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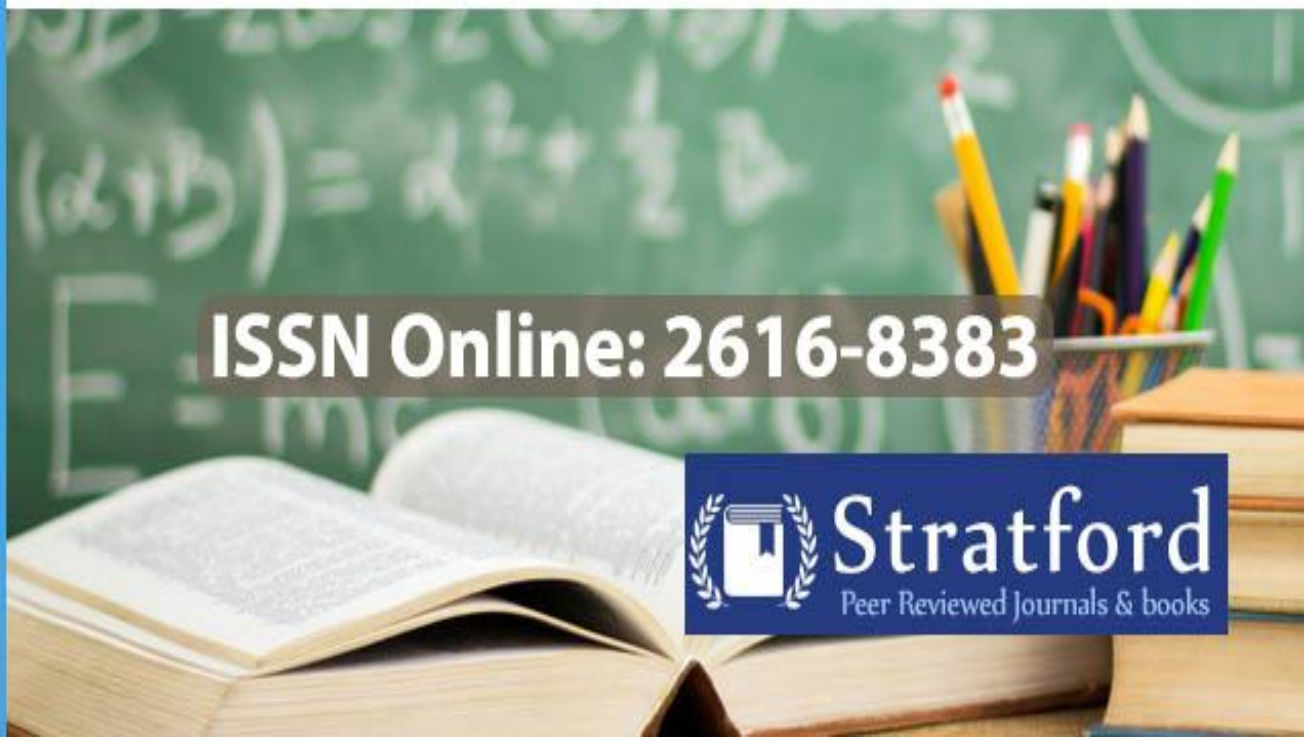

Enriching Program Evaluation Utilization in Selected Chartered Christian Kenyan Universities through Human Resource Management and Development

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Abstract

Higher education in Africa has marked a rise not only in the number of institutions, academic programs and students, but also in monitoring and evaluation of its processes and products. However, there is still scanty evidence of whether or how the evaluation results are used and what factors affect their use or non-use. The researcher adopted the quantitative correlation design to study associations between human factors and the use or non-use of PE results in selected Chartered Christian Universities (CCUs) in Kenya. A population census of program leaders of 50 accredited, operational and re-evaluated academic programs in three CCUs was conducted. A questionnaire was used for data collection. Descriptive and inferential analysis was done. Pearson Chi-square and Cramer's V tests were used to determine the association between faculty and staff evaluation skills, involvement in program evaluation process, and commitment to use the evaluation results (independent variables) and use or non-use of program evaluation results (dependent variable). The findings revealed that evaluators' and users' evaluation skills, involvement and commitment to use the results had a moderate, positive and statistically significant correlation with the use or non-use of evaluation results to modify a component of the program. This was shown by χ^2 (1df) =6.549[a], p -value =.010 and Cramer's V of .400 (p=.010) for the level of faculty and staff evaluation skills; χ^2 (1df) =8.168[a], p -value = .004 and Cramer's V of .446 (p=.004) for faculty and staff involvement in PE evaluation process; and by χ^2 (1df) =5.373[a] , p -value = .020 and Cramer's V of .362 (p = .020) for faculty and staff commitment to use the evaluation results. The findings suggest that when the level of faculty and staff evaluation skills, involvement and commitment to use the results is high, the use of evaluation results is likely to increase. The researcher therefore recommends enactment of institutional policies and evaluation practices that will increase faculty and staff level of evaluation skills, participation in the evaluation process, and commitment to use evaluation results, since these human factors tend to enhance the use of evaluation results.

Keywords: *Program evaluation, evaluation use, evaluation human factors, evaluation capacity, quality education, higher education, Christian universities.*

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1.0 Introduction

Although African higher education is experiencing the highest growth rate in the world, it is also marked by depreciating quality of its products. Positively, there is also marked increase in regulation, monitoring and evaluation of the programs to ensure quality and achievement of intended purposes (Okebukola & Fonteyne, 2014). Kenya is one of the African countries whose education sector is expanding at a very high rate (Commission for Higher Education Handbook, 2008, p. 6; Teferra and Altbach, 2003, p. 7; Mukhwana, 2016, p. 16). It is also one of the countries that has reported diminishing quality of its programs as revealed by the 2016 and 2017 audits (Mukhwana et al., 2016, p. 33; Chacha Nyaigotti-Chacha, 2017). This is in spite of mandatory formative and summative evaluation of the programs and a huge data base of evaluation findings. Literature has previously indicated general low use of evaluation findings (UNESCO, 2016, p. 29; McDavid et al., 2013, p. 38). Low utilization of evaluation findings undermines the efforts invested in ensuring quality education. Some researchers have studied the factors that hinder or enhance the use of evaluation findings (Myhlhousen-Leak, 2011; Becker, 2008; Kabuye, 2016; Kabuye & Basheka, 2017; Maloney, 2017; Phillips, 2018; Taut & Alkin, 2003).

1.1 Statement of the Problem

A major concern in the African context, where evaluation reports are hard to come by, is whether evaluation reports are being used at all. This study therefore focused on assessing the use of Program Evaluation (PE) findings specifically in terms of instrumental findings use. A correlation analysis of human and instrumental findings use of PE results in CCUs in Kenya was conducted. Most of the research on use of PE has focused on the factors that affect use of evaluation results (Myhlhousen-Leak, 2011; Becker, 2008; Kabuye, 2016; Kabuye & Basheka, 2017; Maloney, 2017, Phillips, 2018; Hayward, 2006; Taut and Alkin, 2003). Kabuye's study (2016), Myhlhousen-Leak's study (2011) and Taut and Alkin's study (2003) are informative about factors that affect use of evaluation results and are inspirational to the present study. The Kabuye study was done in Uganda, Africa, while Myhlhousen-Leak's study and Taut and Alkin's were done in the USA. Kabuye's study looked at institutional evaluation in general, Myhlhousen-Leak's study looked at teacher training programs, and Taut and Alkin looked at a university outreach program. These studies found various human, context and procedural factors to have effect on the use of PE. This study therefore, inquired into the use and non-use or limited use of PE results and the factors that contribute to the same in the context of Kenyan Christian universities.

1.2 Objective of the Study

The purpose of this study was to examine how human factors affect the use or non-use of Program Evaluation results in selected Chartered Christian Universities in Kenya.

1.3 Research Question

The study was guided by the following research question: How do human factors affect use or non-use of PE results in selected Chartered Christian Universities in Kenya?

2.0 Literature Review

2.1 Theoretical Framework

The study was underpinned by participant oriented models. These included Patton's Utilization Focused Evaluation, Cousins participatory evaluation and Alkin's user-oriented evaluation models. Emphasis in these models is put on the importance of the personal factor in the evaluation process. This involves the characteristics of the evaluator and user. Specific importance is placed on stakeholders' competence, commitment, active involvement and participation in the evaluation process to enhance relevance, ownership and use of evaluation results. The models are utilisation oriented. Utilisation is theorised to be enhanced through interaction and partnership between evaluators and users (Alkin & Christie, 2013; Taut and Alkin, 2003; Peck and Gorzalki, 2009; Myhlhousen-Leak, 2011; Becker, 2008; Hogan, 2007; Leahy, 2009; Cousins & Whitmore, 1988).

2.1.1 Utilization Focused Evaluation Model

Patton's Utilization-Focused Evaluation model (UFE) advocates for active interaction and partnership between the evaluator and the intended evaluation users. The evaluation process and methodology then depends on the stakeholders involved, the evaluation situation and negotiations of evaluators and users (Becker, 2008, p. 22; Leahy, 2009, p. 73). The first phase of the model involves identifying primary intended users. This is followed by four phases including "(1) the development of users' commitment to the intended focus of the evaluation and to evaluation utilization; (2) involvement in methods, design, and measurement; (3) user engagement –actively and directly interpreting findings and making judgments; and (4) making decisions about further dissemination" (Alkin & Christie, 2013, p. 44-45). The focus of this model is practical use of evaluation as the aim of PE. The argument is that if there is no practical use, then there is no purpose for carrying out PE. The model looks at the different possible ways PE can be used by different stakeholders. To Patton, evaluation use is realized if the personal factor is well handled. Firstly, it is well handled when stakeholders who are concerned about the evaluation and its findings are identified. Secondly, it is well handled when user's commitment to use the evaluation is secured. Commitment is secured through intended users' engagement in the whole evaluation process (Alkin & Christie, 2013). Patton's UFE model's view of practical use as the purpose of evaluation inspired this study's dependent variable (use of evaluation results). The focus on enhancement of utilization and the proposed factors that enhance it allow the researcher to carry out an empirical investigation in an African HE context. The present study draws from Patton's personal factor. The model's concepts of the personal factors affecting evaluation use permitted the focus of this study on stakeholder involvement and commitment. Active interaction and partnership between evaluators and users, and development of intended user's commitment is hypothesized to increase evaluation utilization (Alkin & Christie, 2013; Becker, 2008; Leahy, 2001).

2.1.2 Participatory Evaluation Model

Cousins' participatory evaluation model is a use-oriented approach to evaluation. In this model, the goal of an evaluation is to achieve buy-in or commitment from program personnel. To achieve stakeholder buy-in, evaluators must ensure that participation in the evaluation process is achieved. Cousins builds on Patton's significance of the personal factor in evaluation. To increase the likelihood of evaluation utilization the model promotes involvement and active participation of stakeholders in the planning, and implementation of evaluation. Cousins addition

is that these intended users should be organized in groups (Alkin and Christie, 2013, p. 46; Cousins and Whitmore, 1988, p. 6). Cousins views evaluation utilization more in the context of organizations. Participatory evaluation may take the form of Practical participatory evaluation (P-PE) or transformative participatory evaluation (Cousins and Whitmore, 1988, p. 6). "The core premise of P-PE is that stakeholder participation in evaluation will enhance evaluation relevance, ownership, and thus utilization" (Cousins & Whitmore, 1988, 6). On the other hand, transformative participatory evaluation ". . . has as its foundation principles of emancipation and social justice; it seeks to empower members of community groups who are less powerful that are otherwise oppressed by dominant groups" (Cousins & Whitmore, 1988, p. 6). Cousins' participatory model, like Patton's UFE, underpins the hypothesis that human factors affect evaluation use. Both Cousins and Patton focus on two aspects of the personal factor, that is, involvement and commitment. However, Cousins adds a third aspect, that is, evaluation capacity. Cousins argues that, increased evaluation competence and partnership encourage involvement, which achieves buy-in, which in turn increases evaluation utilization (Cousins and Whitmore, 1988; Alkin and Christie, 2013). The current study adopted all the three aspects of the personal factor and studied them empirically to find out if they will hold in the African context.

2.1.3 User-oriented Evaluation Model

In the early 1970's Alkin was understood to be more evaluation and decision making oriented like Stufflebeam except that Alkin saw both formative and summative aspects in process and product levels of evaluation. His perspective has since evolved into what he calls user-oriented evaluation which is now more related to Patton's UFE. The focus of Alkin's model is on enhancing the likelihood of using the evaluation information. Alkin (1970) argues that, evaluation use is enhanced firstly by pinpointing potential users. Secondly, evaluation use is enhanced by interactions between evaluators and potential users. Note that his focus is not on identifying decision makers/users' needs as such, but on procedures that are expected to increase the use of evaluation by a variety of pre-identified stakeholders (Alkin & Christie, 2013). The evaluator is not to simply gather information about the program and produce reports but it is his role to make sure that the evaluation information is used. This model therefore, strongly advocates for an evaluation involving rigorous assessment of the program context. This situational analysis would help in identifying potential users and the factors and procedures that could enhance evaluation use. This is critical in this model because for Alkin, placing value judgments on the program is not primarily the role of the evaluators. Rather evaluators are to collaborate with the primary users when planning an evaluation to determine the value systems that will be used to judge the programs. Value systems are pre-determined through evaluators and primary users' interactive sessions that simulate possible outcomes and appropriate value judgments. Therefore, involvement of potential users and interaction between them and the evaluators is critical in Alkin's user-oriented model (Alkin & Christie, 2013). Alkin's user-oriented model tenets and the 1985 categorization of factors affecting evaluation use into human, context and evaluation factors was foundational in this current study (Myhlhousen-Leak, 2011; Peck and Gorzalki, 2009; Taut and Alkin, 2003; Alkin and Christie, 2013). Furthermore, empirical studies inspired by Alkin's categorisation, such as, Kabuye (2016), Myhlhousen-Leak (2011), and Taut and Alkin (2013), done in different contexts, were also influential in this inquiry about how human factors affect use of evaluation results.

2.2 Empirical Review

2.2.1 Human factors

Human factors in Program Evaluation relate to the characteristics of evaluators and users. Evaluators and users in university education include program leaders or administrators, deans of schools, heads of departments and faculty. "As evaluators, faculty often participate in institutional, program, course, and student assessment. Intended users are the stakeholders charged with using assessment for accountability and improvement" (Myhlhousen-Leak, 2011, p. 61). Most of the characteristics that affect PE use relate to competencies, experience with evaluation, involvement, commitment and interaction abilities (Taut & Alkin, 2003, p.216). Program human factors in this study are represented by the level of faculty and staff evaluation skills, faculty and staff involvement in the PE process, and faculty and staff commitment to use the evaluation results. These, are correlated with instrumental use or non-use of PE results.

2.2.1.1 The Level of Faculty and Staff Evaluation Skills

The professional and personal approach and competencies of the persons in charge of the evaluation is a key human factor in PE. Personal characteristics include assertiveness, leadership, interest, enthusiasm, determination, commitment, and openness (Myhlhousen-Leak, 2011, p. 31). In Myhlhousen-Leak's study (USA) the application of the evaluation process was influenced by the assertiveness of the person in charge as indicated by dissimilarities in different programs. Higher use programs had more insightful reviews characterized by a more supportive environment which was attributed to the caring characteristic. Further still, higher use programs were characterized by greater enthusiasm and their evaluations were more meaningful. Interest in completing the review was higher in higher use programs indicating that interest contributed to higher use. The leadership style of the person in charge across the programs had an impact on the evaluation process. Openness to new ideas and change was found to be important to how the evaluation was conducted (Myhlhousen-Leak, 2011, p. 125-6).

Taut and Alkin's (2003) qualitative USA study found out that human factors weighed more in terms of hindering evaluation implementation than evaluation (procedural) or context factors. Two major human factors that hinder evaluation implementation were classified as "evaluator competence and program staff issues" (Taut & Alkin, 2003, p. 217). Evaluator competence was mostly related to social competence (relationship-building skills), interpersonal skills of evaluators, program context knowledge and technical competence. Where they were lacking, they were a hindrance to effective evaluation. Program staff issues that were seen as a source of resistance to evaluation implementation were mostly related to trust/fear issues and staff evaluation knowledge (Taut & Alkin, 2003, p. 218, 223). Taut and Alkin concluded that, "Training in evaluation should incorporate skill building (both theoretically and practically) in the human factor area, besides focusing on methodological competence" (Taut & Alkin, 2003, p. 225).

Kabuye (2016), in his study established that human factors, specifically in terms of evaluation capacity, affect evaluation use. Evaluation capacity is about having the capability to conduct an evaluation. It involves organizational and human capacity in terms of evaluation planners and managers, evaluation implementers and evaluation users (Kabuye, 2016, p. 25). Kabuye found out that, evaluation capacity has a strong, positive and statistically significant effect on utilization of evaluation results. The specific capacity indicators believed to be of highest effect

in Kabuye's study included evaluator's competences and the unit responsible for evaluations (Kabuye, 2016, p. 26, 62, 63, 75).

2.2.1.2 Faculty and Staff Involvement in the Evaluation Process

PE users and initiators have varied priorities, criteria and reasons for doing PE. Their perspectives, standards and needs often determine the purpose and utilization of PE (Sawer, 1992; Bennet, 2003; McDavid et al., 2013). The possible audience or users of PE may be external or internal. External users may include: governments, accrediting bodies, funders of the program, political decision makers, employers, parents, prospective students, educational researchers, community leaders and the public at large. Internal users may include students, faculty, institutional leaders, program/policy managers and administrators, board of governors and owners of the institution (McDavid et al., 2013, p. 28; Hayward, 2006, p. 8, Bennet, 2003, p. 8-9; 70). Patton underscores the influence of evaluation audience by making utilization a key ingredient in the evaluation design (Patton, 2008, p. 37). Since utilisation is a key criterion in the design and implementation of PE, intended users have to be identified and involved in the planning and implementation of the evaluation (McDavid et al., 2013, p. 28).

Therefore, the purpose of the evaluation and thereafter the PE design and process must be planned and implemented in line with stakeholders' view of purpose of evaluation and evaluation results user's needs. Maloney's study about levels of use and factors associated with evaluation use found ". . . involvement of stakeholders in identifying the evaluation purpose and effective communication of findings, as important to evaluation use" (Maloney, 2017, 25). An understanding of the purpose and use of PE as perceived by users is helpful in providing relevant and useful information about programs. The influence of major stakeholders affects the quality, purpose and use of PE. Sometimes stakeholders' agenda could affect the results of the evaluation by leading to creation of desired results. Faculty and staff are the major direct users of PE findings in university settings. Therefore, as Palomba and Banta caution, "Faculty and staff involved in assessment must allow time for themselves and others to reach understanding and consensus about the meaning and purpose for assessment, or they will find little support for its use" (Palomba & Banta, 1999, p. 19). This caution presupposes that faculty and staff are involved in the evaluation process. In studying the effect of evaluation processes on utilisation Kabuye addressed participation of stakeholder in the evaluation process. He found participation of stakeholders critical in informing ownership and use of results (Kabuye, 2016). This is in agreement with Patton's pragmatic view. The purpose of evaluation for Patton is utilisation. This is achieved by engaging users in the process of evaluation which encourages them to own the recommendations and use them (McDavid et al., 2013, p. 12). Further literature shows that encouragement of participation and involvement of faculty is critical in owning and supporting successful implementation of institutional effectiveness programs. Increased faculty involvement (leading, owning and participating in the process) is likely to increase support of institutional effectiveness activities (Welsh & Metcalf, 2003, p. 36-41). Such activities may include utilisation of evaluation findings to impact programs.

2.2.1.3 Faculty and Staff Commitment to Use the Evaluation Results

Previous studies speak to the issue of existence of several barriers and motivations to faculty commitment that hinder or enhance implementation or utilisation of evaluation. Sujitparapitaya focused on student learning outcome assessment while Welsh and Metcalf focused on institutional effectiveness activities (Sujitparapitaya, 2014; Welsh & Metcalf, 2003). Low commitment to use, which tends to result from low level involvement, hinders implementation and utilisation of evaluations. Welsh and Metcalf observed that the primary challenge institutions face is garnering the commitment and support of their stakeholders. They find supporting literature that faculty resistance primarily hinders implementation of institutional effectiveness ventures (Welsh & Metcalf, 2003, p. 34). Sujitparapitaya's study highlights key factors that affect commitment and thus utilisation of student learning outcome assessment. These include task assessment and personal values. Sujitparapitaya concludes that when low commitment is detected the indices that fall under task assessment and personal values must be responded to accurately. Task assessment was conceptualised in terms of ability and permission, while personal values were conceptualised in terms of "utility value, interest value, and importance value and personal values" (Sujitparapitaya, 2014, p. 8). Welsh and Metcalf's study further established that when faculty and staff perceived the primary purpose of implementing institutional effectiveness activities as improvement of the institution's programmes and services, they were more supportive and committed (Welsh & Metcalf 2003, p. 40). This suggests that the purpose of the effectiveness activity has a bearing on the commitment of the campus constituents and other human factors.

3.0 Research Methodology

The researcher adopted the quantitative correlation design to study associations between human factors and the use or non-use of PE results in selected CCUs in Kenya. A population census of program leaders of 50 accredited, operational and re-evaluated academic programs in three CCUs was carried out. A questionnaire was used for data collection. Descriptive and inferential analysis was carried out. Hypothesized associations between human factors and use or non-use of PE were informed by participant oriented evaluation models, thus, allowing the study of human factors as independent variables against use or non-use of PE results as the dependent variable. Human factors were conceptualized in terms of the level of faculty and staff evaluation skills, faculty and staff involvement in PE process, and faculty and staff commitment to use PE results. Evaluation use was conceptualized in terms of instrumental use of PE results which is the use of PE results to modify an element or component of the program. Correlation analysis was done by testing the posed null hypotheses using the Pearson's Chi square and Cramer's V. The level of significance for this study was 0.05.

4.0 Results and Discussions

4.1 Human Factors

The question that guided the research was: How do human factors affect use or non-use of PE results in selected Chartered Christian Universities in Kenya? This question focused on human factors highlighted by participatory evaluation models and which some previous studies established to have an effect on use of PE results in contexts outside that of this study's (Welsh and Metcalf, 2003; McDavid et al., 2013; Maloney, 2017; Taut & Alkin, 200; Kabuye, 2016; Myhlhousen-Leak, 2011). Human factors relate to the characteristics of evaluators and users. This study investigated three human factors as independent variables at the level of PE implementation. They included the level of faculty and staff evaluation skills, faculty and staff involvement in PE process and faculty and staff commitment to use of evaluation results. Respondents were asked to indicate with a "no" or "yes" as to whether these factors affected the ability to make use of the evaluation results of the most recent evaluation of the programs they oversee. The results are presented in Table 1. Three hypotheses were tested. Hypothesis 1, 2, and 3 sought to test the relationship between human factors (the level of faculty and staff evaluation skills, faculty and staff involvement in PE process, and faculty and staff commitment to use PE results) and instrumental use of PE results. The results are shown in Table 2, 3 and 4.

Table 1: Effect of Human Factors on Use of PE Results

f (%)	NO	YES
Effect of the level of faculty and staff evaluation skills on the use of PE results	20(49)	21(51)
Effect of the level of faculty and staff involvement in program evaluation on use of PE results	17(41.5)	24(58.5)
Effect of the level of faculty and staff commitment to use evaluation results on use of PE results	23(56)	18(44)

4.1.1 Level of Faculty and Staff Evaluation Skills

As shown in Table 1, 51% of the program leaders reported that the level of faculty and staff evaluation skills had an effect on the ability to make use of PE results of the most recent PE as compared to 49% who said it did not. These findings agree with previous studies that evaluation capacity, which in this case is the level of faculty and staff evaluation skills, affects the use of the evaluation results negatively or positively. Low evaluation capacity tends to undermine evaluation use, while high evaluation capacity tends to increase use of evaluation results (Taut & Alkin, 2003; Myhlhousen-Leak, 2011; Kabuye, 2016). Majority in this study indicate that it did have an effect. Majority of the program leaders (78%) reported to have used the results of the most recent PE, while, 22% of the program leaders reported not to have used the results. Of the 78% (32) who reported to have used the results, majority (59.4%) indicated that the level of faculty and staff evaluation skills was not a factor, as compared to 40.6% who reported to have used the results but indicated that the level of faculty and staff evaluation skills was a factor. On the other hand, of the 22% (9) who reported not to have used the results, majority (88.2%) indicated that the level of faculty and staff evaluation skills was a factor, as compared to the

11.2% who reported not to have used the results but indicated that the level of faculty and staff evaluation skills was not a factor. Although program leaders indicated high use of the results, majority did not attribute the use of the results to the level of faculty and staff evaluation skills. This may suggest that evaluation skills may not guarantee use of evaluation results. In this study expertise in subject content of the program and experience in PE were considered in understanding evaluation capacity. To make statistical inferences and conclusions on whether the reported effect was statistically significant H_o1 was tested using Pearson's Chi square and Cramer's V tests.

H_o1: There is no significant relationship between the level of faculty and staff evaluation skills and instrumental use of PE results in selected CCUs in Kenya

The results indicated a moderate positive association between the level of faculty and staff evaluation skills and use of PE results to modify an element of the program, as shown by χ^2 (1df) =6.549[a], Fisher's Exact = .020 and a p value =.010 and Cramer's V of .400 (p=.010) as shown in Table 2.

Table 2: The Relationship between the level of faculty and staff evaluation skills and instrumental use of PE results

Effect of level of faculty and staff evaluation skills		PE results were used *f* (%)			χ^2	Df	P-value	Fisher's Exact	Cramer's V
		False	True	Total					
No	Observed	1(2.4)	19 (46.3)	20(48.8)	6.549[a]	1	.010	.020	.400 (p= .010)
	Expected	4.4	15.6	20					
Yes	Observed	8(19.5)	13(31.7)	21(51.2)					
	Expected	4.6	16.4	21					
Total Observed		9(22)	32 (78)	41(100)					

The moderate positive association means that high faculty and staff evaluation skills moderately tend to enhance use of PE results, while low level of evaluation skills tends to hinder use of PE results to modify a component or element of a program. The test results find support from previous studies. A study done in the African context (Uganda) by Kabuye (2016) established that evaluation capacity has a strong, positive and statistically significant effect on utilization of evaluation results. The results also resonate with Taut and Alkin's (2003) qualitative study done in USA, which established that limited evaluation capacity skills hindered evaluation implementation (Taut & Alkin, 2003, p. 217). The findings of the current study also affirm Myhlhousen-Leak's study (2011) done in the USA that evaluation capacity affects the use of evaluation results. Myhlhousen-Leak's study established that the professional and personal approach and competencies of the persons in charge of the evaluation is a key human factor in PE utilization. Myhlhousen-Leak's study highlights dissimilarities in higher use programs and lower use programs along professional and personal approach and competencies (Myhlhousen-Leak, 2011, p. 125-6).

Academic qualifications and experience in PE is expected to contribute to evaluation capacity in terms of competence and skill building. High academic qualifications and credentials in teaching subjects may indicate expertise in one's area and competence in evaluating curriculum content. This skill is crucial in evaluating an academic program. This would be in line with Eisner's model that holds that evaluation capacity and expertise are in relation to the subject area of the program (Eisner, 1979; Alkin and Christie, 2013, p. 35-36). In the selected CCUs is Kenya, the program leaders' qualifications and experience in evaluation suggests a relatively good level of evaluation skills. Majority (66%) of program leaders are PhD holders, while only 34% are Master's degree holders. Furthermore, majority of the programs (66%) are led by PHD holders. Master's degree holders lead 34% of the programs. Moreover, Master's degree holders lead only undergraduate programs.

In terms of evaluation experience, program leaders reported as requested on the number of years they had been involved in evaluation. Experience in PE could point to growth in evaluation skills and competence. This is in line with Scriven's argument that evaluation capacity lies in the evaluator's evaluation skills and competence (Alkin and Christie, 2013, p. 35-36). In this study, only 26.8% reported to have been involved in PE for less than 3 years. The majority reported to have been involved in PE for more than 3 years (34.1% reported to have been involved in PE for 3 to 6 years, 24.4% for 7 to 10 years, and 14.6% for over 10 years).

4.1.2 Level of Faculty and Staff Involvement in Program Evaluation Process

Concerning whether the level of faculty and staff involvement in PE process affected the use or non-use of PE results, majority (58.5%) indicated that it had an effect compared to 41.5% who said it did not, as shown in Table 1. In existing literature, there is affirmation of these findings that faculty and staff involvement in PE process affects the use of PE results. The more faculty and staff are involved in the evaluation process, the more they are likely to own and use the evaluation results (Palomba & Banta, 1999; Welsh & Metcalf, 2003; McDavid et al., 2013; Kabuye, 2016; Maloney, 2017). From this study's findings, majority agree with the fact that there is an effect. Of the 78% (32) who reported to have used the results, majority (53.2%) indicated that the level of faculty and staff involvement in the process of evaluation was not a factor as compared to 46.8% (15) who reported to have used the results but indicated that the level of faculty and staff involvement in the process of evaluation was a factor. On the other hand, of the 22% (9) who reported not to have used the results, majority (100%) indicated that the level of faculty and staff involvement in the process of evaluation was a factor. Although program leaders indicated high use of results, majority also indicated that the level of faculty and staff involvement in the process of evaluation did not affect the ability to use the results to modify an element or component of the program. Inferential analysis (H_o 2) helped shed more light on these results.

H_o2: There is no significant relationship between faculty and staff involvement in PE evaluation process and instrumental use of PE results in selected CCUs in Kenya.

Table 3: The Relationship between the level of faculty and staff involvement in program evaluation and instrumental use of PE results

Effect of the level of faculty and staff involvement in program evaluation		PE results were used *f* (%)			χ^2	Df	p value	Fisher's Exact	Cramer's V
		False	True	Total					
No	Observed	0(0)	17(41.5)	17(41.5)	8.168[a]	1	.004	.005	.446 (p= .004)
	Expected	3.7	13.3	17					
Yes	Observed	9(22)	15(36.6)	24(58.5)					
	Expected	5.3	18.7	24					
Total Observed		9(22)	32(78)	41(100)					

Hypothesis 2 results indicated a moderate positive association between the level of faculty and staff involvement in the process of evaluation and use of PE results to modify an element of the program as shown by χ^2 (1df) =8.168[a], Fisher's Exact = .005, and a p value = .004, and Cramer's V of .446 (p=.004) in Table 3. The findings suggest that faculty and staff involvement in the process of evaluation tends to influence the use of evaluation results. The moderate positive association suggests that more involvement of faculty and staff in the process of evaluation tends to increase the use of the results. Less involvement is likely to reduce the use of PE results. This finding agrees with previous studies in establishing that increased participation and involvement of stakeholders, such as faculty and staff is critical in informing ownership and use of evaluation results. High involvement is associated with high use of evaluation (Welsh & Metcalf, 2003; Kabuye, 2016; Maloney, 2017; Myhlhousen-Leak, 2011, p. 126).

As demonstrated in this study moderate variation is explained in the differences seen in the use of evaluation results by knowing the level of faculty and staff involvement. The implication here is that the more staff and faculty are involved in the evaluation process, the more they are likely to use PE results. This relates to Patton's pragmatic view which says, the purpose of evaluation is utilisation of the evaluation results. To achieve this purpose of evaluation utilisation, Patton suggests full engagement of evaluation users in the process of evaluation. This encourages ownership of the recommendations and thus their implementation or use (McDavid et al., 2013, p. 12).

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4.1.3 Level of Faculty and Staff Commitment to Use Evaluation Results

On the other hand, majority of the respondents (56%) reported that the level of faculty and staff commitment to use of evaluation results did not affect the ability to make use of the most recent PE results, as compared to 44% who said that it did have an effect (Table 4).

Of the 78% (32) who reported to have used the results, majority (65.6%) indicated that the level of faculty and staff commitment to use the evaluation results was not a factor, as compared to 34.4% who indicated that it was a factor. On the other hand, of the 22% (9) who reported not to have used the results, majority (77.8 %) indicated that the level of faculty and staff commitment to use the evaluation results was a factor, as compared to 22.8% who said that it was not a factor. Although program leaders indicated high use of results, majority also indicated that the level of faculty and staff commitment to use the evaluation results did not affect the ability to use the results to modify an element or component of the program. These findings are contrary to previous studies that established that the level of faculty and staff commitment to use the evaluation results affects the use of PE results. The tendency is that low level of faculty and staff commitment to use of evaluation results undermines the use of evaluation results, while high level of faculty and staff commitment to use of evaluation results increases the use of evaluation results (Welsh and Metcalf, 2003; Sujitparapitaya, 2014, p. 8). Majority in this study indicate that there was no effect. To establish the statistical significance of the variances observed in the above results, inferential analysis using Chi-square and Cramer's V tests was done to test H_o 3.

H_o3: There is no significant relationship between faculty and staff commitment to use evaluation results and instrumental findings use of PE results in selected CCUs in Kenya.

Table 4: The relationship between faculty and staff commitment to use evaluation results and instrumental findings use of PE results

Effect of faculty and staff commitment to use of evaluation results		PE results were used *f* (%)			χ^2	Df	P-value	Fisher's Exact	Cramer's V
		False	True	Total					
No	Observed	2(4.9)	21(51.2)	23(56.1)	5.373[a]	1	.020	.028	.362 (p= .020)
	Expected	5	18	23					
Yes	Observed	7(17.1)	11(26.8)	18(43.9)					
	Expected	4	14	18					
Total Observed		9(22)	32(78)	41(100)					

The results in Table 4 show χ^2 (1df) =5.373[a], Fisher's Exact = .028, and a p value = .020, and Cramer's V of .362 (p = .020). The findings indicate a strong positive statistically significant association between faculty and staff commitment to use of evaluation results and the use of PE results. The findings suggest that the level of commitment to use the results tends to determine whether the results will be used or not. When commitment of faculty and staff to use the results increases the use of evaluation results is also likely to increase and vice versa. These findings, to some extent, resonate with both Welsh and Metcalf's study (2003) and Sujitparapitaya's study

(2014) although their focus was not PE. Sujitparapitaya focused on student learning outcome assessment, while Welsh and Metcalf focused on implementation of institutional effectiveness activities. Both studies speak to the issue of existence of several barriers and motivations to faculty commitment that hinder or enhance implementation or use of evaluation results similar to the Kenyan context. Low commitment to use, which results from low level involvement, hinders use of evaluation results. Welsh and Metcalf observed that the primary challenge institutions face is garnering the commitment and support of their stakeholders (Welsh and Metcalf, 2003, p. 34). Sujitparapitaya's study highlighted task assessment and personal values as key factors that affect commitment and in turn utilisation of evaluation results (Sujitparapitaya, 2014, p. 8). This current study adds on Welsh and Metcalf's and Sujitparapitaya's studies that statistically significant variances in the use of evaluation results depend on commitment to use of evaluation results. In other words, programs that have faculty and staff who are committed to using the evaluation results will see increased use of the evaluation results as compared to those who do not.

5.0 Conclusions

The study investigated human factors and how they affect the use or non-use of PE results. Three conclusions were made: firstly, the level of faculty and staff evaluation skills tends to affect the use of evaluation results. The program leaders' qualifications and experience in evaluation suggested a relatively good level of evaluation capacity, as implied by expertise and competence to evaluate subject content of the program and experience gained through involvement in PE. High evaluation capacity increased the use of evaluation results. Secondly, the study established that the more faculty and staff are involved in the evaluation process, the more they are likely to use PE results. Therefore, increased engagement, participation, and involvement of faculty and staff in the evaluation process tend to increase the use of the evaluation results. Thirdly, the findings established that the more faculty and staff are committed to using the results, the more they tend to use them and vice versa. As such programs that have faculty and staff who are committed to using the evaluation results tend to see increased use of the evaluation results as compared to those who do not.

6.0 Recommendations

The conclusion that human factors positively, moderately, and significantly affect the use or non-use of PE results has implications for universities' human resource policies, management, and development, and PE practice. Firstly, as determined by the findings, when the level of evaluation capacity is high the use of results tends to be high. This has implications for policies related to hiring qualifications and staff and faculty development programs. The qualifications for program leaders, heads of departments, quality assurance personnel and other administrators involved in evaluation should include qualifications, experience and training in PE. This would be an effort to build evaluation capacity. Institutions should also seek for faculty and staff of similar theoretical framework to that of the institution who are also well informed of the historical context, cultural context and "DNA" of the institution. This will help change the trend of temporary hires of professional evaluators who may not hold to the institution's theoretical conceptions and philosophy, and so compromise constituency values.

Furthermore, in an effort to build evaluation capacity, policy on faculty and staff development should include regular training in evaluation skills. Universities need to make and implement policies and strategies of building professional and personal evaluation capacity of evaluators

and evaluation users. Nurture of evaluation capabilities, skills and competences can be planned for and implemented through staff development programs. This training should include theoretical and practical evaluation skill building in terms of professional and personal evaluation qualities and methodological competence. Program leaders and heads of departments could be the main target for evaluation capacity training. The training could include, among others, how to evaluate different aspects of the program such as content, teaching and learning, learning materials, teaching methods, course syllabus and others. Faculty and staff could be given orientation on how to participate in PE, their roles and how they might enhance and maximize those roles. They could also receive training and oversight on how to translate policy results arising from PE into specific areas of their responsibilities such as improving program implementation. This training would improve evaluation processes in institutions. The rationale being that increasing the level of program leaders', administrators', and faculty and staff evaluation skills will increase use of PE results, as suggested by this study. Quality assurance personnel and other relevant administrators should begin by assessing evaluation capacity in their institutions and then plan for its nurture and development.

A follow up recommendation is that, upon building evaluation capacity, universities should adopt the participant-oriented models and emphasize involvement of faculty and staff in the evaluation process of PE. Such full engagement and participation of faculty and staff in the evaluation process should be encouraged, rewarded and used to enhance ownership of recommendations and commitment to use of results. A logical and empirically supported rationale here is that when faculty and staff have evaluation competence, they will be more confident to participate in the evaluation process. With evaluation competence and full engagement in the evaluation process, faculty and staff are more likely to not only be committed to using the results, but to translating that commitment to actual use of the results.

In addition to the above, if faculty and staff are expected to participate in the evaluation process, this should not be ad hoc. Expectations of involvement and commitment to the evaluation process should be documented in the human resource manual and faculty or staff member's job description.

When crafting such expectations, considerations of faculty and staff workload should be carefully looked into. Generally, faculty and staff are already loaded with their primary teaching jobs and administrative work and may not readily be available for extra work accruing from evaluations. This is particularly so in these CCUs which have small staff teams. Institutional leaders should seek and document ways to motivate and cultivate their interest, support and full participation in order to maximise utilisation of evaluation findings.

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