa, 2016). The context in which the studies are implemented determines the effectiveness of the M&E implementation in affecting performance. A conducive context is more likely to improve M&E implementation while where it is lacking, it is likely to contribute to less effectiveness of the M&E implementation. On the other hand, a study where a larger sample size participates is more likely to be associated with significant effects while those conducted with sample sizes are more likely to have insignificant effects.

In this study, there was a significant positive effect of information gathering on performance of UPE schools. This finding agrees with Boyne, Walker and Day (2002) who were of the view that "the more information gathered about the issues and the ways they have been approached, the more likely one will be able to devise an effective project intervention". "An important consideration in planning for data collection and analysis is to identify any limitations, biases, and threats to the accuracy of the information gathering" (Chaplowe, 2008).

This study also established that M&E accountability had a significant effect on performance of UPE schools. This is in line with the belief across the global development sector that M&E accountability can transform program effectiveness and efficiency (Tisné, 2010). "Accountability is critical in management" (Jiang, Klein & Chen, 2006). "Without it,

programs cannot be effectively controlled and managed, nor can performance (completion rate, quality of education and stakeholder satisfaction) be improved".

5.3.3 M&E process and performance of UPE schools

This study established a significant moderate positive effect of M&E process on performance of UPE schools. Henry and Mark (2003) support the findings of this study as they opined that evaluation represents a change or contribution to on-going processes that produce consequences, good, bad, neutral, mixed or intermediate. Thus, the quality of the M&E process is central to the performance of a program.

M&E consistence was found to have a significant positive effect on the performance of UPE schools in this study. This finding is supported by Bryceson and Slaughter (2011) who posited that one of the key issues faced by implementers of programmes is that of managing the internal units effectively for better program performance. Issa-Salwe, Ahmed, Aloufi and Kabir (2010) showed that aligning operational strategies to the program strategy goals is essential for improved program performance. Alignment in this context is defined as the capacity to demonstrate a positive relationship between operational strategy and the accepted program measures of performance.

M&E suitability had a significant positive effect on the performance of UPE schools in this study. Suitability was about whether M&E addressed the circumstances in which the UPE program was operating in education delivering services. Findings of this study are consistent with Virvilaite, Seinauskiene and Sestokiene (2011) who was of the view that the suitability of an M&E strategy is confirmed by the influence of the strategy on the company's performance.

This study established that M&E feasibility had a significant positive effect on the performance of UPE schools. these findings agree with Wu (2010) who said that M&E feasibility should viewed as a means to reduce challenges in the M&E and provide enhanced efficiency and effectiveness for the an organization to realize enhanced organizational performance. The study findings support Abdalla (2015) in that they show that the M&E feasibility can lead to improved organizational or program/project performance. Furthermore, the findings of this study agree with Kunene (2004) who observed that M&E feasibility provides organizations with a number of benefits, most of which result from improved performance.

This study established a significant positive effect of M&E acceptability on the performance of UPE schools. Findings of this study agree with Cordella and Kai (2006) who argued that M&E acceptability is critical to organizational performance and organizational success. M&E acceptability leads to accomplishments in achieving organizational performance. The findings of this study are supported by survey data, which showed that organizations with M&E that is acceptable meet or exceed the organization's performance standards (Cheng & Miller, 2005).

5.3   Conclusions

5.4.1   "M&E planning and performance of UPE schools"

"Findings of this study revealed that M&E planning plays an important role in the performance of UPE schools". "For M&E planning to be taken seriously, senior management must show that they believe it can play an important strategic role". "M&E planning helps an organization chart a course for the achievement of its goals". It involves envisioning the

results the organization wants to achieve, and determining the steps necessary to arrive at the intended destination - success, whether that is measured in financial terms, or goals". "The positive relationship indicated that good M&E planning leads to better organizational performance while poor M&E planning leads to poor organizational performance". "This shows that M&E planning is poorly handled in organizations, organizational performance will be poor".

5.4.2 M&E implementation and performance of UPE schools

"Effective execution is impossible if strategies are flawed. The point is that business strategy is essential to the successful execution of corporate strategy". "Poor performance at the business level detracts from corporate ability to achieve its strategic aims, while good performance helps make corporate strategy work". This study like other studies conducted elsewhere demonstrates the importance strategy implementation in organizational performance. The positive relationship between M&E implementation in organizational performance emphasizes that organizational activities should be performed well for the organization.

5.4.3 M&E process and performance of UPE schools

It has been shown in this study like other studies that M&E process is another factor that will determine performance of UPE schools or performance of any organization. The quality of M&E process in terms of consistence, suitability, reliability and acceptability plays an important role in determining the extent to which objectives of an organization, a project or program will be achieved. These dimensions of M&E process, therefore, should always be considered for an effective M&E.

5.5   Recommendations

5.5.1   M&E planning and performance of UPE schools

There is need for the Ministry of Education and Sports to improve M&E planning in order to improve performance of UPE schools. This can be achieved by first taking into consideration M&E budgeting if resources are scarce and then M&E goal setting. Ministry of Education and Sports should set clear policies to allocate resources for UPE M&E, adequately budget for UPE M&E activities, financial and non-financial resources should be properly used during their allocation to UPE M&E activities andf financial resources should be timely allocate to UPE M&E activities. In addition, Ministry of Education and Sports should set measurable goals, achievable goals, realistic goals, time-targeted goals and clear goals were rarely set for UPE M&E.

5.5.2   M&E implementation and performance of UPE schools

There is need for the Ministry of Education and Sports to improve M&E implementation in order to improve performance of UPE schools. This can be achieved by first taking into consideration M&E information gathering if resources are scarce and then M&E accountability. Ministry of Education and Sports should always collect adequate, reliable, timely and realistic information about the UPE M&E activities. Furthermore, Ministry of Education and Sports should put in place a mechanism to keep stakeholders informed of about UPE M&E activities, periodically publish its UPE M&E annual financial report, have clear informative UPE M&E reports.

5.5.3   M&E process and performance of UPE schools

There is need for the Ministry of Education and Sports to improve M&E process in order to improve performance of UPE schools. This can be achieved by first taking into consideration

M&E consistency if resources are scarce and then M&E acceptability, M&E suitability and M&E feasibility, respectively. Ministry of Education and Sports should align M&E implementation in line with UPE objectives and always conduct UPE M&E. In addition, Ministry of Education and Sports should ensure that M&E addresses the UPE needs, is cost effective and that the UPE M&E criteria are appropriate. Furthermore, Ministry of Education and Sports should there are adequate financial and human resources necessary to conduct UPE M&E. Lastly, Ministry of Education and Sports should encourage various M&E stakeholders to willingness get involved in conducting the UPE M&E and use the UPE M&E information.