

**MONITORING AND EVALUATION PRACTICES AND PERFORMANCE OF COUNTY
FUNDED EDUCATION PROJECTS IN MAKUENI COUNTY, KENYA.**

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DECLARATION

This research project is my original work and has not been submitted for a degree in any other university.

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I confirm that the work in this research project has been carried out by the candidate under my supervision.

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DEDICATION

This work is dedicated to my wife Rose Ndoti and daughter, Hope Ngina for their encouragement and overwhelming support during my study.

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OPERATIONAL DEFINITION OF TERMS

- Baseline Survey:** Is a survey carried out to the community before an intervention to assess the initial condition of the community.
- Evaluation:** Refers to the periodic and systematic gathering of data to weigh the design, implementation and impact as far as effectiveness, efficiency, distribution and sustainability of outcomes and impacts.
- Monitoring:** Monitoring is a constant gathering of information on key indicators
To encourage basic decision making on whether a project is being actualized in accordance with the outline. i.e its activity schedule and budget
- Project :** An activity that has a start and an end which is done to accomplish a Particular reason to a set quality, inside a given time limitations and cost limits.
- Project M&E officer:** Refers to project employee, whose key roles involve, managing the general M&E exercises and implementation of related exercises inside the task and partners, in addition to giving timely and relevant data to extend Partners.
- Project Plan:** Is a formal, approved document used to direct both project implementation execution and project control.It is an announcement of how and when a task's destinations are to be accomplished, by demonstrating the real items, points of reference, exercises and assets required on the undertaking.
- Project** Is the extent of project achievement of set goals on the set budget, scope

performance: and time.

M&E Training This is preparing the whole project group on how M&E will be carried out including individual roles and obligations.

Stakeholder involvement Refers to individuals, group or organization with an interest in a project.

ABBREVIATIONS AND ACRONYMS

APM	Association for Project Management
APMBOK	Association for Project Management Body of Knowledge
AusAID	Australian Government Overseas AID Programme
CBOs	Community Based Organization
ICT	Information Communication Technology
M&E	Monitoring and Evaluation
RBM	Results-Based Monitoring and Evaluation
SPSS	Statistical Package for Social Sciences
UNDP	United Nations Development Programme
USAID	United States Agency for International Development
CIC	Community Information Center
CTTI	County Technical Training Institute
ECDE	Early Childhood Development Education

ABSTRACT

The Devolution Act and Implementation Guidelines place great emphasis on the monitoring and evaluation of county funded education projects. In Counties, the responsibility of monitoring is placed upon the various stakeholders who are responsible for implementation of the project. For monitoring and evaluation of projects to be effective, one must ask the right questions, investigate the real issues and generate relevant information to enable those monitoring and evaluating the projects to make an accurate assessment of the project. Project managers are always looking forward to seeing public projects perform well. This involves finishing the project on time, within budget, meeting end product specifications, meeting customer needs and requirements and meeting management objectives. Despite the quest for project success, many county funded education projects in Makueni County have continuously experienced time overrun, budget overrun, unmet end product specifications, unmet customer needs and requirements and unmet management objectives. Influence of monitoring and evaluation (M&E) practices is vital for tracking and measuring results and throwing light on the causes of the challenges faced in managing county funded education projects. This project sought to investigate the effect of Monitoring and Evaluation Practices on performance of county funded education projects in Makueni County. The objectives of the study were to establish the extent to which training of the M&E staff, stakeholder's involvement, M&E planning and use of baseline survey influenced performance of county funded education projects in Makueni County. The research design used is descriptive survey. The study targeted 31 county funded education projects in Makueni County. A Stratified random sampling technique was used in selecting the sample of projects for data collection. A semi-structured questionnaire was used to collect primary data. Numerical data that was collected using questionnaires was coded, entered and analyzed with help of a computer Statistical Package for Social Scientists (SPSS) version 20 software Programme. Both qualitative and quantitative data analysis technique was used to analyze the data. Thematic analysis techniques were used to analyze qualitative data collected in the open ended questions. Descriptive statistics such as means, standard deviation, frequencies and percentages was used to describe the data. The findings of the study were presented in graphs, tables and figures for easier understanding. Results show that in all sub-counties projects' M&E teams underwent M&E training, participated in baseline surveys in form of public participation and were privy to the M&E plans developed by the county M&E unit. Spearman correlation showed a positive relationship of 0.494 between M&E plan and project performance. Particularly, it showed that on average, M&E training and stakeholder involvement had statistically significant correlation with project performance at 0.6 and 0.7 respectively. From multiple regression, it was inferred that stakeholder involvement, M&E planning, use of baseline survey and M&E staff training had significant influence on performance of county funded education projects. The study recommends that the M&E officers should undergo continuous training on project monitoring and evaluation. The study further recommends that stakeholders in projects should be involved in M&E activities to enhance ownership and accountability.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

A project is an arrangement of exercises that has a beginning and closure point brings about the achievement of one of its kind result (Archibald, 2003). A project can be portrayed as performing in the event that it meets set up goals including the required needs of the client creating quality, measures that have been determined to fulfill the needs. A project can be divided into five phases. These simple phases make up a project life cycle include: project initiation which is the first stage and it is where project value and plausibility are estimated. Next phase is project planning, when the project gets the go ahead, it requires a good planning to guide the implementation group. Project execution is a phase that is aimed at building deliverables that satisfy stakeholders. To guarantee delivery of what was planned and promised, implementation teams must monitor and evaluate tasks to prevent scope creep and track cost and time which are measures of project performance success. Last phase in project life cycle involve project closure. This is a vital stage since it allows the team to evaluate and document successes and mistakes learnt during the project. Performance is gauged with objective achievement of project goals (Kerzner, H. R., &Saladis,2017). Miller (2007) views performance measurements as a way assessing efficiency and effectiveness of a program and its impact.

M&E Practices is a vital stage of project lifecycle and magnificent management practice (Olive, 2002). Monitoring and Evaluation are connected ideas that are unmistakable however corresponding. Monitoring is a continuous gathering of information on specified indicators

to encourage basic decision making on whether an intervention on a project is being actualized in accordance with the outline, while Evaluation is the intermittent and efficient accumulation of information to survey the outline, execution and effect as far as effectiveness, efficiency, distribution and manageability of results and effects, McCoy et al (2005). Crawford and Bryce (2003) says that monitoring and evaluation frameworks are intended to advise project managers if execution is going as planned and whether corrective activity is expected to modify project execution strategies. In addition, Monitoring and evaluation ought to give proof of project results and legitimize project funding allocations. The focal point of monitoring and evaluation has moved from monitoring execution to following or tracking outcomes. General methodologies of monitoring and evaluation were engaged and incorporated into tracking of input mobilization. Activities attempted and completed, and outputs delivered. However, the execution centered approach does not give managers, partners, or policy-makers with a comprehension of disappointment or achievement of the project in achieving the desired results (Kusek and Rist 2004).

1.1.1 Project Performance

Project performance refers to the state at which intervention meets the established goals that is the expected needs of the beneficiary producing quality, standards that have been determined to satisfy the needs. Globally, organizations are battling with demands for persistent changes in project management to improve performance and stay focused (Kusek & Rist, 2004). Some of the sources of the pressure to improved project performance are: donors, county governments, private sectors and the press. Despite the calls for greater responsibility and openness in return for genuine outcomes, activities and projects must be

progressively be receptive to partners' request to demonstrate unmistakable outcomes (Khan, 2001).

All activities are relied upon to have particular targets that are an end result, which incorporate cost, scope and time. Along these lines, projects which achieve cost, timetable and quality targets are successful. Those that don't are failures (PMI, 2014). Achievement and disappointment are essential measure of performance. Project success can be determined with the help of M&E and key indicators. Key indicators are things which if observed legitimately give quantifiable appraisal of project performance. Indicators are derived from the established objectives. The number of objectives achieved or the scope are the key components that when attained fulfils the end product for the project. The scope or objectives of a project are determined at the initiation stage so as to give a project an upper hand in achieving its objectives.

To measure performance of a project one is expected to determine cost of completing the project. Cost itself involves all aspects of a project that involve monetary components. A study by (PMI, 2014) a number of measures of performance were looked into which include; stakeholder satisfaction, cost, schedule of the project and performance requirement on a study entitled compressive measurement of projects. In a study by (Philips, 2018) on measurement of project success, success of project was categorized into three which included project functionality, project management and contractor's commercial performance, under project management factors like budget; schedule and technical specification were discussed. Other factor studied in the same study included favorable environment, winning skills in bureaucratic politics through strategies and ability to manage technological development

(Philips,2018).Among the indicators of project success discussed above time, cost and number of objectives met will guide this study in measuring performance of a project.

1.1.1Monitoring and Evaluation Practices

Institutionalization of M&E has implied production of M&E units with strategy, lawful and institutional plans to create monitoring data and evaluation discoveries have been judged highly by key partners. Institutionalized M&E has filled in as a fundamental piece of the advancement strategy/program cycle in enhancing the execution accountability to give successful criticism which has enhanced planning, budgeting and policy making that has accomplished improved adequacy.

Monitoring and evaluation (M&E) has turned into an inexorably imperative instrument inside the global endeavors in accomplishing ecological, financial and social management. At national and global scales, the supportability criteria and indicators for M&E are extremely significant in characterizing, monitoring and providing details regarding natural, financial and social patterns, following advancement towards objectives and impacting arrangement and practices (Behn, 2003). Monitoring and evaluation (M&E) helps those included in projects to evaluate if progress is being accomplished in accordance with desires.

Monitoring and evaluation in education projects ought to give a logical way for surveying whether and how objectives are being accomplished after some time to meet community needs. ACF (2011) stipulates that community involvement and boosting of neighborhood abilities ought to be used all through the program stages. That implies that communities ought to be specifically engaged with recognizing their own wants, characterizing the program goals, actualizing the activities of M&E the program. This involvement is basic to

guarantee that the projects are best adjusted and addressed both the issues and desires for the populace. Another M&E practice talked about by (ACF,2011) is planning for monitoring, which clarifies project targets, presumptions, indicators and activities. Good indicators for which information could be gathered, dissected and used to settle on choices about the project direction, made monitoring and project management less demanding (ACF, 2011).

According to an IFAD (2015) annual report on results and impact, on M&E practices include: human capacity, baseline surveys usage. Moreover, the most frequent criticism of M&E systems in IFAD projects relates to the type of information included in the system. In Pakistan IFAD Country Programme Evaluation, cases were reported of contradictory logical frameworks combined with arbitrary and irrelevant indicators while in Belize, two different logical frameworks were generated which increased confusion and complexity. The Ethiopia IFAD Country Programme Evaluation found that project appraisal documents made limited provision for systematic baseline and subsequent beneficiaries surveys. For example in one project in Ethiopia, the baseline survey was carried out 2-3 years after projects start-up. In IFAD report it was reported that human capacity contributed much in measuring project progress and evaluating outcome achievement. In a research report of an Australian NGO carried out by Spooner and Dermott (2008), staff alluded that analysis was done by the program managers, who had limited time to carry out analysis of data. Some of the staff said that though they are required to collect and analyze data, they had inadequate skill to carry out the work. Finally, some staff said that there was no communication or feedback system between the M&E staff and the management. Loo (2002) identified the following areas for improvement in project management practices for developing countries namely: technical areas, improve scope management, improve budget management, implement standard project

management practices, integrate project control measure, organizational learning, project reviews and audits, effective resource planning, training for managers and staff, empower teams and effective planning.

Considering the M&E practices discussed, log frame has been qualified be one of the best M&E system that is commonly used which condenses plans to address the difficulties analyzed, focus to address this, and desired results, indicators measure progress against these goals. In any case, itself is definitely not a substitute for understanding and expert judgment and should likewise be supplemented by the use of other particular tools and through the use of working methods which promote the compelling cooperation of partners (Europe Aid, 2012). Further, it has been understood that a few choices concerning its plan may be because of talks between partners which can make the execution of specific suggestions troublesome (Europe Aid, 2012).According to the reviewed M&E practices most of the studies that have been researched on M&E planning and stakeholder participation has not researched on county funded education projects in Makueni County, hence making the above practices a good area of study.

1.1.3 County Funded Education Projects in Makueni County.

In year 2000, the United Nations introduced Millennium Development Goals (MDGs) to leaders in an effort to improve poverty eradication plans including basic education for all. The provision of universal basic education has been stressed in human rights initiatives and all round developmental projects beginning 1948 and has been a point of concern in Kenya national development projects since independence. Some of county funded Education projects funded by Makueni County include: construction of ECDE centers, Construction of

CTTI and CIC (Makueni county annual report 2016). Counties have a big role in the performance of the education sector as a whole and as a result county government of Makueni plans at improving the bursary and scholarship programs and invest in a more manageable administration that will include creating a financing model similar to that of Higher Education Loans Board, but more customized to the peculiar needs of all its sub-counties (Makueni county report,2015).Currently many education projects are in process of implementation like construction of field station in Kibwezi by university of Nairobi (Makueni county report,2015).

Society of International Development (2016) in a study done by KNBS found out that among all the six sub-counties which include Makueni, Mbooni, Kibwezi west, Kibwezi East, Kaiti and Kilome, Makueni sub-county had the highest percentage of residents with a secondary level of education at 23% while Kibwezi East has the lowest share of residents with a secondary level of education at 17%. It was also revealed in the similar study that Kibwezi East ranked first with residents with a primary level of education only at 65% that as compared to other sub-counties which have a very low percentage of residents who have only primary education as their highest level of education.

Consequently, Kibwezi east ranks number one among the other sub-counties in Makueni with the highest level of residents with no formal education at 18% (KNBS, 2017).As result of this finding in relation to the poor state of education in the sub-county Makueni County under the ministry of education have heavily invested in basic education and higher education levels like universities and polytechnics. Majorly every Sub-location was slotted in for at least three ECDE centers. Much of the county funded education projects in Makueni involved construction and upgrading of ECDEs in the region. A total cost of 120 million was

spent in construction of ECDE centers across the County. A total of about 24 million shillings was spent to finance construction of new and upgrading CTTI and CIC. Other education projects that have been initiated in Makueni County include construction of Community Libraries whose budget was at ksh3 million up to stocking of books for the facility. The funding of education projects by Makueni County is huge therefore need for monitoring and evaluating the progress and achievement of the projects' outcomes.

1.2 Statement of the Problem

Since the inception of county governments in 2013 both county and national government have taken interest in funding education projects in counties (Treasury report 2016). To date, many of education projects in the six sub-counties in Makueni County have been funded by the County government of Makueni. The County government has initiated a number of education projects across all the six sub-counties for instance in Kibwezi East three projects which involved construction of three ECDE centers and CTTI was launched in financial year 2015/2016 where a total of 10 million shillings was allocated to the projects (county project portal). In Makueni sub-county and the other four sub-counties similar projects which involved construction of ECDEs in every ward and construction and upgrading of CIC and CTTI and community libraries were launched on the same financial year 2015/2016 and a total of about 120 million Kenya shillings was spend in the projects (county address report ,2017). In total 257 education projects were funded by the county but after two years 59 projects were stalled and were recorded as incomplete, 10 community library construction completed but the facilities were not operational hence not useful to the community. The upgraded Ngwata CTTI has recorded a very low student population even though the

upgrading was completed. Both Darajani CIC and Kyumani CTTI projects were abandoned within a year due to lack of community interest in the facility (County address report, 2017).

Even though the projects received a huge funding from the county, many of the projects did not achieve the objective of the project despite these allocations (Makueni county development profile, 2017). There is lack of information on the application of M&E practices and its impact on performance of projects.

Also, studies done on M&E were significantly centered on performance of education projects that utilize ICT as a method course delivery (UNESCO, 2013). The study sought to establish how Monitoring and Evaluation practices influenced performance of county funded education projects in Makueni County, Kenya. The study analyzed M&E planning, M&E training, Use of baseline surveys and stakeholder involvement for possible influence on project performance.

1.3 Objective of the study

1.3.1 General Objectives

The general objective of this study was to investigate the influence of monitoring and evaluation practices on performance of county funded education projects in Makueni County.

1.3.2 Specific Objectives of the study

The study was guided by the following specific objectives;

- i. To establish the effect training of the M & E staff on performance of County funded Education programs in Makueni County, Kenya.

- ii. To examine how stakeholders' involvement in M&E affect performance of County funded education projects in Makueni County.
- iii. To determine how M&E planning influence performance of County funded education projects in Makueni County, Kenya.
- iv. To investigate the effect to which usage of M&E baseline surveys influence the performance of education funded projects in Makueni County, Kenya.

1.4 Research Questions

- i. How does training of the M&E staff influence performance of County funded education projects in Makueni County, Kenya?
- ii. What is the effect of stakeholders' involvement influence performance of county Funded education projects in Makueni County, Kenya?
- iii. How does use of M&E baseline survey influence Performance of county funded education projects in Makueni County?
- iv. How does M&E planning influence performance of county funded education projects in Makueni County, Kenya?

1.5 Significance of the Study

The study findings will significantly benefit county governments by adding to the body of knowledge concerning monitoring and evaluation practices and county funded projects. This study will be of help to researchers and scholars who in future use its findings as a reference to enrich M&E Literature. In addition, county government and also national governments will benefit from the findings in assisting to come up with better and more focused

monitoring and evaluation that will ensure accountability, openness and outcomes in project delivery and also county governments will get value of its investment. The study will be useful to policy makers to advise and come up with better policies on M&E, governance and other sectors. Ministry of Education is likely to find study useful because they will be able to advice on M&E.

1.6 Scope of the Study

The study covered 31 county funded education projects in Makueni County licensed by the ministry of education in conjunction with the Ministry of Education in Makueni County as at 31st June, 2014, this is the start of the financial years 2014/2015 in which funding of various projects was done. The study targets monitoring and evaluation staff, Project manager and project committee members of these county funded education projects. The M&E staff to be included in the target will have in-depth understanding of planning, designing and execution of M&E activities. The choice of the target population enabled the researcher to gather information that was more reliable and of acceptable accuracy. The study was expected to focus on the influence of M&E on performance of county funded education projects which include stakeholder involvement, usage of baseline survey, M&E planning and M&E staff capacity.

1.7 Limitation of the Study

Political nature of the county projects affected the data collection process and many project officials feared giving information due to condemnation. However, the researcher dealt with this challenge by making a follow up activity and assurance of confidentiality in the usage of the information gathered.

In a few isolated instances that project manager, M&E officers and Project committee members who were no longer involved in a project or not available for comment or interviews, follow ups was done. Incase all this strategies fail other proxies were used.

1.8 Assumptions of the Study

The study was carried out with an assumption that all the Project Managers, Monitoring and Evaluation Officers and Project committee members are available and that they provided honest and accurate information in order to determine the difference between the actual and expected impact of M&E on execution of County funded education projects in, Makueni County. It was assumed that all the answers provided by the respondents are correct and true.

1.9 Organization of the Study

This project is made up of five chapters. Beginning chapter one, deals with introduction in which background of the study which is discussed under three levels; project performance, monitoring and evaluation practices and county funded education projects. Other areas discussed include; problem statement, research objectives, research hypothesis, significance of the study, scope of the study, limitation of the study, assumptions of the study and organization of the study.

Chapter two presents a theoretical review which includes Contingency theory, theory of change and program theory. Empirical review discusses on, M&E staff training and performance of projects, stakeholder involvement in M&E and project performance, Use of Baseline survey on monitoring and evaluation and project performance, M&E planning and project performance, knowledge gaps and summary of reviewed literature, theoretical

framework, and conceptual framework. In chapter three, the research methodology is presented; it consists of the introduction, research design, target population, sampling design, data collection instrument, data collection procedures, data analysis techniques and ethical considerations. Chapter four addresses the study findings as well as discussions while the last chapter (five) presents the summary, conclusions and recommendations for future studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains a review of literature on M&E and its influence in performance of county funded education projects .It majors on the way the concept of M&E has been in-cooperated into project management. The first section deals with theoretical literature review .This is followed by a discussion on empirical literature review .This is done under the following sub-headings: M&E staff Training, M&E planning, use of baseline survey in implementation of projects and stakeholder involvement in M&E activities.

2.2 Theoretical Review

The theoretical framework for monitoring and evaluation of projects has been portrayed as an edge of reference which helps individuals in understanding their reality and figuring out how to work inside it. The idea of assessment happened in the US in the 1960 and 70s amid the organizations of Kennedy and Johnson with an extraordinary help from the government under the arrangements on 'war on Poverty' and the Great Society (Rossie, Lipsey, Freeman, 2004)

2.2.1 Contingency Theory

The contingency theory of organizational structure was first published by Henri Fayol in 1960; it presently gives a noteworthy system for the investigation of organizational outline (Donaldson, 1995a, 2001). It holds that the best successful organizational layout is the place the structure fits the potential outcomes. The contingency approach is seen as a predominant, hypothetical, sound, open structure demonstrate at the essential level of analysis in organizational theory (Scott, 1992). Organizations are unique; have possibility factors, and need diverse methods of management. Contingency approach challenged the great procedure and models outlined by management theorists such as Taylor and Fayol.

The Contingency Approach recognizes a portion of these large scale ecological components, or possibilities, to be put into consideration. Mintzberg (1979) identified 11 contingency factors, 4 dealing with the environment, stability, complexity, diversity and hostility. Different variables recognized include: outline of positions, plan of superstructure, outline of parallel linkages and outline of basic leadership framework as basic outline parameters. In the event that administration is adaptable, at that point administration can react to every one of these variables and act as need be.

The four variables picked in this study are identified with the contingency approach. Various organizations have diverse key designs in light of their objective they expect to meet. In this way, they will require distinctive ways to deal with various levels of administration to take advantage of the predominant financial, social, political and social business condition. The ultimate objective would be to projects that are inside the clients' concurred quality undertakings, time and cost, which add to the general point of the organizational presence.

The use of M&E baseline surveys changes across organization. Different organizations apply baseline information diverse ways in their everyday running of their functions. In this way, it is comprehended that relying upon the associations operational necessities, it is normal they will utilize baseline surveys in ways that fits into their requirements and conveys what is anticipated from it. As far as M&E planning is concerned, organizations make use of the theory according to their setup. There are different ways project managers can prepare for monitoring and evaluation like budgeting, cost estimation and scheduling of activities.

Organizations have partners relying upon their setting and what they do. Key to an association's accomplishment in its undertaking activities is reliant on how well it deals with the associations with key gatherings which may incorporate clients, workers, providers, communities, lenders, and others that can influence the affect the realization of its goal.

2.2.2 Theory of Change

The theory of change, first published by Carol Weiss in 1995, is characterized just and exquisitely as a hypothesis of how and why an activity functions. It centers not simply around creating learning about project effectiveness, yet in addition on clarifying strategies are effective (Cox, 2009). (Cox, 2009). The theory of change provides a guideline of how an intervention is intended to work. As it were, it gives a guide of where the project is endeavoring to reach. M&E refines the guide while correspondences help in accomplishing the objective by acknowledging change. Further, the hypothesis of progress gives the premise to argument that the mediation is having any sort of impact (Msila and Setlhako, 2013). This hypothesis proposes that by comprehension, what the task is attempting to achieve and how

project staff and evaluators will have the ability to monitor and assess the normal results and consider them against the first theory of change (Alcock, 2009).

This theory helped in describing the arrangement of suppositions that clear up both the basic advances that prompt a long term objective and the relationship between these exercises and the aftereffects of an intercession. Experience has exhibited that aimlessly repeating or scaling an intervention barely ever works (Mackay, 2007). An essential assignment for M&E is to accumulate enough learning and comprehension keeping in mind the end goal to anticipate – with some level of certainty – how a task and set of exercises may work in an alternate circumstance, or how it should be changed in accordance with show signs of improvement comes about, consequently affecting project performance (Jones, 2011). This theory will be key to the study as it enables project team and stakeholders to focus energy on specific future realities that are fundamental to the success of the project aspects. The variables guided by this theory are Training of M&E staff and Usage of baseline surveys. In terms of capacity of M&E staff it helps in knowing what to monitor and measure the desired results and compare them against initial situation before application. Implementing staff may also make use of review during kick-off meeting with stakeholders: are the assumptions still valid and is the context intact? Theory of change guides the use of baseline data as part of the design and planning phase, some projects and programs will have already what they hope to achieve.

2.2.3 Program Theory

Program hypothesis is a conceivable and sensible model on how a program is needed to work (Bickman, 1987). Lipsey (1993) communicated that it is a proposal regarding the change on

contribution to yield and how to change a terrible situation into a prevalent one through information sources. It is additionally shown as the procedure through which program segments are set out to impact results. Rossi (2004) battled that a program theory contain organizational arrangement on the most proficient method to send assets and sort out activities of the program exercises to ensure that the arranged administration framework is produced and supported. The theory additionally manages the administration uses arrange for which investigations how the proposed target people gets the normal measure of mediation. This is through the connection of the administration conveyance structures. Finally, program hypothesis takes a gander at how the normal intercession for the foreordained target populace speaks to the coveted social advantages. Rogers as alluded to by (Uitto, 2000) shows the advantages of using a hypothesis based structure in observing and assessment. It incorporates the capacity to quality extend results of particular ventures or exercises and in addition to identification of foreseen and undesired undertaking outcomes. Hypothesis based assessments in that capacity empowers the evaluator to comprehend why and how the task is functioning (Weiss, 2003).

The four objectives selected for this study are linked to the program theory. Diverse organizations have varied ways to deploy resources and organize the activities to ensure intended outcomes are realized. Program theory looks into key main parts of service delivery: Deployment of resources, utilization of resources and compares the realized outcome and the intended outcomes. This theory will be of importance to this study in anchoring how the organization is able to generate sufficient resources capacity in terms of personnel and availing sufficient funding to monitoring and evaluation. Further, this theory helped conceptualize how the organization dealt with external issues such as regulatory and

compliance in enhancing its M&E systems. The use of baseline surveys differ in different organizations, according to program theory the use of this information creates a more accurate mode of resource allocation towards meeting the targeted goals. In terms of stakeholder involvement is a powerful tool for providing the kinds of insights that can drive required change.

2.3 Empirical Review

2.3.1 M&E Staff Training and Project performance

In a study by Rogito (2010) examined the effect of M&E on projects performance as an instance of Youth Enterprise development fund in Marani-District Kenya. The focus of the study were to understand how training in M&E by implementers affect execution of youth projects, to look into how much (M&E) benchmark reviews done before usage of an endeavor affect execution of youth projects, explore how framework of M&E plans affect execution of youth projects and to research procedures/techniques that can be used to upgrade execution of youth projects. The investigation was directed through descriptive design. The investigation discovered that few youth venture implementers have little trainings in M&E and at a low level of workshops. The study discovered that absence of trainings in M&E is probably going to prompt project disappointment. The study conducted investigated the performance of youth projects in the republic of Kenya whereas projects cut across all economic pillars of development like Education, finance and more.

Mulandi (2013) finished a study to develop the components influencing execution of Monitoring and Evaluation systems of non-governmental organizations in the governance

sector of Nairobi, Kenya. The investigation drove by the accompanying examination focuses: to analyze impact information quality on execution of M&E structures of non-governmental organizations; to survey how human limit impact execution of checking and assessment structures of non-administrative associations; to set up how the utilization of the legitimate structure impact execution of M&E frameworks; and to decide how use of observing and assessment data impacts execution of observing and assessment frameworks of non-administrative associations. The exploration configuration utilized was an overview. From the investigation discoveries, information accumulation was normal with information examination helped essentially through programming. Be that as it may, the utilization of programming for information examination was looked with difficulties of capacity and preparing. Besides, program officers had the preparation and experience working with checking and assessment frameworks. In conclusion, the decision of quantitative pointers contrasted with subjective markers was high while benchmark reviews were directed before venture usage. The resulting study investigated the limit of human asset in utilization of frameworks utilized as a part of M&E and not effectives of doing Monitoring and Evaluation.

In an investigation by White (2013) on monitoring and evaluation best practices being developed INGOs, demonstrate that INGOs experience various difficulties while actualizing or overseeing M&E activities one being inadequate M&E capacity where M&E staff ordinarily prompts in excess of one project at once, and have a regional or sectorial task with a huge portfolio. Moreover, going up against the M&E work of excessively numerous individual undertakings overextends restricted M&E capacity and prompts fast burnout of M&E staff whereby high burnout and turnover rates make recruitment of gifted M&E staff

troublesome, and limits the organizational expertise accessible to help M&E advancement. Mibey (2011) completed a study factors influencing execution of monitoring and evaluation programs in kazi kwa kijana project, discovered that capacity building ought to be included as a noteworthy part of the project across the nation (Kenya), and this calls for upgraded interest in training and human asset improvement in the critical specialized region of monitoring and evaluation.

Njiri (2015) finished an examination planned to find the effect of Monitoring and Evaluation Systems use on execution of Non-governmental Organizations Agri-Business Projects in Murang'a County. The study was guided by the following objectives; to study the effect of indicators on performance of agri-business projects in Murang'a county, to research the effect of Human Resource on execution of M&E structures Use in non-governmental organizations in Agri-Business ventures, to decide how use of M&E findings impacts execution of observing and assessment framework Use in non-governmental organizations Agri-Business ventures, to find the effect of information systems on execution of M&E frameworks Use in non-governmental organizations Agri-Business endeavors in conclusion to investigate the effect of propriety standards in performance of M&E systems Use in non-governmental organizations Agri-Business ventures. The examination found negative correlation on availability and use of indicators in Projects and performance of NGO projects, a positive relationship between Human resource in Monitoring and Evaluation and performance, a negative relationship between utilization of Monitoring and Evaluation discoveries and execution of NGO projects, lastly a positive relationship between data frameworks use in an undertaking with how well the project performed. In a close look into the study the author

discussed generally the importance of human resource or manpower in M&E activities. Moreover, more can be investigated according to human resources including staff capacity, cooperation and participation and how these affects project performance.

2.3.2 Stakeholder Involvement in M&E and Project Performance

Stakeholder involvement in determining the success of a project and achievement of project goals has gained momentum as an upcoming strategy for development projects since 1970s. Modern development scholars have been advocating the addition of stakeholder involvement in development projects as they consider the declared objectives of any project cannot be completely accomplished unless people seriously take part in it.

Asaduzzaman (2008) in his study *Governance in practice: Decentralization and people's participation in local Development of Bangladesh*. In his study he found that people's participation projects were not attainable for a long period of time. His study however, underscored that clientelism which is an immediate result of the undemocratic political culture of Bangladesh, is a noteworthy danger to individuals' cooperation in neighborhood advancement programs/ventures. In addition, the study found out that political interference in stakeholder involvement and bureaucratic resistance a major down fall of this participation, politicians take community project for their own mileage in Bangladesh.

Neighborhood elites shape conspiracy with nearby organization for their own advantages and sidestep the necessities of the mass. The aim of monitoring and controlling of a project is to assess project performance by providing convenient information and feedback to the management from all levels assisting the project management to achieve the objectives of the project. It is in this manner essential that every one of the partners who are part of the task or

the last recipients be engaged with outlining the M&E instruments as proposed by (Uphoof,2009).

Shurie (2013) completed an investigation community factors that affected M&E community development funds in Dujis, Constituency. Objectives studied were; to determine the extent to which society was engaged with developing M&E tools of CDF projects in Dujis Constituency, Garissa County, to determine factors that impacted procedure of selection of CDF M&E board of trustees in Dujis constituency Garissa County, analyzed how social practices affected Monitoring and Evaluation of the CDF Projects in Dujis constituency Garissa County. Lastly, to recognize frameworks for improving M& E of the CDF stretches out in Dujis Constituency-Garissa County. The researchers embraced descriptive survey design in carrying out the research. Findings of the study demonstrated that the public did not partake in creating M&E tools in their territory. For instance lion's share 5(71.4%) of the advancement council showed that the public did not take an interest in planning. The adjacent community was proposed to be involved in the CDF panel decision process and minorities and marginalized to be considered in election process, project plan, Performance and Monitoring and evaluation exercises and that gender balance in advisory group ought to be set up.

Community level of education, tribalism in venture dissemination thwarted community participation. Religious components where a couple of individuals were of the supposition that the errand was used draw them into changing their religious status and culture was likewise an impediment where by and large ladies portrayal in any open movement was not respected. There is additionally absence of political goodwill in project evaluation. Shurie (2013) examined stakeholder involvement in area which can be categorized as marginalized

communities and the findings may hold water in that setting of responded but this creates a room to investigate if other communities in different environmental setting are influenced different during projects implementation.

Njama (2015) in his study tried to break down the determinants affecting viability of an observing and assessment framework for AMREF Kenya WASH program. The investigation was guided by the following goals; to build up how much accessibility of M&E funds impacts the effect of M&E framework, to assess the degree to which partners involvement influence the viability of M&E structure and to decide the degree to which organizational leadership impacts the adequacy of M&E framework. The study adopted a descriptive survey research design. The findings of the investigation on partner inclusion demonstrated that partners support, association is mainly on lower level activities yet sufficient in higher level activities. These are essential factors that add to the achievement and manageability of any community activity. Now and again, the participatory procedure will promote change in individual attitudes and community standards, since the project development and implementation process necessitates that community members reflect and analyze their own attitudes, beliefs, and behaviors.

2.3.3 Baseline Survey on M&E and Project Performance

The Baseline Study is an early component in the M&E design and uses the log-outline structure to systematically assess the circumstances in which the activity commences. Is an early component in the observing and assessment design and uses the log-outline and will be consistent with, however not repeat the baseline study.

Rogito (2010) conducted an investigation assessing the impact of Monitoring and Evaluation on project's execution as an instance of Youth Enterprise Development Fund in Marani District Kenya. The goals of the research were to set up how trainings in M&E by implementers impact execution of youth projects, to research the degree to which (M&E) gauge overviews done before usage of a task impact execution of youth ventures, investigate how baseline surveys of M&E designs impact execution of youth project and to investigate systems that can be utilized to enhance performance of youth projects. The study was conducted through descriptive Design. The study found out that baseline studies are to great extent not done .The study was majorly looking at baseline survey as on youth projects which leaves other sectors of economy for study.

Phiri (2015) in is examine on assessing the impact of M&E on project performance at African Virtual University (AVU) contends that mid-term audits, project completion reports and other evaluations judge progress to a great extent in view on comparisons with the information from the Baseline Study. Some of the objectives studied include: to evaluate the impact of monitoring and evaluation training on performance of projects; to decide how baseline surveys impact performance of project; and build up the impact of data frameworks on project performance. The methodology used in the study was through a mixed research design of ex-post facto and survey. Finding of the study presumed that baseline survey has positive impact the management of the AVU system. This investigation emphasized only on effects of baseline survey on virtual University which leaves exploration on others fields open for research.

2.3.4 M&E planning and Project performance

A key capacity of planning for Monitoring and evaluation is to assess costs, staffing, and distinctive resources required for Monitoring and evaluation work. It is basic for M&E aces to state something with respect to M&E spending requirement at the initial stages of an intervention so that funds are conveyed especially to M&E and are available to realize key Monitoring and evaluation endeavors (Chaplowe,2008).Kohli & Chitkara,(2008) contends that anticipating M&E ought to be done at the purpose of undertaking arranging and usage organize, yet a couple of different researchers fight that M&E ought to be done after the achievement of the planning period of a project yet before the design or intervention stages (Nyonjeet al 2012).

Phiri (2015) additionally analyzed effect of (M&E) on project performance at African Virtual College (AVU). M&E empowers track the level to which extend performance at any given time and offers inspirations to a watched project status. In this investigation M&E was described in terms of the following activities: Monitoring and evaluation planning, M&E staff training, baseline studies and data frameworks while project performance was considered as the level of target accomplishment. The targets of the study included setting up how M&E designs affect performance of project; to evaluate the impact of M&E planning on performance of project; to decide how baseline surveys impact performance of a project; and decide the effect of data systems on performance of a project .The methodology used was mixed research design of ex-post facto and survey to assess a likely M&E - project performance relationship. The findings of the examination showed that exercises like M&E planning which are done before project intervention. Appropriate performance indicators are identified and an information accumulation plan is contrived. How information would be

examined to indicate project performance is likewise planned under M&E. Along these lines every vital measure to guarantee project performance is improved, are dealt with under M&E planning. Critically, the investigation intensively focused on virtual universities in Kenya but it could be prudent to expand the research by examining the influence of M&E planning in other areas like Non-governmental and County government's projects.

Ndege (2016) investigated influence of monitoring and evaluation tools on performance of women empowerment projects in Changamwe constituency, Mombasa County. The study was based on five research objective: Examine the extent to which the use of a budget influences the performance of women empowerment projects, establish the extent to which the use of a strategic plan influences the performance of women empowerment project, determine the influence of stakeholder analysis on performance of women empowerment projects, assess the extent to which the use of a logical framework influences performance of women empowerment projects, determine the extent to which the use of an indicator matrix influences the performance of women empowerment projects. The study applied descriptive research design and used disproportionate stratified random sample to select the sample. It was found out that M&E budget is key in realizing the goals and performance of M&E and generally the project in general. The study was very elaborate on looking at monitoring and evaluation budget in relation to CDF funding in Changamwe, but budget is just one of the many elements of Monitoring and Evaluation planning. In addition it may be that other women empowerment projects in other parts of the country experience different or similar challenges.

Wausi (2016) completed study on the influence of monitoring and evaluation strategies on internet banking performance with reference to benchmarking, monitoring and evaluation

planning, budgeting and piloting. This study used an exploratory and descriptive survey research design the study found out that competitive benchmarking helped improve firm's products, services or work processes to enhance its competitive strategy and performance. The study found out that monitoring and evaluation planning ought to be a vital element of any planned ICT program and also ought to be taken into account during the planning stage, before a project begins. The study also found out that budgeting assisted in decision-making and facilitated more efficient allocation of resources for project implementation and performance. Among the objectives of the study monitoring and evaluation planning came out clearly on the ICT integration in banking were key components of planning need to be put in place right from the start of project. Whereas the investigations only examined M&E planning in internet banking projects and its performance, it opens an area of research in other sectors of economy and how proper M&E planning can boost projects performance.

2.4 Summary of Literature Review and Research Gap

This chapter has presented a literature review, which has shown among others, the theoretical literature review of the study, and in this section three theories have discussed which support the study; the theories discussed include Contingency theory, Theory of change and program theory. Under the section on empirical literature review, Monitoring and evaluation remains a critical tool for the enhancement of project performances. The section on how M&E activities influence project performance brings out a number of activities that are of interest for this study which include: M&E Planning is a guide on how a project will be monitored and evaluated, M&E training of M&E staff improves the effectiveness, accuracy and efficiency of attaining the project goals, Baseline surveys on the other hand obtain

information the initial conditions of a community before an intervention is applied this helps in measuring performance of a project and finally Stakeholder involvement ensures that all the people interested in project are satisfied in taking part in the design of M&E which enhances project acceptance by the community and all stakeholders.

Table 2.1 Knowledge gaps addressed by the study

Author(year)	Objective of Study	Findings of Study	Research Gap
Rogito(2010)	How training of M&E staff influence performance of youth funded projects Effect of baseline surveys on performance of youth funded projects Designing of M&E planning and Exploring effects of strategies on performance of youth funded projects	Training influence project performance Training should address the staff capacity gaps and performance indicators to be collected Lack of training in M&E leads to project failure Carrying out baseline survey can influence performance of project when done at the start of the project.	Understanding the factors that affect performance of indicators This study will look at influence of training of M&E staff on performance of county funded projects
Mulandi(2013)	The study investigated data quality, human capacity in carrying out M&E activities, Use of logical frameworks and utilization of M&E influence performance of M&E system of Non-governmental organizations	Planning for monitoring and evaluation should be done at the planning of a project or before or before the intervention or design stage. Data quality was affected by storage and processing Utilization of quantitative indicators preferred qualitative	Understanding the contributions of M&E on performance of projects The study examined effects of human capacity on specifically Non-governmental organizations

Njiri(2015)	The study focused on influence of indicators, human resource, M&E findings and propriety standards on performance of agri-business	Availability and use of indicators had negative correlation and positive correlation on influence of human resource	Benefits of carrying out baseline survey before an intervention The study focused on influence
Shurie(2013)	The study objectives researched included the extent to which community was involved ,factors influencing the process of appointment of CDF M&E ,examine how cultural practices affect M&E of CDF	Stakeholder involvement in M&E activities help to bring effective social change and not impose an external culture and also contribute to project success The community was involved in committee selection	Understanding the influence stakeholder involvement have on performance of county funded education projects
Njama(2015)	The study examined how availability of M&E ,stakeholder participation, organization leadership influence effective of M&E system of Wash projects in AMREF	Different people in the field of project management understand project performance Stakeholder involvement was mainly in lower level activities	Understanding the criterion of project performance Study examined stakeholder participation in relation to wash problems and it didn't bring out the effect in other social projects
Phiri(2015)	The study examined how training of M&E staff, use baseline surveys and influence of information systems on performance of projects.	The study found that M&E training of staff, M&E planning positively affected performance of IT virtual universities in Kenya.	The study looked into M&E system on performance at African virtual university(AVU)
Ndege(2016)	The study was based on extent to which the use of budget,	It was realized that M&E budget is key in performance of M&E	Other factors may affect M&E in different parts of the country; hence the mentioned factors

	strategic plans, logical frames, stakeholder analysis and indicator matrix influence performance of women empowerment projects		differ in different areas.
Wausi(2016)	The investigation on influence of M&E strategies on internet banking performance with reference to benchmarking, M&E planning, budgeting and piloting.	The study found out that competitive benchmarking improves firm products.M&E planning need to be a vital element of any planned ICT program and ought to be put into account during planning stage of a project	The practices discussed can be based on other sectors other than banking sectors

2.5 Conceptual Framework

Conceptual framework is a symbolic representation of concepts and their relationship. It comprise of two types of variables; the dependent variable and the independent variable. The independent variable in this study is the Monitoring and Evaluation practices. The dependent variable is the performance of Education funded projects in Makueni County. The specific components of the independent variables for this study: Stakeholder involvement in M&E, use of M&E Baseline surveys, M&E planning and M&E Training of Staff.

Independent Variables

Dependent Variable

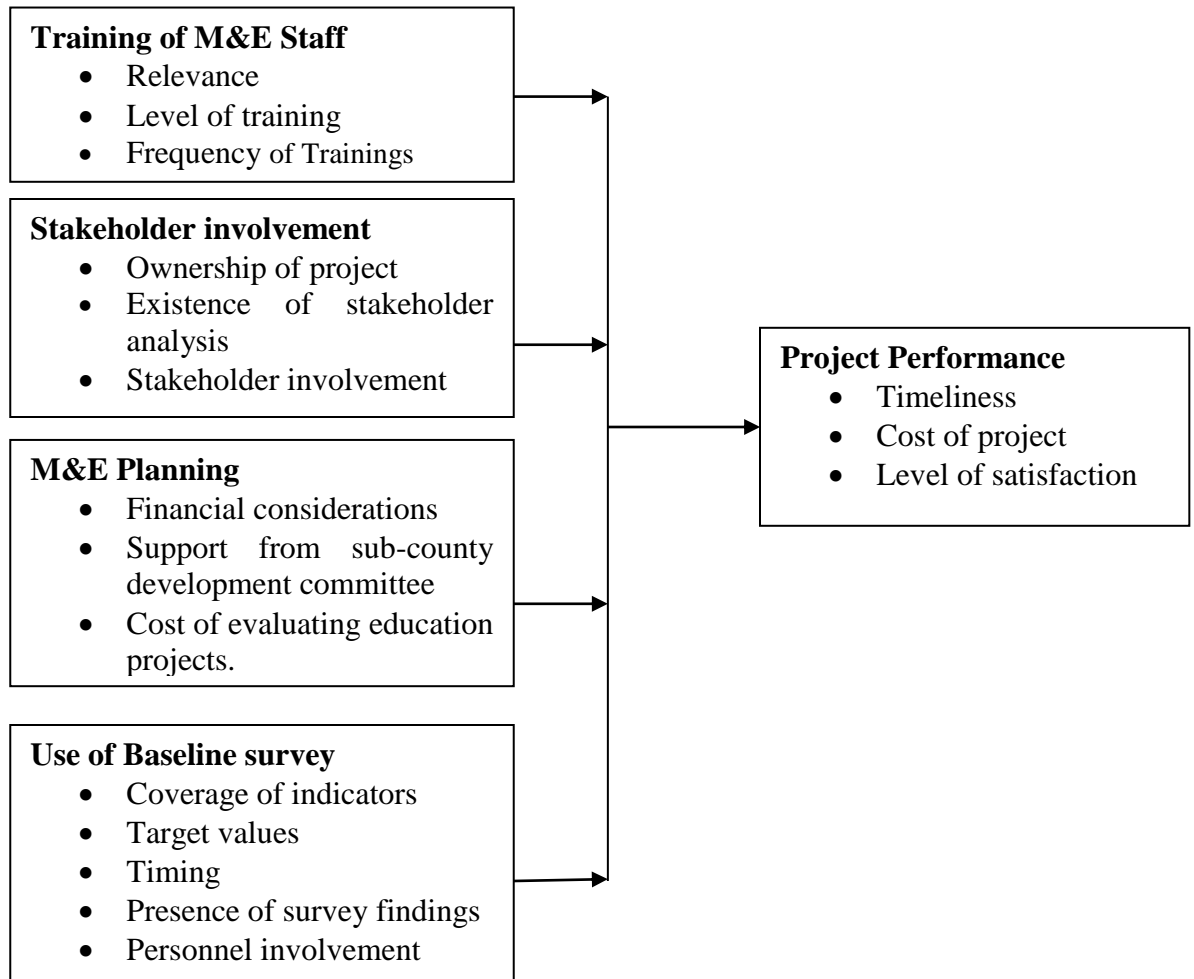


Figure 2.1: Conceptual Framework

Source: Author (2018)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section explains how the data used in the research was obtained, processed, analyzed and interpretation done to achieve the objectives of the study .The elements of methodology considered in this study include research design, target population ,sampling and sampling techniques, data collection procedures, model specifications and methods of data analysis. Details of these have been discussed in the succeeding sections.

3.2 Research Design

A research design is organized or systematic arrangement of elements, measures and tools that are to be used in data gathering and analysis so as to attain the desired goals of the study in the most effective and efficient means possible (Mugenda and Mugenda, 2001). The study used a descriptive survey research design in an attempt to answer the research problem. A descriptive survey research design gives way for an in-depth breakdown and understanding of a specific phenomenon as it is in the present condition (Cooper and Schindler, 2008). In descriptive survey research design, project goals are predetermined giving data gathering relevant and effective to the research problem (Kothari, 2004).By using both quantitative and qualitative data gathering methods, descriptive research design enables a researcher to collect enough data in a way that minimizes cost of the data collection. This research design helped in making inferences about monitoring and evaluation practices and performance of County

funded education projects in Makueni County. The research design has been chosen due to its adequacy to fulfill the research objectives.

3.3 Target Population

Target population is defined as entire group of projects the researchers want to investigate (Zikmund et al., 2011). This study targets all the 257 county funded education projects in Makueni County. The respondents to be considered per project include a project Manager, Projects Committee Member and M&E Officer.

Table 3.1: Population Distribution

Sub-County	Project Funded by the County
Makueni	35
Mbooni	42
Kibwezi East	26
Kibwezi West	52
Kaiti	45
Kilome	57
TOTAL	257

Source:(Makueni County)

3.4 Sampling Design

Chandran (2003) defines sample as a proportion or part of the whole population. Sampling is the activity of picking a number of objects or individuals from a population that the group selected contain elements that are representative enough of the population (Orodho and Kombo, 2002). The researcher employed both stratified and simple random sampling techniques in selecting participants for the study from the target population. This method was appropriate in ensuring representation of all the sub-county categories in the study. First, projects were stratified into 6 strata based on the sub-counties Kibwezi East, Kibwezi West, Kilome, Kaiti and Mbooni. After the stratification, simple random sampling was used to pick

a sample from each stratum. The sample consists of 31 County funded education projects with 93 responded who are distributed in the six sub-counties. Gay as cited in Mugenda and Mugenda (2003) argued that for descriptive studies, ten percent of the accessible population is sufficient but for this project 12 percent was used. As a result, a sample size of 93 respondents was arrived at as shown on Table 3.2 below.

Table 3.2: Sample Distribution

SUB-COUNTY	County Funded Education projects.	Projects sample	Respondents (3 per project)
Makueni	35	4	12
Mbooni	42	5	15
Kibwezi East	26	3	9
Kibwezi West	52	6	18
Kaiti	45	6	18
Kilome	57	7	21
Total	257	31	93

Source: (Makueni county)

3.5 Data Collection Instruments

This study collected both primary and secondary data refer appendix 1. The questionnaire used collected data on stakeholder involvement in performance of projects, M&E training of staff, M&E planning influence on performance of education funded projects and effect of usage of M&E baseline surveys on performance of projects. Questionnaires are suitable and convenient instrument for this study since they collect factual data and enable more economic and timely collection of data from diverse geographical locations. The questionnaires were designed to collect data on the raised specific objectives and the conceptual framework .The questionnaire used both open and closed questions with some of the items on five likert scale. The questionnaires were filled by M&E officers, project

committee members and project managers. The secondary data was accessed from the county projects website and publications (2013-2016). Research on views, opinion, perceptions, feelings and attitudes is best done using questionnaires and interview schedules (Toulitos and Compton, 1988, Bell, 1995)

3.5.1 Data Collection Procedure

The data collection instrument (questionnaire) was administered by the researcher and research assistant to be completed by the project managers, M&E officers and project committee members. Research permit was sourced at NACOSTI before the commencement of primary data gathering process. Introductory letter was used by the researcher and his assistant when approaching the respondents. The data was collected within a period of 3 weeks.

3.5.2 Validity

Validity deals with monitoring on the quality of data and outcomes (Creswell and Clark 2007). To minimize errors in the process of data gathering the information was obtained directly from the institution releasing them thus improving both internal and external validity. Validity is the level to which a measure reflects the idea it intends to measure. If the instrument used actually measure what they claim to, and when drawing conclusions on the study, there are no logical errors found then the study is said to be valid (Troachim, 2008). The validity of this study was measured based on the content of the questionnaires used for extracting the data from the respondents. Validity was concerned with whether a variable demonstrates what it intends to demonstrate. To examine the instruments validity, the questionnaire was pretested to determine if the questions were acceptable, answerable and

well understood. The questionnaires were piloted first before data collection. So as to ascertain content and face validity, thorough review of the literature of how the construct has been used before was done. The questionnaire was piloted in Masongaleni ward. This involved administering the same questionnaire twice to ten M & E officers and five project Committee members a week prior to the actual study; this helped in detecting weaknesses in the instrument. The weaknesses noted were corrected. In addition, the views of experts including the project supervisor was sought.

3.5.3 Reliability

Reliability is the level to which information/data results can be reproduced. It monitors consistency in quantitative survey (LeCompte and Goetz, 1982). Reliability makes it that various researchers, working on the same information should be to get similar results on condition that they use same methodology. Reliability is defined as the level to which methods of collecting data and analysis process will be consistent with the findings (Zikmund,W.G.,Carr,& Griffin ,2011). Cohen,D.I., & Ireland,L.R. (2007) indicated that “for a measure to be dependable the questions must be answered consistently by respondents in a manner that is highly correlated”. To establish whether the questionnaire is reliable the study used Cronbach alpha coefficient, which represents internal consistency by calculating the average of all possible split-half reliabilities for a multiple-item scale. Above 0.7 Cronbach’s alpha co-efficient imply that the instruments was adequately reliable for the measurement (Mugenda & Mugenda, 2003). The Cronbach’s alpha coefficient realized was 0.8 and the data collection tool (questionnaire) was considered reliable.

3.6 Data Analysis and Presentation

Views aired by Bryman and Cramer, (2013) are that analysis of data is done to fulfil research objectives and questions. The data collected was edited and coded. In the editing process the questionnaires were scrutinized to check for any inadequate or out rightly irrelevant responses. In coding the information, a code book was prepared as a reference to facilitate entry of the data into data entry sheets. Both qualitative and quantitative data analysis technique was used to analyze the data. Quantitative data collected was analyzed, presented and interpreted using descriptive and inferential statistics and regression statistics which helped to interpret the correlation of the independent variable and dependent variable. The following multiple regression model was used:

$$Y = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + \epsilon; \text{ Where:}$$

Y = Project performance

b_0 = Constant

b_1, b_2, b_3, b_4 = Regression Coefficients.

X_1 , = Training of M&E Staff

X_2 , = Stakeholder Involvement

X_3 , = M&E Planning

X_4 , = Usage of Baseline Surveys

ϵ = Error term.

Thematic analysis techniques were used to analyze qualitative data collected in the open ended questions. Descriptive statistics such as means, standard deviation, frequencies and percentages was used to describe the data. Data was presented in form of tables, figures and graphs for easier understanding (Kombo, 2006).

3.7 Ethical Considerations

In this investigation, respondents were educated about the nature and motivation behind the examination keeping in mind the end goal to secure consent from interviewees. Every one of the respondents' data and personality was kept secret and the data assembled was utilized just for the motivations behind this investigation. The respondents took part in the study deliberately.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents the results of the study and analysis with discussions based on the data collected using the questionnaires administered. The chapter also borrows from other literature materials to enrich and support the data and the findings. The findings are presented under each variable as a category, and a section of background information section.

4.1.1 Response Rate

The sample for this study was 93 respondents across all the six sub-counties in which county funded education projects have been implemented in Makueni County. Ninety three questionnaires were administered to the respondents and a 70 questionnaires were completed and returned representing a response rate of 75% as shown in the table 4.1. Mugenda and Mugenda (2003) alluded that 50% response rate is adequate, hence 75% is good enough.

Table 4.1 Response rate

variable	Frequency	Percentage
Response	70	75%
Non-Response	23	25%
Total	93	100%

Source: Research data (2018)

4.2 Background Information

This section presents brief descriptions of the basic characteristics of the sampled population. The descriptions help in understanding the findings as well as comparing with other similar studies. The information gathered in this section included the response rates, the age, sex, education level, years of experience in county funded education projects.

4.2.1 Distribution of Respondents by Gender

Information on the gender of respondents was collected to help analyze the data. From the collected data, female respondents were 40% while male respondents amounted to 60%. More males were involved in county funded education projects as compared to females. This can be attributed to the nature of village life and setting of rural areas where most women are engaged in household chores as men engage in economic activities. The pie chart below shows the graphical representation of the gender of the respondents.

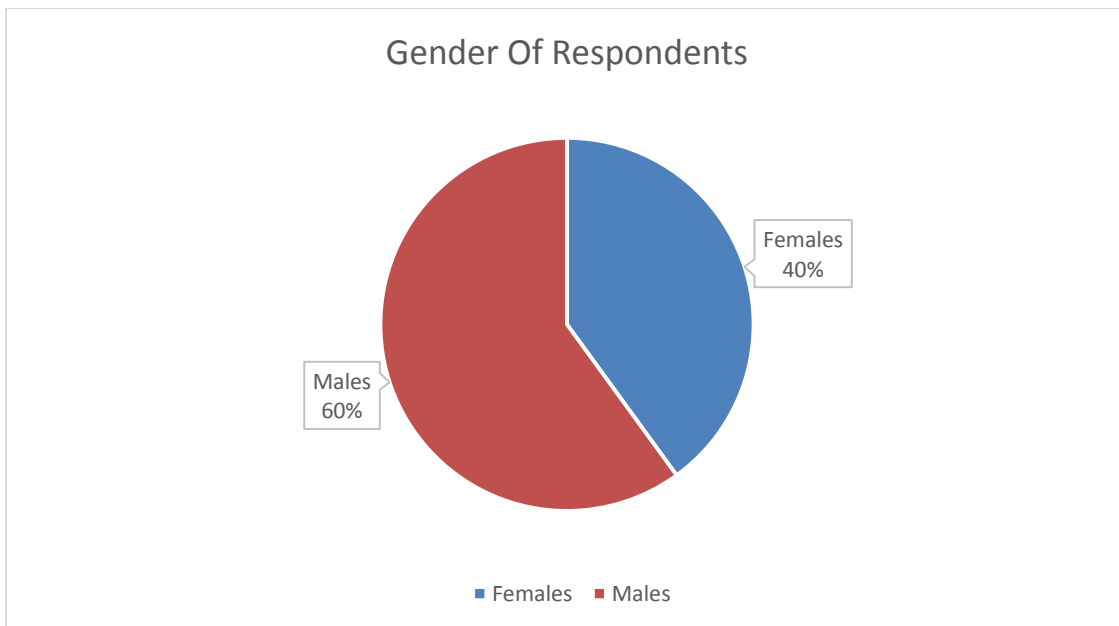


Figure 4.1 Gender Of Respondents

Source: Research data (2018)

4.2.2 Distribution of Respondents by Age

The age of respondents was studied to compare the perceptions of different age groups. From the data collected, the majority of the professionals at 52.9% were 25-35 years indicating that majority were young professionals. The second age group was 36-45 years who contributed to 21.4% of the sampled population. In summary, over 74% of the respondents were above 25 years as indicated in figure 4.2. The age of the respondents remain a key factor in enabling institutionalization of M&E at the County levels projects since the young staff and the mid aged people can be actively learning as the young ones get mentored on the job and thus promoting institutionalization of monitoring and evaluation.

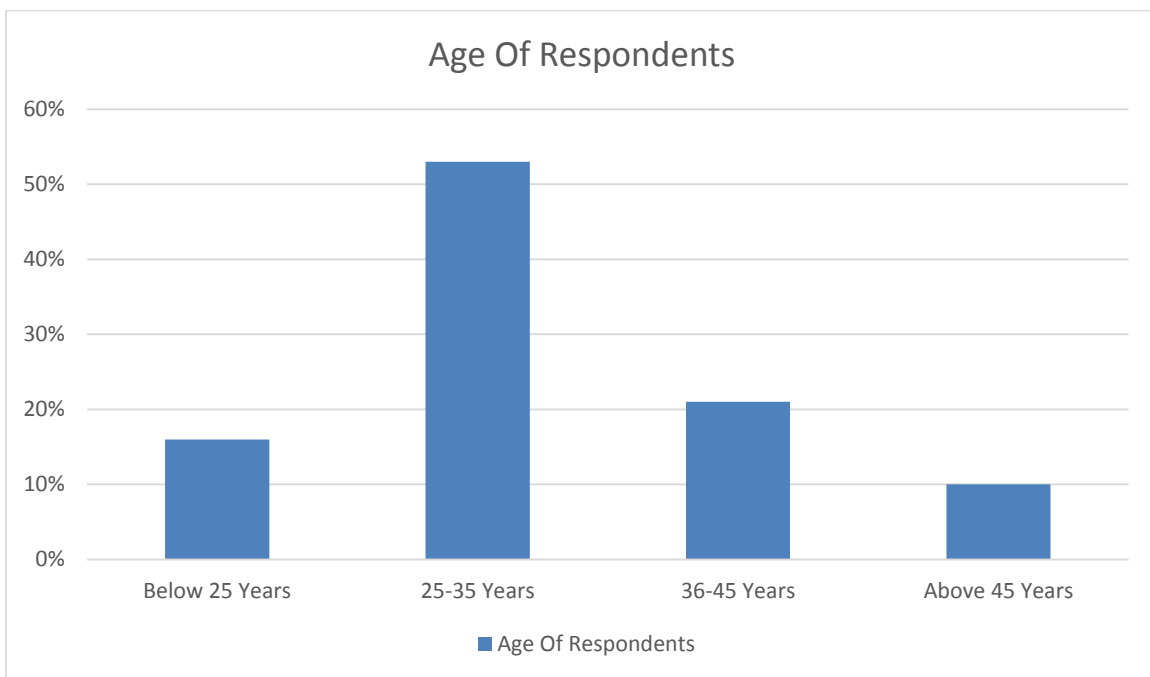


Figure 4.2 Age Of Respondents

Source: Research data (2018)

4.2.3 Education Level of Respondents

The respondents were asked to indicate their level of education which is key in enabling the respondent answer the questionnaire adequately. The study found out that majority (49%) of

the respondents had diploma level education and above. The other category of 40% had high school level of education which poses a challenge in carrying out M&E activities in the counties. Majority of the educated youths and working individuals moved to the city to look for employment. The 49% mostly was comprised by project managers and M&E officers based in each sub-county. Thus means majority of the sampled staff had enough knowledge to respond decisively to the questions asked.

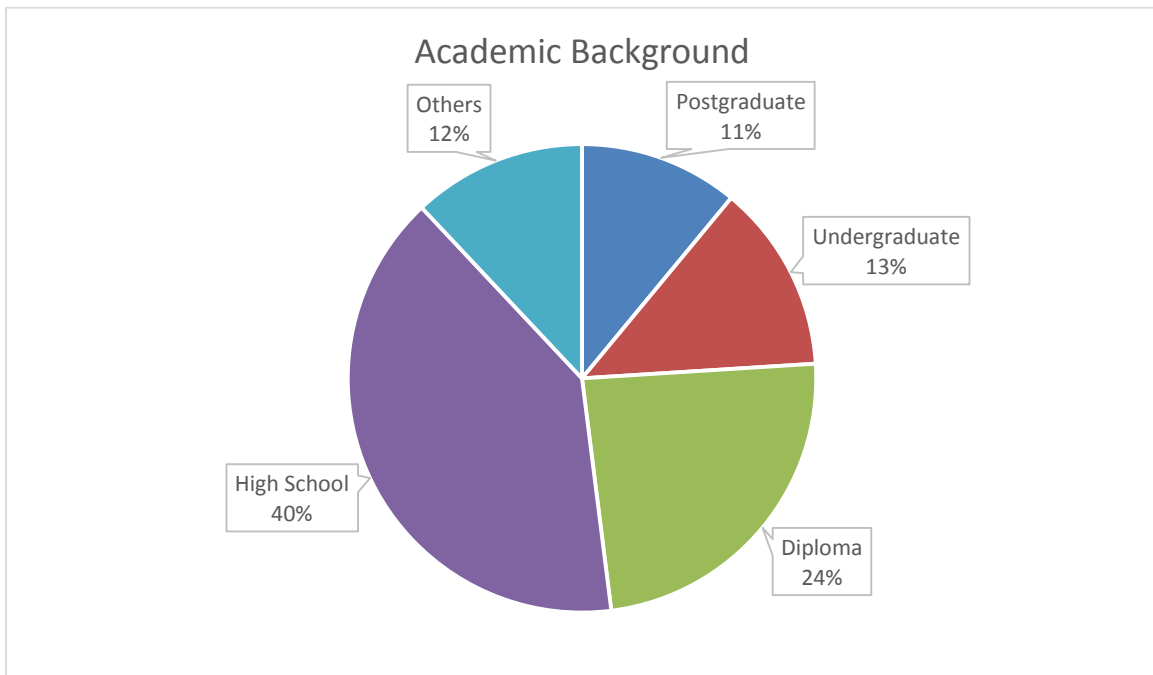


Figure 4.3 Academic Background

Source: Research data (2018)

4.2.4 Position held by Respondents

The study also sought to find out the role played by each respondent to know the effects they have on monitoring and evaluation practices in the project they are managing. Majority of the sampled respondents at 42.9% were M&E Officers in charge of monitoring and evaluation at the selected projects. Of the total respondents, 27.1% were project managers while the

project committee members at the selected county funded education projects were 30%.

Figure 4.4 show the responses in terms of current role in the project by the respondents.

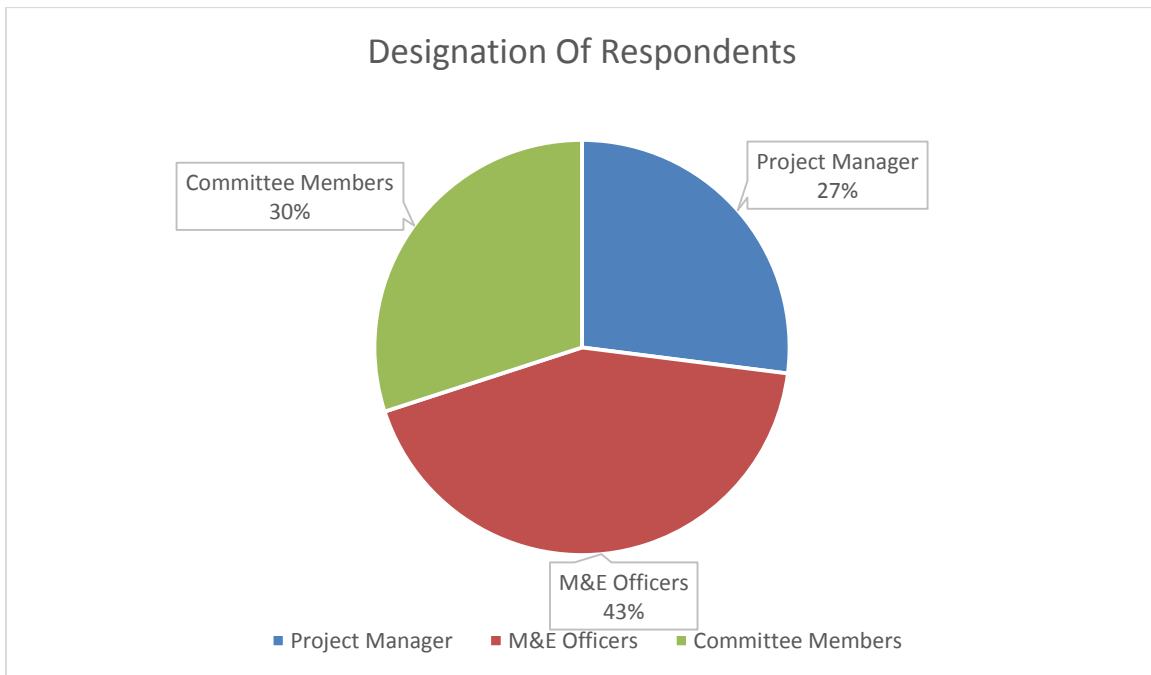


Figure 4.4: Designation of Respondents

Source: Research data (2018)

4.2.5 Respondents' Work Experience

Work experience determines how one is able to execute their job responsibilities with ease. It also informs the degree to which the staff is able to deliver on their roles as per their descriptions increasing efficiency at the workplace. Also it informs the extent of trainings and supervision required by the staff. The study found out that 69% of respondents had two years and above of experience in their current position. The experience in position was able to inform the choices and perceptions of the respondents in answering the questionnaire. An experience of over two years was adequate enough to provide answers to the research questions.

Figure 4.5 gives the responses on the work experience at the current position for the sampled respondents.

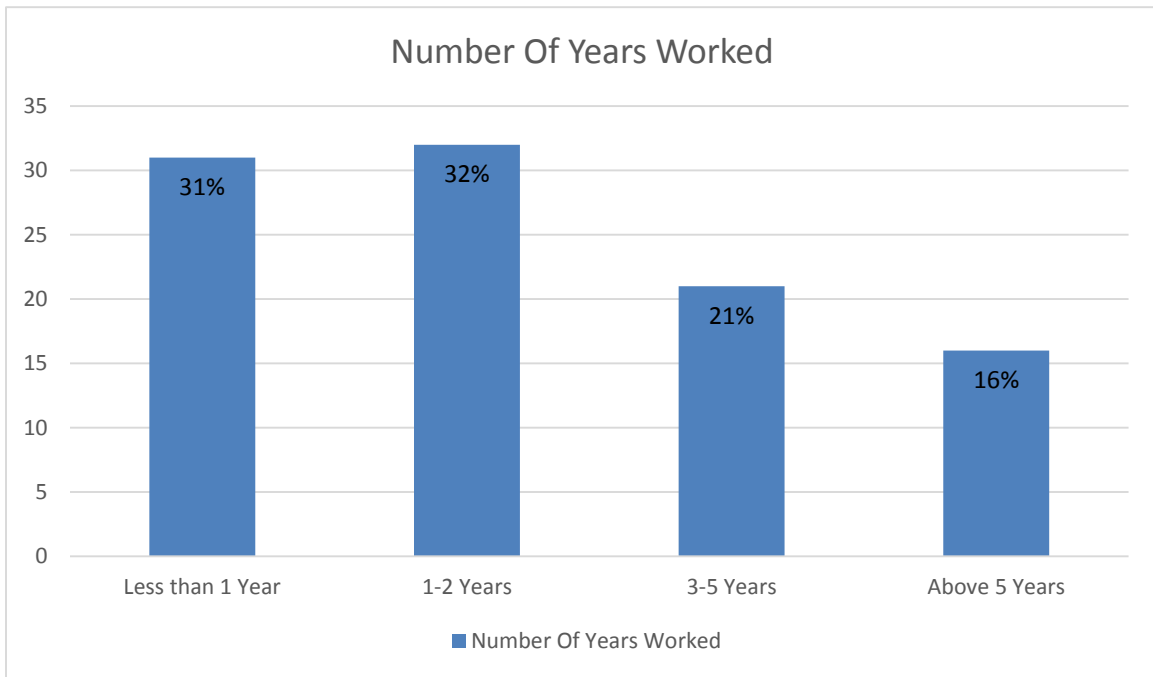


Figure 4.5 Number of Years Worked

Source: Research data (2018)

4.3 Descriptive Statistics

4.3.1 M&E Training and Performance of County Funded Education Projects.

The first objective of this study was to establish how training in Monitoring and Evaluation (M&E) by implementers influence performance of county funded education projects. To achieve this objective the respondents were asked to state whether training of M&E staff influence performance of county funded education projects, whether availability of skilled personnel, Number of times training of M&E and object training on specific areas of M&E influence performance of county funded education projects. The study findings are divided into the following sub themes: Availability of skilled personnel, Number of times training of staff and Objective Training on specific areas of M&E. From table 4.2 on descriptive, it is

evident that majority of the items (sub-variables) had a great influence on performance of county funded education projects. The study used a five-point Likert scale with 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree. The results were then tabulated as in table 4.2.

Table 4.2 M&E Training and performance

statement	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard deviation
Availability of skilled personnel.	70	4.3%	7.1%	4.3%	21.4%	62.4%	4.31	1.12
number of times training of staff	70	2.9%	4.3%	8.6%	20%	64.3%	4.386	1.01
Object training on specific areas of M&E	70	7.1%	4.3%	20.0%	25.7%	42.9%	3.929	1.207
Average							4.208	1.112

Source: Research data (2018)

From the results, it was observed that over 83.8% of the respondents agreed that Availability of skilled personnel is vital for performance of county funded education projects. This was supported by the mean of 4.31 out of 5 indicating that the respondents agreed Availability of skilled personnel is vital for performance of county education funded projects. 68.6% of the respondents agreed that the more the number of times training of staff on new developments in M&E the better the performance of the project.

About 88.6% of respondents indicated that object training on specific areas of M&E is important in ensuring attainment of the expected project outcomes. The findings on M&E training of staff are echoed by Rogito (2010) who found out that M&E training increases the

numbers of project goals achieved. The study discovered that absence of trainings in M&E is probably going to prompt project disappointment.

4.3.2 Stakeholder Involvement and Performance of County Funded Education Projects.

The second object of the study was influence of stakeholder involvement on performance of county funded education projects. The researcher sought to find out how their involvement influences performance of county funded projects. The findings were recorded in the tables below

Table 4.3 Stakeholder involvement and project performance

statement	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard deviation
Stakeholders' levels of influence on the project M&E activities	70	2.9%	10%	7.1%	18.6%	61.4%	4.257	1.138
It is important to identify all project stakeholders for positive Influence	70	2.9%	8.6%	5.7%	27.1%	55.7%	4.243	1.083
Project beneficiary, staff, donors can be involved in design and implementation M&E in a project	70	4.3%	7.1%	11.4%	31.4%	45.7%	4.071	1.204
Stakeholders can advocate changes to the project depending on project M&E recommendations	70	10%	12.9%	11.4%	28.6%	37.1%	3.7	1.355
Stakeholders can fund continuation of the project based on the information provided by project monitoring and evaluation	70	7.1%	4.3%	4.3%	14.3%	70%	4.357	1.204
Average							4.126	1.180

Source: Research data (2018)

Stakeholder involvement was found to influence performance of county funded education projects as indicated in table 4.3. Majority of the variables (items) on stakeholder involvement and performance of projects has a strong influence on performance of county funded education projects in Makueni County. The mean of all the variables was over 4.0 indicating that the respondents perceived and felt that all the variables under stakeholder involvement influenced performance of projects.

Over 80% of the respondents agreed that Stakeholders have varied levels of influence on the project M&E activities hence important in facilitating performance of county funded education projects. Identification of all project stakeholders for positive influence was supported by 82.8% of the respondents. Martin (2013) supported the fact that having frequent feedback and clear communication amongst all stakeholders was critical for performance of projects. Of the sampled respondents, 76.8% of them were of the opinion that Stakeholder involvement may involve stakeholders such as the project beneficiary, staff, donors and community in the design and implementation of the M&E in a project. Over 65% of the respondents were also of the opinion that Stakeholders can advocate changes to the project depending on project M&E recommendations was an important factor in making sure that the implemented project have full support of the community. The study respondent perceptions were similar to the findings by Valle (2016) who wrote on the Mexican experience indicating that staff involvement, clear communication, and data sharing were critical in facilitating efficient monitoring and evaluation. It was also realized that 84% of respondents were in agreement that stakeholders can fund continuation of the project based on the information provided by project monitoring and evaluation.

4.3.3 M&E Planning and Performance of County Funded Education Projects.

M&E planning and project performance was also reported as influencing performance of county funded education projects. The respondents were asked to state if they were privy to M&E Planning and the table 4.8 below shows the responses

Table 4.4: Respondents knowledge on M&E Plan.

	Frequency	Percent
YES	52	74.3%
NO	18	25.7%
Total	70	100.0%

Source: Research data (2018)

The research revealed that 74.3% respondents were privy to M&E plan and could comfortably discuss M&E plan and give benefits of understanding M&E plan in project performance, 25.7% of respondents from the sampled projects were not privy to M&E plan but according the comments is that before a project begun a team from the community was educated on the key issues of the project which included budgeting, timeliness and expected outcomes to look out for after projects completion. The M&E plans were developed by the county development project committees.

Table 4.5 shows the degree to which the respondents felt the components of M&E Planning influenced performance of county funded projects. The three variables/items under M&E planning strongly influenced performance of projects.

Table 4.5: M&E Planning and project performance

statement	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard deviation
Adequate budget on M&E activities provided	70	5.7%	7.1%	7.1%	22.9%	57.1%	4.186	1.195
M&E support from sub-county development committee	70	11.4%	4.3%	4.3%	32.9%	47.1%	4.000	1.319
The cost of evaluation of M&E is relatively low as compared to the other stages of project implementation	70	14.3%	12.9%	10.0%	24.3%	38.6%	3.6	1.469
Average							3.929	1.328

Source: Research data (2018)

Eighty percent of the sampled respondents agreed that during the project planning an adequate budget on implementation of project M&E activities. As regards to M&E receiving appropriate support from county development committee 80% of respondents supported with a mean of 4.186 out of 5. 62.9% of sampled respondents supported that cost of evaluation of M&E is relatively low as compared to the other stages of project implementation. The study by phiri (2015) concluded that exercises like M&E planning which are done before project intervention helped to direct the project and increased the success rate of the project these findings are echoed in this study were 80% agreed that M&E improve performance.

4.3.4: Use of Baseline Survey and Performance of County Funded Education Projects.

The fourth objective of the study was investigate the effect to which usage of M&E baseline surveys influence the performance of education funded projects in Makueni County, Kenya. The respondents were asked to state whether baseline study is done prior to project implementation and when it is done and by whom. Table 4.6 shows the responses and then a thematic analysis of the roles and responsibilities in the baseline survey.

Table 4.5 Baseline surveys done before intervention

	Frequency	Percent
YES	61	87.1
NO	9	12.9
Total	70	100.0

Source: Research data (2018)

According to the findings 61% of the respondents agreed that baseline surveys are done prior to the intervention. As noted from the responses on roles and responsibilities most respondents only took part during public participation to assess the suitability of the project to the community. The respondents were further asked to rate if the baseline data collected before a project intervention was done to: All projects, some projects, few projects and never done. Table 4.6 shows the finding of the research.

Table 4.6 Number of projects that have baseline data before intervention

statement	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard deviation
All projects	70	4.3%	2.9%	2.9%	14.3%	75.7%	4.543	1.00
Some projects	70	10.0%	8.6%	12.9%	25.7%	42.9%	3.829	1.34
Few projects	70	10%	5.7%	7.1%	31.4%	45.7%	3.971	1.292
Never	70	11.4%	7.1%	8.6%	34.3%	38.6%	3.814	1.333
Average							4.039	1.241

Source: Research data (2018)

Data collected was analyzed under the question: How does use of M&E baseline survey influence Performance of county funded education projects in Makueni County? The study findings revealed that 90% of the respondents said that all the projects they monitored conducted baseline survey after the project had been allocated funds by the county and majorly the baseline done was through public barazas where communities gave their input the suitability of the project and if necessary for the community. It was realized that through the barazas a number of projects were rejected and change to the ones community felt were key for their development. Up to around 67% of the sampled respondents said that some projects baselines were done, in a study, the respondents were further asked to explain how baseline survey influence performance of a project and their responses resonated that baseline survey help to place project to the community that is in dare need of the project and this helps to reduce misplaced project which may be a huge to the county. The findings of this study are comparable to a study by Phiri (2015) found out that baseline survey has positive impact on the management of projects and helping to rightly place projects to the beneficiaries.

4.3.5: Project Performance

Respondents rated project performance on a scale of 1 – 5 in terms of success; 1 being ‘very poor’ and 5 being ‘very good’. The following project performance attributes were rated by respondents and results shown in the table 4.7: timeliness, number of activities implemented, project cost and satisfaction level of beneficiaries.

Table 4.7: Project performance

statement	N	Success rating (1 least & 5 most)					Mean	Standard deviation
		Very Poor	Poor	Average	Good	Very Good		
Timeliness of the project delivery	70	10%	5.7%	1.4%	18.6%	64.3%	4.214	1.329
Number of project deliverables	70	5.7%	5.7%	8.6%	30%	50%	4.129	1.154
Cost of project	70	4.3%	5.7%	8.6%	20%	61.4%	4.286	1.118
General level of satisfaction of project performance	70	1.4%	2.9%	17.1%	21.4%	54.2%	4.386	1.133
Average							4.254	1.184

Source: Research data (2018)

It can be seen in Table 4.12 that 82.9% of respondents rated that the project was completed on time scoring 4.214 out of 5. This means respondents rated the project as being 82.9% successful. Among the attributes of project success discussed in this study, ‘level of satisfaction’ was rated 4.386 out of 5. Among the sampled respondents 81.4% were satisfied with the performance of the projects and ‘number of deliverables implemented’ rated 80%. Even though a great number of respondents were not privy to M&E plan 81.4% said that the projects were completed within cost. The findings of the study on the stated indicators agreed

with findings of PMI (2013) which stated that besides the triple constraints, level of satisfaction and number of objectives achieved determine performance of a project.

In the same vein, respondents gave their opinions on other factors that played a role in influencing project performance a common factor that respondents stated as collaboration and team work in the project implementation team.

4.4 Inferential Statistics

4.4.1 Correlation Analysis

The study applied Pearson correlation to determine influence of M&E practices on performance of county funded education projects in Makueni County. The findings are shown in the table below.

Table 4.8 Correlation analysis

	Project performance	M&E Planning	Stakeholder Involvement	M&E Training	Usage Of Baseline Survey
Project performance	1				
M&E Planning	0.494	1			
Stakeholder Involvement	0.724	0.462	1		
M&E Training	0.648	0.220	0.523	1	
Usage Of Baseline Survey	0.423	0.315	0.241	0.304	1

Source: Research data (2018)

The findings show a strong positive correlation between stakeholder involvement and Project performance with a correlation coefficient of 0.724. This implies that if county governments M&E teams use stakeholder involvement, project performance will improve. The findings

also show a positive correlation between M&E training and Project performance with a correlation of 0.648. This implies that if trainings of M&E staff is improved the performance of county funded projects will improve due to the accurate feedback from M&E unit. The findings concur with a study by Nabulu (2015) the study realized a positive correlation in a study on influence of performance of M&E on government projects. The findings illustrate the results obtained from the correlation analysis for the sampled population for the period of study at a 0.05 significance level.

4.4.2 Regression Analysis

The study used a multiple regression analysis so as to test relationship among variables (independent) on the influence of M&E practices on performance of county funded education projects in Makueni County. The tables 4.9 gives a model summary that explains the amount of variance (adjusted R Square) of the predictor variables.

Table 4.9 Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.827 ^a	.652	.624	.37848

Source: Research data (2018)

The adjusted R^2 of 0.624 shows that 62.4% of the variation of project performance in county funded education projects is influenced by the four independent variables M&E planning, usage of baseline surveys, M&E training and stakeholder involvement. This therefore means that other factors not studied in this research contribute 37.6% of variation in the performance of county funded education projects in Makueni County.

Table 4.10 ANOVA of the regression

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	19.246	4	4.812	21.482	.000 ^b
Residual	15.018	67	.224		
Total	33.465	65			

Source: Research data (2018)

The significance value is 0.000 which is less than 0.05 thus the model is statistically significant in predicting how M&E Training, Stakeholder involvement in M&E activities, usage of Baseline survey and M&E Planning affect the performance of county funded education projects.

Table 4.11 Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	.425	.610		.563	.716
	M&E planning	.203	.098	.186	2.125	.003
	Stakeholder Involvement	.559	.104	.555	5.349	.000
	M&E Staff Training	.354	.111	.324	3.180	.002
	Usage of baseline survey	.267	.076	.308	3.508	.001

Source: Research data (2018)

Table 4.11 shows multiple regression analysis conducted to determine the level to which monitoring and evaluation practices influence performance of county funded education projects in Makueni County. As per the SPSS generated table, regression equation;

$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \epsilon$) becomes:

$$Y=0.425+0.203X_1+ 0.559X_2+ 0.354X_3+ 0.267X_4$$

According to the regression equation obtained, taking all factors into account (M&E Training, Stakeholder involvement in M&E activities, Usage of Baseline survey and M&E Planning) constant at zero, performance of county funded education projects will be 0.425.

Objective one sought to find the influence of M&E planning on county funded education projects in Makueni County. The findings analyzed showed that a unit increase in M&E planning lead to 0.203 increase in performance of county funded education projects. According to the p value obtained (0.003) was less than 0.005 hence M&E planning was significant. (Nyonje et al 2012) supported the establishment of M&E planning to be done during project planning and before implementation of a project. When M&E planning is in place before intervention it gives M&E teams humble time to monitor project performance.

Second objective sought to find the influence of stakeholder involvement on performance of county funded education projects in Makueni County. Analysed results showed that a unit increase in stakeholder involvement lead to 0.559 increase in county funded education projects. At 5% level of significance the p value realized was 0.000 which is less than 0.005 hence stakeholder involvement was significant. Asaduzzaman (2008) he agreed that peoples' participation in projects differ depending on the level of engagement but he noted that the aim of M&E is to assess project performance by providing convenient information and

feedback to the management from all levels to achieve objectives. A project which is implemented with stakeholders involved is likely to perform.

The third objective sought to find the influence of M&E staff training on county funded education projects in Makueni County. The findings analyzed showed that a unit increase in M&E staff training lead to 0.354 increase in performance of county funded education projects. According to the p value obtained (0.002) was less than 0.005 hence M&E staff training was significant. Mibey (2011) was of the opinion that staff training on M&E influenced how M&E staffs assessed implementation of a project and hence the likelihood of a project success. Interacted with each other, and how they were tuned to handle M&E. An organization with a staff training and human asset improvement in critical areas of monitoring and evaluation is likely to achieve its projects' objectives.

The fourth objective sought to find the influence of usage of M&E baseline surveys on county funded education projects in Makueni County. The findings analyzed showed that a unit increase in usage of M&E baseline surveys lead to 0.267 increase in performance of county funded education projects in Makueni county. According to the p value obtained (0.001) was less than 0.005 hence usage of baseline surveys was significant. Rogito (2010) found out that baseline surveys were not done in a great extent, but he supported that baseline surveys done prior to start of a project helped to assess if indeed the project had impact.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary, conclusion and recommendations on the influence of project M&E practices on performance of county funded education projects in Makueni County, Kenya ; the role of M&E planning, Training of M&E staff, use of baseline surveys and stakeholder participation on M&E activities. The relationship of each of the objective and the empirical data from the literature review is briefly presented as the researcher concludes and gives suggestions for further research.

5.2 Summary

Despite the quest for project success, many county funded education projects in Makueni County have continuously experienced time overrun, budget overrun, unmet end product specifications, unmet customer needs and requirements and unmet management objectives. Influence of M&E practices is vital for tracking and measuring results and throwing light on the causes of the challenges faced in managing county funded education projects. This project sought to investigate the effect of Monitoring and Evaluation Practices on performance of county funded education projects in Makueni County. The objectives of the study were to establish the extent to which training of the M&E staff, stakeholder's involvement, M&E planning and use of baseline survey influenced performance of county funded education projects in Makueni County. The research design used is descriptive survey. The study targeted 31 county funded education projects in Makueni County.

A stratified random sampling technique was used in selecting the sample of projects for data collection. A semi-structured questionnaire was used to collect primary data. Numerical data that was collected using questionnaires was coded, entered and analyzed with help of a computer Statistical Package for Social Scientists (SPSS) version 20 software Programme. Both qualitative and quantitative data analysis technique was used to analyze the data. Thematic analysis techniques was used to analyze qualitative data collected in the open ended questions. Descriptive statistics such as means, standard deviation, frequencies and percentages was used to describe the data. The findings of the study were presented in graphs, tables and figures for easier understanding.

5.2.1 M&E Planning and Performance of County Funded Education Projects

In regard to M&E planning, majority of the respondents, on the question of whether M&E plan helped understand project expectations, majority of the sampled respondents agreed that during the project planning an adequate budget on implementation of project M&E activities. As regards to M&E receiving appropriate support from county development committee most of respondents supported. A high percentage of sampled respondents supported that cost of evaluation of M&E is relatively low as compared to the other stages of project implementation. The findings showed a weak positive correlation between M&E planning and project performance.

5.2.2 Stakeholder involvement and Performance of County Funded Education Projects

The study found that the county government M&E unit divided into 6 sub-units which are based in each sub –county. It was realized the units involves stakeholders in M & E activities. Majority of the variables (items) on stakeholder involvement and performance of

projects has a strong influence on performance of county funded education projects in Makueni County. Respondents perceived and felt that all the variables under stakeholder involvement influenced performance of projects. A great number of the respondents agreed that stakeholders have varied levels of influence on the project M&E activities hence important in facilitating performance of county funded education projects. Identification of all project stakeholders for positive influence was supported by most of the respondents. A small number of respondents said stakeholder involvement has no effect on performance but on the majority the county government had done great strides in regard to identifying all the stakeholders and receiving their input which allowed the projects to be well accepted by the community. However, it was established that participation is limited to only some lower level activities. These include data collection, seeking feedback commonly called public participation and coming up with M&E timetables across the county. Stakeholders are not adequately involved in key areas and higher level activities like decision making process, identification of indicators and communication of M & E results and findings.

5.2.3 M&E Staff Training and Performance of County Funded Education Projects

It was observed that the most of the respondents agreed training of M&E has an influence in project performance. The study also established that trainings in Monitoring and Evaluation (M&E) majority of the respondents agreed that Availability of skilled personnel is vital for performance of county education funded projects. Number of times training of staff on new developments in M&E the better the performance of the project was supported by majority. Respondents indicated that object training on specific areas of M&E is important in ensuring attainment of the expected project outcomes. The findings also show a positive correlation between M&E training and Project performance. This implies that if trainings of M&E staff

are increased the performance of county funded projects will improve due to the accurate feedback from M&E unit. These findings indicate that achievements of goals is highly depended on trainings and know how on how to monitor and evaluate a project. In case where there is no training lack of knowledge on importance of M&E and also absence of such trainings to county funded education projects lead to poor performance of county funded education projects.

5.2.4 Usage of Baseline surveys and Performance of County Funded Education Projects

Usage of baseline survey had a low positive correlation influence on performance of County funded Education programs in Makueni County, Kenya. The four selected variables had a strong impact on performance of county funded education projects. It was observed that respondents agreed that embarking on implementation of county funded education projects in Makueni County development committees conduct a study to establish baseline data or condition of the community before intervention. A low percentage of the respondents had a contrary opinion that the county development committees do not conduct a baseline check on the condition of the beneficiaries of a project. As noted from the responses on roles and responsibilities most respondents only took part during public participation to assess the suitability of the project to the community. The respondents were further asked to explain how baseline survey influence performance of a project and their responses resonated that baseline survey help to place project to the community that is in dare need of the project and this helps to reduce misplaced project which may be a huge burden to the county.

5.3 Conclusion

The study examined monitoring and evaluation practices and performance of county funded education projects in Makueni county Kenya.

From the findings of this study, it can be concluded that M&E planning was done by the county M&E unit then the project officers were given a brief on how it will be implemented. M&E plan had a lowest influence on performance of county funded education projects in Makueni County.

In terms of M&E training, the study concludes that most of the M&E officers were trained on what to expect on a project but the trainings were few and inadequate. Training in M&E would provide a forum for understanding the expectations of the project as well as roles and responsibilities and deal with staff attitude and culture. In this way, the relationship between M&E and project performance would be enhanced. From the forgoing, it can be deduced that training in M&E is critical to eliminating serious compromises that may result from staff incompetence.

The study further concluded that the county did not collect baseline surveys before a start of a project but the common practice which the county was doing well was using public participation in endorsing projects within the county. Usage of baseline survey had a low positive correlation influence on performance.

In terms of Stakeholder involvement it can be concluded that all stakeholders were involved but the beneficiaries (community) was only involved in low levels of identifying projects to be implemented by the county government. Stakeholder involvement had a strong influence in performance of county funded education projects.

5.4 Recommendations

The researcher has the following recommendations to make with regard to influence of monitoring and evaluation practices on performance of county funded education projects in Makueni County, Kenya.

Influence of monitoring and evaluation practices on performance of county funded education projects in Makueni County has been noted during the research to be facing a number of challenges which include: Lack of M&E trained personnel to run the unit at the sub-county levels, according to the findings on the academic background it was realized that most of the M&E personnel had not background on monitoring and evaluation training which in great extend it would jeopardize the running of the M&E units. It's recommended that M&E personnel to have a degree or higher qualification so as to guide the units in achieving its roles.

The county government need to put more funds towards M&E activities so as to enhance trainings and continuous monitoring and evaluation of projects during implementation and determination of whether the intended outcomes were realized.

Most of the education funded projects in Makueni County were subjected to stakeholder scrutiny which enhanced the level of project performance. The researcher recommends that in any future projects the communities need to be educated on their role in county project implementations.

5.5 Suggestions for Further Research

From the study, the four independent variables that were studied, explain 62.4% of the project M&E practices on performance of county funded education projects as represented by the adjusted R^2 . This therefore means that other factors not studied in this study contribute 37.6% of the monitoring and evaluation practices on performance of county funded education projects. Therefore, further research should be conducted to investigate the other factors (37.6%). Other variables considered important to study are; organizational leadership, time management, human resource management, and accountability among others that affect performance of county funded education projects.

Technology is among the factors that are significantly changing. It is therefore important for a study to be undertaken on the emerging technological trends in M&E practices and their effect on project performance.

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APPENDIX I: LETTER OF TRANSMITTAL

Dear Respondent,

Re: Participation in a Study on Monitoring and Evaluation

I am a Masters' Degree student from Kenyatta University pursuing a Masters' Degree in Project Monitoring and Evaluation.

You are being requested to participate in a study I am doing on Monitoring and Evaluation Practices and Performance of County Funded Education Projects in Kibwezi East Sub-County, Makueni County, which is part of the requirement for completing my Masters' Degree.

Your support in the study is voluntary and all data/information acquired from you during this interview is for academic purposes only. The results will remain strictly confidential.

Please answer the following questions as comprehensively and honestly as possible. Use the space provided to write your answer and if you need more space, feel free to add more lines or enclose an additional sheet.

Thank you for your assistance and your precious time.

Yours faithfully, Cyrus Mutua Student Registration No: CTY/PT/33105/2015 Tel. +254711860355 Email: mutuacyrus5@gmail.com

APPENDIX II: QUESTIONNAIRE

The questionnaire seeks information on the influence of monitoring and evaluation on performance of county education funded projects. The information given will be treated confidentially and for academic purpose only. Kindly respond to all items in the questionnaire by ticking appropriately.

Section A: Background Information

I. Gender

Male Female

2. Age bracket (years)

below 25 25 -35 36-45 Above 45

3. Designation

Project Manager project Monitoring and Evaluation officer Project committee member

4. Academic background

Postgraduate undergraduate Diploma holder High school Others (state).

5. Number of years worked in project monitoring and evaluation related activities.

less than one year, 1 - 2 years, 3 - 5 years, above 5 years

Section B: M&E Planning and Project Performance

6 The table below represents how the M&E planning contributes to the performance of county education funded projects in Makueni County. Please rate your level or agreement with the statement by ticking on the appropriate column according to the scale below.

SD - (Strongly Disagree) = 1, D - (Disagree) = 2, N - (Neutral) = 3, A - (Agree) = 4, SA - (Strongly agree) = 5.

STATEMENTS	1	2	3	4	5
During the project planning an adequate budget on implementation of project M&E activities					
Does M&E receive appropriate support from sub-county development committee					
The cost of evaluation of M&E is relatively low as compared to the other stages of project implementation					

Were you privy to M&E plan? (Tick appropriately)

a) Yes []

b) No []

If yes, briefly discuss the M&E plan.....

.....

.....

.....

Discuss briefly to what extend did the M&E plan help in understanding the project goals?

.....

.....

.....

Section C: Stakeholder Involvement and Project Performance

7. The table below relates to how stakeholders ' involvement in monitoring and evaluation Activities influence the performance of county funded education projects. Indicate the extent you either agree or disagree with the statements by ticking on the appropriate column according to the scale below.

SD - (Strongly Disagree) = 1, D - (Disagree) = 2, N - (Neutral) = 3, A - (Agree) = 4, SA- (Strongly agree) = 5.

STATEMENTS	1	2	3	4	5
Stakeholders have varied levels of influence on the project monitoring and evaluation activities					
It is important to identify all project stakeholders for positive Influence on the project monitoring and evaluation activities.					
Stakeholder involvement may involve stakeholders such as the project beneficiary, staff, donors and community in the design and implementation of the M&E in a project					
Stakeholders can advocate changes to the project depending on project M&E recommendations					
Stakeholders can fund continuation of the project based on the information provided by project monitoring and evaluation.					

Section D: M&E Staff Training and Project Performance

8. According to you, does training of monitoring and evaluation staff influence the performance of county funded education projects?

Yes No

9. If yes, indicate in the table below the extent you agree or disagree with the statements on how

Training of M&E staff influences the performance of county education funded projects in Makueni County by ticking on the appropriate column according to the scale below.

SD - (Strongly Disagree) = 1, D - (Disagree) = 2, N - (Neutral) = 3, A - (Agree) = 4, SA - (Strongly agree) = 5.

STATEMENT	1	2	3	4	5
Availability of skilled personnel is vital for performance of county education funded projects.					
The more the number of times training of staff on new developments in M&E the better the performance of the project					
Object training on specific areas of M&E is important in ensuring attainment of the expected project outcomes					

SECTION E: Use of Baseline Survey and Project Performance

10. Before embarking on implementation of county funded education projects in Makueni County does the sub-county development committees conduct a study to establish baseline data or condition of the community before intervention? Yes No (Tick appropriately)

If yes, discuss your roles and responsibilities in the baseline survey.....

.....

.....

Before a start of a county funded education project in Makueni County a baseline survey is conducted to assess the community before an intervention. Please rate your level you either agree or disagree with the number of projects that have baseline data before rollout by ticking on the appropriate column according to the scale below.

SD - (Strongly Disagree) = 1, D - (Disagree) = 2, N - (Neutral) = 3, A - (Agree) = 4, SA - (Strongly agree) = 5.

ASPECTS	1	2	3	4	5
All projects					
Some projects					
Few projects					
Never					

a) Briefly explain how use of baseline survey influence performance of a project.

.....

.....

.....

.....

.....

E. Project Performance

On a scale of 1-5 (5 being the most effective/successful and 1 least), what was the rating for project performance in the following?

1 - (*Very poor*), 2 - (*Poor*) , 3- (*Average*) , 4 - (*Good*), 5-(*Very Good*).

Item	1	2	3	4	5
Timeliness of project delivery					
Number of project deliverables					
Cost of project					
General level of satisfaction of project performance					

a) In your view, if any other factor played a role in influencing project performance, briefly explain.

.....
.....
.....

APPENDIX III: RESEARCH AUTHORIZATION



KENYATTA UNIVERSITY GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: D53/CTY/PT/33105/2015

DATE: 30th August, 2018

Director General,
National Commission for Science, Technology
& Innovation
P.O. Box 30623-00100,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR CYRUS MUTUA WAMBUA – REG. NO.
D53/CTY/PT/33105/2015

I write to introduce Mr. Cyrus Mutua Wambua who is a Postgraduate Student of this University. He is registered for M.B.A degree programme in the Department of Management Science.

Mr. Wambua intends to conduct research for an M.B.A Project Proposal entitled, “Monitoring and Evaluation Practices and Performance of County Funded Education Projects in Makueni County, Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,


A handwritten signature in blue ink, appearing to read 'Paul Okemo', is written over the typed name.

PROF. PAUL OKEMO
FOR: DEAN, GRADUATE SCHOOL

FOO/rwm



APPENDIX IV: RESEARCH PERMIT


**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349,3310571,2210420
Fax: +254-20-318245,318240
Email: dg@nacosti.go.ke
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When replying please quote

NACOSTI, Upper Kabete
Off Wanyaka Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/80785/25653** Date **13th October, 2018**

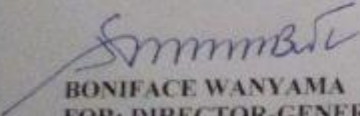
Cyrus Mutua Wambua
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Monitoring and Evaluation practices and performance of County Funded Education Projects in Makeni County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Makeni County** for the period ending **12th October, 2019.**

You are advised to report to **the County Commissioner and the County Director of Education, Makeni County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


**BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Makeni County.

The County Director of Education
Makeni County.

Kenya National Commission for Science, Technology and Innovation (NACOSTI) Ltd. 2018

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