MONITORING AND EVALUATION APPROACHES AND PERFORMANCE OF HIGHER LEARNING INSTITUTIONS IN NAMIBIA; CASE OF SELECTED INSTITUTIONS IN NAMIBIA

By

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Research Project Proposal Submitted In Partial Fulfilment Of The Requirement For The Award Of Master Of Arts In Monitoring And Evaluation Degree In The Business School Of Africa Nazarene University

2023

DECLARATION

This research project is my original work and it has not been submitted for any award to any university

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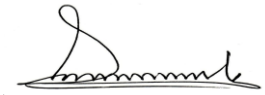
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This research project has been submitted for examination with our approval as the University Supervisors.

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DEDICATION

I would wish to dedicate this work to my wife Rumbidzai Charity Chaibva Hore for her continuous support. I would also like to thank my parents Termen Hore and Yvonne Hore for the continuous support and encouragement they gave me.

ACKNOWLEDGEMENT

I would like to express my sincere gratitude to a number of people and stakeholders who have made it possible for the completion of my project. First of all during my duration of studying at ANU, l thank the Good Lord for providing me with good health and strength to sail through my studies. I would also like to appreciate my entire family for the support they have given during my studies.

I also would like to express my sincere gratification to my project supervisors, Prof Charles Rambo and Dr Nderitu Wanjiru, it was not an easy journey but they made sure l got to the end of it, with their continuous guidance, motivation and technical input.

With immeasurable appreciation, l would like to express my heart felt appreciation to Africa Nazarene University, specifically the department of Monitoring and Evaluation for allowing me to be part of such a powerful department.

I will forever be grateful to all who had a hand in my achievement in this program.

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LIST OF ABBREVIATIONS AND ACRONYMS

COVID	:	Corona Virus
HEI	:	Higher Education Institution
KPI	:	Key Performance Indicators
LFA	:	Logical Framework Approach
M&E	:	Monitoring and Evaluation
NCHE	:	National Council of Higher Education
NUST	:	Namibia University of Science and Technology
OCA	:	Organisational Capacity Assessment
PME	:	Participatory Monitoring and Evaluation
RBME	:	Results Based Monitoring and Evaluation
ToC	:	Theory of Change
UNAM	:	University of Namibia
VIF		Variance Inflation Factor
WHO		World Health Organisation

ABSTRACT

This study sought to examine the influence of monitoring and evaluation approaches on the performance of higher learning institutions in Namibia. The study also examined the relevant approaches that would be adopted by institutions of higher learning in Namibia to improve performance. There are a few institutions of higher learning that have tried to introduce monitoring and evaluation in higher education to persuade governments to invest substantial resources in developing comprehensive M&E systems. In as much as they have tried to adopt M&E systems, there is lack of evidence that shows that institutions of higher learning in Namibia are using a specific M&E approach to measure performance. This could be the reason behind the low rating of Namibian institutions of higher learning regionally and globally. The study therefore, determined the relevant M&E approaches that could be adopted by the institutions of higher learning in Namibia to improve performance. The study is based on three objectives which seek to determine the influence of conceptual frameworks, the results based frameworks and logical frameworks on the performance of higher learning institutions in Namibia. The study is premised on the Theory of Change which uses explicit models to determine how interventions could be designed and implemented in order to achieve the intended outcomes. The study adopted an explanatory research design which is mostly adopted when investigating a research problem where they are few or no earlier studies to refer to, or rely upon to predict an outcome. The target research population was drawn from the University of Namibia and Triumphant College of 297 respective staff members from both Institutions. . A probability sampling strategy was adopted to draw a representative sample size of 126 respondents based on a simple random sampling, which is a sampling strategy that gives every element of the population an equal chance of being selected to be part of the sample. Both the secondary and primary data was collected, where the secondary data was collected from peer reviewed journals, magazines, articles, published books and internal documentation from the participating institutions of higher learning in Namibia. Primary data was collected using a structured self-administered 5 point Likert scale that was developed basing on the research objectives and the key themes that emerged from the reviewed literature. The data collection tools were emailed to sampled respondents in compliance to World Health Organisation COVID-19 research guidelines. To test the instruments validity the data collection instrument used a pilot test on 12 participants. The study also used 10% of the actual sample size which was randomly sampled from two other institutions of higher learning in Namibia using convenient sampling. The participants of the pilot testing were excluded from the main study to eliminate bias. Proper authorizations was secured from relevant bodies to conduct the study. Collected data was analysed using a descriptive analysis and inferential analysis using descriptive frequencies, percentages, measures of central tendency (Mean), and measure of dispersions (standard deviation). Furthermore, a correlational analysis which is an inferential statistical analysis was also used to measure the relationship between variables. The results were then presented using tables and figures. The findings showed that the three approaches of monitoring and evaluation positively influence the performance of higher education institutions in Namibia. The study proposes that policy makers formulate policies that encourage the compact application of monitoring and evaluation approached in higher education institutions in Namibia. Further study can be done on governing bodies such as National Council of Higher Education, Namibia Qualifications authority on the effects of monitoring and evaluation on their performance. The study also recommends further study on the influence of M&E approaches on other sectors of the country such as agriculture, tourism, fishery, just to mention a few.

CHAPTER ONE: INTRODUCTION

1.1 Introduction

This study investigate the Monitoring and Evaluation (M&E) approaches and the performance of higher learning institutions in Namibia. This chapter is contextualising the study by outlining its background and the statement of the problem. The research objectives and the research questions are also presented. The chapter also presents the significance of the study, the scope of the study as well as its limitations and delimitations. Finally, the chapter presents the conceptual framework after which a summary being presented to wind up the chapter.

1.2 Background to the study

The educational reforms that were instituted by the government of Namibia soon after independent in 1990 removed the bottlenecks that were created by the apartheid regime, leading to the expansion of tertiary education. Despite this milestone, there is lack of a standardised approach for measuring the performance of institutions of higher learning in Namibia. Furthermore, the regional and global rating of Namibian universities is worrisomely low. Monitoring and Evaluation (M&E) has traditionally been perceived by the education sector as a donor initiated requirement rather than a management tool for tracking progress, and also for highlighting the bottlenecks impeding the achievement of anticipated targets (Mayanja, 2020). The turn of the 21st century has seen this attitude changing as a result of global shifts in education which have located governance, performance and accountability of higher education under the spotlight. This signifies the acknowledgement by the education sector that M&E is the centre pivot of operational efficiency, effectiveness and sustainability of higher education in the current globalised economy (Safaryan, 2020). This notion has been demonstrated by the European Union (EU) countries who have established M&E guidelines for improving the quality and performance of both public and private degree awarding institutions. Apart from Europe, monitoring and evaluation in higher education is also steadily gaining momentum in Africa and this signals the global impetus.

In Europe for instance, countries such as Germany, Britain, France and Australia among others, have for decades been pacesetters in monitoring quality performance in higher education. Wilkins and de Vries (2014), Schwartz and Pais (2019) as well as Teixeira et al., (2022) averred

that the driving towards monitoring and evaluating educational quality was to ensure continuous improvement of efficiency and educational effectiveness, to lay the basis for evidence based decision making, to foster equitable resources allocation, to assess capacity adequacy and accountability, and to lay the foundation for evaluation.

Within the African context, the momentum for evaluating the performance of higher education has also been surging. Literature evidence suggest that higher learning institutions from countries such as Nigeria, South Africa, Ghana, Tanzania and Senegal, just to name a few, have also jumped into global M&E bandwagon. Nigeria for instance adopted M&E as an indices for quality assurance in her higher education (Nwiyi et al., 2021). The M&E initiative of Nigerian universities, colleges and polytechnics (Higher education) is to juice evidence on the extent to which educational policies, systems and programmes are feasibly achieving the intended goals and objectives (Molokwu et al., 2021). The monitoring and evaluation on higher education was enlisted to routinely assess if higher education were producing products that were ready and able to solve the economic, social, environmental challenges and needs.
The study is mainly concerned with the monitoring and evaluation approaches and performance of higher learning institutions in Namibia. The roots to the development of higher education in Namibia is traced to the establishment of the Academy for Tertiary Education which was the first institution of higher learning that was established in 1980 (Matengu et al., 2014). Soon after independence, the government of Namibia set a Presidential Commission on Higher Education in 1991 with a task of critically assessing higher education. Prior to the establishment of the Commission, higher education in Namibia was apartheid led. The commission made recommendations that initiated major reforms in the entire education system. The reforms were anchored on achieving the four key goals of the national education ethos namely: access, equity, quality, and democracy.

It was through the recommendations of the commission that the University of Namibia (UNAM) was established in 1992, followed by the International University of Management (IUM) which was established as private - state recognised university in 1993, and the Namibia University of Science and Technology (NUST), formally, the Polytechnic of Namibia (PoN) in 1994 (Tshabangu et al., 2013). This was in conformity to the 1990 World Declaration on Education for All that acknowledged education as a right to everyone (UNESCO, 2016). In

compliance with Dakar Global Education Forum and UNESCO, 2016, the government of Namibia embarked on an expansion drive of higher education.

To consolidate its commitment towards the development of higher education, the government of Namibia established the National Council for Higher Education (NCHE) through an Act of Parliament, Higher Education Act No. 26 of 2003 (Hangula, 2018). This gesture ushered the adoption of a harmonised approach to higher education, with the objective of capacitating higher learning institutions towards assisting the government to meet its vision 2030, that of transforming Namibia into a knowledge-based economy, and reaching a quality of life equal to the standard of living in developed countries (GRN, 2004). This was in synch with Tshabangu et al., (2013) who posited higher education in most countries as playing a pivotal role in the socio-economic development of citizens, hence the perception that no country can be better than the quality of its higher education system. The country's Vision 2030 also drew a leaf from the Dakar Global Education Forum which endorsed education as a fundamental right as is enshrined in the 1948 Universal Declaration of Human Rights (UNESCO, 2016).

For the vision to be realised, there is need for emphasis on the development and implementation of evidenced based monitoring and evaluation in order to track if higher education is moving towards meeting the mandated objectives. It is unanimously agreed by development practitioners that sustained development hinges on good governance and accountability (Mayanja, 2020). For this to happen, there is need for the adoption relevant M&E approaches. The prominence of M&E in higher education prompted UNESCO (2016) as well as Marriott and Goyder (2019) to persuade governments to invest substantial resources in developing comprehensive M&E systems. Kofi (2013) and Ile et al., (2019) viewed M&E systems as all the structures that are put in place to ensure the effective implementation of M&E processes within an organisation.

In as much as Namibia has tried to adopt and adjust some of the recommended M&E systems to higher education, there is however lack of evidence that shows that institutions of higher learning in Namibia are using a specific M&E approach to measure performance that are compatible to socio economic capacity of the country's institutions.

Adopting a standardised M&E approach is crucial for improving the performance of higher learning institution in Namibia. It is also crucial in improving the continental and global

ranking of institutions of higher learning in Namibia which are currently lowly rated both continentally and globally (GRN, 2004). Given that over the years, higher education has undergone various changes which were aimed at meeting the objectives of vision 2030, it cannot be overemphasized that establishing appropriate M&E approaches that are compatible to socio economic capacity of the institutions of higher learning in Namibia is long overdue. This is because quality education is a multi-dimensional concept that takes into account the quality aspects on input (human, material, and financial), process (teaching-learning and effective management practices), and outputs and outcomes (the learning outcomes and quality of results) (Mackay, 2007).

It has also been noted by Guijt (2016) that M&E in education varies widely in approaches and methodology depending on the objective, purpose, socio-economic context and the target group or community using a specific M&E approach to measure performance. In as much as Namibian Institutions have adopted M&E Approaches, there is lack of evidence to show that a standardised approach that is compatible to the socio economic of the country is being used. This way, it is difficult to come up with specific performance indicators and allocation of resources towards improving the performance of institutions of higher learning in Namibia. This makes it very difficult for the National Council of Higher Education of Namibia (NCHE) to set performance indicators for improving domestic performance as well as continental and global ranking.

1.2.1 Performance of Higher Learning Institutions

The performance of higher education plays a key role in determining the country's competitiveness, as it increases the internal market rivalry and innovation. It also plays a pivotal role in the socio-economic development of citizens, hence the perception that no country can be better than the quality of its higher education system. It is also pivotal in determining the continental and global rating of universities. Although a number of studies (Ball and Wilkinson, 2014; Coates, 2015; Lange and Luescher, 2019) discuss the performance of higher education institutions at national levels, there are limited studies that articulated on the performance measurement at institutional levels globally and, in particular, how to develop performance indicators that reflect the unique context of a higher education institution.

Publications in relation to higher education institution performance are more based on general performance which is internal and external but does not focus on indicators that fit the unique context (Wang, 2010: Figurek et al., 2019; Mayanja, 2020). In line with UNISCO (2016), more research is needed in this area which can be categorised more effectively by the key concerns of higher education institutions, namely research, teaching, service, and financial performance. Such a classification of performance indicators has a number of advantages. First, it brings together correlated indicators in one category and sorts it easier to measure the performance of institutions

1.2.2 Monitoring and Evaluation Approaches

M&E approaches can be classified into three categories namely the Conceptual Frameworks, the Results Based Frameworks, and the Logical Frameworks. Adopting the relevant framework is crucial for measuring and also for improving the performance of organisations. This is because various organisations have differing M&E needs which are determined by their operating context, organisational capacity and implementing agency. A brief discussion of the M&E approaches in relation to the study is as follows:

1.2.2.1Conceptual Frameworks

Conceptual framework which at times are also referred to as the research frameworks, are graphic depictions that illustrate the factors and the relationship pathway to the outcomes of a programme or project intercession (Frankel and Gage, 2016). The frameworks have been found by the World Bank (2010), Yaron (2013) as well as Frankel and Gage (2016) as requisite tools for monitoring and evaluation. The World Bank (2010) proffered that conceptual frameworks are presented diagrammatically, and they illustrate the casual linkages between the major components of a programme and the envisaged outcome of interests. They are ideal for measuring programme impacts and outcomes.

Within the context of this study, the adoption of the conceptual frameworks by institutions of higher learning leads to an outcome that improves educational policies, plans and programmes relevant to the needs of stakeholders. The entrance point to designing conceptual frameworks by institutions of higher learning can be classified using different roles that can be played by various stakeholders, followed by identifying or determining the desired long term goal or objective that need to be achieved. It is important that the stakeholders involved should clarify

and identify the anticipated changes to be put in place as pathway to the realisation of the desired goal.

The indicators to be used in conceptual framework are theory of change, M&E plan, system data and surveys. These indicators help to assess the relationship pathways of using conceptual framework in performance of higher learning institutions. As hinted by Intrac (2015) the outcome of these discussions present a conceptual map illustrating the linkages between their work in institutions of higher learning and the long term changes they desire to influence. Attention was however paid to Frankel and Gage (2016) who proffered that there was no standardised format for the crafting of conceptual frameworks.

1.2.2.2 Results Based Frameworks

The results-based framework is an M&E approach that systematically track the results and performance based on a transparent and reflective logical and outcomes framework (Kusek and Rist, 2004). The approach lays the foundation for a well-established process of internal monitoring that regularly informs management of progress, or lack thereof, in achieving objectives in both operational and financial activities. This accomplishes specific goals: enhancing effectiveness, organisational learning, and informed decision-making, as well as assuring responsibility and transparency to institution stakeholders.

The result-based M&E framework in universities focuses on the strategic decisions made by management to improve the university's functioning and fulfil its vision and mission. The approach is integrated into the university framework, with an emphasis on strategic, tactical, and operational management duties. The university system's interaction with inputs including human resources, finances, staff involvement, and operational systems has an impact on the institution's results; therefore, its performance outcomes is determined by how well the inputs are managed (Askarkyzy et al., 2016)

1.2.2.3 The Logical Framework

Logical Framework Approach (LFA) is a monitoring and evaluation tool that support project planning, monitoring and management. The World Bank (2000) hailed the LFA for its robustness in clearly and succinctly communicating the essential elements of a complex project throughout the project cycle. The approach is used in the overall design of projects and its rational is basically to improve the monitoring implementation as well as strengthening the

periodic evaluation. The LFA helps in organising thinking for setting performance in dictators. It provides a framework for the allocation of responsibilities and a clear communication of information about the success of the project. The LFA is normally adopted as an ideal tool for measuring the performance of the institutions of higher learning in Namibia because it is basically an analytical process that provides a set of tools for supporting project planning and management. Furthermore, it champions for the setting of performance indicators as the onset of the project to benchmark performance.

1.3 Statement of the problem

Institutions of higher learning in Namibia currently do not have a standardised M&E approach that they follow to measure performance. This makes it difficult for NCHE to effectively monitor and measure performance. Following the prescription of UNESCO (2016) that institutions of higher learning should adopt appropriate M&E approaches that are compatible to their needs and level of development, the study engages an explanatory enquiry to identify the requisite M&E approach that could be adopted by institutions of higher learning in Namibia to standardise performance assessment.

An explanatory enquiry according to Alston and Bowles (2013) is mostly adopted when investigating a research problem where they are few or no earlier studies to refer to, or rely upon to predict an outcome. As postulated by UNESCO (2016), M&E in the education sector has evolved over the years and adopting a generic approach may not yield the intended results because of country specific disparities in educational levels and economic development. Although UNESCO prescribed this advice to institutions of higher learning across the globe, Namibia has not adopted approaches that a compatible to the socio economic needs and level of development (Hangula, 2018 and Mayanja, 2020). Following the national education vision 2030 that is being pursued by the government of Namibia, there is need to constantly measure the progress that is made in the education sector. It is through measuring the performance that key results areas could be identified and strengthened in line with the regional and global dictates of higher education.

The study therefore engages an explanatory enquiry to enrich knowledge that will capacitate institutions of higher learning in Namibia, and the National Council for Higher Education (NCHE) to identify, adopt and implement requisite M&E approaches that are suitable for

systematically monitoring and evaluating performance. This follows the literature from global and regional studies that have been reviewed, that concurred on three predominant M&E approaches that are popular with institutions of higher namely: the results based (Stanat, 2021; Wanjiru et al., 2020; Mikol, 2021; and Molokwu et al., 2021), the conceptual frameworks (Intrac, 2015 and Frankel and Gage (2016), and the logical framework (Ogunode, et al., 2020; Almarzooq et al., 2020 and Essel et al., 2020). This makes it imperative for Namibian institutions of higher learning to identify and adopt an M&E approach that is applicable to their environment. This is akin to Marion (2019) who found the adoption of relevant M&E approach gateway to improving both the continental and global ranking of institutions of higher learning is Namibia which is currently lowly rated both regionally and internationally (GRN, 2004).

1.4 Purpose of the Study

The purpose of the study is to assess the influence of monitoring and evaluation approaches on the performance of the institutions of higher learning in Namibia.

1.5 Objectives of the study

The study aims to achieve the following objectives:

i. To determine the influence of Conceptual frameworks on performance of higher learning institutions in Namibia;

ii. To establish the influence of results based frameworks on performance of higher learning institutions in Namibia;

iii. To examine how the logical frameworks influences the performance of higher learning institutions in Namibia.

iv. Assess how joint M&E approaches influence performance of higher learning institutions in Namibia.

1.6 Research Hypothesis

This study seeks to test the following Hypothesis

$H0_1$ There is no significant relationship between conceptual frameworks and performance of higher learning institutions in Namibia;

$H0_2$ There is no significant relationship between results -based frameworks and performance of higher learning institutions in Namibia;

$H0_3$ There is no significant relationship between Logical frameworks and performance of higher learning institutions in Namibia.

H04 There is no significant relationship between joint M&E approaches and performance of higher learning Institution in Namibia.

1.7 Significance of the study

The study is significant in many various ways. Firstly, it is anticipated that the study will be very useful to the National Council for Higher Education (NCHE) in Namibia in that its findings may give indications on the appropriate M&E approaches to adopt to monitor the performance of higher education. This may assist NCHE to come up with key performance indicators that are specific to the needs and aspirations of higher education institutions in Namibia.

Secondly, the results from this study are likely to be useful to the UNAM, Triumphant College and other higher educational learning institutions in improving their performance subsequently resulting in improvement of their ranks in Africa and the world and large. Also, this may assist these institutions to review their strategic plans to meet their performance indicators. Thirdly, the study is projected to add value to current literature on M&E approaches and their influence on performance of higher educational learning institutions. The study is anticipated to fill in the gap lacking in literature on M&E approaches in organisations/institutions which had been lagging. It may act as a guideline to further researchers that seek to continue research in this field and similar topic.

Fourthly, the study has a potential of helping higher educational institutions to understand the need to adopt an M&E approach that is specific to the socioeconomic needs and educational development of Namibia. Lastly recommendations drawn from this study could assist higher educational learning institutions management and key managing bodies like NCHE and NQA

in reviewing institutional performance based on the key performance indicators of higher education.

1.8 Scope of the study

The study was confined to the University of Namibia and Triumphant College which are based in Windhoek. This is where the main campuses for these institutions are located, and this is also where the majority of academic staff and senior administration staff for these university are located. The institutions that have been preferred for the study are well-known public and private higher learning education institutions in Namibia. The study of these institutions, helped to generate knowledge that reflected the views of both the private and public institutions of higher learning in Namibia. The targeted research population comprised of senior managerial staff, M&E unit, and heads of departments from UNAM and Triumphant College. These institutions were chosen because these were the only institutions of higher learning that implemented M&E approaches as per the World Bank requirements for improvement of academic programmes delivery compared with other institutions in Namibia.

1.9 Limitations of the study

Both Institution were very cooperative in helping the researcher and showed great keenness in knowing the outcome of the research when it is done. There were however, some respondents specifically management who were hesitant to divulge information during the data collection process due to fear of being victimised. In as much respondents were informed that the research project would be done for academic purposes only, the responses in the management area were more hesitant approach.

The time frame of the study was a bit too short since the research project has serious timelines hence the researcher did not manage to gather as much data as he intended too, although sufficient data was collected. Staff members of the two Institutions were also too busy due to the fact that the researcher collected data during the registration time which is the busiest period of higher learning institutions. The researcher had to follow up on most of the respondents for them to populate the questionnaire on time.

1.10 Delimitations of the study

The researcher assumed that UNAM and Triumphant College staff members were aware what M&E is and believed that they could relate to their day to day activities. The researcher also chose two institutions of higher learning that is one public and one private institution on the basis that the two institutions are the major private and public institutions in the country. The study confined data collection from Academic Registrars, M&E unit staff members and academic staff (Heads of departments and Lectures) of these institutions (UNAM and Triumphant College). These institutions were chosen because they are the most dominant institutions in Namibia, and the ones that have implemented M&E approaches in Namibia. Another rationale is that, in comparison to other public and private institutions, these selected institutions have a higher student population.

COVID-19 pandemic has also greatly affected most of the higher learning institutions, hence some of the institutions closed down and some have reduced the capacity sizes to insignificant staff and student numbers. Due to this reason the researcher focused on UNAM and Triumphant College which are still significant in capacity.

1.11 Theoretical framework

This study is anchored on the Theory of Change (ToC). The theory was originated by Carol Weiss in the United States of America in 1990. The theory provides a blueprint that details the building blocks needed to achieve the intended longer-term objectives of a particular intervention. It outlines the connection between activities and outcomes. The assumptions of the Theory of Change are that interventions are designed to achieve a specific change that positively affect the target beneficiaries. The theory looked at how a given intervention, or set of interventions, are expected to lead to a specific development change, drawing on a causal analysis based on available evidence. The findings are that the ToC provides an "outcome map" that depicts the logical relationship and a chronological flow between the long-term outcomes along the path to the desired impact. The ToC is related to the study because it put more emphasis on the generative causation as opposed to experimental logic. This links the outputs delivered by an organization to achieve its desired outcomes. The study finds ToC as the heart of M&E because it details the causal pathway into how interventions are transformed towards achieving the desired change.

1.12 Conceptual Framework

The study is underpinned by two variables namely the M&E approaches (independent variable) and the performance (dependents variable) of institutions of higher learning in Namibia. The conceptual framework that is presented in figure 1 depicts the envisaged interaction between these variables.

Independent Variable **Dependents Variable**

M&E Framework APPROACHES

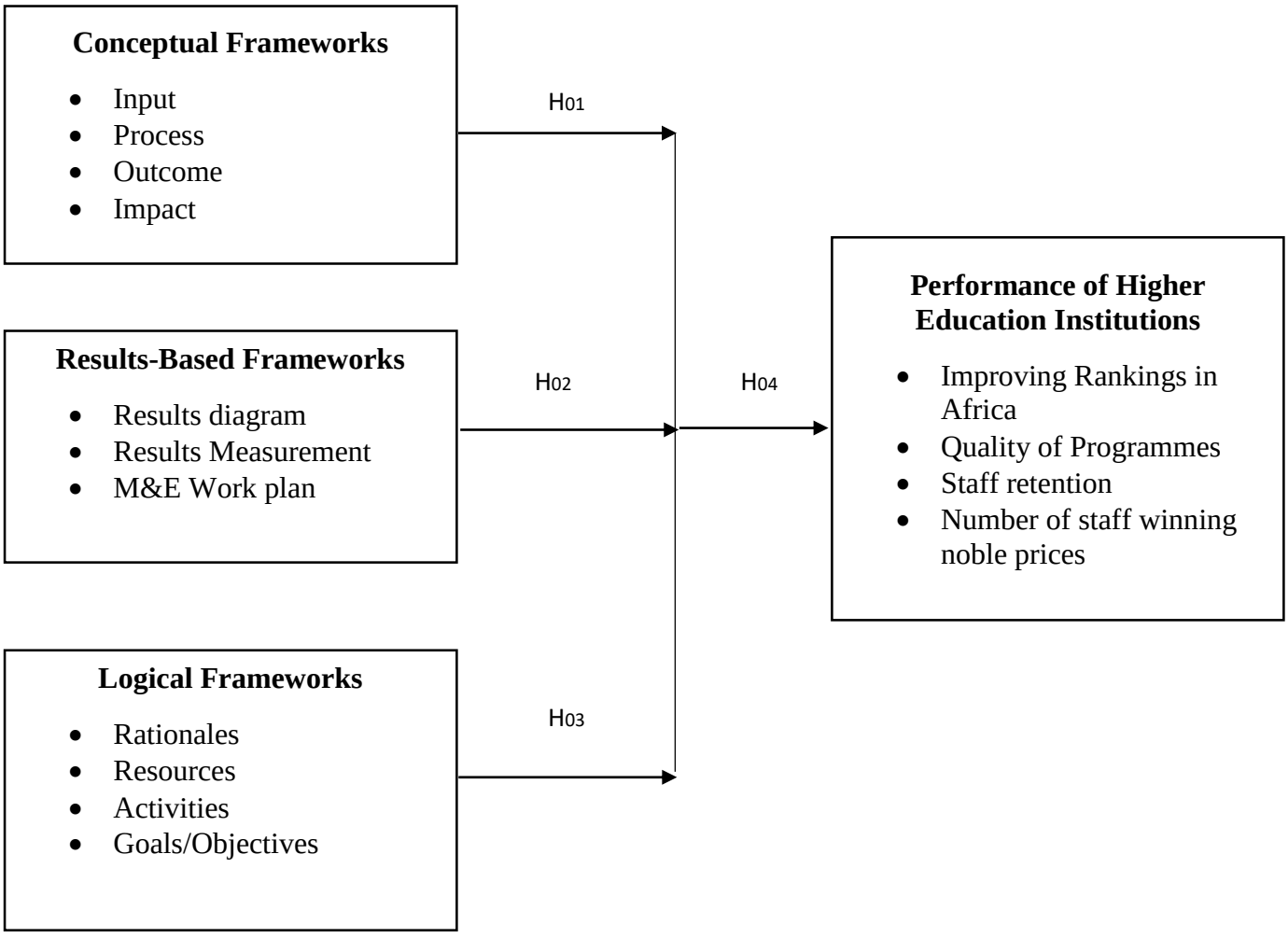


Figure 1. The Conceptual framework.
Source: Own conception (2022)

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature to locate the study into context. The literature that is reviewed will enrich knowledge on M&E approaches and show the conditions under which each of the approaches is adopted and used. This is done to establish a theoretical basis upon which institutions of higher learning in Namibia can benchmark their choice of an M&E approach that is compatible to their socio-economic needs and level of development.

2.2 Empirical Literature Review

This section reviews empirical literature on Monitoring and Evaluation (M&E) approaches and provides ample debate on how M&E approaches influences performance in higher education institutions. The M&E approaches that are reviewed include the conceptual frameworks, the logical framework and the results based frameworks. These approaches are in sync with the research objectives.

2.3 Conceptual Frameworks and Performance of Higher Learning Institutions

Conceptual frameworks are part of Monitoring and Evaluation (M&E) approaches that use diagrams for identifying and illustrating the relationships between the organizational, individual and other factors that may have an influence on the successful attainment of organisational goals and objectives (Wanjiru 2020 and Amolo et al., 2021). The frameworks are useful in explaining programme results because they use a generic fashion to elucidate the cause-and-effect relationship.

Accordingly, Vogel (2012), Markiewicz and Patrick (2015), as well as Hamdy (2019) identified the M&E plan, logical frameworks (Log Frame), the theory of change (ToC), and the systems data as the overarching conceptual frameworks in M&E. The World Bank (2012) defined a monitoring and evaluation plan as a blueprint that is followed in the tracking and assessing the outcomes of a program and project intervention. The plan gives an outline for formulating the main evaluation questions and for identifying the monitoring approach that will help in the designing evaluation and data collection activities.

A systematic review approach (SRA) was applied by Tache (2011) on M&E publications of leading development organisations such as the World Bank, UNDP, UNICEF and CIDA, using a Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA), with the aims of determining the role of the M&E plans in development projects. The review used a secondary research design in the form of a desk top review. A total of 30 published articles were analysed. The rationale of the review was to identify relevant material and facts to broaden understanding on the role of M&E plans in improving the effectiveness of development projects (Tache (2011). The review was confined to studies that were published between January 2000 and June 2010. The choice of the data bank for relevant referencing was influenced by Moher et al (2015), Bramer et al (2018) as well as Tikito and Souissi (2019) who identified PubMed, Google Scholar, Embase and Cochrane as the leading and credible electronic data base domains for public referencing.

The findings concluded that M&E plans presented a roadmap for identifying key indicators, requisite data, where and how it should be collected. The findings agreed with McCoy et al., (2015) who also applied a systemic review approach on HIV and AIDS publications with a view of building a monitoring and evaluation plan and reporting system for HIV/AIDS Programs in the United States of America. They concluded that M&E plans were a critical tool for giving direction on how data will be collected, analysed and disseminated to aid programme impregnation and management.

A similar study was conducted by Onyango et al., (2019) who applied a comparative analysis to examine the efficacy of M&E frameworks on the implementation of developmental projects in Embu and Machakos County, Kenya. Their study adopted a mixed research design. The targeted population encompassed 132 government officials from Embu and Machakos County, Kenya. A stratified random sampling techniques was adopted to sample 79 respondents who were all country government officials. A structured self-administered questionnaire was used for data collection. Descriptive and inferential statistics were used for data analysis. The research findings stated that M&E planning is critical in project management because it enables the identification of robust strategies for defining realistic project objectives. The findings concluded that M&E planning had a positive effect on the project performance in the two County Governments. This is because M&E plans provide guidelines for M&E implementation by specifying what should be monitored and evaluated, what information is needed, and for what purpose the evaluation should be done for. Similar sentiments were echoed by Marion

and Tambo (2019) who opined that all the documentation that is created during the initial program planning phase, such as log frames, theory of change, and all other monitoring indicators from stakeholders should be included in the M&E plan.

On the aspect of Theory of Change (ToC), Markiewicz and Patrick (2015) found it a robust M&E tool because it uses both the logical and critical thinking process in terms of planning, designing, implementing and evaluating programmes for context alteration. Paina et al., (2017) used Theory of Change (ToC) to document the Future Health Systems (FHS) in developing countries. Their study sought to establish the role of ToC in facilitating the implementing of iterative intervention designs that promoted stakeholder engagement in health systems research. The study adopted a multiple case study design. The studied population comprised five countries who participated in the FHS consortium namely, Bangladesh, India, China, Afghanistan and Uganda. A purposive sampling strategy was used to sample countries that had developed and reviewed their ToC between 2011 and 2013. This resulted in three countries (India, Bangladesh, and Uganda) being sampled. Data was collected using a desk review method where emails, Skype, and face to face meetings were held with FHS country representative teams from sampled countries. The focus was an establishing the impact of ToC as an M&E tool for fostering communication, strategic planning, learning and accountability of FHS consortium.

The findings affirmed the use of ToC an effective M&E framework that gave greater feedback among FHS stakeholders. ToC was hailed for strengthening collaboration amongst team respective members and key FHS stakeholders. Furthermore, ToC was found to be associated with greater accountability. The findings that were reported by Paina et al., (2017) concurred with Vogel (2012) who recognised ToC as an ideal M&E tool which uses thoughtful reflection in a participatory manner throughout the project cycle resulting in a rigorous logical structure that effectively meet the quality test of stakeholders. This is in synch with Stern (2012), who used a comparative analysis approach to evaluate the relevancy of the ToC in M&E and found it relevant because of its heavy reliance on logical sequence mapping and process of critical thinking. Stern (2012) found this prudent in that it positively rallied all the concerned stakeholders towards positively contributing to program success based on shared values analysis anchored on philosophical change. Similar sentiments are embedded in studies conducted by Auriacombe (2011) who conducted a systemic evaluation of literature on the role of ToC and Programme Logic Models in Policy Evaluation of the new South African National

Performance Management System (NPMS) and found the ToC ideal for assessing the impact, improving M&E, examining assumptions and learning process.

On the basis of the empirical findings which contrasted the ToC and the Log Frame as tools for M&E, the dominant view is that the ToC is an ideal tool because it is more flexible compared to the Log Frame which has been found to be more rigid and only best suited for donor agencies (Hamdy, 2019; Vogel, 2012; and Margoluis et al., 2005), as opposed to implementing agents (Auriacombe, 2011; Vogel, 2012; and Stern, 2012). This view agrees with Valter (2014) who documented a wide consensus amongst various stakeholders; governments, funding agencies, development practitioners, as well as academicians that the ToC was very flexible for use as an M&E tool. This finding heralds its relevancy for use as a performance measurement tool by institutions of higher learning in Namibia.

Systems data is another M&E framework which primarily anchors data collection, analysis and dissemination of M&E results. UNAIDS (2008) and World Bank (2009) conceptualized systems data as denoting an organized collection of interrelated data with the objective of providing timeous information that is fundamental to the management of programme, policies and objectives.

The systems data approach was used by Nalianya and Luketero (2017) who studied the M&E systems of NGOs who were involved in the implementation MHPs in Bungoma South-Sub County in Kenya. The rational of the review was to establish how such systems impacted on project performance. The studied population comprised of 101 elements who included project officers, M&E officers, interns and volunteers who were involved in M&E activities in four NGOs implementing MHPs in Bungoma South Sub-County. A census was conducted on the research population because it was finite. A structured questionnaire, and desk review technique were used to gather data. The study used descriptive and inferential statistics for quantitative data analysis, whilst qualitative data was analysed using thematic content analysis.

The findings showed that M&E systems had a positive influence on the performance of MHPs. The systems data aspects in M&E such as information systems, M&E plans, the capacity of staff in M&E, and the participation of stakeholders were found to significantly impact on the performance of MHPs. They concluded that setting up a systems database for M&E was much more than just setting up a database spreadsheet. It involves putting together the M&E staff, data collection tools, as well as capacity building plans. Similar sentiments were echoed by

Marriott and Goyder (2009) who analysed systems data of institutions of higher learning in developed countries from sub Saharan Africa and concluded that a requite systems data for institutions of higher learning should be designed to meet the specific needs of programs or projects being implemented.

Similarly, Kilima et al., (2013) analysed Web-based Systems for M&E of Agricultural Projects of Sokoine University of Agriculture SUA in Kenya. The study adopted a mixed research design. The research population comprised of 17 projects which were under the EPINAV programme. A census was conducted on the M&E documentation of the 17 programmes. Interviews were conducted on EPINAV management, researcher's staff from the 17 programmes. The findings concluded that use of web-based system was an effective M&E tool that captured data with great ease. The findings also showed that web based M&E system provided an efficient, elegant, ethical capturing and M&E data from all the EPINAV programme of Sokoine University of Agriculture. The study concluded that M&E plans, indicators, institutional structures, reporting lines and accountability relationships constitute the critical requisites of a robust systems data. Similarly, Richards (1988) conducted a literature search for publications on higher education monitoring with the objective of setting up a generic M&E systems data for higher education, and concluded that a robust M&E systems data for higher education should define standards, strategies, plans, indicators and reporting lines and accountability relationships. This enables institutions to discharge their M&E functions effectively.

2.4 Logical frameworks (log frames) and Performance of Higher Learning Institutions

Logical frameworks are amongst the approaches that could be adopted to measure performance in higher education. This is evident in the study that was Beluhu (2020) which evaluated the effects of M&E framework in educational developmental projects in the regional state of Somalia's Jig-Jiga province. The study adopted a case study research design and the studied population comprised of Jiga –Jiga province residents who were beneficiaries of the educational projects that were donor funded. A purposive sampling strategy was adopted to sample 47 respondents who consisted of M&E officers and process owners, case coordinators, senior officers from Jiga-Jiga province and Finance and logistics process owners. A seven point Likert scale was used to gather data quantitative data from the sampled respondents. Qualitative data to triangulate quantitative data was also collected using focus group discussions, key

informant interviews and with M&E officers, planning officers, senior bureau officers, case coordinators and M&E process owner from Somali's Jiga- Jiga province. The quantitative data was analysed using descriptive statistics and was presented in tabular form, whilst the qualitative data analysed using thematic content analysis and were presented thematically.

The findings showed that although logical frameworks were robust tools for effectively evaluating the performance of higher education, communities were never involved in the formulation of M&E indicators and also in actual M&E exercise. This raised serious concerns regarding the transparency, integrity, accountability. The findings were contrary to Kusek and Rist (2004) who prescribed an all stakeholder approach in project monitoring and evaluation. An all stakeholder approach to project monitoring and evaluation was also emphasised by Oluoch et al., (2020) who found it robust in ensuring the project intervention effectiveness public health care. This view agrees with UNESCO (2016) who encouraged stakeholder involvement in M&E programmes because it greatly enhanced stakeholder participation.

A similar study was conducted by Mwaguni et al., (2021) who assessed the moderating effect of performance contracting on the use of monitoring and evaluation tools in Kenya's coastal public universities. Their study adopted a mixed research design in the form of descriptive correlational and survey. The studied population comprised of 1110 non-academic and academic staff from Pwani and Mombasa technical Universities in Kenya, and a sample size of 285 respondents who were drawn using fisher's 2003 formula was studied. An open ended and interview guide were used as data collections instruments. A blended approach to data analysis in the form of inferential statistics and descriptive analyses was employed. The findings identified a positive link between M&E tools such as budgeting, balanced score card, log frames and stakeholder involvement. Amongst these M&E tools, the logical framework recorded a limited utilisation and performance of research projects in Kenyan Universities.

The study uncovered important insights for benchmarking future researches on the application of M&E tools for quality measurement in institutions of higher learning in Kenya. The findings were inconsistent with UNESCO (2016), Muchelule et al., 2019, and Merrigan, 2020) which documented the use of M&E tools such as log frames as recent concept that does not have a long tradition in higher education. In the interests of Mwaguni et al., (2021) and the observations of UNESCO (2016), the study is furthering knowledge on the use of log frames as an M&E approach for measuring institutions in Namibia. The thrust of this approach comes up with indicators for measuring quality in institutions of higher learning in Namibia.

A study that was conducted by Musa (2019) analysed the use of logframes in measuring quality assurance key indicators in research Ugandan Islamic universities. Key performance indicators (KPIs) according to Lee et al., (2013) are measurable indicators which are used to assess the effectiveness of a university to achieve its goals. The study adopted a cross sectional survey design and the research population was comprised of 464 employee from two Islamic Universities in Uganda. A stratified random sampling techniques was used to draw 200 respondents who included 130 academics and 70 non-academic staff. A five point Likert scale was used for data collection. Gathered data was analysed using descriptive and inferential statistics. The research findings evidenced a symbiotic relationship between the key quality assurance indicators and the research performance of Islamic Universities in Uganda.

In concluding remarks, Musa (2019) alluded that universities should not be preoccupied in having log frames that define key performance indicators in place. Universities should have implementation policies and procedures in place in order for them to attain desirable quality assurance results. This view agrees with Wanjiru et al., (2020) who averred that M&E and KPIs share similar objective borders in that they are all aimed at improving project or programme implementation outcomes. This is because M&E and (KPIs) are tools that use facts to communicate the achievement of deviation from actual targets (Wanjiru et al., 2019), provide facts for driving project and programme improvement (Mutekhele et al.,2019), indicate priority areas for improvement (Oluoch et al., 2020), and provide benchmarks for continued quality checks (Figurek et al., 2019).

What is imminent from Musa (2019)'s findings is that log frames defining the key performance indicators should be specific to aspects of the university function. This is in tandem with UNESCO (2016) who encouraged the use KPIs in M&E log frames in higher education because the development of KPIs is informed by the vision, mission and objectives and strategic plans of universities. This is an important assertion which implies that both the M&E and the KPIs log frames for universities should be directed towards achieving a bigger vision of universities which could be either teaching or research.

A similar study was also conducted by Mwangi and Moronge (2020) who investigated the role of logical framework on monitoring and evaluation of public private partnerships projects in Nairobi County in Kenya. The study adopted a descriptive research design and its population was comprised of Public Private Partnerships Infrastructure Projects (PPPs) in Kenya. The study conducted a census on 76 projects, and thus, including all the PPPs projects as at 2019.

Both primary and secondary data was collected, with secondary data being collected from M&E reports of PPPs, whilst primary data was gathered using a semi structured questionnaire. Collected data was analysed using descriptive and inferential statistics through the manipulation of the Statistical Package for Social Sciences (SPSS v 26), and the findings were presented using statistical tables.

The findings affirmed the effectiveness of the use log frames in strategically planning for projects and programme management because they are represented exogenous and endogenous activities. Despite the merits, Mwangi and Moronge (2020) identified demerits in the use of logframes in project design and evaluation. The major pitfalls were that logframes were too rigid and inflexible to be integrated with other tools for project management. The findings are consistent with Myrick (2013), Yamaswari et al., (2016) and Uwizeyimana (2020) who concurred that despite logframes being a handy tool in project monitoring and evaluation, their use is too cumbersome because it requires thorough planning. Furthermore, they pointed out that using logframes in project M&E does not promote the learning process that strengthens project implementation because logframes are by their nature rigid. Mwangi and Moronge (2020) opined that the rigidity nature of log frames is what prompted development agencies such as CIDA and USA to drop them.

A study that evaluated the theoretical constructs hinging the function of M&E was conducted by Kanyamuna and Phiri (2019). The study aimed at clarifying the theoretical perspective and basis underpinning the concept and practice upon which M&E practice is built. A desk review design where it reviewed a wide range of literature from published books on M&E, peer reviewed journals, academic work and articles was adopted. The study also reviewed web pages from internationally acknowledged institutions and organisations for triangulation.

Their analysis concluded that M&E as a concept and practice was grounded on sound theoretical perspectives comprising of the theory of change (ToC), the logical framework (Log frame), and the results based management (RBM). They also pointed out that despite M&E being anchored on well-established theoretical grounding, its practice in developing countries is still marred with controversy as a result of lack of stakeholder involvement in the development of M&E indicators and also in the identification and adoption appropriate M&E tools. This has been the case with the pitfall of log frames as strategic project planning and management tools (Markiewicz, and Patrick, 2015; Botha et al., 2015; and Muchelule et al., 2017).

Given the identified pitfalls, the prescription of UNESCO (2016) who proffered that M&E in education has over the years tremendously evolved resulting in so many stakeholders developing and interested. As such, there is need for wider stakeholder involvement in all the M&E processes to birth ownership and relevancy. This is crucial for establishing long-term strategic commitment of stakeholders in spurring the performance of institutions of higher education in Namibia.

2.5 Results Based Frameworks and Performance of Higher Learning Institutions

Results based frameworks is a participatory and team –based management approach that could be adopted by higher institutions in Namibia to evaluate performance. The approach has been described by Kusek and Rist (2004) and Gebremedhin et al., (2010) as team based M&E framework that use a systematic approach in tracking results and performance. It advocates for a paradigm from the inputs and activities to outputs, outcomes, impacts for sustainable benefits (Gebremedhin et al., 2010).

A study was conducted by Ooko et al., (2018) on the influence of M&E and human capacity on the provision of health care services in Public Health Institutions in Migori County, Kenya. Their study was premised on the notion that "feedback" is a key construct of M&E which in most instances remains trivialised. Given that the results based M&E system is essentially a feedback system, they sought to determine the magnitude to which M&E for human capacity influenced the health care services delivery by public health institutions. The study adopted a descriptive survey research design and their study population comprised of 997 elements consisting of 200 patients, 80 M&E officers, 37 community health volunteers, 500 nurses and 21 social workers from 1 referral and 8 sub country hospitals. They employed a simple random sampling to draw 285 respondents. Data was collected using a 5 point Likert scale coupled with interview for triangulation. Collected data was analysed using descriptive statistics and frequency distribution tables were used for data presentation.

The findings indicated that building capacity on M&E moderately increased access on health care provision. The findings also showed that technical support and core training moderately increased M&E knowledge and health care provision capacity and management. The study made landmark findings that shows the impact of participatory and team based approach in focussing organisational resources and efforts towards achieving desirable outcomes. The

findings agrees with Gebremedhin (2010) who alluded results based M&E for being a coherent framework that provides strategic planning and management through improving learning and accountability. Similar sentiments were echoed by Chen et al., (2019) who found results based frameworks a prerequisite approach for the public sector institutions because it empowered them to make evidence-based policy decisions as a basis for informed planning, implementations and resource allocation. The views expressed herein posit results based M&E a pivotal instrument for enhancing the effectiveness through organisational learning, and thus leading to informed decision-making as well as assuring responsibility and transparency to institution stakeholders. Thus the application of result-based M&E by Namibian universities should be focused on the strategic managerial decisions to improve their functioning to fulfil their visions and missions.

Another study was conducted by Wanjiru et al., (2020) who examined the effect of M&E practices on the performance of youth conservation livelihood projects in Nairobi County in Kenya. Their study was persuaded by Chen et al., (2019) who postulated that M&E was an indispensable programme management tool that enabled for managerial accountability through evidenced based policy making and decision making. UNESCO (2016) found these constructs critical attributes of results based monitoring and evaluation. The study adopted both the descriptive and explanatory research designs. Their research population encompassed 700 urban youth who were involved in solid waste management from seventeen sub-countries in Nairobi County. The study utilised a sample size of 248 youths which was drawn using a proportionate Yamane method (x/700*248). Data was collected using a mixed ended questionnaire which was administered to sampled respondents, and interview guide which was used in focus group discussions for in-depth interviews. Qualitative data was analysed using thematic content analysis whilst quantitative data was analysed using descriptive statistics.

The research findings showed a positive increase in project performance as a result of the intensification of M&E practices. This implied that an increase in M&E knowledge levels of youth improved performance in projects implementation. This is a milestone finding which shows the power of results based management in influencing the success of projects and programme interventions. The findings agrees with Farrell (2009) who found results based M&E and pivotal tool to project success because it put more emphasis on accountability to stakeholders regarding the allocation and use of resources as well as the achievement of results. Given the findings of Wanjiru et al., (2020) and the assertions of Farrell (2009) and Nyonje et

al., (2015), results-based framework is a potentially effective instruments that can be applied to measure the performance of higher learning institutions in Namibia. This is because an approach to M&E, it ushers programme effectiveness and managerial accountability by putting emphasis on stakeholder involvement in identifying and defining expected results, tracking progress towards results attainment, and integrating lessons learned, and thus paving way for evidence based decision making.

Similarly, Sindayigaya et al., (2020) assessed the effect of monitoring and evaluation in proving the academic performance of Teacher Self Learning Academy Project (TSLA) in Bugesera District in Rwanda. The study was motivated by the observation that the rapid expansion in the Rwandese educations system incepted a plethora of challenges and chief among them being ensuring quality education. The study was therefore conducted to assess the effect M&E on academic performance in Bugesera District in Rwanda. The study adopted a descriptive research design. The research population comprised of five schools from which 956 elements who consisted of head teachers, teachers, students, sector educational officers and Plan international staff was targeted. A stratified random sampling technique was used to sample 282 respondents. A self-administered closed ended questionnaire and an interview guide were used as instruments for data collection. The interview guide was used for key informant interviews. Quantitative was analysed using inferential statistics whilst qualitative data was analysed using thematic content analysis.

The research findings showed that use of monitoring and evaluation tools such as the results based M&E had a positive influence on the academic performance and also on the implementation of the TSLA project. This was mainly because results based M&E as its name suggest is primarily focused on how projects or programme intervention can achieve project results that are in line with stakeholders expectations. The findings agrees with Muchelule et al., (2017) who posited that the strength of results based M&E in project management is that it values equity, evidence and learning as results oriented management practices. The significance of Sindayigaya et al., (2020)'s findings to the current study is that they have shown the impact of monitoring and evaluations in improving the academic performance. This has laid the foundation for benchmarking results based M&E approach as a tool for measuring performance in higher education in Namibia.

A related study was conducted by Jedaman et al., (2020). They analyzed the effect of results based management on the implementation of educational management 4.0 as a strategy for

uplifting sustainable education in the 21st Century in Thailand. The study adopted a mixed research design. The research population comprised on 750 elements who were school directors in Thailand. A sample size of 225 participants was drawn using purposive sampling. Data collected using a structured questionnaire and an interview guide that was used for key informant interviews. Quantitative data was analyzed using descriptive statistical analysis.

Their findings showed that results based management was a critical tool sustaining education 4.0 as a strategy for uplifting sustainable education in the 21century. The research finding also pointed out that the adoption of results based management enabled management to strike a balance between the needs of available resources. This was because it enabled for the collective identification of goals to be achieved, the determination of the required resources, the formulation of strategies for achieving them, and the identification of the means for achieving the stated goals. The findings are inconsistent with Gebremedhin (2010) who found RBME a critical management tool that provides a comprehensible framework for improving organisational learning through strategic planning to improve project management and accountability.

In Turkey, a study was conducted by Safaryan (2020) who evaluated methodological issues in educational monitoring and evaluation. The study adopted a descriptive research design and utilised a research population of 50. A census was conducted on the research population. Data was collected using a structured questionnaire and an interview guide that was used during focus group discussions. Qualitative data collected was analysed using content analysis whilst structured data was analysed using descriptive statistics. The findings showed that M&E approaches which included the results based M&E was gaining momentum as performance measurement tools in education in Turkey.

The findings of the study evidenced that mainstreaming M&E in education enables educational institutions to examine accountability and track programme implementation, and also indicate whether universities and colleges are meeting their objectives. The findings that have been presented affirmed the observations of UNESCO (2016) that the educational sector is undergoing reforms that have seen stakeholders demanding accountability of educational institutions. Due to the globalisation of education which is a brainchild of the 21st century, it has become imperative for higher education in Namibia to adopt monitoring and evaluation approaches such as the results based M&E for measuring performance so that they remain relevant in the global arena.

2.6 M&E frameworks and performance Higher Learning Institutions

The predominant view of many organisations is generally to perceive M&E as a donor requirement, whereas in reality, M&E is actually a handy management tool that is ideal for reviewing progress as well as for detecting and rectifying correcting snags in planning or implementation of projects (Koffi-Tessio, 2012; Antoniadis et al., 2016 and Kerzner, 2018). This view agrees with Marion (2019) who averred M&E as a routine management function that is undertaken to evaluate the progress that is made towards the achievement of anticipated results. In recent years, Niyivuga et al., (2019) observed that interest in M&E as a tool for enhancing quality in higher education has been surging globally and this has seen many a plethora of studies being conducted.

Scholars such as Sindayigaya et al., (2020) investigated the impact of M&E on institutional performance in Bugesera District from Rwanda. They adopted a descriptive research design. Their research population comprised of school teachers, school heads, students, senior education officers and Plan international officers, from schools in Bugesera District, who all in all totalled 956. Their sample size amounted to 282 respondents who were sampled using a stratified random sampling strategy. They collected data using a closed ended questionnaire which was self-administered. Key informant interviews were also conducted. They analysed quantitative data using SPSS version 16.0, whilst the qualitative data was analysed using thematic content analysis. Their findings indicated a positive correlation between M&E and school performance. Despite such a positive impact, their findings also showed that the implementation of M&E in schools was marred with many challenges which included among others, lack of requisite M&E knowledge and skills, lack of adequate commitment to M&E, lack of a budget to support the M&E initiative, and lack of clearly defined indicators to be monitored. The finding also identified lack of M&E infrastructure as amongst the hindrance factors inhibiting the effectiveness of M&E.

The findings are in synch with Basheka and Byamugisha (2015) who averred that the M&E efforts of educational institutions from sub Saharan Countries are marred by lack of well-established systems, unavailability of reliable and quality data, weak coordination amongst key stakeholders, and lack of requisite infrastructure. This has also been noted by UNESCO (2016) who opined that the development of effective M&E systems in higher education in

Africa is affected by lack of proper planning, inadequate resources and lack of internal capacities.

To achieve its objective of quality in higher education, the National Universities Commission (NUC), the National Commission for College of Education (NCCE) and the National Board of Technical Education (NBTE) were established by the government of Nigeria to champion the monitoring and evaluation of all the education programmes and institutions of higher learning (Ogunode, et al., 2020). These institutions adopt a participatory monitoring and evaluation (PME) approach which according to Mayanja (2020) is effective in tracking progress made towards meeting the set objectives goals and targets aimed at maintaining high quality standards in all the functions of higher learning. The World Bank (2013) and Onyango (2018) found the PME a superior M&E approach for higher education in that it promotes the involvement of stakeholders in all the M&E levels.

South Africa is also amongst the African countries that seriously pursues M&E in higher education. This was mainly influenced by the need to balance educational injustices that promoted apartheid driven unequal access to higher education (Lange and Luescher, 2004). Following the South African independence, in 1994, a Council on Higher Education (CHE) was established in 1997 as a statutory body with a prerogative of giving policy advice and quality assurance. Its main mandate was to execute M&E in higher education and provide evidenced based advice in terms of Higher Education Act of 1997 and the 1997 White paper number 3, on education (Nel, 2013). In executing its mandate, CHE favoured the theory of change (ToC) as an M&E approach because they found it a prudent tool for impact assessment and also for examining assumptions and learning process.

Literature is also awash with documented evidence of commendable strides taken by Ghanaian institutions of higher education towards monitoring and evaluating quality assurance (Almarzooq et al., 2020; Barsom et al., 2020; Bozkurt and Sharma, 2020). It has been noted by Ntim (2016) that Ghanaian institutions of higher learning embraced M&E as a quality assurance strategy for ensuring pedagogical quality and also for controlling assessment equity to meet international benchmarking. This move was triggered by the expansion on Ghanaian education which saw enrolment rates in higher education ballooning by 162% between 1983 and 1996 (Essel et al., 2020).

The quality assurance efforts on Ghanaian University are encored on the National Council for Tertiary Education (NCTE) which was established through an Act of parliament (Act 454) of 1993, and the National Accreditation Board (NAB) which was also established in 1993 (Seniwoliba, 2014). In ensuring quality checks and consistencies, Ghanaian institutions of higher learning adopts a results based approach. The rational towards M&E is to ensure that tertiary institutions collectively move towards the resign direction in striving to meet and purposefully conform to the laid down quality standards as defined by NCTE (Almarzooq et al., 2020 and Essel et al., 2020).

In Uganda, Ssentamu (2017) they case studied the Uganda National Council for Higher Education to establish the good practices, drawbacks and strategies for improving external peer monitoring and evaluation in institutions of higher learning. The study adopted a qualitative research design. The research population was comprised of higher education practitioners who consisted of professors, lecturers, and senior administrations from 50 universities that are recognised by the Ugandan National Council for Higher Education (NCHE). The study adopted a snowballing sampling technique to sample 21 participants. Data was collected using a self-administered open-ended questionnaire that was emailed to sampled respondents. Collected data was analysed using thematic content analysis.

The finding identified both the good practices and drawbacks of M&E practices of Higher Education Institutions (HEIs) by NCHE. The good practices were that the M&E role of NCHE was statutorily recognised. The drawbacks included lack of clearly defined legal guidelines, M&E budgetary constraints, lack of adequate M&E capacity, and failure HEIs to comply with M&E activities. The findings were inconsistent with Antonowicz and Lesne (2010) as well as Elacqua and Alves (2015) who reported that M&E efforts in higher education institutions in Africa are impeded by fragmented coordination amongst key stakeholders, lack of adequate finance and human resources, unavailability of quality and reliable data, lack of infrastructure to support systems function.

Australia is also another EU country that has been making commendable strides towards the monitoring and evaluation of higher education. This gesture directs a global phenomenon on M&E for quality assurance in higher education (Wilkins and de Vries, 2014). The impetus towards M&E in Australian higher education was driven by shifts in government policy which initiated changes in the higher education system, expanded and diversified students bodies,

emphasised on higher education quality, and also made a call for revamping quality assurance initiatives in higher education (Mikol, 2021). These policy changes motivated the exploitation of requisite M&E approaches for evaluating quality in Australian higher education resulting in the establishment of Australian Universities Quality Agency (AUQA) in 2000 (Woodhouse and Stokes, 2010). This initiatives saw Australian universities adopting M&E approaches such as results based framework in response to the national call and positively improved student equity and social inclusion (Mikol, 2021). Results based was favoured because it offered a systematic and rigorous pathway for answering overarching M&E questions and also for directing how the formulated initiatives and strategies would be operationalised (Schwartz and Pais, 2019).

German is a good example of EU countries who have successfully launched and implemented the M&E framework for benchmarking the performance of higher educational quality and standards (Ambuhl et al., 2008). The rationale behind mainstreaming M&E in higher education was to spearhead the provision of equitable and quality education across all the population levels. In implementing their M&E framework, higher education institutions in Germany adopted a results based approach because they found it robust in facilitating corporation between institutions of higher learning and their partners (DAAD, 2018). The other reason was that the results based framework clearly defines the intended results and also specifies the pathways for achieving those (Wanjiru et al., 2020). The nobleness of adopting the results based framework was acknowledged by Ambuhl et al., (2008) and DAAD (2018) who found it a compressive strategy that enables timeous detestation of deviations from the intended project direction, leading to the identification of appropriate corrective measures. Stanat (2021) alluded that implementation of an M&E framework enhanced the effectiveness of education systems because it encouraged ongoing monitoring of educational outcomes while also encouraging regular reporting, resulting in increased funding for educational research.

Evaluating the performance of higher education has also been a major concern for British institutions of higher learning as evidenced by the establishment of Quality Assurance Agency (QAA) for Higher Education in 1997 with a sole responsibility of overseeing quality assurance issues in all the UK universities and colleges (QAA, 2005). Universities and college were given a sole responsibility for initiating and implementing assurance standards and quality whilst QAA does the externs checking. Just like the German institutions of higher education, the

British universities and colleges adopted the logical framework (Log Frame) approach. According to the University of Aberdeen (2022), a logical framework approach was adopted because it comprised of matrix columns and rows which enabled higher education to formulate M&E objectives for quality assessment.

France has also been actively involved in the evaluation of her higher education performance with a view of establishing how universities and colleges were achieving their mission. The establishment of the High Council for the Evaluation of Research and Higher Education (HCERES) in 2013 affirmed the commitment of France in evaluating the performance of higher education and also for setting the evaluation guidelines and procedures (Teixeira, 2022). Prior to the establishment of HCERES, France has been an avid member of the European Association for Quality Assurance in Higher Education (ENQA), which is a quality assurance argon of the European Higher Education Area (EHEA), since from 2010 (Hirano, 2012). HCERES is non-prescriptive and its mandate is to guide the evaluation initiative of universities, colleges and research institutes. The results based framework is the predominantly used M&E approach (Education and training monitor, 2019). The thrust of the M&E in tertiary education is basically to get a national appreciation of how universities, research units and colleges are progressing towards achieving their broad and specific missions as prescribed in the 1999 Bologna declaration.

A similar study was conducted in Indonesia by Qurtubi (2017). They studied the impacts of M&E approaches on teaching productivity in institutions of higher learning. The main focus of the study was to establish how the adopted M&E approaches impacted on lecture room interactions and the impact of government policy on lecturing productivity. The study adopted a quantitative research design, and the research population comprised of lecturers and senior administrators from five universities that were randomly selected from Bogor Tangerang, Jakarta, and Bekasi. The sample size comprised of 200 respondents who were selected using a random sampling technique. A survey data collection method, where 200 questionnaires were emailed to sampled respondents for data collection. The study used a Structural Equation Modelling (SEM) approach where the IBM SPSS AMOS 21 software package was used to estimate data. A structural equation modelling was used to analyse collected data.

The findings showed that M&E had an impact on the productivity of teaching staff. The activities essence and set targets in program planning were the major M&E indicators that were measured. The findings also showed that the interactive role of lecturers encouraged discussion and this improved classroom outcomes. On the aspect of government policy and the productivity of lecturers, the findings showed a positive impact on productivity. On the whole, the findings affirmed that routine management evaluation can positively aid institutions of higher learning in Indonesia to develop activity planning and this is instrumental enabling universities to focus towards a better direction. The findings agrees with Heyer et al., (2014) and Ballou and Springer (2015) who implored the use of routine management evaluation in spurring teacher productivity and students outcomes in higher learning. The dominant view expressed by these scholars was that for the M&E approaches for higher education should follow a wider path that includes a wider spectrum of stakeholders and this be based on the set standards.

The impact of participatory M&E approach in ensuring quality education programmes in higher learning institutions in Uganda was studied by Mayanja (2020). The study adopted an interpretivist design and reviewed the M&E policy of Ugandan National Public Sector and a wide range of publications that focussed on participatory M&E in the education sector. The systematically analysed publications on participatory M&E, higher education reports on program equality, M&E legislation and legal frameworks underpinning quality assurance in higher education sector in Uganda. The study was aimed at establishing how PME could influence programs quality in higher education. The study used a content analysis technique for data analysis.

The findings showed the PME approach had many merits for the Ugandan higher education sector. The major milestones were that PME enhanced ownership of the M&E initiative by both the internal and external stakeholders. This simplified and improved quality of decisions making leading to the achievement of wider organisational objectives.

2.7 Summary of Review of Literature

The empirical literate that has been reviewed and presented has expanded knowledge on the M&E approaches that constituted the research framework. The reviewed literature mainly focused on the empirical studies that boarded the M&E approaches. The major highlight of the empirical findings on conceptual frameworks as an approach to M&E were that the framework

formed the spine of data collection tools for M&E. The major findings from the reviewed literature on results based framework was that the approach provided a coherent framework for strategic planning and management by improving learning and accountability.

The empirical findings on logical frameworks as an approach to M&E showed that even though they are a widely used tool in project planning and monitoring and evaluation, they are best suited for planning rather than for monitoring and evaluation because they follow prescribed matrix structure with is too rigid to capture situational and project environmental changes. They are mainly used by project managers in project monitoring and evaluation to simply meet the demands of donors and investors. This implies that the logical frameworks are perfectly suited as tools for project or programme planning.

2.8 The Research Gap

The preliminary literature has identified gaps inherent in M&E approaches and their impact on the performance of institutions of higher learning. The pertinent gap identified in the preliminary literature is that there is lack of evidence to show that institutions of higher learning in Namibia have a specific M&E approach that they follow to measure their performance. This could be implying that the institutions of higher learning in Namibia are following a generic approach. This is contrary to a plethora of studies (UNESCO, 2016; Muchelule et al., 2019, and Merrigan, 2020) which concurred that not every M&E approach is compatible for measuring organisational performance because of the variations in the operational context and needs of organisations.

The study seeks to bridge this gap by illuminating knowledge on the M&E approach that could be adopted by institutions of higher learning in Namibia to effectively measure performance. This has also been noted by UNESCO (2016) who persuade Members States to develop and implement a country specific M&E systems which would not only systematically monitor and evaluate the key issues of the education sector, but should be tailored to meet their own specific needs of improving the quality, relevance and coverage of their education sectors. The study therefore addressed the knowledge gap on monitoring and evaluation approaches and performance of higher learning institutions.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodological voyage towards data collection, analysis and presentation of the findings which Saunders et al., (2019) described as the fruits of the researcher's labour. Of particular concern is the research design, the research setting, the targeted population and the sampling techniques to be adopted. Data collections and analysis methods are also outlined in detail.

3.2 The Research Design

A research design is a conceptual structure, a "glue" that binds the research elements together (Bryman and Bell, 2012). It specified the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy and procedure (Ram, 2010). The rational of a research design is to facilitate the flow of the various research procedures in a coherent and economical way in order to gather maximum data within a given time frame.

This study adopted an explanatory research design to investigate the basic monitoring and evaluation approaches and performance of higher learning institutions in selected institutions in Namibia. The choice of an explanatory design was influenced by the world view of the researcher which sees a causal relationship between M&E approaches and the performance of higher education institutions of Namibia. The significance of an explanatory research design is that it enabled the study to test the stated hypothesis (Singh, 2009). The explanatory design directed the focus of data collection, analysis and presentation. The design has also been used by scholars such as Basheka and Byamugisha (2015) who assessed the state of the state of M&E as a discipline in Africa From infancy to adulthood, as well as Figurek et al., (2019) who measured the efficiency of higher education in Bosnia and Herzegovina.

3.3 Research Site

The study took place in Windhoek, which is home to the main campuses of the University of Namibia (UNAM) and Triumphant College. These were chosen because they are the only institutions of higher learning that have implemented M&E approaches as per the World Bank requirements for improvement of academic programmes delivery compared with other

institutions in Namibia. UNAM is the Flagship University of Namibia which is situated in the capital city, Windhoek, which is located within the neighbourhood of Windhoek's Pioneers Park. The university has 12 campuses that are spread across the country and this gives it a national coverage. Triumphant College is also located in the capital and it consist of the 3 campuses. Windhoek is hub of cultural, economic, social and political activities of Namibia, and as such, nearly all the socio economic development enterprises, government agencies and educational institutions are headquartered in Windhoek. This made it easy for the researcher to arrange interviews at any given time that is convenient to the respondents given that the researcher also reside in the capital.

3.4 Target population

The research population in this study consisted of 297 participants who were drawn from UNAM and Triumphant College. . The institutions that have been preferred for the study are well-known public (UNAM) and private (Triumphant College) higher learning education institutions in Namibia.As depicted in Table 3.1, the targeted population comprised of 4 Academic Registrars, 28 M&E officers, 57 head of department and 136 lecturers drown from UNAM and Triumphant College. This is a dynamic population that comprises of the key stakeholders when it comes to the evaluation of the performance of the institutions higher learning in Namibia. Table 3.1 present the population distribution.

Table 3-1: Target population

Categories	**Population**	
	University of Namibia	**Triumphant College**
Academic Registrars	4	2
M&E staff members	28	8
Head of departments	57	16
Lectures	136	46
Total	225	72
Grand Total	**297**	

Source: UNAM and Triumphant College

3.5 Study Sample

Determining the appropriate sample size is very crucial since it is not possible to study the entire population (Saunders et al., 2019). Very large samples are costly and time wasting whilst very small samples also have a danger of generating inaccurate results (Kothari, 2004). The major variables that are critical in sample size determination according to Marczyk, DeMatteo and Festinger (2012) are the population size and the margin of error. Cautious of the population size and the margin of error, the study adopted and applied Yamane's 1967 formulae, which was presented by Israel (2002) for sample size determination as follows:

$$n = \frac{N}{(1 + N\varepsilon^2)}$$

Where:

N = Population size (297)

e = the degree of accuracy expressed as a proportion (0.05)

ρ = number of standard deviations that would include all possible values in the range (4)

t = t-value for the selected alpha level or confidence level at 90% (1.645)

ε = adjust margin of error [ε = (ρe/t)]

This application of the formulae on the research population that is presented in table 3.1 resulted in a sample size determination of 126 respondents comprising of 3 Academic Registrars, 15 M&E Staff, 31 Heads of departments, and 77 Lecturers. The sampling is guided by the theory on a simple random sampling, which is a sampling strategy that gives every element of the population an equal chance of being selected to be part of the sample. As cautioned by Saunders et al., (2019), the studied sample should be representative of the population from where it was drawn to enable the generalization of the findings. What makes this sample representative is that it is comprised of all the key unites of the population from where it shall be drawn.

The distribution of respondents per population category was determined using the following formula:

$$\frac{\boldsymbol{y}}{\boldsymbol{x}} * \boldsymbol{K}$$

Where: -
- Y denotes the number of sampled employee per category
- X denotes the total universe under study
- K denotes the sample size

The formulae was applied as follows to sample the non-managerial employees;

For Academic Registrars $\frac{\mathbf{6}}{\mathbf{297}} * 126 = 3$

For M&E Officers $\frac{\mathbf{36}}{\mathbf{297}} * 126 = 15$

For Heard of departments $\frac{\mathbf{73}}{\mathbf{297}} * 126 = 31$

For Lecturers $\frac{\mathbf{182}}{\mathbf{297}} * 126 = 77$

3.5.1 Sampling Procedure

Sampling procedure describes the steps or procedures followed to determine a desired sample or number of respondents to be studied (Trochim, 2020). The study used a probability sampling procedure. Sampling strategies under probability sampling include simple random sampling, systematic sampling and stratified random sampling among others (Saunders et al., 2019). Of these strategies, the study used a simple random sampling, which is a sampling strategy that gives every element of the population an equal chance of being selected to be part of the sample. However, for the Academic Registrar's the population size is quite small and is the highest management level population, hence the researcher used the census method so as to get as much information as possible.

Table 3-2: Sample distribution and sampling strategy per population category

Categories	Combined Population UNAM and Triumphant College)	Sampling method	Sampled per category
Academic Registrars	6	Census Method	3
M&E staff members	36	Simple random	15
Head of departments	73	Simple random	31
Lectures	182	Simple random	77
Total	**297**		**126**

Source: UNAM and Triumphant College

3.6 Data collection

Data collection according to Ghauri and Gronhaug (2012) is a systematic fashion of gathering and measuring raw data from the sampled research participants which when analysed will generate information that will be used to answer the research questioned. The study gathered primary data using questionnaires that was distributed amongst the sampled participants. Questionnaires according to Saunders et al., (2019) are a popular data collection strategy that is synonymous with studies that are influenced by explanatory research designs. The data collection instrument was done following COVID-19 preventative measures like observing physical distancing and limiting face-to-face interactions through online questionnaires or be emailed where possible.The emailing data base was accessed from the Human Resources Departments of UNAM and Triumphant College. The online data collection method has been induced by WHO (2020) research guidelines protocol which encourages researchers to restrict the physical contact with their respondents as much as possible to curb COVID -19 contagion.

3.6.1 Data collection instruments

The study developed a structured and self-administered questionnaire which is in the form of 5 point Likert scale where, 1= Agree, 2= Agree strongly, 3= Neutral, 4= Disagree and 5= Disagree strongly. The Likert scale consisted of three sections. Section A, which solicits the demographic data and this data and the data was measured using a categorical scale. Section B, which solicits for data on the M&E approaches whilst section C, solicits for data on the

impact on M&E approaches on performance. The data collected from these sections (B and C), was measured using the ordinal and interval scale.

3.6.2 Pilot Testing of Research Instrument

The data collection tool was pilot tested using a pretesting method which is defined by Arain et al., (2010) as the method of validating the survey instrument and its measurements. The pretesting of the data collection instrument was done to establish if Likert scale is clearly articulated and also to determine if the Likert items was well phased and correctly interpreted by the respondents. As observed by Cohen et al., (2017), the pretesting of research instrument is very inevitable in this study because of the need to identify obscure terminology and ambiguous words and phrases that might jeopardise data quality. The pretesting was underpinned by the probability theory which according to Gordon (2006) is a way of scientifically studying the phenomenon that happens by chance. Persuaded by this world view, 13 lecturers from NUST and Monotronics College was randomly sampled for pretesting, which is derived from 10% of the actual sample size. This is in line with Thomas et al., (2014) who prescribed a sample size of 30 participants as adequate enough for pre-testing.

3.6.3 Instrument validity

Instrument validity according to Williams (2017) defines the degree to which a data collection instrument measures the constraints it was designed to measure. Instrument validity can be measured using the content and construct validity tests (Sekaran 2010). Both the tests shall be used. To measure construct validity, the 5 point Likert Scale was given to the supervisor for rigorous scrutiny. This was done to ascertain if the complies with Bordens and Abott (2011) who contended that content validity of a data collection tool is improved through expert judgment in constructing the instrument items. Content validity was measured through the use of Content Validity Index (CVI) formula that was provided by Amin (2005), which certifies the data collection instrument as valid only if it scores a maximum content index of at least 0.7.

3.6.4 Instrument Reliability

Instrument reliability reflects the magnitude in which a data collection tool elicit consistent responses over time (Alex, 2016). For this reason, it is paramount to ascertain the reliability of the data collection tool (Cooper and Schindler, 2014). Cronbach's Alpha is the prescribed

tool for evaluating the reliability of the data collection tool (Babin and Svensson, 2012). Regardless lack of scholarly consensus on the acceptable Cronbach's alpha statistic threshold, with arguments ranging between 0.6 and 0.8, scholars such as Ary et al., (2010), Mawoli and Babandako (2011), Babin and Svensson (2012) and Tabachnick and Fidell (2013) occurred on 0.7 as the the generally accepted minimum threshold. Persuaded by these scholars, the data collection instrument was computed on IMB SPSS version 27.0, and analysed using the Cronbach's alpha which was also derived from the pilot testing.

3.6.5 Data collection procedures

The researcher got a staff list and their email addresses form the Human Resources Department of the UNAM and Triumphant College and compiled an emailing register. The emailing register was compiled using a systematic random sampling which according to Eldabi et al., (2009) is a sampling technique where by the last sample element is randomly selected and all subsequent elements are chosen at a constant sampling interval (N/n). The first stage involved arranging the sample in a sequence so that all the target staff categories was identified after which data base sampling followed. The data collection tool was emailed to the sampled respondents for data collection. The respondents were encouraged to email back the questionnaires for data analyses after completing them. The researcher constantly made follow-ups to encourage respondents since most of them were too busy with registration in their respective institutions. The emailing of the data collection tool was ideal because of the COVID-19 pandemic which is now phasing out, it calls for restriction of the physical contact between researchers and the respondents as much as possible to curb contagion. This is also in compliance with the research guidelines provided by WHO (2020).

3.7 Data Processing and Analysis

The choice of a data analysis techniques according to Alavi and Carlson (2010) is influenced by the research methodology adopted. Studies that adopt a deductive methodology have a strong preference towards quantitative data analysis techniques, whilst inductive study studies prefer qualitative analysis techniques. Since the research methodology adopted in this study is deductive in nature, collected data was analysed using the descriptive and inferential statistics.

Given that the study gathered quantitative data, statistical analysis in the form of descriptive statistics – descriptive frequencies, percentages, measures of central tendency (Mean), and

measure of dispersions (standard deviation) was carried out. Furthermore, a correlational analysis which is an inferential statistical analysis and regression was used to measure the relationship between variables. The results were presented using statistical tables.

3.8 Ethical Considerations

Ethical consideration and guidelines have been described by Resnik (2011) as the cornerstone of enforcing responsible conduct of researchers and scientists in research involving human subjects. To abide to the above stated ethical considerations, the researcher first of all went to seek for an introductory letter from the Africa Nazarene University which confirms that he is a bonafide student. Upon accessing the letter, the researcher approached the Ministry of Higher Education and National Council of Higher Education (NCHE) in Windhoek, Namibia and the County Administration Offices to enable him permission to study institutions of higher learning. Once the information was granted, the researcher then approached UNAM and the Triumphant College were asked for permission to study through their respective institutions. Once permission was granted, the researcher then sampled the respondents, explained the meaning and implications of the research and requested for them to consent to the study. All approached respondents filled in the questionnaire in as much they took time to populate the questionnaire. Anonymity of the respondents was kept and they were all advised that their participation is voluntary and that the research finding would be used for academic purposes only. Data collection was done on all respondents since all consented to the study.

CHAPTER FOUR: RESULTS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter covers the study findings on the impact of monitoring and evaluation methodologies on the performance of higher learning institutions in Namibia. As described in the preceding chapter, the study was conducted using primary data collected through the use of questionnaires. The data collected was coded and analysed through use of SPSS version 26. As a result, the findings were provided in the form of descriptive statistics and inferential statistics. The chapter is divided into the following sections: response rate, demographics, reliability test, descriptive statistics, regression analysis including assumption testing, and discussion of findings.

4.2 Response rate

The study had a sample of 126 participants from UNAM and Triumphant College. From the 126 questionnaires distributed, all were returned to the researcher. Therefore, the research managed to achieve a 100% response rate as depicted in table 4-1 below.

Table 4-1: Response rate

Categories	Total questionnaires distributed	Total returned completed	Total %
Academic Registrars	3	3	100%
M&E staff members	15	15	100%
Head of departments	31	31	100%
Lectures	77	77	100%
Total	**126**	**126**	**100%**

Source: Research Data (2023)

The 100% response rate was achieved due to certain measures set by the researcher, such as: ensuring that participants are notified in advance about the study and given ample time to fill

out the questionnaire; making the purpose of the study and how to complete the questionnaire apparent to participants (Saunders et al., 2019).

4.2.1 Reliability test

As stated in the previous chapter, the questionnaire went through reliability testing before it was used for the study. The reliability of the research instrument was tested using the Cronbach alpha, and the results are shown in table 4-2 below:

Table 4-2: Cronbach alpha results

Constructs	*Questions or scale items*	*Cronbach alpha*
Conceptual frameworks	A1 to A7	0.761
Result based frameworks	B1 to B7	0.803
Logical frameworks	C1 to C7	0.794
Performance of higher learning institutions	D1 to D10	0.788

Source: Research Data (2023)

The findings in Table 4-2 show that the survey scales were reliable since the Cronbach's alpha values for each construct were all higher than 0.70. The results support Creswell (2016) claim that constructs need to be more dependable and should have values greater than 0.70 in order to be valid.

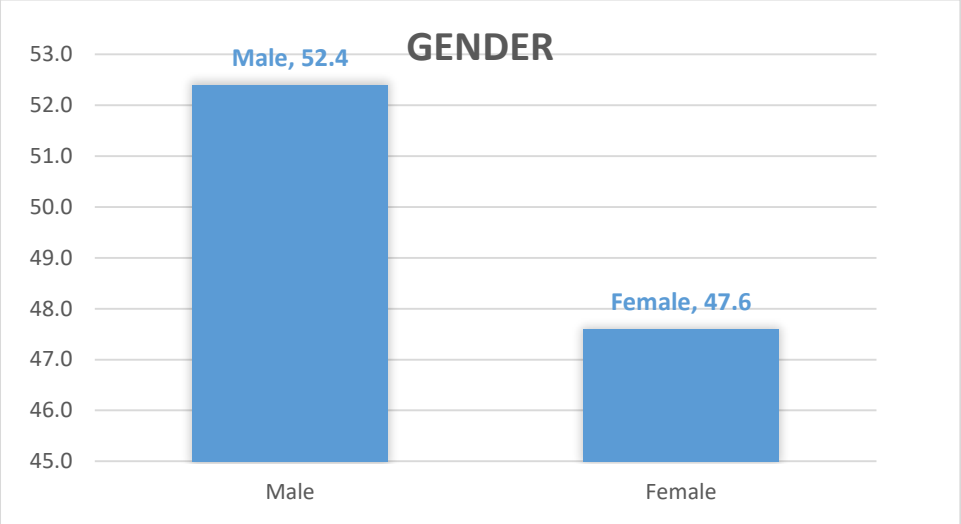
4.3 Demographics of the respondents

This section looks at the demographic characteristics of the respondents. Information regarding the gender, age, highest level of education, institution, position, and experience of the participants is discussed.

4.3.1 Gender

The results showed that most of the participants were male, represented by 52% of the study's participants, and 48% were female. The results are shown in Figure 4-1 below.

Figure 4-1: Gender



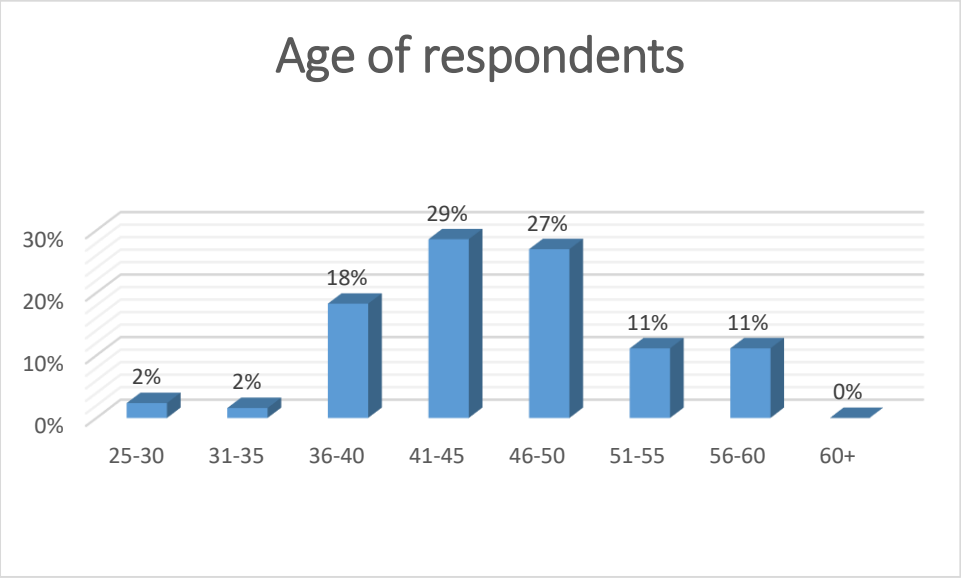
Source: Research Data (2023)

The results are similar to those found by the National Council of Higher Education (NCHE) in 2020, which found that the number of male academic staff at Namibia's higher education institutions was 51.8% higher than the number of female academic staff (NCHE, 2020).

4.3.2 Age

The age of the respondents is presented in figure 4-2 below.

Figure 4-2: Age of Respondents



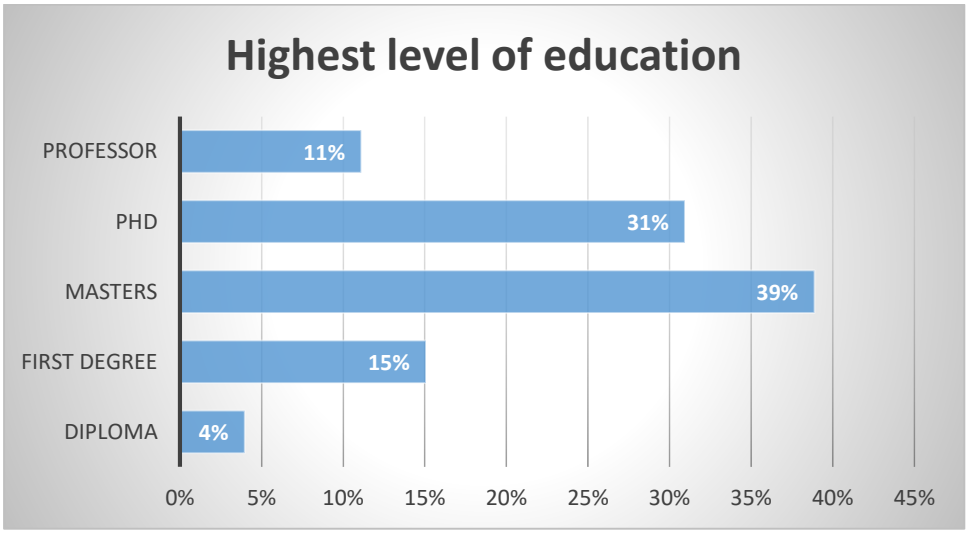
Source: Research Data (2023)

According to the findings, respondents between the ages of 46 and 50 were the second-most common age group after those between 41 and 45. The minority of participants were between the ages of 25 and 30 and between the ages of 31 and 35. There were no participants older than 60.

4.3.3 Highest level of education

The majority of the participants (39%) had earned a Master's degree, then those who had earned a PhD (31%), and finally those who had earned their first degree. The participants who had attained diplomas were the least (4%) represented in the study. Figure 4-3 below shows the highest level of education of the participants.

Figure 4-2: Highest level of education



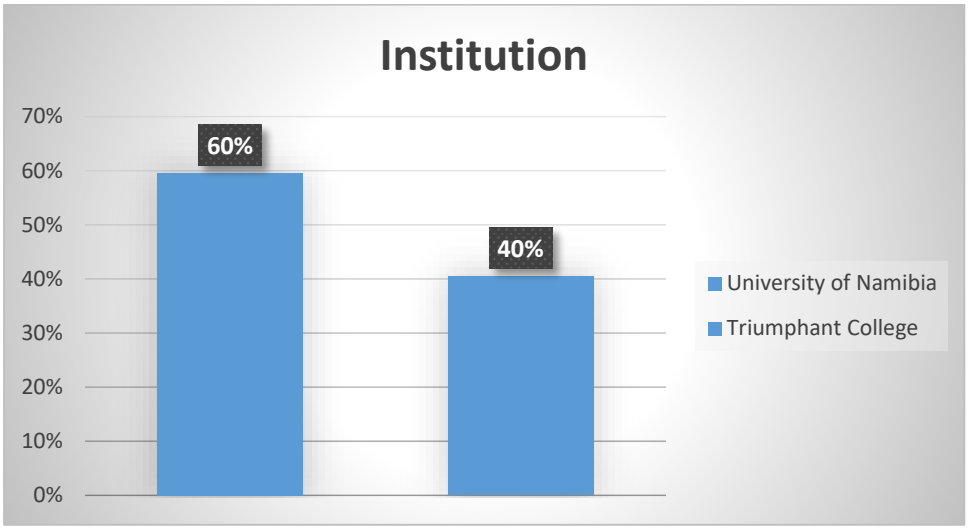
Source: Research Data (2023)

The results show that the participants of the study had earned some form of education. This is supported by NCHE (2020), which found that workers at tertiary institutions of Namibia are educated.

4.3.4 Institution

The results of the study showed that most of the participants (60%) were from University of Namibia (UNAM) and the other participants (40%) were from Triumphant College.

Figure 4-3: Institution

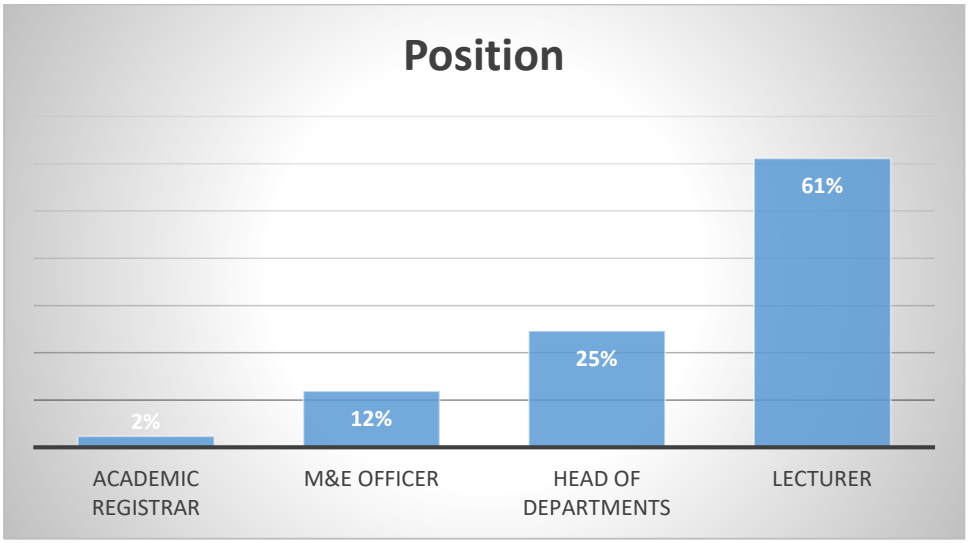


Source: Research Data (2023)

4.3.5 Position

The results showed that the majority of the participants (61%) were lecturers, followed by heads of departments (25%). The participants who held the position of monitoring and evaluation officers made up 12% of the study. The participants who were academic registrars had the least representation (2%) in the study. The results pertaining the position of the participants are shown in Figure 4-5 below.

Figure 4-4: Position

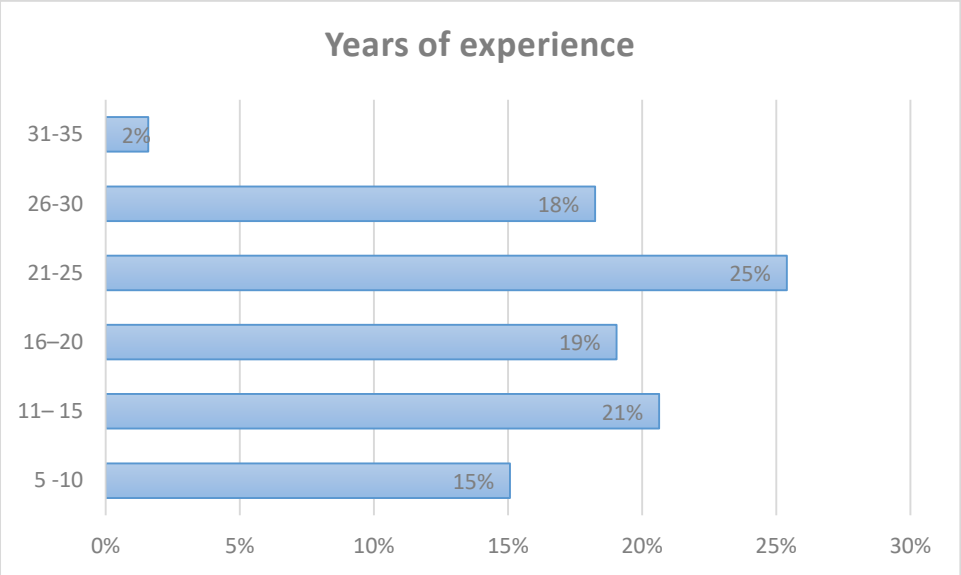


Source: Research Data (2023)

4.3.6 Years of experience

The results of the study showed that the majority of the participants (25%) had 21 to 25 years of experience in their respective jobs. Followed by participants with 11 to 15 years of experience and those with 16 to 20 years of experience. Those with 31 to 35 years of experience were the minority, with 2% representation in the study. Figure 4-6 below shows the results of the years of experience.

Figure 4-5: Years of experience



Source: Research Data (2023)

4.4 Presentation of Research Analysis and Findings

The research analysis and findings of the research constructs are presented in this section. To demonstrate the relationship between the performance of higher education institutions and monitoring and evaluation approaches, four constructs were studied. These were conceptual frameworks, results-based frameworks, logical frameworks, and the performance of higher learning institutions. The respondents were asked to indicate how much they agreed with the questionnaire items about the relationship between the performance of higher education institutions and monitoring and evaluation approaches. The replies were organised on a Likert scale of 1 to 5, with 1 being strongly disagree, 2 disagree, 3 neutral, 4 agree, and 5 being strongly agree. Also, the section shows the findings from the correlation analysis and hypothesis testing of higher education institutions and monitoring and evaluation approaches. The section is presented according to the four research objectives of the study.

4.4.1 Influence of Conceptual Frameworks on Performance of Higher Learning Institutions

Seven statements (A1 to A7) were developed to measure the influence of conceptual frameworks on the performance of higher learning institutions in Namibia. The findings about the seven statements (A1 to A7) are shown in Table 4-3 below.

Table 4-3: Descriptive Statistics on Conceptual Framework and Performance of Higher Learning Institutions

Statements	SD *f(%)*	D *f(%)*	N *f(%)*	A *f(%)*	SA *f(%)*	Mean	STD
(A1) The Institution operates within a set framework towards achieving the national education vision 2030.	0(0)	0(0)	39(31.0)	72(57.1)	15(11.9)	3.81	0.629
(A2) The Institution has clearly defined system for monitoring staff inputs.	0(0)	5(4.0)	37(29.4)	76(60.3)	8(6.3)	3.691	0.651
(A3) The curriculum encompasses themes of the national education vision 2030.	0(0)	0(0)	30(23.8)	75(59.5)	21(16.7)	3.929	0.635
(A4) The Institution is well capacitated with human capital and material resources.	0(0)	10(7.9)	42(33.3)	53(42.1)	21(16.7)	3.675	0.847
(A5) The Institution uses a standardised tool for measuring student outcomes.	0(0)	5(4.0)	28(22.2)	81(64.3)	12(9.5)	3.794	0.661
(A6) The institution has a well-defined system for periodically measuring its output.	0(0)	5(4.0)	31(24.6)	59(46.8)	31(24..6)	3.921	0.806
(A7) I feel that the Conceptual Framework is a relevant M&E approach for my institution.	0(0)	0(0)	42(33.3)	77(61.1)	7(5.6)	3.722	0.561
Composite mean and standard deviation						**3.791**	**.443**

Source: Research Data (2023)

A1 stated that the institution operates within a set framework towards achieving the national education vision 2030. Out of 126 respondents who participated in the study, 72 (57.1%) agreed with the statement, 15 (11.9%) strongly agreed, and 39 (31%) were neutral. The findings show that 69% of the respondents agreed with the statement, whereas none disagreed with it. This statement had a mean of 3.81 and a standard deviation of 0.629, which is more than the composite mean of 3.791 with a standard deviation of 0.443, implying that the statement does positively influence the performance of higher learning institutions in Namibia.

A2 stated that the institution has a clearly defined system for monitoring staff inputs; 76 (60.3%) of the respondents agreed with A2, 8 (6.3%) strongly agreed, 37 (29.4%) were neutral, and 5 (4%) disagreed. The findings show that 66.6% of the respondents agreed with the statement, whereas 4% disagreed with it.

This statement had a mean of 3.691 and a standard deviation of 0.651, which is less than the composite mean of 3.791 with a standard deviation of 0.443, suggesting that the statement has no positive influence on the performance of higher learning institutions in Namibia.

A3 stated that the curriculum encompasses themes of the national education vision 2030; 75 (59.5%) agreed to the notion, 21 (16.7%) strongly agreed with the notion, and 30 (23.8%) were undecided regarding the matter. The findings show that 76.2% of the respondents agreed with the statement, and none of the respondents were against the notion. This statement had a mean of 3.929 and a standard deviation of 0.635, which was greater than the composite mean of 3.791 with a standard deviation of 0.443, suggesting that the statement has a positive influence on the performance of higher learning institutions in Namibia.

Furthermore, on whether the institution is well capacitated with human capital and material resources (A4), the research found that 53 (42.1%) agreed with the statement, 21 (16.7%) strongly agreed, 42 (33.3%) were of a neutral view, and 10 (7.9%) did not agree with the statement. The findings show that 58.8% of the respondents agreed with the statement, and 7.9% disagreed with it. This statement had a mean of 3.675 and a standard deviation of 0.847, which was less than the composite mean of 3.791 with a standard deviation of 0.443, suggesting that the statement had no positive effect on the performance of higher learning institutions in Namibia.

A5 stated that the institution uses a standardised tool for measuring student outcomes; 81 (64.3%) agreed to the notion, 12 (9.5%) strongly agreed with the notion, 28 (22.2%) were undecided regarding the matter, and 5 (4.0%) disagreed with the notion. The results showed that the majority of the respondents (73.8%) of the respondents agreed with the statement, and a few of the respondents (4%) did not agree with the statement. This statement had a mean of 3.794 and a standard deviation of 0.661, which was greater than the composite mean of 3.791 with a standard deviation of 0.443, indicating that the statement does positively influence on the performance of higher learning institutions in Namibia.

A6 stated that the institution has a well-defined system for periodically measuring its output; 59 (46.8%) agreed, 31 (24.6%) strongly agreed, 31 (24.6%) were neutral, and 5 (4.0%) disagreed with the statement. The results showed that the majority of the respondents (71.4%) agreed with the statement, and a minority of the respondents (4%) disagreed with it.

This statement had a mean of 3.921 and a standard deviation of 0.806, which was greater than the composite mean of 3.791 with a standard deviation of 0.443, suggesting that the statement has a positive influence on the performance of higher learning institutions in Namibia.

Lastly, on whether the conceptual framework is a relevant M&E approach for my institution (A7), the results showed that 77 (61.1%) agreed to the notion, 7 (5.6%) strongly agreed, and 42 (33.3%) did not agree or disagree with the notion. The results showed that 66.7% of the respondents agreed with the statement, and there were no respondents who disagreed with it. The statement had a mean of 3.722 and a standard deviation of 0.561, which was less than the composite mean of 3.791 with a standard deviation of 0.443, suggesting that the statement had no positive effect on the performance of higher learning institutions in Namibia.

4.4.1.1 Correlation Analysis between Conceptual Frameworks and Performance of Higher Learning Institutions

A correlation analysis was conducted between conceptual frameworks and the performance of higher learning institutions to ascertain the associations between the two variables. The results of the analysis are shown in Table 4-4 below.

Table 4-4: Correlation analysis between conceptual frameworks and performance of higher learning institutions

Correlation		**Performance of Higher Learning Institutions**	**Conceptual Framework**
Performance of Higher Learning Institutions	Pearson Correlation	1	.753
	Sig (2-tailed)		.000
	N	126	126
Conceptual Framework	Pearson Correlation	.753	1
	Sig (2-tailed)	.000	
	N	126	126

Source: Research Data (2023)

The results showed that there was a significant positive relationship between conceptual frameworks and the performance of higher learning institutions, as shown by a Pearson correlation coefficient of 0.753 and a p-value of 0.00 (which is less than 5%).

4.4.1.2 Hypothesis Testing: Regression between Conceptual Frameworks and Performance of Higher Learning Institutions

The study conducted regression analysis to ascertain the influence of conceptual frameworks on the performance of higher learning institutions. A regression analysis was conducted to answer the hypothesis stated in Chapter 1 ($H0_1$: There is no significant relationship between conceptual frameworks and the performance of higher learning institutions in Namibia). The model results are shown in Table 4-5 below.

Table 4-5: Regression between Conceptual Frameworks and Performance of Higher Learning Institutions

Model	R	R. Square	Adjusted R. Square	Std Error of the Estimate	Durbin-Watson
1	.753[a]	.568	.564	.32851	2.137

Source: Research Data (2023)

Table 4-5 reveals that the R-squared was 56.8%, indicating that conceptual frameworks can account for 56.8% of the variation in the performance of higher education institutions. As a result, other factors not considered in the regression model can account for 43.2% of the changes in higher education institutions' performance. Also, the Durbin-Watson statistic was 2.137, which was greater than the study's R-squared value of 0.568, signifying that the model was fit for regression. Another model fitness test can be depicted through the ANOVA test shown in Table 4-6 below.

Table 4-6: ANOVA Test of Conceptual Frameworks and Performance of Higher Learning Institutions

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.565	1	17.565	162.754	.000[b]
	Residual	13.382	124	.108		
	Total	**30.947**	**125**			

Source: Research Data (2023)

The ANOVA test in Table 4-5 shows a p-value of 0.00, signifying the model's fitness at a 5% level of significance. This implies that conceptual frameworks can be a good predictor of the performance of higher learning institutions. However, the influence of conceptual frameworks was seen through the coefficients of the regression model, as depicted in Table 4.7 below.

Table 4-7: Regression Coefficient of Conceptual Frameworks and Performance of Higher Learning Institutions

		Unstandardized Coefficients		Standardized Coefficients		
Model		**B**	**Std. Error**	**Beta**	**t**	**Sig**
1	Constant	0.449	0.253		1.772	0.79
	Conceptual Frameworks	0.846	0.066	0.753	12.758	0.000

Source: Research Data (2023)

Conceptual frameworks had a p-value of 0.00, meaning that conceptual frameworks were significant at the 5% level of significance. The coefficient for conceptual frameworks was 0.846, which meant that an increase of one unit in the measurement of conceptual frameworks would result in a positive increase in the performance of higher learning institutions by 0.846. Therefore, the null hypothesis was rejected, and there is a significant relationship between conceptual frameworks and the performance of higher learning institutions in Namibia.

4.4.2 Influence of Results Based Frameworks on Performance of Higher Learning Institutions

Seven statements (B1 to B7) were developed to measure the influence of results-based frameworks on the performance of higher learning institutions in Namibia. The findings are shown in Table 4-8 below.

Table 4-8: Descriptive Statistics on Results Based Frameworks and Performance of Higher Learning Institutions

Statements	SD *f(%)*	D *f(%)*	N *f(%)*	A *f(%)*	SA *f(%)*	Mean	STD
(B1) The Institution conducts baseline surveys to provide base information for monitoring and evaluating progress made during each academic calendar.	0(0)	15(11.9)	51(40.5)	51(40.5)	9(7.1)	3.429	0.794
(B2) The Institution has clearly defined indicators for measuring Results Based Framework towards meeting vision 2030.	0(0)	20(15.9)	25(19.8)	68(54.0)	13(10.3)	3.587	0.879
(B3) Decision making at the Institution is informed by M&E reports.	5(4.0)	5(4.0)	57(45.2)	39(31.0)	20(15.9)	3.508	0.944
(B4) The demand for results at the outcome and impact level has improved the accountability.	0(0)	0(0)	56(44.4)	67(53.2)	3(2.4)	3.579	0.542
(B5) There are always reports on outcomes of impacts.	0(0)	10(7.9)	55(43.7)	42(33.3)	19(15.1)	3.556	0.844
(B6) The institution follows a standardised M&E work plan.	0(0)	15(11.9)	31(24.6)	62(49.2)	18(14.3)	3.659	0.869
(B7) I feel that the Results Based Framework is a relevant M&E approach for my Institution.	0(0)	0(0)	30(23.8)	60(47.6)	36(28.6)	4.048	0.725
Composite mean and standard deviation						**3.624**	**.548**

Source: Research Data (2023)

Statement B1 states that the institution conducts baseline surveys to provide baseline information for monitoring and evaluating progress made during each academic calendar. The study involved 126 respondents, and the results indicated that 40.5% of the respondents agreed with the statement, 7.1% strongly agreed, 40.5% were neutral, and 11.9% disagreed. The results indicate that 47.6% of the respondents concurred with the assertion, while 11.9% expressed dissent. The aforementioned statement exhibits a mean of 3.429 and a standard deviation of 0.794. Notably, the standard deviation is lower than the composite mean of 3.624,

which has a standard deviation of 0.548. This observation suggests that the statement does not have a favourable impact on the performance of higher learning institutions in Namibia.

According to statement B2, the institution has clearly defined indicators for measuring the results-based framework towards meeting Vision 2030. Out of the respondents, 68 (54%) concurred with B2, 13 (10.3%) strongly agreed, 25 (19.8%) were impartial, and 20 (15.9%) disagreed. The results indicate that a majority of the participants, specifically 64.3%, expressed agreement with the given statement, while a minority of 15.9% expressed disagreement. The aforementioned statement exhibits a mean of 3.587 and a standard deviation of 0.879. Notably, the standard deviation is lower than the composite mean of 3.624, which has a standard deviation of 0.548.

This observation implies that the statement does not have a favourable impact on the performance of higher learning institutions in Namibia.

B3 stated that decision making at the institution is informed by M&E reports; 39 (31%) agreed to the notion, 20 (15.9%) strongly agreed with the notion, 57 (45.2%) were undecided, 5 (4%) disagreed, and 5 (4%) strongly disagreed regarding the matter. The findings show that 46.9% of the respondents agreed with the statement, and 8% of the respondents were against the notion. This statement had a mean of 3.508 and a standard deviation of 0.944, which was less than the composite mean of 3.624 with a standard deviation of 0.548, suggesting that the statement has no positive influence on the performance of higher learning institutions in Namibia.

Additionally, on whether the demand for results at the outcome and impact level has improved accountability (B4), the study showed that 53.2% of respondents agreed with the statement, 2.4% strongly agreed, and 44.4% held a neutral perspective. The results indicate that a majority of the participants, specifically 55.6%, expressed agreement with the given statement, while no respondents expressed disagreement. The aforementioned statement exhibited a mean value of 3.579 and a standard deviation of 0.542. Notably, the standard deviation was lower than the composite mean of 3.624, which had a standard deviation of 0.548. This observation implies that the statement did not have a favourable impact on the performance of higher learning institutions in Namibia.

According to Statement 5, there are always reports on the outcomes of impacts. Of the respondents, 42 (33.3%) agreed with this statement, 19 (15.1%) strongly agreed, 55 (43.7%)

were undecided, and 10 (7.9%) disagreed. The findings indicate that a significant proportion of the participants (48.4%) concurred with the assertion, while a minority (7.9%) expressed disagreement. The aforementioned statement was found to have a mean of 3.556 and a standard deviation of 0.844. This value was observed to be lower than the composite mean of 3.624, which had a standard deviation of 0.548. Based on this analysis, it can be inferred that the statement does not have a positive impact on the performance of higher learning institutions in Namibia.

As per the findings, B6 indicated that the institution follows a standardised M&E work plan. Out of the total respondents, 62 (49.2%) expressed their agreement, 18 (14.3%) strongly agreed, 31 (24.6%) remained neutral, and 15 (11.9%) disagreed with the given assertion.

The findings indicate that a significant proportion of the participants (63.5%) concurred with the assertion, while a minority of the respondents (11.9%) expressed dissent. The aforementioned statement exhibited a mean value of 3.659 and a standard deviation of 0.869. Notably, the mean was higher than the composite mean of 3.624, which had a standard deviation of 0.548. This observation implies that the statement has a positive influence on the performance of higher learning institutions in Namibia.

The last question (B7), "I feel that the results-based framework is a relevant M&E approach for my institution?" yielded the following results: 60 respondents (47.6%) agreed, 36 respondents (28.6%) strongly agreed, and 30 respondents (23.8%) neither agreed nor disagreed. The findings revealed that the statement was supported by 76.2% of respondents, with none of the respondents disagreeing. The statement had a mean of 4.048 and a standard deviation of 0.725, which was more than the composite mean of 3.624 with a standard deviation of 0.548, suggesting that the statement had a positive effect on the performance of higher learning institutions in Namibia.

4.4.2.1 Correlation Analysis between Results Based Frameworks and Performance of Higher Learning Institutions

Correlation analysis was conducted to check the relationship between the two variables and the results are shown in Table 4-9 below.

Table 4-9: Correlation Analysis between Results Based Frameworks and Performance of Higher Learning Institutions

		Performance of Higher Learning Institutions	Results Based Frameworks
Performance of Higher Learning Institutions	Pearson Correlation	1	0.660
	Sig. (2-tailed)		0.000
	N	126	126
Results Based Frameworks	Pearson Correlation	0.660	1
	Sig. (2-tailed)	.000	
	N	126	126

Source: Research Data (2023)

A Pearson correlation value of 0.66 and a p-value of 0.00 (less than 5%) in Table 4-8 demonstrated that there was a significant positive relationship between results-based frameworks and the performance of higher learning institutions.

4.4.2.2 Hypothesis Testing: Regression between Results Based Frameworks and Performance of Higher Learning Institutions

As aforementioned in Chapter 1, the second hypothesis of the study was "$H0_2$: There is no significant relationship between results-based frameworks and performance of higher learning institutions in Namibia" and was examined through a regression model depicted in Table 4-10 below.

Table 4. 10: Regression between Results Based Frameworks and Performance of Higher Learning Institutions

Model	R	R.Square	Adjusted R. Square	Std. Error of the Estimate	Durbin-Watson
1	0.660[a]	0.435	0.431	0.37538	1.901

Source: Research Data (2023)

The findings of the regression model indicate that the R-squared value was 43.5%, suggesting that results-based frameworks have the capacity to explain 43.5% of the variance in the performance of higher education institutions. The regression model's exclusion of certain

factors may lead to the attribution of 56.5% of the variations in higher education institutions' performance to other variables.

The regression model results in the form of the ANOVA test showed that results-based frameworks can be a good predictor of the performance of higher learning institutions. This is shown in Table 4.11 where there is a p-value of 0.00, signifying the model's fitness at a 5% level of significance.

Table 4-11: ANOVA Test of Results Based Frameworks and Performance of Higher Learning Institutions

Model		Sum of Squares	df	Mean Square	F	Sig
1	Regression	13.474	1	13.474	95.618	0.000[b]
	Residual	17.473	124	0.141		
	Total	**30.947**	**125**			

Source: Research Data (2023)

The influence of results-based frameworks on performance of higher learning institutions is shown in Table 4-12 below.

Table 4-12: Regression Coefficient of Results Based Frameworks and Performance of Higher Learning Institutions

		Unstandardized Coefficients		Standardized Coefficients		
Model		**B**	**Std. Error**	**Beta**	**t**	**Sig**
1	Constant	1.486	0.255		6.614	0.000
	Results Based Frameworks	0.599	0.061	0.660	9.778	0.000

Source: Research Data (2023)

Results-based frameworks had a p-value of 0.00, meaning that results-based frameworks were significant at the 5% level of significance. The coefficient for results-based frameworks was 0.599, which meant that an increase of one unit in the measurement of results-based frameworks would result in a positive increase in the performance of higher learning

institutions by 0.599. Therefore, the null hypothesis was rejected, and there is a significant relationship between results-based frameworks and the performance of higher learning institutions in Namibia.

4.4.3 Influence of Logical Frameworks on Performance of Higher Learning Institutions

Seven statements (C1 to C7) were developed to measure the influence of logical frameworks on the performance of higher learning institutions in Namibia. The findings are shown in Table 4.13 below.

Table 4-13: Descriptive Statistics on Logical Frameworks and Performance of Higher Learning Institutions

Statements	SD *f(%)*	D *f(%)*	N *f(%)*	A *f(%)*	SA *f(%)*	Mean	STD
(C1) The performance appraisal in my institution fosters the objectives of vision 2030.	0(0)	5(4.0)	69(54.8)	31(24.6)	21(16.7)	3.54	0.816
(C2) The Institution is staffed with qualified employees.	0(0)	0(0)	33(26.2)	48(38.1)	45(35.7)	4.095	0.784
(C3) There is adequate teaching and learning resources.	0(0)	5(4.0)	57(45.2)	34(27.0)	30(23.8)	3.706	0.877
(C4) Faculties and departments have their own financial resources to fund their capacity building programmes.	15(11.9)	14(11.1)	44(35.0)	40(31.7)	13(10.3)	3.175	1.139
(C5) There is a liaison office that natures the relations with local organizations, service providers, donors and other partners to bring added value to university.	0(0)	9(7.1)	41(32.5)	60(47.6)	16(12.7)	3.659	0.752
(C6) The institution has well-defined performance indicators for identifying the extent to which resources are utilised.	0(0)	20(15.9)	36(28.6)	46(36.5)	24(19.0)	3.587	0.974
(C7) I feel that the Logical Framework is a relevant M&E approach for my Institution.	0(0)	0(0)	43(34.1)	72(57.1)	11(8.7)	3.746	0.606
Composite mean and standard deviation						**3.644**	**.581**

Source: Research Data (2023)

Statement C1 states that the performance appraisal in my institution fosters the objectives of Vision 2030. The research comprised a sample of 126 participants, and the findings revealed that 31 (24.6%) agreed with the statement, 21 (16.7%) expressed strong agreement, 69 (54.8%)

maintained a neutral stance, and 5 (4%) disagreed. According to the findings, a total of 41.3% of the respondents agreed with the statement, whereas 4% disagreed. The statement presented above displays a sample mean of 3.54 and a sample standard deviation of 0.816. It is noteworthy that the standard deviation is less than the composite mean of 3.644, where the latter has a standard deviation of 0.581. This observation implies that the assertion does not have a positive impact on the performance of higher learning institutions in Namibia.

According to statement C2, the institution is staffed with qualified employees. Out of the 126 respondents, 48 (38.1%) concurred with the statement, 45 (35.7%) strongly agreed, and 33 (26.2%) were impartial. The results indicate that a majority of the participants, specifically 73.8%, expressed agreement with the given statement, while there were no respondents who disagreed with the statement. The aforementioned statement exhibits a mean of 4.095 and a standard deviation of 0.784.

Notably, the standard deviation is higher than the composite mean of 3.644, which has a standard deviation of 0.581. This suggests that the statement does not have a positive influence on the performance of higher learning institutions in Namibia.

C3 stated that there are adequate teaching and learning resources; 34 (27%) agreed to the notion, 30 (23.8%) strongly agreed with the notion, 57 (45.2%) were undecided, and 5 (4%) disagreed with the notion. The findings show that 50.8% of the respondents agreed with the statement, and 4% of the respondents were against the notion. This statement had a mean of 3.706 and a standard deviation of 0.877, which was greater than the composite mean of 3.644 with a standard deviation of 0.581, suggesting that the statement has a positive influence on the performance of higher learning institutions in Namibia.

On whether faculties and departments have their own financial resources to fund their capacity building programmes (C4), the study showed that 40 (31.7%) of respondents agreed with the statement, 13 (10.3%) strongly agreed, 44 (35%) held a neutral perspective, 14 (11.1%) disagreed, and 15 (11.9%) strongly disagreed with the statement. The results indicate that a majority of the participants, specifically 42%, expressed agreement with the given statement, while 23% of the respondents expressed disagreement. The aforementioned statement exhibited a mean value of 3.175 and a standard deviation of 1.139. Notably, the standard deviation was lower than the composite mean of 3.644, which had a standard deviation of

0.581. This suggests that the statement did not have a positive influence on the performance of higher learning institutions in Namibia.

According to Statement 5, there is a liaison office that natures the relations with local organizations, service providers, donors, and other partners to bring added value to the university. Of the 126 respondents, 60 (47.6%) agreed with this statement, 16 (12.7%) strongly agreed, 41 (32.5%) were undecided, and 9 (7.1%) disagreed. The findings indicate that a significant proportion of the participants (60.3%) concurred with the assertion, while a minority (7.1%) expressed disagreement.

The aforementioned statement was found to have a mean of 3.659 and a standard deviation of 0.752. This value was observed to be greater than the composite mean of 3.644, which had a standard deviation of 0.581. Based on this analysis, it can be inferred that the statement has a positive impact on the performance of higher learning institutions in Namibia.

As per the findings, C6 indicated that the institution has well-defined performance indicators for identifying the extent to which resources are utilised. Out of the total respondents, 46 (36.5%) expressed their agreement, 24 (19%) strongly agreed, 36 (28.6%) remained neutral, and 20 (15.9%) disagreed with the given assertion. The findings indicate that a most of the participants (55.5%) concurred with the assertion, while a minority of the respondents (15.9%) did not agree. The aforementioned statement exhibited a mean value of 3.587 and a standard deviation of 0.974, which was lower than the composite mean of 3.644, which had a standard deviation of 0.581. This indicates that the statement has no positive influence on the performance of higher learning institutions in Namibia.

The last question (B7), "I feel that that the logical framework is a relevant M&E approach for my institution?" yielded the following results: 72 respondents (57.1%) agreed, 11 respondents (8.7%) strongly agreed, and 43 respondents (34.1%) were of neutral view. The findings revealed that the statement was supported by 65.8% of respondents, with none of the respondents disagreeing. The statement had a mean of 3.746 and a standard deviation of 0.606, which was more than the composite mean of 3.644 with a standard deviation of 0.581, suggesting that the statement had a positive effect on the performance of higher learning institutions in Namibia.

4.4.3.1 Correlation Analysis between Logical Frameworks and Performance of Higher Learning Institutions

The correlation analysis results are presented in Table 4-14 below.

Table 4-14: Correlation Analysis between Logical Frameworks and Performance of Higher Learning Institutions

		Performance of Higher Learning Institutions	Logical Framework
Performance of Higher Learning Institutions	Pearson Correlation	1	0.740
	Sig. (2-tailed)		0.000
	N	126	126
Logical Framework	Pearson Correlation	0.740	
	Sig. (2-tailed)	0.00	
	N	126	126

Source: Research Data (2023)

Table 4-14 shows that there was a significant positive relationship between logical frameworks and performance of higher learning institutions as depicted by a Pearson correlation of 0.74 and a p-value of 0.00.

4.4.3.2 Hypothesis Testing: Regression between Logical Frameworks and Performance of Higher Learning Institutions

The third hypothesis of the study was "$H0_3$: There is no significant relationship between logical frameworks and performance of higher learning institutions in Namibia" and was examined through a regression model depicted in Table 4-15 below.

Table 4-15: Regression between Logical Frameworks and Performance of Higher Learning Institutions

Model	R	R. Square	Adjusted R. Square	Std. Error of the Estimate	Durbin-Watson
1	0.740[a]	0.548	0.545	0.33576	2.125

Source: Research Data (2023)

The findings of the regression model indicate that the R-squared value was 0.548, suggesting that logical frameworks have the capacity to explain 54.8% of the variance in the performance of higher education institutions. The regression model's exclusion of certain factors may lead to the attribution of 45.2% of the variations in higher education institutions' performance to other variables.

The ANOVA test showed that results-based frameworks can be a good predictor of the performance of higher learning institutions. This is shown in Table 4-16 where there is a p-value of 0.00, signifying the model's fitness at a 5% level of significance.

Table 4-16: ANOVA Test of Results Based Frameworks and Performance of Higher Learning Institutions

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.968	1	16.968	150.519	0.000[b]
	Residual	13.979	124	0.113		
	Total	**30.947**	**125**			

Source: Research Data (2023)

The regression model through the coefficients of the model showed the impact and relationship between logical frameworks and performance of higher learning institutions. The results are shown in Table 4-17 below. Logical frameworks had a p-value of 0.00, meaning that logical frameworks were significant at the 5% level of significance. The coefficient for results-based frameworks was 0.634, which meant that an increase of one unit in the measurement of logical frameworks would result in a positive increase in the performance of higher learning institutions by 0.634.

Table 4-17: Regression Coefficient of logical Frameworks and Performance of Higher Learning Institutions

		Unstandardized Coefficients		Standardized Coefficients		
Model		**B**	**Std. Error**	**Beta**	**t**	**Sig**
1	Constant	1.348	0.191		7.073	0.000
	Logical Frameworks	0.634	0.052	0.740	12.269	0.000

Source: Research Data (2023)

Therefore, the null hypothesis was rejected, and there is a significant relationship between logical frameworks and the performance of higher learning institutions in Namibia.

4.4.4 Influence of Joint M&E Approaches on Performance of Higher Learning Institutions

The dependent variable of the research was performance of higher learning institutions. The respondents were asked several questions regarding this construct and the responses are shown in Table 4-18 below.

Table 4-18: Descriptive Statistics of Performance of Higher Learning Institutions

Statements	**SD** *f(%)*	**D** *f(%)*	**N** *f(%)*	**A** *f(%)*	**SA** *f(%)*	**Mean**	**STD**
(D1) The Institution is well ranked in Africa and world-wide.	10(7.9)	19(15.1)	11(8.7)	59(46.8)	27(21.4)	3.587	1.208
(D2) The institution offer high quality programs.	0(0)	0(0)	45(35.7)	55(43.7)	26(20.6)	3.849	0.738
(D3) The institution has attracted local and foreign donors.	5(4.0)	5(4.0)	47(37.3)	68(54.0)	1(8.0)	3.437	0.764
(D4) The institution attracts foreign students.	0(0)	5(4.0)	46(36.5)	62(49.2)	13(10.3)	3.659	0.717
(D5) The institution produces high quality graduates who are well sought after.	0(0)	5(4.0)	42(33.3)	59(46.8)	20(15.9)	3.746	0.769
(D6) The enrolment rates keep increasing over the years.	0(0)	5(4.0)	34(27.0)	60(47.6)	27(21.4)	3.865	0.794
(D7) There is a high retention record of qualified staff.	15(11.9)	14(11.1)	25(19.8)	65(51.6)	7(5.6)	3.278	1.122
(D8) The institution is financially stable and able to fund various activities of teaching and learning.	0(0)	10(7.9)	65(51.6)	46(36.5)	5(4.0)	3.365	0.688
(D9) There is high investment on infrastructure.	0(0)	5(4.0)	34(27.0)	52(41.3)	35(27.8)	3.929	0.841

(D10) The institutions has expanded its operations to major cities and towns around the country.	0(0)	5(4.0)	22(17.5)	84(66.7)	15(11.9)	3.823	0.754
Composite mean and standard deviation						**3.657**	**.499**

Source: Research Data (2023)

The performance of higher learning institutions construct had 10 questions (D1 to D10). Of the 10 questions, D2, D4, D5, D6, D9, and D10 had means of 3.849, 3.659, 3.746, 3.865, 3.929, and 3.823, respectively, which were greater than the composite mean of 3.657. This meant that statements D2, D4, D5, D6, D9, and D10 positively influence the performance of higher learning institutions in Namibia. Also, D1, D3, D7, and D8 had means of 3.587, 3.437, 3.278, and 3.365, respectively, which were less than the composite mean of 3.657. This meant that statements D1, D3, D7, and D8 do not positively influence the performance of higher learning institutions in Namibia.

4.4.4.1 Correlation Analysis between M & E approaches and Performance of Higher Learning Institutions

The correlation analysis between the three M & E approaches and performance of higher learning institutions is shown in Table 4-19 below.

Table 4-19: Correlation Analysis between M & E and Performance of Higher Learning Institutions

		Performance of Higher Learning Institutions	**Conceptual Frameworks**	**Results Based Frameworks**	**Logical Frameworks**
Performance of Higher Learning Institutions	Pearson Correlation	1	.648**	.656**	.636**
	Sig. (2-tailed)		.000	.000	.000
	N	126	126	126	126
	Pearson Correlation	.648**	1	.623**	.689**

Conceptual	Sig. (2-tailed)	.000		.000	.000
Frameworks	N	126	126	126	126
Results Based	Pearson	.656**	.623**	1	.565**
Frameworks	Correlation				
	Sig. (2-tailed)	.000	.000		.000
	N	126	126	126	126
Logical	Pearson	.636**	.689**	.565**	1
Frameworks	Correlation				
	Sig. (2-tailed)	.000	.000	.000	
	N	126	126	126	126

Source: Research Data (2023).

The results showed that there was a significant positive relationship between the performance of higher learning institutions and conceptual frameworks, results-based frameworks, and logical frameworks of 0.648, 0.656, and 0.636, respectively. The p-values were all 0.000. There was a positive correlation of 0.623 between conceptual frameworks and results-based frameworks. There was a positive correlation of 0.689 between conceptual frameworks and logical frameworks. Also, there was a positive correlation of 0.565 between logical frameworks and results-based frameworks.

4.4.4.2 Hypothesis Testing: Multiple Regression between Joint M&E Approaches and Performance of Higher Learning Institutions

The fourth hypothesis of the study was "$H0_4$: There is no significant relationship between joint M&E approaches and performance of higher learning Institution in Namibia" and was examined through a regression model depicted in Table 4-20 below.

Table 4-20: Regression between Joint M&E Approaches and Performance of Higher Learning Institutions

Model	R	R. Square	Adjusted R. Square	Std. Error of the Estimate	Durbin-Watson
1	0.785[a]	0.616	0.606	0.31227	2.370

Source: Research Data (2023)

Table 4-20 reveals that the R-squared was 0.616, indicating that logical frameworks, results-based frameworks, and conceptual frameworks can account for 61.6% of the variation in the performance of higher education institutions. Additionally, other factors outside the scope of the regression model can account for 38.4% of the changes in higher education institutions' performance. However, the significance and coefficient of the variables will determine whether these variables are significant at the 5% level of significance, and their impact on the performance of higher education institutions is shown in Table 4.22 below.

The ANOVA test showed that conceptual frameworks, results-based frameworks, and logical frameworks were good predictors of the performance of higher learning institutions. This is shown in Table 4-21 below.

Table 4-21: ANOVA Test of Joint M&E Approaches and Performance of Higher Learning Institutions

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19.051	3	6.350	65.124	0.000[b]
	Residual	11.896	122	0.098		
	Total	**30.947**	**125**			

Source: Research Data (2023)

The ANOVA results showed a p-value of 0.00, signifying the model's fitness at a 5% level of significance. Thus, it was found that the independent variables (conceptual frameworks, results-based frameworks, and logical frameworks), when taken together as a set or group, predict the performance of higher education institutions.

The results of regression coefficients is shown in Table 4-22 below

Table 4-22: Regression Coefficient of Joint M&E Approaches and Performance of Higher Learning Institutions

		Unstandardized Coefficients		Standardized Coefficients		
Model		**B**	**Std. Error**	**Beta**	**t**	**Sig**
1	Constant	0.549	0.249		2.208	0.029
	Conceptual Frameworks	0.457	0.119	0.407	3.837	0.000
	Results Based Frameworks	0.132	0.081	0.145	1.618	0.038
	Logical Frameworks	0.247	0.097	0.288	2.535	0.012

Source: Research Data (2023)

The results showed that all three independent variables (conceptual frameworks, results-based frameworks and logical frameworks) were significant at the 5% level of significance. Therefore, the multiple regression model was presented as follows:

$Y = 0.549 + 0.457X_1 + 0.132X_2 + 0.247X_3 + E$ *(where: X_1 = conceptual framework; X_2 = results-based frameworks; X_3 = logical framework)*

The coefficient for conceptual framework was 0.457, which meant that an increase of one unit in the measurement of conceptual framework would result in a positive increase in the performance of higher learning institutions by 0.457. The coefficient for results-based frameworks was 0.132, so the increase of one unit in the measurement of results-based frameworks would result in a positive increase in the performance of higher education institutions by 0.132. Also, the coefficient for logical frameworks was 0.247, meaning that an increase in one unit of logical framework constructs would result in an increment in the performance of higher learning institutions of 0.247. Therefore, there was a positive relationship between logical frameworks and the performance of higher learning institutions.

CHAPTER FIVE: SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion of findings, summary of the findings of the study, as well as the conclusions and suggestions that are drawn from those findings. These aspects of the study are evaluated, with the major attention being placed on the objectives that were outlined in the initial chapter of this dissertation.

5.2 Discussion

This section elaborates on the findings regarding the influence of monitoring and evaluation approaches on the performance of the institutions of higher learning in Namibia. The research was centred on examining the impact of conceptual frameworks, results-based frameworks, logical frameworks, and joint monitoring and evaluation (M&E) approaches on the performance of tertiary educational institutions in Namibia. The subsequent subsections are guided by distinct research objectives. Ultimately, the chapter provides discourse concerning the connection between the results and prior research as well as the outcomes of empirical investigations.

5.2.1 Influence of Conceptual Frameworks on Performance of Higher Learning Institutions

The objective was addressed through the use of seven statements relating to conceptual framework elements. The results found that only four out of the seven statements positively influenced the performance of higher learning institutions in Namibia, as seen by the individual mean values, which were greater than the composite mean. The results found that the majority of the participants (69%) agreed that the institution operates within a set framework towards achieving the national education vision by 2030. Also, the findings showed that 76.2% of the respondents agreed that the curriculum encompasses themes of the national education vision 2030. The results are in line with the study by Markiewicz and Patrick (2015) and Marriott and Goyder (2009), who found that tertiary institutions need to adhere to M&E plans such as national educational frameworks to improve their performance.

The results showed that the majority of the respondents believed that the institution uses a standardised tool for measuring student outcomes and that it has a well-defined system for periodically measuring its output. The results are supported by Kilima et al. (2013) and Tache

(2011), who established that the performance of any institution is dependent on the M&E tools implemented. This is so because M&E tools offer a framework for the execution of M&E activities by defining the scope of monitoring and evaluation, identifying the requisite data, and establishing the objectives of the evaluation.

The study found a significant positive correlation between conceptual frameworks and the performance of higher learning institutions. The results are in line with the findings by Nalianya and Luketero (2017), who found a positive correlation between conceptual frameworks and the performance of tertiary institutions. The results from the regression analysis showed that there was a significant relationship between conceptual frameworks and the performance of higher learning institutions in Namibia. The results are in line with the findings by Niyivuga et al. (2019) and Sindayigaya et al. (2020), who found that conceptual frameworks positively influence the performance of higher education institutions. However, the study by Sindayigaya et al. (2020) added that the impact of conceptual framework tools as part of M&E approaches was reduced due to a lack of adequate commitment to M&E, a lack of a budget to support the M&E initiative, and a lack of clearly defined indicators to be monitored.

5.2.2 Influence of Results Based Frameworks on Performance of Higher Learning Institutions

The objective was addressed through the use of seven statements relating to results-based framework elements. The results found that only two out of the seven statements positively influenced the performance of higher learning institutions in Namibia, as seen by the individual mean values, which were greater than the composite mean. The study found that most (63.5%) of the respondents agreed that the institution follows a standardised M&E work plan. The results were in line with the findings by Kusek and Rist (2004), who found that results-based frameworks use a standardised M&E work plan to track results and performance.

Also, the study found that most of the respondents (76.2%) agreed that the results-based framework was a relevant M&E approach for their institution. The results are supported by Chen et al. (2019), who postulated that results-based frameworks are an indispensable programme management tool that enables managerial accountability through evidence-based policy and decision-making. As such, most institutions are inclined to use them.

The results showed a significant positive correlation between results-based frameworks and the performance of higher learning institutions. The results are supported by Wanjiru et al. (2020),

who found a positive correlation between results-based frameworks and the performance of the project. The results from the regression analysis showed that there is a significant relationship between results-based frameworks and the performance of higher learning institutions in Namibia. The results are consistent with Gebremedhin's (2010) assertion that results-based M&E is an integrated framework that facilitates strategic planning and management by enhancing the learning and performance of institutions. According to Chen et al. (2019), who expressed a similar viewpoint, results-based frameworks are a necessary strategy for public sector organisations because they enable them to make informed policy decisions that serve as the foundation for planning, implementation, and resource allocation.

5.2.3 Influence of Logical Frameworks on Performance of Higher Learning Institutions

The objective was met by employing seven assertions pertaining to logical framework elements. Individual mean values that were higher than the composite mean supported the findings that only four of the seven claims had a positive impact on the performance of Namibian higher learning institutions. The results showed that the majority of the respondents were of the view that the institution is staffed with qualified employees. Furthermore, the results showed that most of the respondents were of the view that there were adequate teaching and learning resources. The results are the same as the findings by Beluhu (2020), who found that logical frameworks were robust tools that needed adequate resources for effectively evaluating the performance of higher education.

Also, the study findings showed that most of the respondents agreed that there is a liaison office that maintains relations with local organisations, service providers, donors, and other partners to add value to the university. The results are in line with Kusek and Rist (2004), who ascertain that logical frameworks should include all stakeholders in monitoring and evaluation. Moreover, the results showed that most of the respondents agreed that the logical frameworks were a relevant M&E approach for their institution. This is in line with the views of Musa (2019) and Mwaguni et al. (2021).

The findings showed that there was a significant positive correlation between logical frameworks and the performance of higher learning institutions. The results are supported by Beluhu (2020), who also found a positive association between logical frameworks and the development project. The regression results showed that there is a significant relationship

between logical frameworks and the performance of higher learning institutions in Namibia. The findings are supported by Beluhu (2020) and Musa (2019), who found a positive relationship between logframes and the performance of higher education institutions. Another study by Mwaguni et al. (2021) found contradictory results from the current study; the study found that the logical framework had less impact on the performance of higher education institutions.

5.2.4 Influence of Joint M&E Approaches on Performance of Higher Learning Institutions

The objective sought to find the combined influence of conceptual frameworks, results-based frameworks, and logical frameworks (M and E approaches) on the performance of higher learning institutions. The results showed that there was a significant positive correlation between the performance of higher learning institutions and conceptual frameworks, results-based frameworks, and logical frameworks. The results are in line with the findings by Niyivuga et al. (2019) and Sindayigaya et al. (2020), who found a positive correlation between M&E approaches and the performance of tertiary institutions.

The results from the ANOVA test showed that the independent variables (conceptual frameworks, results-based frameworks, and logical frameworks), when taken together as a set or group, predict the performance of higher education institutions. The findings agree with Heyer et al. (2014) and Ballou and Springer (2015), who found that M&E approaches, when taken together, can predict the performance of higher education institutions.

The results from the regression analysis showed that there is a significant relationship between joint M&E approaches and the performance of higher learning institutions in Namibia. The results are in line with the findings of Qurtubi (2017). The findings also found that conceptual frameworks had a bigger impact on the performance of higher education institutions, as shown by a bigger coefficient value of 0.457 compared to a logical framework with a coefficient value of 0.247 and 0.132 for a results-based framework. The results are in line with the studies by the World Bank (2010), Yaron (2013), and Frankel and Gauge (2016), who found conceptual frameworks to be requisite tools for monitoring and evaluation. However, several studies (Wanjiru et al., 2020; Farrell, 2009; and Nyonje et al., 2015) oppose this view and place results-based frameworks as the major driving force of M&E in enhancing the performance of higher education institutions.

5.3 Summary of Main Findings

The purpose of the study was to assess the influence of monitoring and evaluation approaches on the performance of the institutions of higher learning in Namibia. In regards to the first objective, it was found that the institution operates within a set framework towards achieving the national education vision 2030, and the curriculum at the institution encompasses themes of the national education vision 2030. It was also found that the institution uses a standardised tool for measuring student outcomes and has a well-defined system for periodically measuring its output. Through a regression model, it was found that there was a significant relationship between conceptual frameworks and the performance of higher learning institutions in Namibia.

In regards to the second objective, it was found that the institution follows a standardised M&E work plan. Also, it was found that the results-based framework was a relevant M&E approach for their institution. Through a regression model, it was found that there is a significant relationship between results-based frameworks and the performance of higher learning institutions in Namibia.

The results from the third objective showed that the institution is staffed with qualified employees and has adequate teaching and learning resources. It was also found that there is a liaison office that maintains relations with local organisations, service providers, donors, and other partners to add value to the university. The regression results showed that there is a significant relationship between logical frameworks and the performance of higher learning institutions in Namibia.

The last objective results showed that the independent variables (conceptual frameworks, results-based frameworks, and logical frameworks), when taken together as a set or group, predict the performance of higher education institutions. Also, the regression analysis showed that there is a significant relationship between joint M&E approaches and the performance of higher learning institutions in Namibia.

5.4 Conclusions

The conclusions of the study were made based on the research objectives outlined in chapter 1.

5.4.1 To determine the influence of Conceptual frameworks on performance of higher learning institutions in Namibia

The study found that conceptual frameworks have a positive influence on the performance of higher learning institutions in Namibia. Niyivuga et al. (2019) and Sindayigaya et al. (2020) both supported the results. Therefore, the research concludes that conceptual frameworks influence the performance of higher learning institutions in Namibia by a magnitude of 0.453 at a 5% level of significance.

5.4.2 To establish the influence of results based frameworks on performance of higher learning institutions in Namibia

The study found that results-based frameworks positively influence the performance of higher learning institutions in Namibia. Gebremedhin (2010) and Chen et al. (2019), who discovered a significant positive relationship, supported the results. Hence, the study concludes that results-based frameworks influence the performance of higher learning institutions in Namibia by a magnitude of 0.133 at a 5% level of significance.

5.4.3. To examine how the logical frameworks influences the performance of higher learning institutions in Namibia

The findings of the study depicted that logical frameworks positively impacted the performance of higher learning institutions in Namibia. Studies by Beluhu (2020) and Musa (2019) provided evidence in support of this claim. Therefore, the study concludes that logical frameworks influence the performance of higher learning institutions in Namibia by a magnitude of 0.246 at a 5% level of significance.

5.4.4 Assess how joint M&E approaches influence performance of higher learning institutions in Namibia

The results from the ANOVA analysis showed a p-value of 0.00 at a 5% level of significance. Also, the regression analysis findings revealed that there is a significant relationship between collaborative M&E techniques and the performance of higher learning institutions in Namibia. The findings are consistent with those of Qurtubi (2017). Therefore, the study concludes that jointly conceptual frameworks, results-based frameworks, and logical frameworks influence the performance of higher learning institutions in Namibia.

5.5 Recommendations

Given the research findings, the following recommendations are provided:

The research found that monitoring and evaluation approaches positively influence the performance of institutions of higher learning in Namibia. Therefore, the research recommends that policymakers formulate policies that encourage the compact application of monitoring and evaluation approaches in higher education institutions. However, it is important to note that, for policymakers to formulate such policies, there is a need for the inclusion of various stakeholders in the process. As alluded to by Markiewicz and Patrick (2015), Paina et al. (2017), and Vogel (2012), the success of an M&E initiative is dependent on stakeholder involvement and participatory implementation. Hence, the need for policymakers to involve key stakeholders in such policies.

The study found that conceptual frameworks, results-based frameworks, and logical frameworks positively influence the performance of higher learning institutions. Therefore, the study recommends the Ministry of Tertiary Education and management of higher learning institutions place efforts on conceptual frameworks, results-based frameworks, and logical frameworks in order to improve the performance of higher learning institutions. However, it is important to note that implementation of M&E approaches can be affected by a lack of M&E infrastructure (Sindayigaya et al., 2020); a lack of well-established systems; the unavailability of reliable and quality data; weak coordination amongst key stakeholders (Basheka & Byamugisha, 2015); a lack of proper planning; inadequate resources; and a lack of internal capacities (UNESCO, 2016). Therefore, in order to reap rewards from M&E approaches, the Ministry of Tertiary Education and the management of higher learning institutions should have solutions to these challenges or ensure that some of these challenges are mitigated.

The study found that conceptual frameworks, results-based frameworks, and logical frameworks positively influence the performance of higher learning institutions. Therefore, the study recommends that when dealing with logical frameworks, there is a need for caution in their application. The concern is brought about by several empirical studies (Mwangi & Moronge, 2020; Musa, 2019), which highlight the disadvantages of using logframes as being too rigid and inflexible to be integrated with other tools for M&E. Also, Myrick (2013), Yamaswari et al. (2016), and Uwizeyimana (2020) further highlight that their use is cumbersome because it requires thorough planning. Hence, the study recommends that, before

the use of logical frameworks by higher education institutions, proper planning and preparation should be done in order to guarantee the framework's integration with other M&E approaches.

5.6 Areas of Further Research

The study utilised only three M&E approaches; therefore, future studies can look into other M&E approaches and their influence on the performance of higher learning organisations since the study's variables (conceptual framework, results-based framework, and logical framework) accounted for 61.6% of the variation in the performance of higher learning organisations.

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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

Dear Respondent

RE: REQUEST FOR AUTHORITY TO CONDUCT RESEARCH AT YOUR INSTITUTION

My name is **Maycock Hore**, and I am a finalist student at the Africa Nazarene University, studying towards a Master of Arts in Monitoring and Evaluation Master. As part of the requirements for my studies, I am conducting a research titled: *"Basic Monitoring and evaluation and performance of higher learning institutions in Namibia: The case of Selected Institutions in Namibia."* Your institution is part of the organizations that has been chosen as part of the study. I therefore kindly request you to respond to the questionnaire as honestly as possible. Please do not write your name on this questionnaire. Your responses shall be used purely for academic purposes only, though the results may be shown to your institution at the end of research upon your request.

I hope that you will be interested in participating in this research which has potential to further assist in the development of the performance of Higher Education Institutions and work industry in Namibia. It is also important to note that your participation in this study is voluntary.

Best Regards

Maycock Hore

APPENDIX II: RESEARCH QUESTIONAIRE

SECTION A: DEMOGRAPHIC INFORMATION OF RESPONDENTS

1. Please indicate your gender (Please ***Tick*** in the Appropriate Box)

   Male [ ] Female [ ]

2. Please indicate your age range (Please ***Tick*** in the Appropriate Box)

25 - 30	31 – 35	36 – 40	41-45	46-50	51-55	56-60	61 +

3. Please indicate your highest academic qualification (Please ***Tick*** in the Appropriate Box)

Diploma	First degree	Masters	PhD	Professor

4. Other, Specify.....

5. Please indicate your name of employer (Please ***Tick*** in the Appropriate Box)

University of Namibia	Triumphant College.

6. Please indicate your employment category (Please ***Tick*** in the Appropriate Box)

Academic Registrar	Head of Department	Director	Lecturer	M&E Officer

7. Other, Specify…….....

8. Years of experience in current employment category (Please ***Tick*** in the Appropriate Box)

5 - 10	11 – 15	16 – 20	21-25	26-30	31-35	36-40	41 +

SECTION B: M&E APPROACHES

This section assesses the M&E approaches used by institutions of higher learning in Namibia to measure performance. Using the scale below where: **1-Strongly Disagree, 2-Disagree, 3-Neutral, and 4-Agree, 5-Strongly agree**, and please rate each statement. (Please ***Tick*** in the Appropriate Box)

A	**Conceptual Frameworks**	1	2	3	4	5
A1	The Institution operates within a set framework towards achieving the national education vision 2030					
A2	The Institution has clearly defined system for monitoring staff inputs					
A3	The curricular encompasses themes of the national education vision 2030					
A4	The Institution is well capacitated with human capital and material resources					
A5	The Institution uses a standardised tool for measuring student outcomes					
A6	The institution has a well-defined system for periodically measuring its output					
A7	I feel that the Conceptual Framework is a relevant M&E approach for my institution					

B	**Results based Frameworks**					
		1	2	3	4	5
B1	The Institution conducts baseline surveys to provide base information for monitoring and evaluating progress made during each academic calendar					
B2	The Institution has clearly defined indicators for measuring Results Based Framework towards meeting vision 2030					
B3	Decision making at the Institution is informed by M&E reports.					
B4	The demand for results at the outcome and impact level has improved the accountability					
B5	There are always reports on outcomes of impacts					

B6	The institution follows a standardised M&E work plan					
B7	I feel that the Results Based Framework is a relevant M&E approach for my Institution.					

C	**Logical Frameworks**					
		1	2	3	4	5
C1	The performance appraisal in my institutions fosters the objectives of vision 2030					
C2	The Institution is staffed with qualified employees					
C3	There is adequate teaching and learning resources					
C4	Faculties and departments have their own financial resources to fund their capacity building programmes					
C5	There is a liaison office that natures the relations with local organizations, service providers, donors and other partners to bring added value to university					
C6	The institution has well-defined performance indicators for identifying the extent to which resources are utilised					
C7	I feel that the Logical Framework is a relevant M&E approach for my Institution					

SECTION D: PERFORMANCE OF INSTITUTIONS OF HIGHER LEARNING

This section measures the impact of M&E on the performance of institutions of higher learning in Namibia. Using the Likert scale below, where1-**Strongly Disagree, 2-Disagree, 3-Neutral, and 4-Agree, 5-Strongly agree**, and please rate each statement. (Please ***Tick*** in the Appropriate Box)

		1	2	3	4	5
D1	The Institution is well ranked in Africa and world wide					
D2	The institution offer high quality programs					
D3	The institution has attracted local and foreign donors					
D4	The institution attracts foreign students					
D5	The institution produces high quality graduates who are well sought after					

D6	The enrolment rates keep increasing over the years					
D7	There is a high retention record of qualified staff					
D8	The institution is financially stable and able to fund various activities of teaching and learning					
D9	There is high investment on infrastructure					
D10	The institutions has expanded its operations to major cities and towns around the country.					

End of questionnaire: Thank you very much for your support

APPENDIX III: Research Authorization Letter

AFRICA NAZARENE UNIVERSITY

10 March 2023

E-mail: researchwriting.mba.anu@gmail.com/ monitoringandevaluation@anu.ac.ke
NACOSTI: registry@nacosti.go.ke Tel. 0202711213

Our Ref: [18M03DMME028]

Dr Lisho Mundia
Ministry of Higher Education, Technology and Innovation
Directorate Research and Innovation
Luther Street, Government Park 0000
Windhoek, Namibia

Dear Sir/Madam:
RE: RESEARCH AUTHORIZATION FOR: [18M03DMME028]

Maycock Hore is a postgraduate student of Africa Nazarene University in the MASTER of ARTS IN MONITORING AND EVALUATION (MME) program. In order to complete his program, MAYCOCK HORE is conducting a research entitled:

MONITORING AND EVALUATION APPROACHES AND PERFORMANCE OF HIGHER LEARNING INSTITUTIONS IN NAMIBIA; CASE OF SELECTED INSTITUTIONS IN NAMIBIA

Any assistance offered to him will be highly appreciated.

Yours Faithfully,

Dr. Wanjiru Nderitu

MME, Coordinator,

School of Business Studies, Monitoring and Evaluation Coordinator.

Africa Nazarene University.

APPENDIX IV: Research Approval Letter (UNAM)

University of Namibia, Private Bag 13301, Windhoek, Namibia
340 Mandume Ndemufayo Avenue, Pioneerspark
☎ +264 61 206 3111; URL.: http//www.unam.edu.na

UNAM
UNIVERSITY OF NAMIBIA

Mr Maycock Hore
Box 6506,
Windhoek
11 April 2023

Dear Mr. Maycock Hore [18M03DMME028]

REF: MONITORING AND EVALUATION APPROACHES AND PERFORMANCE OF HIGHER LEARNING INSTITUTIONS IN NAMIBIA; CASE OF SELECTED INSTITUTIONS IN NAMIBIA

1. Reference is made to your application to conduct the above-mentioned study.

2 The proposal has been evaluated and found to have merit.

3. Kindly be informed that permission to conduct the study has been granted under the following conditions:

3.1 The data to be collected must only be used for academic purpose;

3.2 No other data should be collected other than the data stated in the proposal;

3.3 Stipulated ethical considerations in the protocol related to the protection of Human Subjects should be observed and adhered to, any violation thereof will lead to termination of the study at any stage:

3.5 Final report to be submitted upon completion of the study.

Yours sincerely

UNIVERSITY OF NAMIBIA
P/BAG 13301, WINDHOEK
KHOMASDAL CAMPUS
2023 -04- 04
STUDENT RECORDS
OFFICE OF THE REGISTRAR

APPENDIX V: Research Approval Letter (Triumphant College)

Triumphant College

EDUCATE FOR EMPOWERMENT

Erf 4820 Kornalyn Street, Khomasdal. P. O. Box 6506, Windhoek, Namibia.
Tel +264 61 234903: Fax +264 61303256 E-mail: Triumph1@iway.na Website www.triumphant.edu.na
Reg. No. cc/2006/0067, VAT No. 4125054-01-5

Friday 14 April 2023

14 April 2023

Dear Mr Maycock

PERMISSION TO CONDUCT RESEARCH AT TRIUMPHANT COLLEGE: "Monitoring and Evaluation Approaches and Performance of Higher Learning Institutions in Namibia; Case of Selected Institutions in Namibia."

Thank you for allowing us the opportunity to engage in your envisaged research. We pleasantly welcome your request and grant permission to gain access to our employees and or any other intended respondents. Kindly send share with us your findings once the study is completed.

If you have any questions and queries regarding the above mentioned, please do not hesitate to contact the undersigned.

Yours faithfully,

Collin Madziwo

Registrar

TRIUMPHANT COLLEGE
Tel: 061-234903 / Fax: 061-303256
Academic Registrar

2023 -04- 14

P. O. BOX 6506, Windhoek
email:triumph1@iway.na

APPENDIX VI: Higher Education Institutions in Namibia (Public and Private)

Institution	**Public/Private**
1. University of Namibia (UNAM)	Public
2. National University of Science and Technology	Public
3. International University of Management	Private
4. Triumphant College	Private
5. Lingua College	Private
6. Monotronics College	Private
7. Welwitchia College	Private