

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

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

This is a proposal for a study to investigate how Organizational Learning Culture (OLC) influences Utilization of Evaluation (M&E) results by International Development Agencies (IDAs), taking Heifer International Uganda (HIU) as the case study. The study will consider Organizational Learning Culture as the Independent Variable (IV) and Utilization of Evaluation results as the Dependent Variable (DV). This proposal is arranged in three main chapters namely: the introduction, literature review and methodology. Chapter one addresses the background to the study, problem statement as well as the objectives of the study. It also presents the research questions and hypotheses, the conceptual framework, the significance, justification, scope of the study, ending with a presentation of the definitions of the key concepts of the study.

Organizational Learning Culture as an independent variable will be presented in three forms: strategic leadership support, staff capacity building and structural support systems as cited by Mayne, (2007). Utilization of Evaluation findings conceived as the dependent variable and these will be considered in form of: changes in program design and implementation practices, proactive communication and dissemination strategies for evaluation results, fundraising and policy influence, commitment of the users and improvement on the quality of program delivery.

1.2 Background to the study

1.2.1 Global context

From the global perspective, the Organization for Economic Co-operation and Development (OECD) has spearheaded the development and practice of monitoring and evaluation. The organization has

instilled best practices in evaluations and it has developed norms and standards for evaluators and how the evaluation processes are undertaken. According to Schacter (2000) as cited by Kabuye, 2015, state that the aim of these institutions is to build a transparent performance management culture that supports management and policy making efforts by development agencies.

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

Organizations' capacity to use evaluation findings is essential to making evaluation meaningful for instance in Canada, (Lahey, 2010) has asserted that investing in capacity building for staff provided information to the operational level through offering a learning tool aimed at assisting developing agencies to fully utilize evaluation results. To institutions, Organization Learning Culture helps inform funding decisions of certain programs, influence program changes and replication of programs. Thus a need for this proposed study in order to identify the contributions of organizational learning culture towards influencing utilization of evaluation results by international development agencies, specifically taking a case study in Uganda.

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

1.2.2. African context

In the African continent, best practice in evaluations is spearheaded by the African Evaluation Association (AFREA). Currently the countries that are known to be involved with impact evaluations are Tanzania, the Democratic Republic of Congo (DRC), Uganda, Kenya, Malawi, and Congo, Senegal and *Ethiopia* (3ie, 2014). According to Porter (2013) of Center of Learning on Evaluation and Results, M&E findings utilization in Africa is new and all countries are in a formative stage of entire M&E processes. Most countries for instance South Africa, Benin, Uganda, etc are involved with monitoring processes rather than creating a comprehensive platform for institutionalized learning as a way of utilizing the evaluation findings. The dominance of monitoring is spearheaded by donor demand-led M&E systems towards accountability rather than learning. However, in these countries comprehensive institutionalization of learning culture across the organizations have not yet been conceptualized (Amoatey, 2012). So a need for this proposed study in order to identify the effects organizational learning pause on utilization of M&E findings on IDAs in Uganda.

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

1.2.3. Ugandan context

Nationally in Uganda, the role of international development agencies cannot be underrated. They are viewed by many as more efficient and cost-effective service providers than governments, giving better value-for-money, especially in reaching poor people. Meyer 1992; Sollis 1992; Vivian 1994 as cited by Terziovski, 2008. In Uganda, the growing concern over the effectiveness of aid has led several donors attaching conditions to funds, with expectations of demonstrated results, effectiveness and accountability. As requirements for funds grow stricter and the emphasis on systems sustainability and demonstrable results increases, organizations have been forced to demonstrate their impact through development of a learning culture that enhance utilization of evaluation findings (IDRC Annual Assessment Report, 2014). Similarly, national efforts have been directed towards providing a basis for performance improvement as provided for in the National Development Plan (National Development Plan, 2010/11-2014/15) that the utilization of evaluation results have been valued to improve public sector programs implementation (Uganda Bureau of Statistics Annual Report, 2010).

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

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

1.3 Statement of the problem

The extent to which evaluation results are utilized has been associated to the design of the institutions' learning culture for which and in which evaluations are carried out. There has always been an assumption that lack of learning is always the fault of those who have been evaluated or because of poor organizational learning culture. Probably it could be the result of evaluators who do not produce useful products that can provide materials for organizational learning, non-commitment of end users, non-existence of dissemination strategies, etc.

For the case of Heifer International Uganda, notwithstanding the numerous evaluations that have been carried out, available evidence indicates that the utilization level for these results is still weak (Heifer International Program Audit Report, 2015); despite the fact that there exist a well-defined

organization learning culture framework. As a result of non-utilization of the evaluation results, there has been low program performance levels in terms of continuous dwindling of program funds portfolio, limited program changes, limited commitment of users of the evaluation results, etc (Heifer International Global Annual Report, 2014). Such findings from these global reports disregard the rationale for conducting evaluations, as their usefulness can ably be manifested in program changes at all life cycle stages, attraction of new donors, high morale from organizational staff and stakeholders to use the results.

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

1.4 Purpose of the study

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

1.5 Objectives of the study

1. To investigate how strategic leadership support influence utilization of Evaluation results at Heifer International Uganda;
2. To establish how existing staff capacity affect utilization of Evaluation results at Heifer International Uganda;

3. To assess how structural support systems, influence utilization of Evaluation results at Heifer International Uganda.

1.6 Research questions

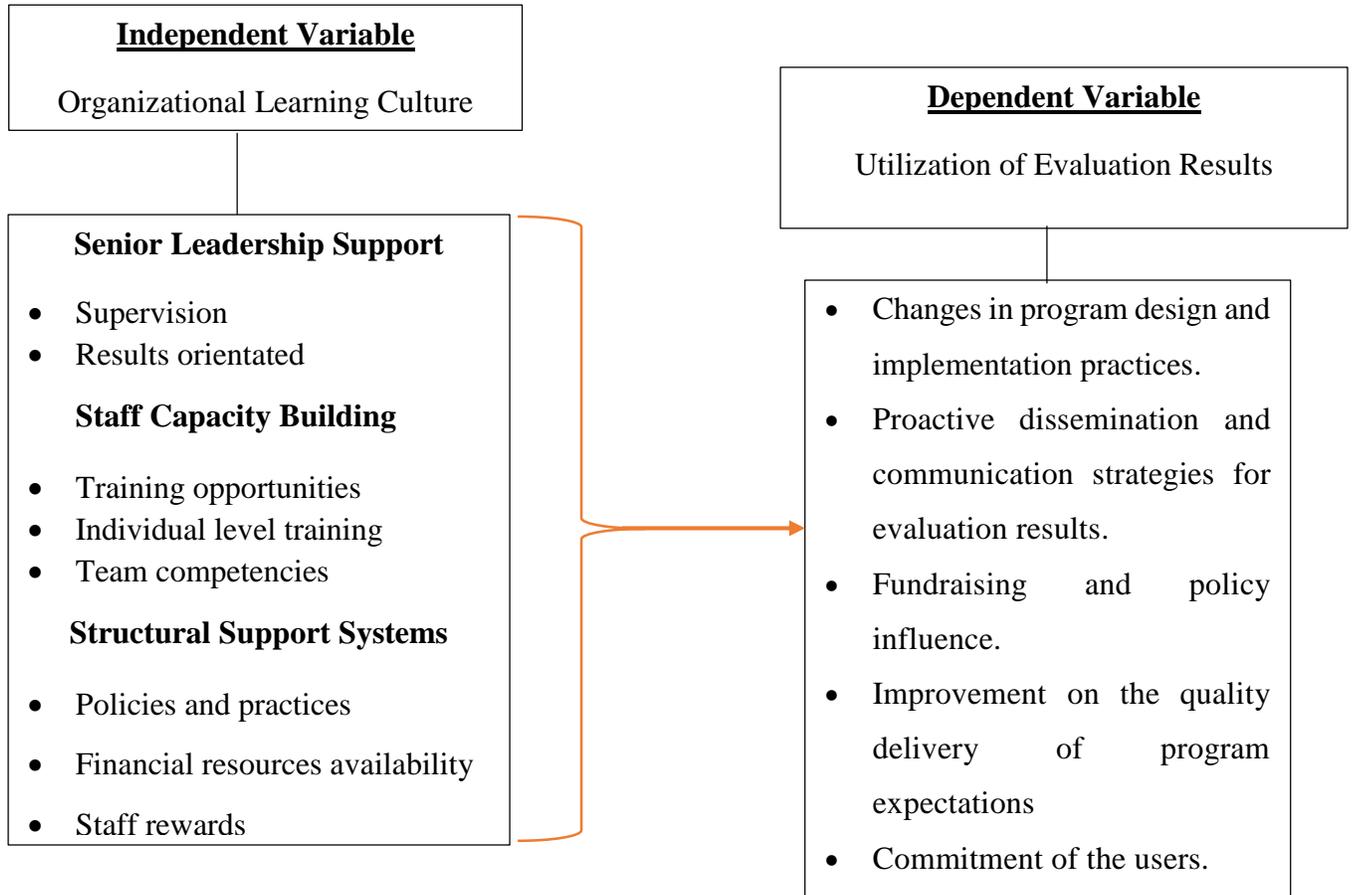
1. How does senior leadership support determine utilization of Evaluation results at Heifer International Uganda?
2. To what extent does existing staff capacity affect utilization of Evaluation results at Heifer International Uganda?
3. Do structural support systems influence utilization of Evaluation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

1.7 Hypothesis

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

1.8 Conceptual framework

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



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

The above conceptual framework presents Organizational Learning Culture as the independent variable with three dimensions: senior leadership support, staff capacity building and structural support systems. Utilization of Evaluation results on the other hand is presented as the dependent variable to specifically consider: changes in program design and implementation practices, proactive communication and dissemination strategies for evaluation results, fundraising and policy

influence, commitment of the users and improvement on the quality delivery of program expectations. The conceptual framework is based on: OLC theory as advanced by Senge (1990) and Argyris & Schön (1978) as cited by Skerlavaj et al, 2010 where they pointed out the role of senior leadership, structural supports and staff capacity building as dimensions that enable creation of a learning environment within organizations (enablers of organizational learning). As dependent variable, the conceptual framework is built on utilization theory as advanced by Patton (2007) were changes in program design and implementation practices, proactive communication and dissemination strategy for evaluation results, fundraising and policy influence, commitment of the users and improvement on the quality of program delivery are being proposed as indicators for the dependent variable.

1.9 Significance of the study

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

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

1.10 Justification of the study

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

1.11 Scope of the study

1.11.1 Content scope

The study will limit itself to OLC as the independent variable which will consider three dimensions: senior leadership support, staff capacity building and structural support systems while utilization of evaluation findings will be the dependent variable with changes in program design and implementation practices, proactive communication and dissemination strategy for evaluation results, fundraising and policy influence, commitment of the users as indicators of measure. This proposed research study will be restricted to the influence of OLC towards the utilization of evaluation results in international development agencies, taking Heifer International Uganda as the case study. This development agency is being proposed as a case study since it has existed in country for more than 30 years and following the recent impact studies conducted, it highlighted Heifer International as one of the global organizations that is struggling with utilization of evaluation results (INGO Global Performance Report, 2014).

1.11.2 Geographical scope

The proposed research study will be conducted at Heifer International head office in Uganda.

1.11.3 Time scope

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

1.12 Operational definitions

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

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

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

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

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

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

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Research does not exist in isolation and each research study is part of an existing body of knowledge building on the foundation of each research and expanding that foundation for the future of research (Gravetter & Forzani, 2011) thus it suffices to note that some works have already been done on Organizational Learning Culture (OLC) and utilization of evaluation results before. This chapter provides a review of the literature accessed by the researcher explaining in detail the theories that will guide the study, the concepts and objectives to be used as well as their importance. An empirical study review is also provided for in this chapter.

2.2 Theoretical review

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

Argyris & Schön (1978) are among the key earliest reported contributors as they proposed models that facilitate Organization Learning (OL). The OL theory states that, in order to be competitive in a changing environment, organizations must change and refocus, make conscious decisions to change their actions in response to changing circumstances. Senge (1990) on the other hand defined OLC as a state where people continually expand their capacity to create the results they truly desire, expanse patterns of thinking and collective aspirations are continually nurtured. Organizations which emphasize the OLC should first acquire information, interpret it to completely understand its meaning and transform it into knowledge, which is key in influencing the utilization

of evaluation findings, since M&E is all about generating useful information (Skerlavaj, Stemberger, Skrinjar & Dimovski, 2007).

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

2.3 Organization Learning Culture

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

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

2.2.2 Utilization of Evaluation Results

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

2.3 Organizational Learning Culture and Utilization of Evaluation results

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

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

circumstances. OLC denotes a change in organizational knowledge by adding to, transforming, or reducing organizational knowledge and is facilitated by fostering a culture of monitoring and evaluation.

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

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

2.3.1 Senior Leadership Support

Building and sustaining an organizational learning culture is admittedly not an easy task for it requires continuous commitment, champions, effort and resources (Kusek, 2012). The above requirements can be enhanced by the senior leadership team. Karani *et al.*, (2014) conducted a study on effective use of monitoring and evaluation systems in enhancing learning culture in local organizations in Kenya. The data collected was analyzed using both quantitative and qualitative techniques. Measures of central tendency that is the mean, mode, and median were computed and interpreted. The data was presented using frequency distribution tables, pie charts and bar graphs. They established that factors such as lack of commitment by the project managers, incompetency on the use of the Monitoring and

Evaluation systems by project managers affected organizational learning which bore an influence towards utilization of evaluation results.

2.3.2 Staff Capacity Building

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

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

Further still, Stata (1989) averred that organizational learning occurs through shared insights, knowledge, and mental models and builds on past knowledge and experience while Wang & Ahmed (2013) suggested that team based learning encourages people to think together and diffuse their knowledge and skills from the level of individuals to the members of the collective which was further affirmed by Bennet & Bennet (2014) who asserted that teams enable the sharing of information and knowledge, broadening the competency of team members and bringing together a diversity of thinking knowledge and behaviors to bear on understanding and action

2.3.3 Structural Support Systems

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

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

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

Organizations should commit enough resources and attention to the monitoring and evaluation function in terms of communication, motivation, training, and staff time to carry out M&E activities

effectively. Findings from a study on the factors influencing implementation of monitoring and evaluation systems of school feeding programs by Agutu (2014) reveal that proper financial management as part of the structural support systems will guarantee utilization of M&E results.

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

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

2.4 Empirical Study

Globally, in a qualitative study by Patton (2008), entitled "Utilization in Practice: An Empirical Perspective' Utilization Focused Evaluation in California," the respondents pointed out the issue of non-commitment of the potential users of the evaluation users. One respondent described evaluations as the "final brick in the wall", because they often make recommendations that are already known to those involved in the project or program. However, evaluations provide the concrete information and analysis that legitimize these established beliefs and offer the evidence justifying for program change.

Five interviewees commented that it is essential that evaluations contain high-quality findings, based on sound research, and not biased by personal opinion, institutional viewpoints, or politics. As findings can have a significant impact on how organizations can learn from them, it was felt that evaluators must be rigorous in gathering and analyzing the information, if it is to be useful and easily adopted by the end users. One respondent estimated that evaluations were 40-55% on track in terms of their usage. This study however suffered from lack of quantitative measures, which gap this proposed study intend to explore.

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

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

Eckerd and Moulton (2010: 2) drew on data collected from diverse non-profit organizations in Columbus and Ohio in United States of America (USA) to support the organizational theory of learning. From their study of non-profit organizations, they observe that a common theme emerging

from research on non-profit evaluation is a nuanced and multidimensional approach that is more appropriate than a one-size-fits-all approach. The authors acknowledge that different organizations are most likely to benefit from different evaluation practices and hence utilization of evaluations. This fits in the international development agency domain with peculiar features that deserve keen scrutiny as far as how these features affect the ways in which they affect the extent to which evaluations are utilized.

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

In Africa, Porter and Goldman (2013: 3) show that although the OLC of government Monitoring and Evaluation systems in Uganda, Benin and South Africa is still young compared to that of Colombia, it goes beyond coordination, to information generation through evaluation with formal centralized Monitoring and Evaluation (M&E) function. They show that such a design is important, including the systems for capturing, processing, storing and communicating M&E information. In this regard, Monitoring help managers and policymakers to recognize what the money invested is producing and whether plans are being followed. While, Evaluation helps to illustrate the difference being made, why a given level of performance is being achieved, what is being learned from activities, whether and how to strengthen implementation of a programme or policy. All these, when summed up, tell the ability of the institution to utilize the results of the evaluations because, unless the institution requires evaluation results in its planning and budgeting, results may not be utilized.

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

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

Uganda's development of M&E is closely woven with the need to demonstrate government performance and responsiveness to citizens' demands through the Poverty Eradication Action Plan (PEAP), which was introduced in 1997 as cited by Kabuye, 2015. The coordination of M&E in the country is a mandate of the Office of the Prime Minister (OPM). The OPM reviews the performance of all Ministries, Departments and Agencies (MDAs) against stipulated annual and semi-annual targets. The evaluation tools presently used by government include: ministerial policy statements, budget framework papers, semi-annual and annual cabinet retreats. These provide frameworks to review government performance, the community information system, the annual budget performance report and *Barazas* (public community meetings where results of government programme implementation are discussed) (Centre for Learning on Evaluation and Results (CLEAR), 2012: 16-17).

2.5 Synthesis of the literature review

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

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

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter details the approach that will guide the study and details the research design, the study population, sample size and procedure of sample selection. It also addresses data collection methods and instruments, explaining the ethical considerations as well as data quality control ending with, data processing and analysis.

3.2 Research Design

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

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

qualitative research techniques, methods, approaches, concepts or language (Johnson & Onwuegbuzie, 2004, p. 17) in a single study to understand the research problem (Creswell, 2003). The researcher will employ both quantitative and qualitative methods and instruments to solicit data from respondents. Quantitative research employs numerical indicators to ascertain the relative size of a particular phenomenon (Matveev, 2002.p.60). Qualitative approaches allow a researcher to solicit information that can be expressed in textual format (Mugenda & Mugenda, 1999), makes it possible to obtain non- numerical information about the phenomenon under study to aid establish patterns, trends and relationships from the information gathered (Mugenda & Mugenda, 1999; Sekaran, 2003).

3.3 Study Population

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

3.4 Determination of the Sample size

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

3.4.1 Sampling of Respondents

The sampling of respondents will follow the procedure shown in the table below:

Table 1. Sampling Procedure

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

Source: Krejcie & Morgan's (1970) table as cited by Kabuye (2015), with modifications by the researcher.

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

3.5 Sampling techniques

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

about or experienced with a phenomenon of interest (Cresswell and Plano Clark, 2011). This sampling will be used to select 10 senior management team members to be interviewed as key informants. This is because these stratum is envisaged to provide detailed data that will enhance the research study focus and validate the responses gotten from the self-administered survey tools. While the remaining 51 respondents will be considered for the self-administered questionnaire, this is because these strata have enough time to respond to the questions as per the tool and are directly involved in the functional utilization of the evaluation results.

3.6 Data Collection Methods

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

3.6.1 Primary data collection methods

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

Interviewing will involve asking key informants some questions to which they will be expected to provide answers. Kumar (1996) points out that questionnaires facilitate the collection of information in a relatively short time which information can easily be transcribed yet they strengthen protection of the respondents 'identity (p.114) while key informant interviews facilitate the collection of data and in-depth understanding and more explanations (p.115) as cited by Luutu, (2016).

3.6.2 Secondary data collection methods

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

3.7 Data collection instruments

A data collection instrument is a tool used to gather data for a study. To achieve the objectives of the study, the researcher proposes to apply a self-administered questionnaire, an interview schedule, and a documentary review schedule. Bhattacharjee, (2012) defined a questionnaire is an instrument that is completed in writing by the respondents (p.74). The questionnaire will use a combination of questions drafted by the researcher and will also adapt Yang 's (2003) short form of Dimensions of Learning Organization Questionnaire (DLOQ) to enable establish participants 'opinion on how international development agencies in Uganda have supported and used learning at individual, team and organizational levels to influence utilization of evaluation results. An interview schedule - a list

of preset questions to follow during an interview – will also be used to ease collection of data from key informants and will beef up the questionnaires by collecting some more information that may not be easily written down by respondents to questionnaires and provide a more in-depth appreciation of some important aspects of the phenomena under study. Also an interview guide provided in-depth data which may not be possible to obtain when using self-administered questionnaires (Mugenda, 2003) as cited by Mulungi, 2014.

3.8 Pre-testing of instruments

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

3.8.1 Validity

Validity refers to the accuracy and meaningfulness that are based on the research findings, the measure of the extent to which an instrument measures what it is meant to measure (Mugenda & Mugenda, 1999) as cited by Luutu, 2016. The researcher will prepare research instruments and subject them to validity tests before finally administering them on respondents. The draft questionnaire will be subjected to expert judgment to verify the validity of the questions in line with Lynn (1986) as cited by Kabuye, 2015 where the researcher will use the Content Validity Index (CVI). Bhattacharjee (2012) pointed out that CVI is concerned with assessing how well a set of scale items matches the relevant content domain of the construct that it intends to measure (p. 58). The researcher will distribute an initial draft questionnaire to 5 (five) subject matter specialists in

evaluation as well as Organizational Learning who will be requested to validate the contents of the draft tool whose results will be subjected to a CVI calculation whose formula is:

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

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

3.8.2 Reliability

Reliability refers to the ability of the instrument(s) to collect the same data consistently under similar conditions (Ahuja, 2001; Amin, 2005) as cited by Luutu, 2016. Upon establishing the mentioned CVI, the researcher shall clean the draft questionnaire and will pretest it on seven (7) respondents using the test – retest technique with a time frame of two weeks between the testing and re-testing. This will facilitate the easy understanding of the tool by the proposed respondents in line with the assertion by Mugenda & Mugenda (1999. p.97) as cited by Kabuye, 2015 and will enable the researcher establish if the tool will be able to solicit similar responses at different times (Amin, 2005), as cited by Luutu, 2016 thus proving reliability. From this, the researcher will be able to make improvements on the tools (Bhattacharjee, 2012) thus improving reliability.

Basing on the fact that the questionnaire will have closed ended questions, which will use a Likert Scale, the questionnaire will be subjected to Cronbach ‘s Alpha to establish internal consistency-how items correlate amongst themselves (Mugenda & Mugenda, 1999. p.99). A reliability coefficient demonstrates whether the test designer was correct in expecting a certain

collection of items to yield interpretable statements about individual differences and that –if a test has substantial internal consistency, it is interpretable (Cronbach,1951.p.297).

The formula for Cronbach ‘s Alpha to be used is follows:

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

where: N = Number of items on the test

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

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

It is important for researchers to establish the relationships between the construct of interest and other related constructs or variables (Cronbach & Meehl, 1955) which empirical evidence of interrelations among constructs provides a means for establishing and validating theories in social sciences (Yang, 2003). Cronbach ‘s Alpha produces values n=between 0 and 1.00 with the higher value indicating a higher degree of internal consistency and reliability (Gravetter & Forzano, 2012) y e t N u n n a l l y (1978) recommended minimum Cronbach ‘s Alpha of 0.7 which will be the targeted minimum by the researcher.

3.9 Procedure of Data Collection

The researcher will ensure acquisition of a clearance letter as well as a letter to introduce him to Heifer International Uganda from UTAMU to enable him seek the acceptance of the management and leadership of the organization to access and interact with proposed respondents. The researcher will seek to deliver questionnaires to respondents to whom he will in detail explain the objectives of the study, how they will have been selected and as well seek their consent to participate as respondents and request them to thus fill the questionnaire. The researcher will place an envelope at the reception desk so that respondents can drop their questionnaires. In some cases, online

questionnaire will be sent to targeted respondents especially the senior management team since they are quite busy and those other respondents based in the field but with access to internet facilities. The researcher will also fix appointments to conduct interviews with key informants and will review selected documents to search for data to support answering the research questions.

3.10 Data Analysis

According to Leary (2004) as cited in Kyaligaba (2008) “statistical analyses are used to describe an account for observed variability in the behavioral data.” This involves the process of analyzing the data that has been collected. Quantitative analysis will involve editing, coding and summarizing the data into frequencies and percentages which assists in their presentation in tables, charts and graphs as well as simple summaries, frequencies and percentages to describe basic features of data.

The researcher shall use Statistical Package for Social Scientists (SPSS 20.0) to derive Computed Variables and will adopt the significance level of 1% while calculating the correlations. It is important however to note that correlation of variables does not suggest or prove causation as two casually unrelated variables can be correlated because they relate to a third variable (Hussey & Hussey, 1997.p.230).

Regression analysis which is –used when the researcher is interested in finding out whether an independent variable predicts a given dependent variable (Mugenda & Mugenda, 1999.p.135) will also be used to establish which of the OLC dimensions are more responsible for Utilization of M&E findings.

Qualitative data analysis on the other hand will be done both during and after collecting the data and shall include summarizing and organizing the data to be collected and to be followed by coding and categorizing it in a manner that will enable provision of answers to the research questions using a deductive approach. The deductive approach is being proposed because qualitative analysis forms a

low percentage of the responses in this study, the available time to conclude this research is also limited and therefore specific research questions will be provided for to cater for well stipulated themes to aid content analysis.

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

3.11 Measurement of variables

The study variable shall be measured at three levels: Univariate, Bivariate and Multivariate. At the univariate level the researcher will be concerned with single variable analyses especially with nominal data like gender, respondent category status using frequencies and will mainly help in preparation and presentation of descriptive findings. The researcher will also have made cross tabulations in effort to express differences in responses by different respondents. At bivariate level, the researcher will consider two variables at the same time and will include establishment of involved correlations of dimensions of Organizational Learning Culture with utilization of evaluation results while at the multi-level measurement, the researcher will make measurement of more than three variables at once especially in the Regression analysis.

3.12 Ethical Considerations

The researcher shall make efforts to ensure compliance with ethical research conduct that will include: compliance with the UTAMU research guidelines and constantly seek the guidance of the supervisors; explaining the purpose and objectives of the study; stating the estimated time

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

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Appendix I: Questionnaire

Part A. Introduction

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

Thank you for your consideration.

Part B. Background information

Please tick the appropriate box where applicable

1.1 Gender of respondent

a) Female

b) Male

1.2 Age group (in years)

a) 20-29

b) 30-39

c) 40-49

d) 50-59

e) 60 and above

1.3 Qualification (Tick your highest level of formal education)

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

1.4 How long have you spent working for the organization?

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

Part C. Organization Learning Culture and Utilization of Evaluation Results

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

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

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

Thank you for taking off part of your time to respond to this questionnaire.

Appendix II: Key informant interview guide

Introduction

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

Thank you for your consideration.

Questions

1. Gender

Male

Female

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

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

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

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

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

(a) Strengthened:

(b) Improved:

Appendix III: Research Budget

Cost Item	Cost rate in UGX	Cost per item
Telecommunication	100,000	100,000
Transport expenses	750,000	750,000
Secretarial and production	250,000	250,000
Personal incidentals	150,000	150,000
Total Research Budget		1,250,000