UGANDA MANAGEMENT INSTITUTE

CRITICAL SUCCESS FACTORS IN ONLINE LEARNING OF MONITORING AND EVALUATION

BY

APOLLONIA NANKYA-WILLIAMS

STG/010/2018

ASSIGNMENT 2

STRATEGIA NETHERLANDS

A RESEARCH PROPOSAL SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A POSTGRADUATE DIPLOMA IN MONITORING AND EVALUATION

28 May 2019

Table of Contents

[CHAPTER ONE 3](#_Toc9953914)

[INTRODUCTION 3](#_Toc9953915)

[Introduction 3](#_Toc9953916)

[Background to the Study 3](#_Toc9953917)

[Statement of the Problem 4](#_Toc9953918)

[Objectives of the Study 5](#_Toc9953919)

[General Objective 5](#_Toc9953920)

[Specific Objectives 5](#_Toc9953921)

[Research Questions 5](#_Toc9953922)

[Conceptual framework 6](#_Toc9953923)

[Justification of the Study 6](#_Toc9953924)

[Scope and Limitation of the Study 7](#_Toc9953925)

[Scope 7](#_Toc9953926)

[Limitation 7](#_Toc9953927)

[CHAPTER TWO 8](#_Toc9953928)

[LITERATURE REVIEW 8](#_Toc9953929)

[Introduction 8](#_Toc9953930)

[Effective Online Learning 8](#_Toc9953931)

[Student motivation and Online Learning 9](#_Toc9953932)

[Information Technology and Online Learning 9](#_Toc9953933)

[Student collaboration and Online Learning 10](#_Toc9953934)

[CHAPTER THREE 11](#_Toc9953935)

[METHODOLOGY 11](#_Toc9953936)

[Introduction 11](#_Toc9953937)

[Study Design 11](#_Toc9953938)

[Study Site 11](#_Toc9953939)

[Study population and Sampling 11](#_Toc9953940)

[Questionnaires 12](#_Toc9953941)

[Validity and Reliability 12](#_Toc9953942)

[Data Analysis 12](#_Toc9953943)

[REFERENCES 13](#_Toc9953944)

# CHAPTER ONE

# INTRODUCTION

## Introduction

## Background to the Study

Reddan et al. (2016) opine that for centuries, the common approach for instruction has been through words, lectures and books. Generally speaking, the teacher is usually the source of information by passing information to students in the classroom and encouraging them to do their homework (Ingason and Guỡmundsson, 2018). Ye et al. (2017) state that numerous terms have been coined to refer to online learning such as e-learning, distance learning, distributed learning and computer based learning. Hitherto, according to Huang (1997), distance learning has been used for years to provide students in remote locations with an alternative means of education. At the time, various media such as telephone lines, microwave radio, cable, satellite and videotapes were used between instructors and students at different locations.

Peltier et al. (2003) point out that distance education has expanded in recent years because of internet technologies that has allowed for teaching and learning to take place from different locations. Fleischmann (2018) reports about the fact that online education “allows any institution in the world to target any person interested in their program or discipline thereby reducing additional obstacles to international education such as visa requirements, travel cost, travel time and possibly relocating”. In other words, online education “has been shown to address some training challenges by supporting efficient content delivery, decreasing costs and increasing access” (Liyanagunawardena and Aboshady, 2017). To Forsey et al. (2018), online education is gaining ground particularly with the introduction of Massive Open Online Courses (MOOCs) which are now inclining towards flipped classrooms. According to Mavromihales and Holmes (2016) MOOCs capitalize on the practice of presenting review multiple-choice questions once a subject has been covered, building on analysis when reviewing learning outcomes. Despite the popularity of MOOCs, due to problems with existing online courses (Larionova et al., 2018), the flipped classroom is also taking hold. The flipped classroom is whereby “students first gain exposure to new material outside of class, usually through reading or lecture videos and then use the class time to do the more difficult work of assimilating that knowledge, perhaps through problem-solving, discussion or debates (Reddan et al., 2016).

Simply put, Nelson (2008) states that online education is “cost effective, time-efficient and here to stay; it’s projected to grow exponentially in future.” Ye et al. concur that for students, online education not only “provides easy access to learning resources anytime anywhere” but also “enables self-paced learning, student collaboration and personalized interactions with faculty”.

Though Huang(1997) argues that many schools have a large number of online students because “people are now acquiring more skills that are demanded by the more competitive job market”, Peltier et al. (2013) decries the lack of research to understand the different needs and learning styles of online students in general. Monitoring and evaluation is a relatively new academic discipline and there’s limited research about how to build competence in Monitoring and Evaluation online learning. Therefore the main purpose of this study is to examine the critical success factors in online Monitoring and Evaluation learning.

## Statement of the Problem

To succeed in the monitoring and evaluation sector, a monitoring and evaluation professional requires statistical and analytical skills, communication skills, managerial skills, knowledge of monitoring and evaluation software and keeping up-to-date with the monitoring and evaluation sector. (Smith, 2018).

Online learning is potentially an effective means for professionals and non-professionals to advance their skills in monitoring and evaluation while continuing to fulfil their work-related responsibilities.

Sadly, Hussey et al. (2015) report about the research findings reiterating that most online education students are enthused with the online course structure, irrespective of actual learning outcomes.

Besides, there’s anecdotal evidence that most online monitoring and evaluation learners seem to be pursuing online monitoring and evaluation courses offered by various institutions either concurrently or in succession, sometimes dropping out of the courses without thoroughly learning this subject. This research will examine the critical success factors that are necessary to build the competence of learners pursuing online education in monitoring and evaluation.

Critical success factors such as motivation, information technology and collaboration will be examined in order to find if they have an effect on online learning of monitoring and evaluation.

## Objectives of the Study

### General Objective

The general objective of this study is to examine the critical success factors in online learning of Monitoring and Evaluation.

### Specific Objectives

The specific objectives of the study will be the following;

1. To establish whether student motivation affects online learning of monitoring and evaluation.
2. To investigate the influence of Information Technology on online learning of monitoring and evaluation.
3. To determine whether student collaboration affects online learning of monitoring and evaluation.

### Research Questions

This research seeks to answer the following research questions;

1. Does student motivation affect online learning of monitoring and evaluation?
2. Does Information Technology influence online learning of monitoring and evaluation?
3. Does student collaboration affect online learning of monitoring and evaluation?

## Conceptual framework

The critical success factors related to online learning are synthesized to form this presented conceptual framework. The dependent variable is Online learning, it is the variable of interest in which the variance is attempted to be explained by three independent variables; student motivation, Information Technology and student collaboration in the online setting.

**Independent Variables**

**Student Motivation**

**Dependent Variable**

**Online learning**

**Information Technology**

**Student Collaboration**

**Fig 1: Conceptual Framework of critical success factors in online learning.**

**Source: Volery (2001) and Selim (2007).**

## Justification of the Study

Peltier et al. (2003) propose that “a conceptual and empirical research is needed to find ways to enhance the online educational experience of students.” The rationale for conducting this research is enhance quality learning of online education in monitoring and evaluation to avoid what Moran and Young (2015) referred to as “the pitfalls of perpetuating another educational fad.”

## Scope and Limitation of the Study

### Scope

The study will be carried out at Strategia Netherlands. The respondents will be the online students in monitoring and evaluation from August 2018 to June 2019 irrespective of whether they are pursuing diplomas or postgraduate diplomas in monitoring and evaluation.

### Limitation

The research project will be carried out in two months which is relatively a short time to conduct quality research. The population of the study is relatively small and therefore the findings cannot be generalized to a larger population. The respondents of the study are scattered globally in differing time zones, most of them doing field work and they may not have the time to take part in the study.

# CHAPTER TWO

# LITERATURE REVIEW

## Introduction

This chapter sets out to review the critical success factors that influence online learning. Major concepts of the study will be delineated in order to provide shared meaning. The existing literature including studies that are reasonably close to the research topic will be reviewed, evaluated, research gaps identified and the contribution of this study towards the existing literature will be highlighted.

## Effective Online Learning

Monitoring and Evaluation professionals can hail from a range of backgrounds. The majority are trained in statistics, maths and research or with programmatic experience in specific sectors such as health, agriculture and governance (Smith, 2018). To succeed in online education, Huang (1997) advises that online students must; be self-motivated, learn new skills to interact with instructors and fellow students electronically, understand written information effectively and efficiently, express themselves clearly, participate in remote discussions and seek information from online sources.

Fitzgerald 1995 in Peltier et al. (2003) claim that “emerging interactive technologies offer considerable promise for bridging the gap between knowledge acquisition, skill development and real-world applications”. Burke and Fedorek (2017) insist that “educational experience should assist students in developing solutions to real world, complex problems which also relates to student satisfaction and consequently retention”. Amidst the notions that education gives you the confidence while skills give you the competence to perform a task, McLean and Attardi (2018) recommend that one question on all educators mind in an online setting should be “What are students getting out of this?” The answer is learning by gaining knowledge and competence because to Ye et al. (2017) “an educated person is someone who does not just know but can also do.”

Three critical success factors of online learning common to studies by Selim (2007) and Volery (2001) are Information Technology, Student collaboration and student motivation. This study will determine whether these factors affect online learning of monitoring and evaluation.

## Student motivation and Online Learning

Durak (2019) defines motivation as “a driving force behind individuals engaging in an activity voluntarily, intrinsically and extrinsically; this motivation is said to have a profound effect on learning performance.” Huang (1997) reasons that online students must be self-motivated instead of taking what he refers to as “an entertain-me attitude and passively waiting for actions from instructors.” Instead, Reddan et al. (2016) are of the view that “students want to do something meaningful with content instead of just listening to a lecture”. Nelson (2008) adds that if the student “loves the thought of attending class”, then the student will find happiness in an online education setting. This study will seek to establish whether student motivation affects online learning of monitoring and evaluation

## Information Technology and Online Learning

Peltier et al. (2003) discuss that world over, institutions of higher learning are beginning to utilise technologies that use internet for teaching. Nelson (2008) states that online students will be successful if they are familiar with technology. However, Fleischmann (2018) cautions that using technology does not translate to better learning outcome in a technology-enhanced classroom. One of the reasons could be that, as stated by Finch and Jacobs (2012), “iPad and iPhones do not support Adobe Flash player, making it impossible to view any content within the online course that includes flash animation.” Another could be the difficulty of guaranteeing good sound quality of the recordings due to disruptions, or faulty technical equipment (Ingason and Guỡmundsson, 2018). Due to discrepancy of opinions regarding the use of information technology in facilitating online learning, this study will seek to investigate the influence of Information Technology on online learning of monitoring and evaluation

Student collaboration and Online Learning**.**

Peltier et al. (2003) argues that through online education, students and their peers can build close relationships with each other that are not constrained by time, space and geography. They also add that members learn from one another by exchanging information content but they lament that there is no research to investigate the quality of these relationships in an online educational setting. For learning to occur, Hurtubise et al. (2015) discuss that online education “promotes mentorship across the continuum where it may not have been otherwise possible.” Smallwood and Brunner (2017) are of the view that collaborative groups can help “adult learners retain and master information, develop reasoning and transfer knowledge but also caution that there is no guarantee that such interactions will occur”. Due to inconsistency of views regarding the relationship between student collaboration and online learning, this study will determine whether student collaboration affects online learning of monitoring and evaluation

# CHAPTER THREE

# METHODOLOGY

## Introduction

This chapter presents the research design, area of study, study population, sample size and selection procedure, data collection methods and instruments and methods of data analysis that will be used.

## Study Design

In this research, a correlational design will be employed to identify not only the important factors associated with the problem but also to what degree a relationship exists between two or more variables (Amin, 2005; Sekaran, 2003). The study will be predominantly quantitative which is appropriate to answer the research questions.

## Study Site

The research will be conducted online with students pursuing at Strategia Netherlands pursuing online courses in monitoring and evaluation.

## Study population and Sampling

The study population will comprise of all students who will be purposively selected on the basis of pursuing the online course in monitoring and evaluation irrespective of whether it is a diploma or postgraduate diploma.

**Data needs, types and sources.**

The instruments that are detailed below will be used.

### Questionnaires

A self-administered questionnaire will be sent electronically to all students through the mailing list. Closed ended questions will be used. Questionnaires will be appropriate in collecting data required to answer the research questions and achieve research objectives.

### Validity and Reliability

The questions in the instrument for this study will be adopted from tested instruments which were used in similar but published studies therefore they will not be tested again for instrument validity.

.

## Data Analysis

The filled in questionnaires and responses from interviews will first be edited in order to detect errors or omissions. They will then be corrected, coded and tabulated in a computer analysis package (SPSS). The characteristics of the population described; frequency distributions will be obtained for all personal data variables. Mean scores will be used to describe items under each variable. These will be generated from statements under which respondents will be requested to tick a long a continuum of strongly disagree to strongly agree. The variables will first be analysed using multiple regression in order to determine the direction and the strength of relationships between variables.

# REFERENCES

Amin, M.E. (2005). *Social Science Research: conception, methodology and analysis.*

Uganda: Makerere University Printery.

Burke, A.S., & Fedorek, B. (2017). Does “flipping” promote engagement? : A comparison of

traditional, online, and flipped class. *Active Learning in Higher Education 18*(1), 11-24.

Durak, H.Y. (2019). Modeling Differnet Variables in Learning Basic Concepts of

Programming in Flipped Classrooms. *Journal of Educational Computing Research 0*(0), 1-40.

Farel, A., & Umble, K. (2001). Impact of an Online Analytic Skills Course. *Evaluation & the*

*Health Professions 24*(4), 446-459

Finch, D., & Jacobs, K. (2012). Online Education: Best Practices to Promote Learning.

*Proceedings of the Human Factors and Ergonomics Society.*546-550.

Fleischmann, K. (2018). Online design education: Searching for a middle ground. *Arts and*

*Humanities in Higher Education. 0*(0), 1-22.

Forsey, M., Low, M., & Glance, D. (2013). Flipping the sociology classroom: Towards a

practice of online pedagogy. *Journal of Sociology. 49*(4), 471-485.

Huang, A.H. (1997). Challenges and Opportunities of Online Education. *Journal of*

*Educational Technology Systems 25*(3), 229-297.

Hurtubise, L., Hall, E., Sheridan, L., & Han, H. (2015). The Flipped Classroom in Medical

Education: Engaging Students to Build Competency. *Journal of Medical Education and Curricular Development 2,* 35-43.

Hussey, H.D., Richmond, A.S., & Fleck, B. (2015). A Primer for Creating a Flipped

Psychology Course. *Psychology Learning & Teaching 14*(2), 169-185.

Ingason, H., & Guỡmundsson, G.R. (2018). Is the Flipped Classroom Method Useful For

Teaching Project Management? *Project Management Research and Practice 5,* 1-13.

Larionova, V., Brown, K., Bystrova, T., & Sinitsyn, E. (2018). Russian perspectives of online

learning technologies in higher education: An empirical study of a MOOC. *Research in Comparative & International Education. 13*(1), 70-91.

Liyanagunawardena, T.R., & Aboshady, O.A. (2017). Massive open online courses: a resource

for health education in developing countries. *Global Health Promotion 25*(3), 74-76.

Mavromihales, M. & Holmes, V. (2016). Delivering manufacturing technology and workshop

appreciation to engineering undergraduates using the flipped classroom approach. *International Journal of Mechanical Engineering Education. 44*(2), 113-132.

McLean, S. & Attardi, S. M. (2018). Sage or guide? Student perceptions of the role of the

instructor in a flipped classroom. *Active Learning in Higher Education.* 1-13.

Nelson, J.A. (2008). Advantages of Online Education. *Home Health Care Management &*

*Practice 20*(6), 501-502.

Peltier, J.W., Drago, W., & Schibrowsky, J.A. (2003). Virtual Communities and the

Assessment of Online Marketing Education. 25(3), 260-276.

Pullen, D. (2005). Online Continuing Professional Education: An Evaluative Case-Study.

*Journal of Adult and Continuing Education 11*(2), 129-141

Reddan, G., McNally, B., & Chipperfield, J. (2016). Flipping the classroom in an

undergraduate sports coaching course. *International Journal of Sports Science & Coaching. 11*(2), 270-278.

Sekaran U. (2003). *Research methods for business: a skill-building approach.*  NY:

John Wiley & Sons.

Selim, H.M. (2007). Critical success factors for e-learning acceptance: Confirmatory factor

models. *Computers & Education 49,* 396-413.

Smallwood, A.M.K., & Brunner, B.R. (2017). Engaged Learning Through Online

Collaborative Public Relations Projects Across Universities. *Journalism & Mass Communication Educator. 72*(4), 442-460.

Smith, E. (2018). *How to build your expertise: Monitoring and Evaluation*

<https://www.devex.com/news/how-to-build-your-expertise-monitoring-and-evaluation-93724> [Accessed 2 November, 2018]

Volery, T. (2001). Online Education: An exploratory study into success factors. *Journal of*

*Educational Computing Research. 24*(1), 77-92.

Ye, C., Van Os, J., Chapman, D., & Jacobson, D. (2017). An Online Project-Based

Competency Education Approach to Marketing Education. *Journal of Marketing Education 39*(3), 162-175.

**APPENDIX 1: QUESTIONNAIRE**

***TOPIC:*** CRITICAL SUCCESS FACTORS IN ONLINE LEARNING OF MONITORING AND EVALUATION

***Dear Respondent, the purpose of this study is to examine critical success factors (Student collaboration, Information Technology and Student motivation) that affect online learning of monitoring and evaluation students. This is to kindly request you to answer the questions asked in this questionnaire. There will be no direct benefit to you for your participation in this study. Participant data will be kept confidential. Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. Thank you for your participation.***

**SECTION A: BACKGROUND INFORMATION**

1. Your Gender. **(Please circle one**)

1. Male b) Female

**SECTION B: STUDENT MOTIVATION**

2. For the statements below, **please check the response** applicable to you.

**Response set: 1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree**.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **During this current school year, at this institution** | 1 | 2 | 3 | 4 | 5 |
| I have enjoyed taking this course |  |  |  |  |  |
| I would recommend this course to friends/colleagues |  |  |  |  |  |
| I felt more motivated to learn |  |  |  |  |  |
| I have felt appreciated |  |  |  |  |  |
| I looked forward to attending the webex seminars |  |  |  |  |  |
| The Instructor’s style of presentation held my interest |  |  |  |  |  |
| The Instructor was friendly toward students |  |  |  |  |  |
| I felt welcome in seeking help or advice |  |  |  |  |  |
| The Instructor was enthusiastic about teaching the class |  |  |  |  |  |
|  |  |  |  |  |  |

**SECTION C: THE USE OF INFORMATION TECHNOLOGY**

3. For the statements below, **please check the response** applicable to you.

**Response set: 1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **During this current school year, at this institution** | 1 | 2 | 3 | 4 | 5 |
| Information in the Learning portal for this course was effectively communicated. |  |  |  |  |  |
| The Learning portal contained information not covered in the modules. |  |  |  |  |  |
| The content of the Learning portal for this course contributed toward learning. |  |  |  |  |  |
| I found the Learning portal easy to access |  |  |  |  |  |
| The Learning portal was easy to navigate |  |  |  |  |  |
| The Learning portal gave me direct/timely feedback |  |  |  |  |  |
| The e-learning components were available all the time |  |  |  |  |  |
| The course materials were placed online in a timely manner |  |  |  |  |  |
| I perceive the design of the Learning portal to be good |  |  |  |  |  |

4. **SECTION D: STUDENT COLLABORATION**

For the statements below, **please check the response** applicable to you.

**Response set: 1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **During this current school year, at this institution** | 1 | 2 | 3 | 4 | 5 |
| The group size was appropriate for course purposes |  |  |  |  |  |
| Student interaction was an important learning component of this course |  |  |  |  |  |
| This course provided an opportunity to learn from other students |  |  |  |  |  |
| I had sufficient opportunity to interact with other students in this course |  |  |  |  |  |
| I had the opportunity to contribute to the learning of others |  |  |  |  |  |
| I experienced more constant and positive interactions with peers |  |  |  |  |  |
| Interaction between students was encouraged |  |  |  |  |  |
| Interaction with others was appropriate |  |  |  |  |  |
| Interaction with others was timely |  |  |  |  |  |
| I work with students on Assignments |  |  |  |  |  |
| I prepare for exams by working with others |  |  |  |  |  |
| I ask another student to help me understand course material |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**SECTION E: ONLINE LEARNING**

5. For the statements below, **please check the response** applicable to you.

**Response set: 1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree**.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **How well do the following descriptions match what you experienced during your Online Learning?** | 1 | 2 | 3 | 4 | 5 |
| I learned to collect qualitative data |  |  |  |  |  |
| I learned to analyze and interpret qualitative data |  |  |  |  |  |
| I learned to collect quantitative data. |  |  |  |  |  |
| I learned to analyze and interpret quantitative data |  |  |  |  |  |
| I learned to write questions for questionnaire |  |  |  |  |  |
| I have learned a lot in this course. |  |  |  |  |  |
| I learned to use data to make program decisions |  |  |  |  |  |
| I can write a summary of findings from a data analysis |  |  |  |  |  |
| Learning methods promoted understanding & application of key concepts |  |  |  |  |  |
| I believe that the knowledge and skills developed will be relevant for me in the future |  |  |  |  |  |
| The tasks required of me were valuable to my learning |  |  |  |  |  |
| I remember course concepts |  |  |  |  |  |
| I developed problem-solving skills |  |  |  |  |  |
| I improved my communication skills |  |  |  |  |  |
| This course helped me to appreciate and respect diversity among students |  |  |  |  |  |
| I understand course concepts |  |  |  |  |  |
| The topics and content are relevant |  |  |  |  |  |
| The course offered value for my money |  |  |  |  |  |
| I applied what I learned in this course to my work |  |  |  |  |  |
| I solved complex real-world problems |  |  |  |  |  |

Items to measure the Student motivation concept in Question 2 were adapted from Peltier et al. (2003 ), Reddan et al. (2016 ) and Volery (2001).

Items to measure the Use of Information Technology concept in Question 3 were adapted from Peltier et al. (2003 ), Selim (2007 ) and Volery (2001).

Items to measure the Student Collaboration concept in Question 4 were adapted from Peltier et al. ( ), Reddan et al. (2016 ), Burke and Fedorek (2017) and Pullen (2005)

Items to measure the Online Learning concept in Question 5 were adapted from Farel & Umble (2001), Reddan et al. (2016 ) , Burke and Fedorek (2017) and Pullen (2005).