MONITORING AND EVALUATION SYSTEMS ON QUALITY OF EDUCATION IN THE CATHOLIC UNIVERSITY OF EASTERN AFRICA, NAIROBI, KENYA

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Abstract: The study set out to investigate the monitoring and evaluation systems to determine the quality of education in the Catholic University of Eastern Africa. As its hypothesis, it relied on the question of whether the monitoring and evaluation systems are robust in determining performance. The study used both qualitative and quantitative data to record the performance of the monitoring and evaluation systems. The target group for the questionnaires were people affected by the performance of the monitoring and evaluation systems the majority being the students. They were selectively sampled through random sampling and purposive sampling and the sample size was based on the use of a sample table. The study also reviewed literature and analyzed reports on the performance in the various academic programmes, partnerships, seminars and conferences and recruitment of lecturers. In addition, evaluation reports were used from the monitoring and evaluation of programme process in the Catholic University of Eastern Africa. The data accrued was analysed through both qualitative and quantitative methods (content analysis, SPSS and frequencies). The overall results of the study showed that 75% of the respondents were aware of the existence various M & E systems at CUEA, 55% believed that M & E results had been implemented and 48% were satisfied with effectiveness of the M& E systems in enhancing the quality of academic programmes. In some of the programmes, respondents were not aware of the existence of M & E system. The responses' percentage included the recruitment of lecturers (88%), seminars and conferences (68%) and in collaborations with other institutions (66%). A small number of respondents cited dissatisfaction with of the implementation M&E reports, for instance inconsistencies in accessing their portals meant delays not fulfil their goals. The study concluded that M & E systems had the capacity to improve the performance in academic programmes in CUEA. The effectiveness of M&E systems can be improved by increasing awareness of M & E existence among the stakeholders. Based on the results, the study recommended that appropriate ways be sought to improve the performance of the monitoring and evaluation systems in the Catholic University of Eastern Africa through awareness building using multiple communication channels to and responding quickly to student questions and complaints. The results of this study will be of importance in improving the M & E systems in learning institutions in Kenya and elsewhere.

Keywords: Monitoring, evaluation, monitoring and evaluation systems, quality of education, performance

1.1 Study back ground

A wide range of monitoring and evaluation systems exist for determining different aspects of the quality of education worldwide. In Europe, some institutions such as the University of Bergen, Norway use two forms of external assessment as part of their systematic quality development work for the education offered in order to provide an estimate for resource requirement for teaching and supervision and academic responsibility for individual courses. Gronmo (2013) notes that individual departments use external examiners to assess their students' individual performance in exams or tests while the faculties have a system involving the use of programme auditors. This university conducts evaluations the first emphasizes on individual courses while the second on individual study programmes offered in a programme perspective. The evaluation of courses and study programmes are documented in written reports.

According to Jianjun (2016), colleges and universities in China integrate all kinds of information system and establish a scientific and efficient monitoring and evaluation system. Large databases are capable of collecting all manner of data from different aspects of teaching and which achieve full data analysis makes the results of monitoring and evaluation more authentic and objective. Apart from the advanced technology, the evaluation criterion is another key element. Early in 2004, the Chinese Ministry of Education issued the Indexes of Basic Running Conditions for General Higher Education Institutions to ensure the basic teaching conditions of higher education were met. Later in 2011, the Ministry issued the new Indexes of institutional eligibility evaluation for Higher Education Institutions in order to improve the teaching quality level. These formed the main basic criteria for evaluation and quality auditing of teaching quality in China.

In Uganda, the findings of the diagnostic review highlight that several key elements of Uganda's education sector M&E system are already in place or largely developed. A comprehensive M&E policy which outlines exactly what to monitor and evaluate, why how and for whom is particularly important for the coordination of often largely fragmented sector M&E arrangements. Whilst the 2010-2015 Education Sector Strategic Plan does include an updated list of indicators and targets, other elements of the M&E policy would also benefit from updating. The emphasis on monitoring at the expense of evaluation is not a phenomenon which is unique to Uganda's education sector. The 2002 M&E framework is a sound document, which provides an overview of what and why to monitor and evaluate, while also clearly distinguishing between monitoring on the one hand and the more analytically demanding evaluative activities on the other hand. Indicators and data collection are generally among the most developed aspects of M&E systems which are true to some extent in the case of Uganda's education sector. Sources of data collection have been identified for all the indicators with the ministry's Educational Management Information System and its annual census being of particular significance (Holvoet and Inberg, 2014).

In Ethiopia, the M&E is responsible for the overall monitoring and evaluation of the education system. The M&E Department of Planning and Policy Analysis consolidate information provided by implementing departments and teacher training institutions in order to track progress and evaluate achievements. Both Education Sector Development Programme and General Education Quality Improvement Project require the institutionalization of a wider range of monitoring and

evaluation approaches to contribute to a planning culture that focuses on processes, outputs and outcomes as well as on tracking the delivery of inputs by the targeted timelines. The school recording keeping system forms the basis for keeping track of school level statistical information in Ethiopia (UNESCO, 2016).

In Kenya, higher learning institutions such as Kisii University College, promote the culture of self-reliance of its graduates, by introducing new degree programmes relevant to the dynamic job market or reviewing existing ones-(Nyakan et_al., 2009). This University engages in partnerships with other universities and relevant bodies and industries in order to market its graduates by promotion of accreditation of their academic programmes by professional bodies, venturing in research and consultancy and disseminating findings to the community surrounding Kisii University. All these efforts encourage publications by staff as well as the organization, and conduction of workshops and seminars to disseminate research findings. However, the author noted that the institution needs to identify, recruit, develop and retain quality staff for conducting business by regular review of appropriate workload distribution mechanism and review schemes of service for all staff. The institution therefore requires a system monitoring and evaluation involving a routine and step-by step process of collecting, recording and organizing information and a periodic process of determining successes and failures respectively.

Ngunjiri et_al. (2014) note that another Kenyan university namely, Maasai Mara University uses various strategies of monitoring and evaluation strategies through conducting market surveys to develop market driven programmes in line with industry and hence rationalize, review, redesign and develop attractive academic programmes to attract quality students and staff. Firstly it liases with relevant regulatory bodies with the aim of ensuring that the academic programmes are accredited. In order to monitor its own research performance, the University uses benchmarking as a basis for continuous improvement in research outcomes and devise recognition criteria to honour individual researchers, a directorate of research is established to coordinate research activities and encourage a culture of research and innovation through training, establishment of university journals and fostering seminar series in the institution. Maasai Mara University monitors and evaluates inputs, activities and outputs to ensure that the strategic plan objectives are delivered in accordance with the implementation plan. Performance contract forms the primary monitoring and evaluation framework and is also used for staff appraisal feeding the reward/sanction framework. Progress reports are prepared regularly by departments describing actions taken by departments toward achieving specific strategies of the plan including costs, benefits, performance measures and progress to date. Maasai Mara University undertakes sensitization of stakeholders and staff to promote teamwork and closer working relationship among the various players. Monitoring and evaluation function spreads across all Departments and each of them creates a framework to collect, analyze data, prepare and disseminates reports.

At Catholic University of Eastern Africa, Kenya, review of academic programmes are initiated by the Director of Academic Programmes Development by the end of the 4th year of implementation of each given programme. Some of the tools of evaluation include stakeholder's workshops and tracer study reports. These two reports required for evaluating the proposed revised programme would have been requested from the relevant faculty/institute four weeks earlier. The Director then

has the mandate to implement and continuously monitor this procedure to ensure that it remains adequate for its intended purpose and is effectively applied so as to meet the needs of the students and giving feedback to the Heads of Department implementing the revised programme (Nokoe, 2011).

The evaluation of research is conducted by the Director of Research who initiates the process by calling for concept papers to be submitted to the departments and finally sent to the Catholic University of Eastern Africa Research Committee for evaluation. Within one month of the proposal development workshop, researchers submit proposals to the Director of Research who again forwards them to the Research Committee which evaluates the proposals using the approved evaluation criteria allocating funds to the successful research projects. The principal researcher submits quarterly progress reports evaluated by the Director of Research submitting a copy of the research findings by the researchers as a draft research report after fieldwork within 12 months. Research findings are finally disseminated to the university community through dissemination workshops organized by the Director of Research and copies of final reports of research projects written using university project format are submitted to CUEA PRESS for publishing (Ayako, 2015).

1.2 Statement of the problem

In order for universities to realize their potential organizational growth and excellence, there is need to install adequate monitoring and evaluation tools for the individual academic programmes. However although university administrators utilize monitoring and evaluation tools in planning, management and implementation of the programmes, some of the methods lack integrity and the data they produce are inadequate in providing information for determining the status of the programmes or for providing corrective measures. Mbae (2015) asserts that the procedure applies to performance evaluation of CUEA staff, those holding managerial positions as well as evaluation of staff. However the tenets of the Annual Performance Committee are not fully realised because of lack of a good strategy to implement the monitor and evaluate the status of academic programmes by getting relevant feedback on the progress of the staff performance in the Catholic University of Eastern Africa. He further notes, in particular how costly it is in terms of spending much money, on ineffective job performance evaluation tools and competitive advertising for positions. After the job applications have been received, the short-listing of candidates is conducted in the prescribed form. However, challenges in the area of staff recruitment include, competition from other universities who poach qualified staff, as well as poor management of funds. This results in absentee lecturers, late payments and exodus of lecturers. The institution therefore finds students thus must content with dealing with lecturers not permanently employed in the Catholic University of Eastern Africa, and having difficulty in following issues such as missing marks (Male, 2012).

 The need to have a seminar comes from a faculty or department inform of a schedule. However, seminars are another area of academic programmes that are poorly evaluated due to some reports requiring action research that need unbudgeted funds and lack of awareness by the stakeholders

and bias by the attendants of the meeting leading to no follow up and students complaining about the systems (Ayako, 2015c).

The procedure is applicable to both full time and part time lecturers at CUEA in evaluating the effectiveness of the teaching process. However, the student evaluation forms used to assess academic programmes are inconsistent because some students do not see the importance of them because they are not issued and some lecturers don't keep records. As a result students are not able to evaluate lecturers as monitoring taking into consideration of all students in every unit taught for every programme making the analysis of feedback bulky within the Catholic University of Eastern Africa (Getui, 2015). This project therefore aims at identifying the M&E tools used at Catholic University and to assessing their efficacy in achievement of academic success.

1.3 Objectives of the study
The main objective was to assess the monitoring and evaluation systems on the quality of education in the Catholic University of Eastern Africa.
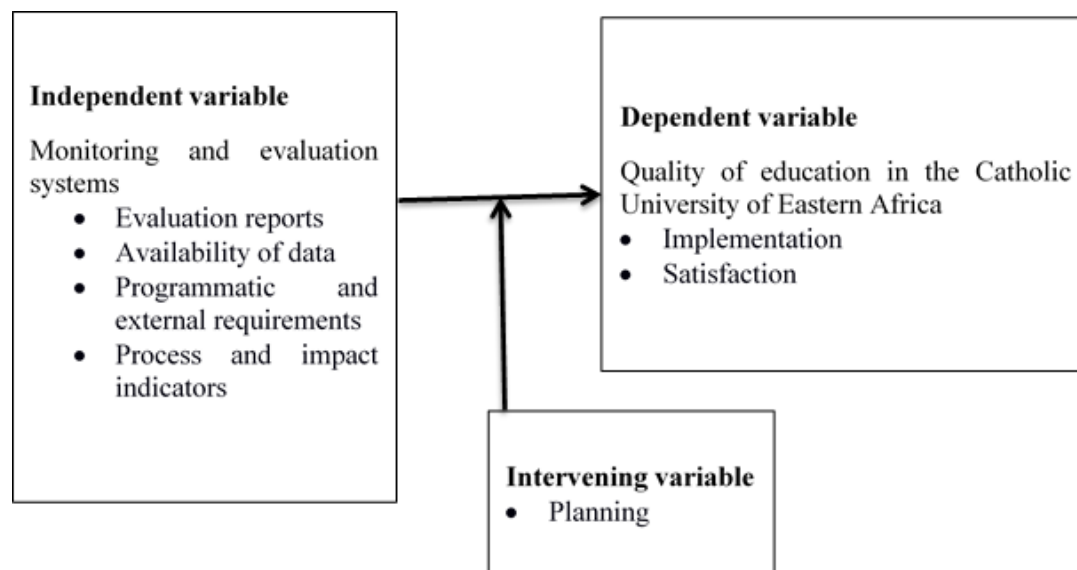The study specifically sought to:
To evaluate the monitoring and evaluation systems in academic programmes within the Catholic University of Eastern Africa, their effectiveness, challenges and recommendations

1.4 Conceptual framework
The conceptual framework in this study was used to explain the relationship between the independent variables and the dependent variables. The aspect of monitoring and evaluation systems was the independent variable while implementation, meeting targets and satisfaction was the dependent variable as shown in Figure 1

Figure 1: Conceptual framework

Independent variable

Monitoring and evaluation systems
- Evaluation reports
- Availability of data
- Programmatic and external requirements
- Process and impact indicators

Dependent variable

Quality of education in the Catholic University of Eastern Africa
- Implementation
- Satisfaction

Intervening variable
- Planning

Source: Own conceptualization, 2019

1.5 Literature review
1.5.1 Theoretical Framework
Theoretical framework is the blueprint for the entire dissertation inquiry and serves as the guide on which to build and support your study and also provides the structure to define how you will philosophically, epistemologically, methodologically and analytically approach the dissertation as a whole (Grant and Osanloo, 2014). The theoretical framework of the study discusses three related theories in the research and makes use of them relating to the effectiveness of the performance of the monitoring and evaluation systems in the education sector in the Catholic University of Eastern Africa to the stakeholders who are the students.

Theory of Change
According to Bank (2012), the theory of change given by evaluation theorists such as Chen, Rossi, Quinn Patton and Weiss explains how an intervention is expected to produce results. The theory further states that a sequence of events and results expected to occur owing to the intervention. The theory of change is used to test with evidence the assumed causal chain of results with what is observed to have happened checking each link and assumption in the process to verify the expected theory. The relationship between theory of change and M&E is that it enables broader perspective of stakes and stakeholders and helps in thinking through utilisation of M&E data.

Theory of change enables the understanding of the context and situation as a starting point for planning programmes, bringing critical thinking to bear on the assumptions around a programme, to make the views on how the programme is expected to work transparent. It allows the development a common understanding of the work and surfacing the differences in perspective in a positive way as well as in strengthening clarity, effectiveness and focus of programmes like construction of library, construction of roads, building of boreholes among programmes involved in a project. Strengths of the theory of change also include the improvement of relationships with partners and stakeholders by identifying opportunities or dialogue and collaboration with other institutions like students in a university and in the provision of unification of a framework for strategic decision-making, communicating and reporting and to assess impact and improve monitoring and evaluation to test the assumptions, demonstrate impact and learn from it (Vogel, 2012).

Large projects have more stakeholders generating varied perspectives on the expected outcomes of a project and the way of achieving those outcomes therefore affecting the theory of change in programmes. Diversity of views is likely to be a particular problem in projects where there is significant degree of decentralization in implementation for example in particular development projects and in portfolios of projects run by different grantees.   Complexity is another weakness in that even in the simplest projects with standardized interventions there are many aspects of the context which affect the outcomes (Davies, 2012).
Theory of change was used to show the effectiveness of the monitoring and evaluation systems in the quality of education in the Catholic University of Eastern Africa for example the development of a new programme in the Catholic University of Eastern Africa which was an intervention was expected to produce a new programme in the Catholic University of Eastern Africa was a result through an evaluation report on the proposed programme from Commission for University

Education through the Deputy Vice Chancellor Academic received by the Director of Academic Programmes Development (Nokoe, 2011a).

Result chain model

Gertler et_al. (2011) notes that a result chain set out a logical, plausible outline of how a sequence of inputs, activities and outputs for which a project is directly responsible interacts with behaviour to establish pathways through which impacts are achieved and establishes the causal logic from the initiation of the project beginning with the resources available to the end looking at long-term goals. The relationship between result chain model and M&E is that there is the description of the planned activities and inputs, considers the outputs or immediate outcomes followed by intermediate and final outcomes.

Result chain model discusses and refines their theories of change. A project is based on both sound project theory that is an accurate result chain and good implementation. They are used to help diagnose the theory failure once it has happened or better yet before the project is fully implemented and designed. Once a project team has come to agreement on their theory of change, they use their results chains to define their project objectives and indicators needed to measure effectiveness. The result chain help practitioners learn across sites. Project teams working in different sites are often implementing the same strategies and have common assumptions about how they contribute to conservation. They provide a framework for defining and testing these common assumptions and learning about the conditions under which a strategy is or not effective and why (Lovejoy et_al, 2007).

An up-front investment of time and resources is needed at the start of an investigation. It is likely to yield greater engagement and ownership among stakeholders and reduce the resources traditionally required to complete midterm and final evaluations of the project or program. The effects of interventions are difficult to measure fully. Translating complex processes into a core set of indicators carries the risk of not fully capturing achievements and progress coz they are not noted in the results framework. Result chains are complicated. Attempts to apply quantitative and qualitative measures to complex development processes often end up establishing an unwieldy set of indicators to monitor.
Involving program staff in the evaluation process could bias results measurement. Even in cases where a results orientation is integrated throughout the project cycle, evaluators should be engaged adequately to supervise the monitoring process and to disaggregate the data conducting analysis going beyond what is presented in the results chain model (Independent Evaluation Group, 2012).

The result chain model was used to evaluate the performance of the monitoring and evaluation systems on the quality of education in the Catholic University of Eastern Africa for example the inputs were funds used in the project, the activities were the preparation of the proposal in coming up with a sponsored research project in the Catholic University of Eastern Africa by the Project Director, the outputs were the sponsored programmes and the final outcomes were the completion of the project and the preparation and submitting of the technical and progress reports to the funding agency by the Project Director after the proposal is approved by the Research Committee (Ayako, 2015d).

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1.5.2 Review of empirical studies

In the Catholic University of Eastern Africa (CUEA), monitoring of academic programmes is conducted by the Directorate of Academic Programmes Development (DAPD) (Nokoe, 2011a). DAPD has the mandate to implement and continuously monitor the procedure for reviewing existing academic programmes to ensure that they remains adequate for their intended purpose and are effectively applied. The review cycle for each DAPD programme review is initiated by the end of the 4th year of implementation of a given programme. The Head of Department presents the proposal to the Departmental Academic Board with a representation from the Academic Programmes Development which if satisfied that the proposal is feasible establishes a team including the Directorate of Academic Programmes Development to conduct a needs assessment. If the Department Academic Board decides to develop a new programme in The Catholic University of Eastern Africa it presents the report to the Faculty Academic Board with a representation from the Academic Programmes Development Department and Senate for approval. After the Academic Programmes Development Department has evaluated the programme, the Directorate of Academic Programmes Development gives feedback to the Head of Department who presents the proposal to the departmental academic board with a representation from Academic Programmes Development and if satisfied with the feasibility of proposal it establishes a team to conduct a tracer study.

Nokoe (2011b) asserts that in CUEA, the process begins by having a needs assessment done and a report compiled receiving a draft proposal from the relevant faculty/department. The M&E report enables the director communicate with the Deputy Vice Chancellor Academic (DVC-A) on the status of the programmes and whether any requests/submission on for programme evaluation should for payment made to Commission for University Education(CUE).

Gichure (2015) asserts that the formal application from the institution seeking collaboration with the Catholic University of Eastern Africa is received, the receipt is acknowledged as the director evaluates the application. The faculty or department initiates collaboration with other institutions of higher learning as the application letter is received and evaluated based on the policies and procedures manual on academic linkages. M&E allows the Director of Academic Linkages to consult and review the application on the possible advantages and disadvantages. If the consultation and review is positive, the interest of the Catholic University of Eastern Africa is expressed formally to the Institute of Higher Learning and if it is negative, communication is done making an end of the process

In the Catholic University of Eastern Africa, the decision to recruit when the vacancy rises by the Human Resource Manager is made in consultation with the relevant department and Deputy Vice Chancellor. The recruitment requisition form is requested by the user department and after job applications are received, the candidates are shortlisted as the Human Resource Manager invites the shortlisted candidates for an interview. The interview panel makes a recommendation on the most suitable candidate. The interview score sheet is used to select the best suitable candidate. The Human Resource Manager ensures that verification of academic and professional documents of the newly appointed candidates from the institutions. For part-time staff, the Heads of Department

writes a requisition to the Dean of Faculty before the commencement of the new trimester detailing the units requiring part-time lectures and the names of the lecturers applied to teach. The Committee to vet the candidates is constituted showing interest to teach the specified units and select suitable candidates   (Male, 2012). At the Catholic University of Eastern Africa, the information on availability of grants is provided by the Director of Research as the applicant submits a detailed proposal of the project and conference paper. The meeting of the Research Committee is convened to verify and approve the conference attendance request and proposal using the established criteria as the applicant is notified in writing of the outcome of the Committee's decision in supporting development of the capacity of the staff in attending domestic, regional and international conferences or workshops (Ayako, 2015a).

1.6 Methodology
The type of research design used in this study was a case study research design whereby I looked at an in-depth study of the monitoring and evaluation systems in the academic programmes, partnerships, recruitment of lecturers and seminars and conferences. The study population of this study was 5,172 students and the target population used in this study were the students within the Catholic University of Eastern Africa. This study used a sample size table which was by Glen Israel (1992) in determining the sample size of the students. The population of students in the Catholic University was 5,172, the level of precision is ± 10%, the confidential level is 95% and the precision was .10 and the sample size of the students was 98. The type of probability sampling was the simple random sampling whereby 98 students were given an equal probability of being selected from a list of 5,172 for participation of the study. The type of non-probability used in this study was the purposive sampling technique and the key informants for this study were the registrar, human resource and directorate of quality assurance.

The data collection methods used for collecting data for the study were face to face using questionnaires in line with the research questions or specific objectives. The questionnaires contained questions that the respondents were required to fill to acquire vital information needed for the research. The questionnaire was both structured and unstructured in nature and the respondents were contacted individually. The respondents took like a few minutes or days or weeks depending on the number of questions and the time they took to fill the answers in the questionnaires. The type of qualitative analysis was content analysis and the type of quantitative analysis used was the descriptive statistics conducted using software programs such as SPSS V 25. The type of validity used for this study was content validity in that I used the appropriateness of the content of the instrument. The type of reliability used in this study was the internal consistency reliability in that Cronbach's coefficient alpha was computed using SPSS to determine correlation among 43 items in my research. The Cronbach's reliability coefficient was 854 higher than 0.70 making the instruments to be reliable.

1.7 Findings of the study

This chapter presented data analysis and interpretation of the research findings on the monitoring and evaluation systems and quality of education in the Catholic University of Eastern Africa guided by the research objectives. All the research objectives presented study responses. The

research response was computed and presented using frequency tables; bar charts, pie charts and SPSS and then the findings on the four objectives were presented and interpreted using frequency distribution.

The existence of M&E systems in the academic programmes at CUEA

The study was interested in obtaining information on the knowledge of the students regarding the M&E systems in the academic programmes taking place in the university in terms of their existence, functions and service delivery as the university made the students aware of them as highlighted by the students who participated in the answering of questionnaires in and the data obtained in this regards analysed the results.
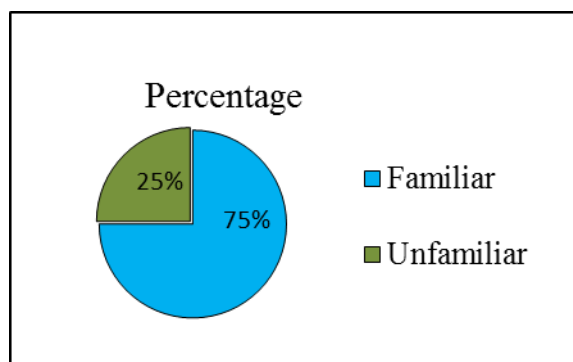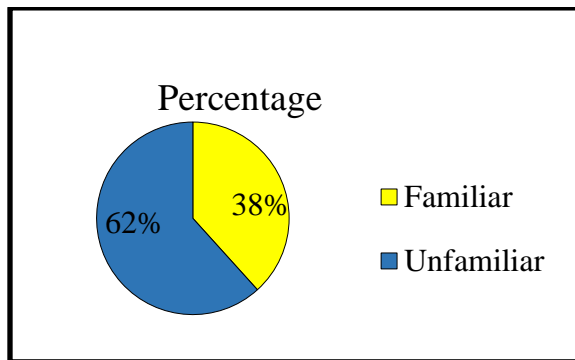

Figure 2: Percentage of students with the knowledge of the monitoring and evaluation systems in the academic programmes by the students in CUEA
Source: Field data, 2019

The study revealed that 75% of the students who participated in the study indicated that they were familiar with the monitoring and evaluation systems in the academic programmes in the institution while remaining 25% were unfamiliar (Figure 2). This means that the majority of the students were very much aware of the M&E systems existing in the university different from the handbooks, website.

The existence of M&E systems in the collaboration with other institutions at CUEA

The study was interested in obtaining information on the knowledge of the students regarding the M&E systems in the collaboration with other institutions taking place in the university in terms of their existence, functions and service delivery as the university made the students aware of them as highlighted by the students who participated in the answering of questionnaires in and the data obtained in this regards was analysed the results.
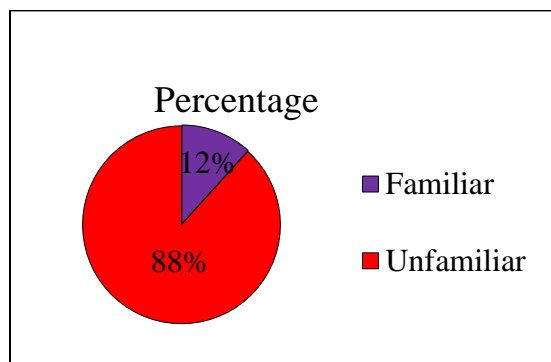
Figure 3:Percentage frequency of students' knowledge of the M&E systems in collaboration with other institutions
Source: Field data, 2019

This study indicated that the majority of the students partaking in the study, 62% were unfamiliar with the M&E systems in the collaboration with other institutions within the institutions while the minority of the students, 38% were familiar with the M&E systems taking place in the collaboration with other institutions in the Catholic University of Eastern Africa concluding that the students were unaware of the M&E systems taking place in the university.

The existence of M&E systems in the recruitment of lecturers at CUEA
The study obtained information on the knowledge of the students regarding the M&E systems in the recruitment of lecturers taking place in the university in terms of their existence, functions and service delivery as the university made the students aware of them as highlighted by the students who participated in the answering of questionnaires in and the data obtained in this regards was analysed the results.
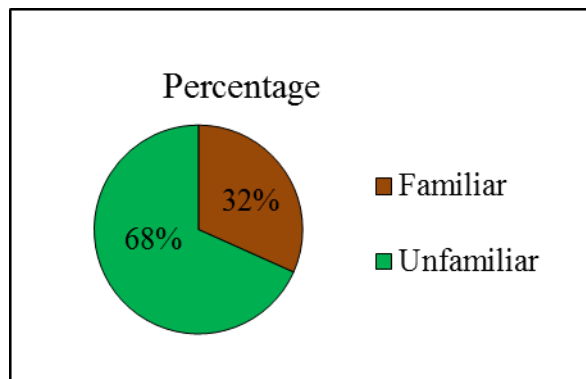

Figure 4: Percentage frequency of knowledge of M&E systems in the recruitment of lecturers by the students in CUEA
Source: Field data, 2019

The data above indicated that the majority of the students who participated in the study (88%), were unfamiliar with the M&E systems in the recruitment of lecturers in the Catholic University of Eastern Africa while only 12% were familiar with these systems

The existence of M&E systems in the seminars and conferences at CUEA
The study was interested in obtaining information on the knowledge of the students regarding the M&E systems in the seminars and conferences taking place in the university in terms of their existence, functions and service delivery as the university made the students aware of them as highlighted by the students who participated in the answering of questionnaires in and the data obtained in this regards was analysed the results.

Figure 5: Percentage frequency of knowledge of the M&E systems in the seminars and conferences by students
Source: Field data, 2019

The study also collected information about the knowledge of the M&E systems in the seminars and conferences in that 68% of the students partaking in the study had no idea of the M&E systems in the seminars and conferences while 32% of the students had an idea of the M&E systems in the seminars and conferences therefore indicating that most of the students were not aware of the M&E systems taking place in seminars and conferences in the institution.

1.8 Conclusions

The M&E systems used in the academic programmes included student portal for online results and financial records:-, student ID checks and attendance sheet, lecturer evaluation forms, job performance evaluation tool, needs assessment, CATS and examinations, quality assurance department and credit control department as well as ODEL online Certificate, diploma, undergraduate, and postgraduate programmes. It was however noted that even as they were viewed to be very effective by the majority of students, a substantial number were not even aware of their existence, functions and service delivery in the university but the experts viewed them to be effective. The M&E systems used in the collaboration with other institutions included Elimu portal, catalogue and CUEA library portal, competition in various faculties, Tangaza, IBM and partnerships eg Strathmore university, USIU and Daystar, regulatory and associate bodies e.g CUE, CLE, KEBS, IUCEA, were those that were viewed by the largest number of students as not effective due to lack of awareness of them in terms of their existence, functions and service delivery in the university but were viewed effective by the experts.
The M&E systems used in the recruitment of lecturers included noticeboards, interviews/interview

sheets, registrar academics, dean of the faculty of science, competitive advertising, advertisement of positions, employment as both full time and part time lecturers and delay of salaries, as most students did not know their effectiveness because they were not aware of them in terms of their existence, functions and service delivery but the experts were aware of them.

The M&E systems used in the seminars and conferences included attendance sheets/seminar registers, question airs, pre-session and post-session evaluation of participants, talks offered by specialists and conducted in halls, professional forums advancing in knowledge eg International Conference of Social Workers among others and although they were very effective, most of the students were not aware of them in terms of their existence, functions and service delivery.

The M&E systems on the quality of education in the Catholic University of Eastern Africa is positive in some sections like the academic programmes, partnerships and seminars and conferences because the students were aware of their existence, functions and service delivery and negative in the recruitment of lecturers because most of the students were not aware of them although they have not fully satisfied the students due to the challenges faced as highlighted in the previous chapter.

1.9 Recommendations

Based on the research findings, the following are the recommendations by the researcher on the M&E systems on the academic programmes which are there should be a channel to send complaints to receive enough feedback by the head of department and registrar to satisfy the students, there should be consistency on the evaluation forms by lecturers after the students have evaluated the lecturers, marks of the students, attendance of the students, students should be guided on how to use the student portal and feedback by the lecturers and school management, financial measures must be put in place to counter the cost through funding by the university, students should be informed on the change of academic programmes in some faculties through the noticeboard by head of department and there should be honesty and accountability on the marks of the students by the registrar.

The recommendations of the M&E systems on the collaboration with other institutions are that students should be informed of the M&E systems on the collaborations with other institutions by the heads of department, library department, there should be enough books and resources in the library for students to use and speed up on borrowing of books by the library department, there should be supervision on the school monitoring by the school management in terms of access to resources in the library, students should be told on time to return the books by the library department after borrowing, prior planning should be adequately supported by the university through funds facilitation to meet the required timelines, they should be keen on strangers taking advantage of the access of the systems and feedback by the school management especially the e-resources. The recommendations of the M&E systems on the recruitment of lecturers are that there should be enough lecturers in each department to avoid been overworked and students to have enough lecturers by the school management, students should be given enough information on the M&E systems operating in the recruitment of lecturers to be aware of them through noticeboards on the CUEA website, lecturers should be recruited on the qualities they have instead of nepotism by the human resource department, CUEA should offer staff development on bonding the staff to

serve for a given period mostly equivalent to the degree level supported in their studies, lecturers should be given good salaries for the work they do by the school management and there should be full support for the process by most of the stakeholders by the school management through the vacancies displayed on the CUEA website.

The recommendations of the M&E systems on the seminars and conferences are that students should be informed on the seminars so as to be aware of them by head of department and school management, M&E systems in seminars should be fully implemented by the attendance registrar through the noticeboard and CUEA website, there should be enough feedback and communication after the students have attended the seminars and informing them on the date by the registrar, things taught should be of use in future after the students have attended the seminars and conferences by the specialists offering the talks, collaborative or individual research fundraising should be encouraged by the university and finally there should be enough resources to facilitate the systems and consistency to facilitate access of the system

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