

**FACTORS INFLUENCING THE USE OF MONITORING AND  
EVALUATION SYSTEMS OF PUBLIC PROJECTS IN  
NAKURU COUNTY**

**BY**

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## DECLARATION

I declare that this is my original work and has not been presented for a degree in any University.

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**(L50/70328/2013)**

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## **DEDICATION**

This work is dedicated to my late father John Muriithi Muiga who shaped my life and to my family without whom I would have no purpose in life.

## TABLE OF CONTENTS

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DECLARATION .....	ii
DEDICATION.....	iv
TABLE OF CONTENTS .....	v
LIST OF TABLES .....	vii
LIST OF FIGURES .....	viii
LIST OF ACRONYMS AND ABBREVIATIONS .....	ix
ABSTRACT .....	x
CHAPTER ONE :INTRODUCTION .....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	2
1.3 Purpose of the Study .....	3
1.4 Objectives of the Study.....	3
1.5 Research Questions.....	3
1.6 Significance of the Study .....	4
1.7 Delimitation of the Study .....	4
1.8 Limitations of the Study.....	5
1.9 Assumptions of the Study .....	5
1.10 Definitions of Terms Used .....	5
1.11 Organization of the Study .....	6
CHAPTER TWO :LITERATURE REVIEW.....	7
2.1 Introduction .....	7
2.2 Training Level and Monitoring and Evaluation .....	7
2.3 Budgetary Allocation and Monitoring and Evaluation.....	8
2.4 Stakeholder Participation and Monitoring and Evaluation .....	9
2.5 Politics and Monitoring and Evaluation .....	10
2.6 Empirical Literature.....	11
2.7 Theoretical Framework.....	11
2.8 Conceptual Framework.....	14
2.9 Summary .....	17

CHAPTER THREE: RESEARCH METHODOLOGY.....	18
3.1 Introduction .....	18
3.2 Research Design .....	18
3.3 Target Population .....	19
3.4 Sampling Procedure.....	19
3.5 Methods of Data Collection .....	21
3.6 Validity of the Study.....	21
3.7 Reliability of the Study .....	22
3.8 Operational Definition of Variables .....	23
3.9 Methods of Data Analysis.....	26
3.10 Summary .....	26
CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION ....	27
4.1 Introduction .....	27
4.2 Response Rate .....	27
4.3 Back Ground Information .....	27
4.4 Training Level and Monitoring and Evaluation .....	30
4.5 Budgetary Allocation and Effective Monitoring and Evaluation.....	35
4.6 Stakeholder Participation and Monitoring and Evaluation .....	38
4.7 Influence of politics and Monitoring and Evaluation .....	42
4.8 Correlation Analysis .....	45
CHAPTER FIVE :SUMMARY, CONCLUSION AND RECOMMENDTION .....	47
5.1 Introduction .....	47
5.2 Summary of Key Findings .....	47
5.3 Conclusion.....	48
5.4 Recommendation .....	49
5.5 Suggestions for Further Research.....	50
REFERENCES .....	51
APPENDICES .....	54
Appendix I: Questionnaire.....	54
Appendix 2: Letter of Introduction .....	54

## LIST OF TABLES

Table 3.1: Sampling of Respondents.....	20
Table 3.2 Cronbach Alpha Reliability Test .....	22
Table 4.1 Cross Tabulation between Gender and Years Worked .....	28
Table 4.2 Levels of Education .....	28
Table 4.3 Involvement in Conducting M&E and Projects Involved.....	29
Table 4.4 Main Source of Funding.....	29
Table 4.5 Understanding of Monitoring and Evaluation .....	30
Table 4.6 Training on Monitoring and Evaluation and Place Trained.....	31
Table 4.7 Aggregate Months of Training .....	31
Table 4.8 M & E Skills .....	32
Table 4.9 Cross Tabulation between Following Guidelines and the Type of Guidelines ...	32
Table 4.11 Influence of level of training on effective performance of M&E.....	34
Table 4.12 Amount Allocated for M&E.....	35
Table 4.13 Extent of Adequacy of Allocated M&E Funds.....	35
Table 4.14 Descriptive Summary for M&E.....	36
Table 4.15 Influences of Budgetary Allocation on Effective Monitoring and Evaluation of Public Project .....	37
Table 4.16 Cross Tabulation between Extent and Point of Stakeholders Engagement.....	38
Table 4.17 Cross Tabulation between Involvement in Conducting M&E and Submission of Reports .....	39
Table 4.18 Involvement of External Stakeholders .....	40
Table 4.19 Availability of M&E Committee .....	40
Table 4.20 Descriptive Summary for Stakeholders Participation .....	41
Table 4.21 Influence of Stakeholder Participation on Effective Monitoring and Evaluation of Public projects.....	41
Table 4.22 Extent of Influence of Politics on M&E.....	42
Table 4.23 Inputs by Politicians.....	43
Table 4.23 Descriptive Summary for Influence of Politics .....	43

## LIST OF FIGURES

Figure 2.1: Conceptual Framework.....	15
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## **LIST OF ACRONYMS AND ABBREVIATIONS**

<b>APR</b>	Annual Progress Report
<b>CIDP</b>	County Integrated Development Plan
<b>CPPMU</b>	Central Project Planning and Monitoring Unit
<b>DAMER</b>	District Annual Monitoring and Evaluation Report
<b>DFRD</b>	District Focus for Rural Development
<b>ERSWEC</b>	Economic Recovery Strategy for Wealth and Employment Creation
<b>GoK</b>	Government of Kenya
<b>GPRA</b>	Government Performance and Results Act
<b>IFMIS</b>	Integrated Financial Management Information System
<b>IP-ERS</b>	Implementation Plan for the Economic Recovery Strategy
<b>MAMER</b>	Ministerial Annual Monitoring and Evaluation Report
<b>MED</b>	Monitoring and Evaluation Directorate
<b>MDAs</b>	Ministries, Departments and Agencies
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MTP</b>	Medium Term Plan
<b>NIMES</b>	National Integrated Monitoring and Evaluation System
<b>UNICEF</b>	United Nations Children’s Fund
<b>UNDP</b>	United Nations Development Programme

## ABSTRACT

The study aimed to investigate the factors that influence the use of monitoring and evaluation systems of public projects in Nakuru County. The study concentrated on four parameters: Influence of level of training, budgetary allocation, influence of stakeholder's involvement and influence of politics on effective monitoring and evaluation of public projects in Nakuru. The target population for the study comprised project management heads in charge with monitoring and evaluating the devolved public projects within Nakuru County. Descriptive survey research design was used with a sample size of 208 where stratified random sampling procedure was applied. Primary data was collected using questionnaires while secondary data entailed use of document analysis. Data was analysed using both qualitative and quantitative techniques. A computer software programme the Statistical Package for Social Science (SPSS) was used to analyse quantitative data where both descriptive and Pearson correlation was performed. The study established that a slight positive correlation between level of training and effective monitoring and evaluation existed,  $r= 0.479$ ,  $p=0.00<\alpha$  (0.05). Budgetary allocation was moderately correlated with effective monitoring and evaluation  $r=0.523$ ,  $p=0.00<\alpha$  (0.05). There was a slight positive relationship between influence of stakeholders participation and effective monitoring and evaluation  $r= 0.471$ ,  $p=0.000<\alpha$  (0.05) and lastly politics and effective monitoring and evaluation was negatively correlated  $r = -0.788$ ,  $p=0.00<\alpha$  (0.05). The study concluded that levels of training, budgetary allocation, stakeholders participation and politics all had an influence on M&E.

# CHAPTER ONE

## INTRODUCTION

### **1.1 Background of the Study**

Monitoring is a continuous process of collecting information on-going projects or programmes concerning the nature and level of their performance (Nyonje, Ndunge & Mulwa, 2012). Mulwa (2008) describes monitoring as a process of collecting and managing project data that provides feedback as pertains to the progress of a project. Mulwa (2008) adds that the process involves measuring, assessing, recording and analyzing the project information on a continuous basis and communicating the same to those concerned.

Project evaluation is a process that involves systematic collection, analysis and interpretation of project related data that can be used to understand how the project is functioning in relation to its objectives (Nyonje, Ndunge, Mulwa, 2012). Monitoring and evaluation (M&E) need to be designed as an intertwined participatory exercise where all stakeholders are involved (Shirley, 1999). M&E ensures that project resources and inputs are put into the intended use and that the project addresses what it initially intended to do. It also makes sure that the project renders its services to the targeted population. The lack of M&E has caused many youth projects to collapse soon after establishment.

According to Nyonje, Ndunge and Mulwa (2012), project M&E is important to different people for various reasons. M&E is important to project managers and their stakeholders (including donors/government) because they need to know the extent to which their projects are meeting the set objectives and attaining the desired effects. M&E upholds greater transparency and accountability in the use of project resources, which is particularly required by funders or development partners (Nyonje, Ndunge & Mulwa, 2012). Third, information developed through the M&E process is vital for improving decision-making. M&E strengthens project implementation, improve quality of project interventions and enhance learning.

Monitoring and Evaluation should be integral components of the management cycle including project planning and design. Passia,(2004); Gyorkos, (2003) notes that project planners should include a clearly delineated monitoring and evaluation plan as an integral part of the overall project plan that include monitoring and evaluation activities , persons to

carry out the activities, frequency of activities , sufficient budget for activities and specification of the use of monitoring and evaluation findings.

Evaluation is the tool for proving knowledge for continued implementation. Ex-post evaluation may be used for impact assessment (Michelson, 1995). Jody and Ray (2004) identify the complementary roles of the two functions. Information from monitoring feeds into evaluation in order to understand and capture any lessons in the middle or at the end of the implementation with regard to what went right or wrong from learning purposes. This could lead to redesigning the project.

## **1.2 Statement of the Problem**

Campo (2005) acknowledged that it takes time to build an effective M&E system, noting that strengthening of institutions and learning from mistakes plays a key role. M&E has therefore emerged as a key policy development and performance management tool. The economic policy makers need the information generated from M&E functions to improve their economic policies while donors and stakeholders need M&E findings to ensure accountability of resources while at the same time improving the overall effectiveness of the policies (Mackay, 2007). The new devolved structures of county governments and devolution with respect to development policies, programs and projects in Kenya has brought to light the need for a comprehensive monitoring and evaluation framework.

While emphasizing the importance of M&E in the implementation of policies, programmes and projects; the government through the Ministry of State for Planning, National Development and Vision 2030 created the Monitoring & Evaluation Directorate (MED) in the year 2003. The Directorate is charged with coordination of M&E activities in the country. The directorate has since established the National Integrated Monitoring and Evaluation System (NIMES).

In the year 2003, a National Integrated Monitoring and Evaluation System (NIMES) was conceptualized as the mechanism for the Government of Kenya to monitor the Implementation of the Economic Recovery Strategy (IP-ERS). NIMES was officially launched for implementation in September 2007.

Even with initiative from the Government only six out of the forty two counties have running offices for M&E. These are Kakamega, Kisii, Meru, Machakos, Taita Taveta and Muranga counties. Nakuru County does not have an office dedicated to M&E and it is evident that

M&E has not been given the priority it deserves. This study thus aimed to investigate the factors that influence the use of monitoring and evaluation systems of public projects in Nakuru County

### **1.3 Purpose of the Study**

The purpose of this study was to examine the factors that influence the use of monitoring and evaluation systems of public projects in Kenya with specific reference to projects in Nakuru County.

### **1.4 Objectives of the Study**

This study was guided by the following objectives:

- i. To determine the influence of level of training on the use of Monitoring and Evaluation of public Projects in Nakuru County.
- ii. To assess the influence of budgetary allocation on the use of Monitoring and Evaluation of public project in Nakuru County.
- iii. To establish the influence of stakeholder participation on the use of monitoring and evaluation of public projects in Nakuru County Constituency.
- iv. To determine the influence of politics on the use of Monitoring and Evaluation of public projects in Nakuru.

### **1.5 Research Questions**

The study attempted to answer the following research questions:

- i. How does the level of training influence the use of Monitoring and Evaluation of public Projects in Nakuru County?
- ii. How does budgetary allocation influence the use of Monitoring and Evaluation in public Projects in Nakuru County?
- iii. To what extent does stakeholder involvement influence the use of Monitoring and Evaluation in public Projects in Nakuru County?
- iv. To what extent does politics influence the use of Monitoring and Evaluation in public Projects in Nakuru County?

## **1.6 Significance of the Study**

The findings of the study will be beneficial to the following:

### **Public Project fund managers and staff**

The Public Project fund managers could benefit from the results of this research by enabling them incorporate tools and indicators for monitoring and evaluation. Besides they can learn best process and methods that promote effective monitoring and evaluation.

### **Government Officers**

The officers charged with monitoring and evaluation like those from the Ministry of State for Planning National Development and vision 2030 could be determined to develop, modify or design tools that will determine efficiency, effectiveness, relevance and impact of evaluation.

### **Committees**

Similarly Public Project fund committees together with other smaller Committees could be equipped with strategic on how to monitor and evaluate project effectively.

### **Members of the Parliament**

The Member of Parliament would equally benefit from research by providing insight on how to manage the development funds under their care with integrity and fairness while having conscious of the needs of their constituents.

### **All Stakeholders**

All the stakeholders in the management and governance of the project could be sensitized on their roles in the management of the fund. This can pre-empt any conflicts and disagreements associated with the fund.

## **1.7 Delimitation of the Study**

The study chose a random sample from individuals responsible in overseeing certain projects by the County. Only projects that fell under the devolved function were chosen thus categorization was based on the different ministries involved with the execution of county government projects. Further the study delimited itself to four factors that were seen as majorly contributing to the use of monitoring and evaluation systems of public projects, these

were levels of training, budgetary allocation, stakeholders involvement and influence of politics.

### **1.8 Limitations of the Study**

Public projects in Kenya are seen as a sensitive issue, one of the objectives of the study was to establish the influence of politics on effectiveness of monitoring and evaluation. To this effect, most of the respondents were not willing to give information for fear of being victimized in future. To curb this constraint, the researcher assured the respondents that the study was for academic purpose only and confidentiality would be maintained by not having any personal identifiers such as name, address and telephone numbers of the respondents.

### **1.9 Assumptions of the Study**

The major assumption was that the sample was going to be representative of the entire population. Another assumption of the study was that the target respondents were cooperative enough and that they provided accurate and reliable information.

### **1.10 Definitions of Terms Used**

This section presents the definition the key terms used in the study. The terms are defined within the context of the research study.

**Monitoring:** Monitoring is the routine continuous tracking of the key elements of project implementation performance that is: inputs (resources, equipment etc) activities and outputs, through recordkeeping and regular reporting (McCoy *et al.*, 2005). Tracking the planned implementation against the actual implementation, in order to able to report on how the project is progressing and if there is need for corrective action and to facilitate decision making by the project manager during implementation (McCoy *et al.*, 2005).

**Evaluation:** Evaluation is the episodic (not continuous as the case with monitoring usually midterm and at end of the project) assessment of an ongoing or completed project to determine its actual impact against the planned impact (strategic goal or objectives for which it was implemented) efficiency, sustainability, effectiveness (McCoy *et al.*, 2005).

**Projects:** Project in the context of this research is defined as temporary endeavor to achieve an objective (PMI, 2004). Temporary means the project has a time frame within which it should have achieved its set objectives within a fixed budget, usually funded by the government or a donor.

**Effective monitoring and evaluation:** Assessment of how effectively monitoring and evaluation of a project is carried out in the context of this research is the measure of how the monitoring and evaluation practices compare with the best practices that are defined in the literature review as justified by practice and research.

### **1.11 Organization of the Study**

Chapter one covers the background pertinent to the study. It goes further to state the research problem, the purpose of the study, the research objectives and questions to guide the study. Covered further in the chapter is the description of the scope of the study, the rationality of the study and limitations, and concludes with definition of terms significant to the study.

Chapter two presents the literature review relevant to utilization of electricity energy at the household level. The findings by other researchers are presented, discussed and a summary of gaps highlighted. The chapter ends with a theoretical and conceptual framework.

Chapter three explains the research design, population of the study, the sample size and sample selection. It discusses the research instruments including their administration, validity and reliability. The chapter ends with a discussion of data analysis methods and operational definition of variables.

Chapter four explains the data analysis made and how the analyzed data is to be presented. It reduces raw data to intelligible and interpretable form using statistics. It discusses the relationships, differences and meaning of research results.

Chapter five gives a summary of the findings of the study. A discussion of the findings is done in this chapter. This is done by comparing and contrasting of the findings with other empirical findings show how the findings agree or disagree with the existing body of knowledge.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents an analysis of existing literature on the area of study. It includes the findings of related studies undertaken by other researchers. Projects are aimed at solving social problems and the beneficiaries are key stakeholders. This review of literature looks at the need for monitoring and evaluation with respect to projects. It largely dwells on factors influencing effective monitoring and evaluation process. It also covers logical framework and theoretical approaches to monitoring and evaluation. Program and Social Science theories which provide a basis for logic, process, social change and impact of programs aimed at addressing the effectiveness and relevance of development project are also covered. The review concludes with the conceptual framework

#### **2.2 Training Level and Monitoring and Evaluation**

There is no organization without a human resource core aspect. The human resource capabilities determine a lot for company in term of achieving its goals. UNDP (2009), human resources are critical for effective monitoring and evaluation even after securing adequate financial resources. The technical capacity of the organization in conducting evaluations, the value and participation of its human resources in the policymaking process, and their motivation to impact decisions, can be huge determinants of how the evaluation's lessons are produced, communicated and perceived (Vanessa & Gala, 2011). Training for the requisite skills should be arranged for human resources if they are inadequate and they should be given clear job allocation and designation befitting their expertise. For projects with staff that are sent out in the field to carry out project activities on their own there is need for constant and intensive on-site support to the outfield staff (Ramesh, 2002).

The employee as a human being has basic needs. As Maslow explained in his hierarchy theory the employee goes through the basic stages and needs to have that feeling of accomplishment. The attention by the organization coupled with increased expectations

following the opportunity can lead to a self-fulfilling prophecy of enhanced output by the employee (Pearce & Robinson, 2004).

Foresti, (2007) argues this means not just training, but a whole suite of learning approaches: from secondments to research institutes and opportunities to work on impact evaluations within the organization or elsewhere, to time spent by program staff in evaluation departments and equally, time spent by evaluators in the field. This helps the employee to be more versatile in today's world.

Evaluation must also be independent and relevant. Independence is achieved when it is carried out by entities and persons free of the control of those responsible for the design and implementation of the development intervention (Gaarder & Briceno, 2010; OECD, 2002)

### **2.3 Budgetary Allocation and Monitoring and Evaluation**

The project budget should provide a clear and adequate provision for monitoring and evaluation activities. A monitoring and evaluation budget can be clearly delineated within the overall project budget to give the monitoring and evaluation function the due recognition it plays in project management (McCoy, 2005; Gyorkos, (2003). A monitoring and evaluation budget should be about 5 to 10 percent of the total budget (AIDS Alliance, 2006; Kelly & Magongo, 2004; IFRC, 2001).

Inadequate resources lead to poor quality monitoring and evaluation. To ensure effective and quality monitoring and evaluation, it is critical to set aside adequate financial and human resources at the planning stage. The required financial and human resources for monitoring and evaluation should be considered within the overall costs of delivering the agreed results and not as additional costs (UNDP, 2009)

Financial resources for monitoring and evaluation should be estimated realistically at the time of planning for monitoring and evaluation. While it is critical to plan for monitoring and evaluation together, resources for each function should be separate. In practice, each project should have two separate budget lines for its monitoring and evaluation agreed in advance with partners. This will help UNDP and its partners be more realistic in budgeting. It will also

reduce the risk of running out of resources for evaluation, which often takes place towards the end of implementation (UNDP, 2009).

Monitoring and evaluation costs associated with projects can be identified relatively easily and be charged directly to the respective project budgets. Sourcing and securing financial resources for monitoring and evaluation of outcomes or programmes can pose additional challenges, as there is not one project where these costs can be directly charged (UNDP, 2009). According to the UNDP handbook for monitoring and evaluation the most commonly observed financing mechanism is to draw resources together from relevant projects. Another way is to create a separate monitoring and evaluation fund, facility or project associated with an outcome or a programme to which all the constituent projects would contribute through transfer of some project funds. This facility could be located in the same entity that manages the outcome or programme. Another way is to mobilize funds from partners directly for an outcome or programme monitoring and evaluation facility. Another alternative is to allocate required funds annually for each outcome on the basis of planned costs of monitoring and evaluation from overall programme budget to the facility or fund.

## **2.4 Stakeholder Participation and Monitoring and Evaluation**

Engaging stakeholders in discussions about the what, how, and why, of program activities is often empowering for them and additionally, promotes inclusions and facilitates meaningful participation by diverse stakeholder groups (Donaldson, 2003). Stakeholder participation means empowering development beneficiaries in terms of resources and needs identification, planning on the use of resources and the actual implementation of development initiatives (Chambers, 1997; Chitere, 1994)

Best practice example demonstrates that a central factor facilitating update of evaluations is stakeholder involvement. This involvement must be brought in at the early stages of the Evaluation process, include the support of high –profile champions and attract political agents interested in learning or using instruments to demonstrates effectiveness (Jones, 2008). Proudlock (2009) also found that the whole process of impact evaluation and particularly the analysis and interpretation of results can be greatly improved by the participation of intended beneficiaries, who are after all the primary stakeholders in their own development and the best judges of their own situation. However, stakeholders engagement needs to be managed

with care too much stakeholder's involvement could lead to undue influence on the evaluation, and too little could lead to evaluators dominating the process (Patton, 2008).

Although the CGN does not allow the community to identify the projects close to their interests it holds stakeholder meetings all around the county on budget allocations. These forums allow the stakeholders to learn and contribute to the development agenda of the County. Whether the community participates in the identification of projects depends on how the MCA shapes the boundaries of engagement.

## **2.5 Politics and Monitoring and Evaluation**

Choice regarding the purpose and scope of impact evaluations are political and has important implications for the selection of appropriate methodologies, the kinds of knowledge and conclusions generated, and follow-up and use of these. It is crucial therefore, that adequate time is factored in for the meaningful participation of all stakeholders in defining the purpose and scope of impact evaluations (Proudlock, 2009; Patton, 2008; Sandison, 2006). The key issue is whether the question being posed in the impact evaluation are relevant to these needs. If they are not, then there is a high likelihood the evaluation will not see substantial take-up (Patton, 2008).

The development agenda is virtually under the control of politicians who not only propose the projects in their wards but also present and vote for their estimates in County Assemblies. It is odd and against the principle of separation of powers for MCAs to submit annual estimates to themselves for approval, take part in the actual spending and then query the spending themselves (Ongoya & Lumallas, 2005). To the extent that members of county assemblies have a key role in the identification and implementation of the projects, we do expect choices are influenced by political maximization (Mwangi, 2005). Mapesa and Kibua, (2006) Found that majority of constituents in some selected constituencies in Kenya took devolved funds for the local politicians own development gesture extended to the people. With this kind of mentality, it is expected that when such funds are embezzled, the local people may not know, and if so may be unable to question or may not know the channel through which to complain.

Devolution of resource to the decentralized unit of management is seen as one of the positive move by the central authorities, there is a concern about the organizational and management structure. This essentially means they are likely to influence what aspect of a project to

monitor and what information to be share with other stakeholders. Secondly, the logical framework approach of project formulation and implementation is largely ignored. Some of the project in the education and health sectors is idle due to lack of personnel (KHRC, 2010). According to Mwangi (2005), Projects are prioritized not because of the immediate socio-economic needs but for political maximization. Project cutting across locational and constituency borders will be avoided since communities want to own their own project and as such they wouldn't prioritize or consider project whose benefits seep over to neighboring constituencies, clans or tribes.

## **2.6 Empirical Literature**

Monitoring and Evaluation should be integral components of the management cycle including project planning and design. Passia (2004) and Gyorkos, (2003) notes that project planners should include a clearly delineated monitoring and evaluation plan as an integral part of the overall project plan that include monitoring and evaluation activities , persons to carry out the activities, frequency of activities, sufficient budget for activities and specification of the use of monitoring and evaluation findings.

Evaluation is the tool for proving knowledge for continued implementation. Ex-post evaluation may be used for impact assessment, Michelson, (1995). Jody and Ray (2004) identify the complementary roles of the two functions. Information from monitoring feeds into evaluation in order understand and capture any lessons in the middle or at the end of the implementation with regard to what went right or wrong from learning purposes. This could lead to redesigning the project.

## **2.7 Theoretical Framework**

Chen, (1990) described the term theory as a frame of reference that helps humans understand their world and how to function within it. The first major boom in evaluation occurred in the United States in late 1960s and 70s under the Kennedy and Johnson Administrations, when social programs were developed on a grand scale and heavily supported by federal funding under the policies of the “War on Poverty” and the “Great Society” Rossi, Lipsey, Freeman,(2004). New theories of evaluation practice, methods, and tools are being developed and refined to address a much broader and diverse range of evaluation practice challenges.

The Evaluation Theory consists of Social Science Theory and Program Theory. Social Science Theory plays several important roles in evaluation practice. Such theory and prior research can be very informative for initial needs assessment and program design. A careful examination of available literature, including primary studies, may turn up knowledge about effective strategies for dealing with the problems of concern, lessons learned about what does not work which may save program designers and evaluator's time and resources (Donaldson, 2001; Lipsey, 1990).

Program Theory on the other hand guides an evaluation by identifying key program elements and articulating how these elements are expected to relate to each other. Data collection plans are then made within the framework in order to measure the extent and nature of each element's occurrence. Once collected, the data are analyzed within the framework. First, data that have been collected by different methods or from different sources on the same program element are triangulated, Denzin, (1970); Greene, Caraceli, and Graham, (1989); Trochim, (1989); Yin, (1994). Stake (1967) presented a model that calls for describing the intended antecedents (whatever needs to be before a program is operational) transactions (activities and outputs), and outcomes of a program. The data on the program in operation are compared to what was intended and to what the standards are for that kind of program. Another early proponent theory, Weiss (1972) recommended using path diagrams to model the sequences of steps between a programs' intervention and the desired outcomes. This kind of casual model helps the evaluator identify the variable to include in the evaluation, discover where in the chain of events the sequence breaks down, and stay attuned to changes in program implementation that may affect the pattern depicted in the model Program theory is define in evaluation practice today as the construction of a plausible and sensible model of how a program is supposed to work, Bickman, (1987) or a set of propositions regarding what goes on in the black box during the transformation on input to output, that is, how a bad situation in transformed into a better one through treatment inputs (Lipsey, 1993 ). It is also looked at as the process through which program components are presumed to affect outcomes.

Rossi (2004) describes program theory as consisting of the organizational plan which deals with how to garner, configure, and deploy resources, and how to organize program activities so that the intended service system is developed and maintained. The theory also deals with the service utilization plan which looks at how the intended target population receives the intended amount of the intended intervention through interaction with the programs service delivery system. Finally, it looks at how the intended intervention for the specified target

population brings about the desired social benefits (impacts) Rogers, as cited by Uitto (2000) identifies advantages of the theory based framework to monitoring and evaluation to include being able to attribute projects outcomes to specific projects or activities and identify unanticipated and undesired programme or project consequences. Theory based evaluations enable the evaluator to tell why and how the programme is working (Weiss, 2003; Birkmayer & Weiss, 2000).

Monitoring and evaluation are intimately linked project management functions and as a result there is lot confusion in trying to make them work on projects (Crawford & Bryce, 2003). Monitoring and Evaluation are distinct but complementary (Passia, 2004). Casley and Kumar (1986) as quoted by Crawford and Bryce (2003) disprove the use the acronym M&E (Monitoring and evaluation) as it suggest that we are looking at a single function without making a clear distinction between the two.

Monitoring ensures that implementation is moving according to plans and if not, the project manager takes corrective action. Monitoring enhances project management decision making during the implementation thereby increasing the chances of good project performance Crawford and Bryce, (2003): and Gyorkos, (2003). It also facilitates transparency and accountability of the resources to the stakeholders including donors, project beneficiaries and the wider community in which the project is implemented. Monitoring tracks and documents resources use throughout the implementation of the project, Passia, (2004): Uitto, (2004)

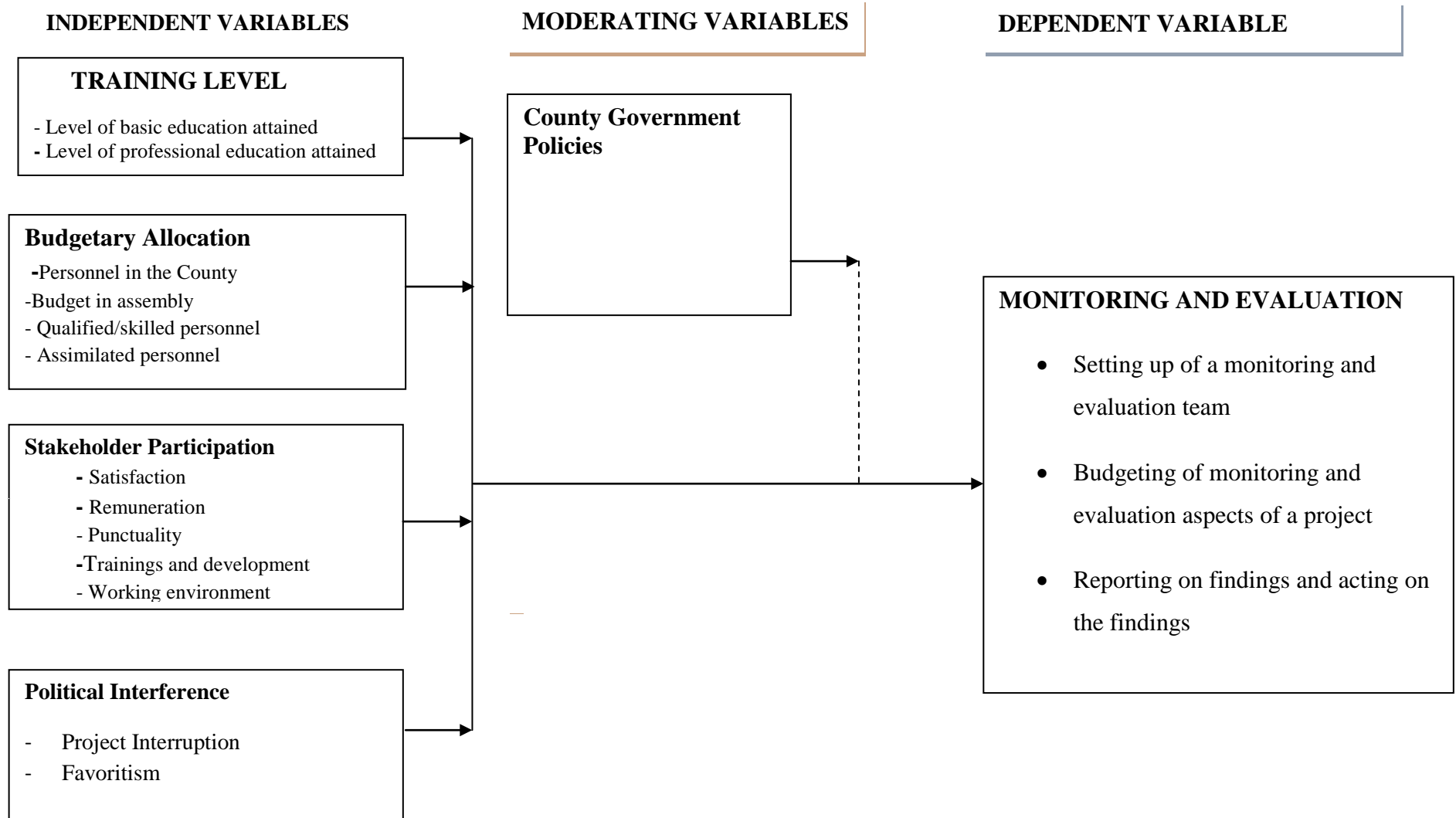
Evaluation assesses project effectiveness in achieving its goals and in determining the relevance and sustainability of an ongoing project, McCoy, (2005). It compares the project impact with what was set to be achieved in the project plan, Shapiro (2004). Evaluations are mainly of two types depending on when they take place. These are formative and summative evaluations. Formative Evaluation is concerned more with efficient use of resources to produce outputs and focuses on strengths, weakness, and challenges of the project and whether the continued project plan will be able to deliver the project objectives or it needs redesigning, Passia, (2004). Formative evaluations are sometimes called interim or midterm evaluations. Summative evaluations are carried out at the end of the project and aims at determining how the project progressed, what went right and wrong and capture any lessons learned Shapiro,(2004). Wellings and Macdowall, (2000) identify two types of summative evaluation is geared towards guiding future projects by facilitating organizational learning by documenting good practices and mistakes. Outcome evaluation is concerned with extent to

which the set objectives were achieved and how we can attribute the role of project to the outcomes. In order to carry out monitoring evaluation effectively; there are some critical factors that must be taken into account. These include use of relevant skills, sound methods, adequate resources and transparency, in order to be a quality Jones et al, (2009). The resources here include skilled personnel and financial resources. Rogers (2008) suggests the use of multi-stakeholders' dialogs in data collection, hypothesis testing and in the intervention, in order to allow greater participation and recognize the differences that may arise. All these must be done within a supportive institutional framework while being cognizant of political influence.

## **2.8 Conceptual Framework**

The Conceptual Framework gives a depiction on how the variables are related to one another. The variables defined here are the independent and the dependent variable. An independent variable influences and determines the effect of another variable. These include level of training of committee members, budgetary allocation and stakeholder participation. A moderating variable is a variable that may influence the dependent variable but is not a point of interest. Dependent variable is that factor which is observed and measured to determine the effect of the independent variable.





**Figure 2.1: Conceptual Framework**

### **2.8.1 Training Level and Monitoring and Evaluation**

Any organization is only as strong as its human resource capabilities. An organization without the right people with the right training is as good as dead. Musomba et al, 2013 reveals that the technical capacity of the organization in conducting evaluations and the value of participation of human resources in policymaking process and motivation to impact decisions can be huge determinants of how the M&E lessons are learnt, communicated and perceived. M&E must also be independent and relevant. Rogers, 2008 reveals that independence is achieved when it is carried out by entities and persons free of the control of those responsible for the design and implementation of the policy development intervention. This shows that training is an essential factor geared towards enhancing the implementation of M&E in development projects.

### **2.8.2 Budgetary Allocation and Monitoring and Evaluation**

Any aspect of a project has got have funding for it to have its desired outcome. With no allocation of funds in most projects M&E is never done. The project budget should provide a clear and adequate provision for M&E. According to Gyorkos 2003, a project M&E budget can be clearly delineated within the overall project budget to give the M&E function the due recognition it plays in policy performance, development and management. Kelly and Magongo, 2004, argue that M&E budgets should be about five to ten percent of the total projects budget.

### **2.8.4 Stakeholder Participation and Monitoring and Evaluation**

Engaging stakeholders in discussions about the what, how, and why, of policy and programme activities is often empowering them. It promotes inclusions and facilitates meaningful participation by diverse stakeholder groups (Donaldson, 2003). Stakeholder participation means empowering development beneficiaries in terms of resources and needs identification, policy, planning and budgeting on the use of resources and the actual implementation of policy development initiatives. He outlines that the best practice and example demonstrates that a central factor facilitating update of evaluations is stakeholder involvement. This involvement must be brought in at the early stages of the system policy design and implementation.

### **2.8.5 Political Influences**

Musomba et al (2013), agree that choice regarding the purpose and scope of impact evaluations are political and has important implications for the selection of appropriate methodologies, the kinds of knowledge and conclusions generated for implementation. It is crucial therefore, that adequate time is factored in for the meaningful participation of all stakeholders in defining the purpose and scope of impact evaluations. The key issue is whether the questions being posed in the impact evaluation are relevant to these needs. If they are not, then there is a high likelihood that the evaluation will not see substantial take-up.

### **2.9 Summary**

This chapter has provided an in-depth literature review. Related studies in Kenya and others countries have been analyzed and reveal that there exists a knowledge gap in understanding factors influencing effectiveness of Monitoring and Evaluation of public Projects in Nakuru County. According to the conceptual framework, the study investigated effective monitoring and evaluation as a dependent variable while the dependent variable were level of training, budgetary allocation, stakeholder participation and political influence. County government policies are the moderating variable.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter contains a discussion of various components of the research methodology as was applied in the study. These include research design, target population, sample procedures and methods of data collection. A summary of the contents of this chapter is provided at the end of the chapter.

#### **3.2 Research Design**

This study was premised on descriptive survey research design to ascertain and make assertions on how level of training of personnel, budgetary allocation, stakeholder participation and political influence affect effectiveness of Monitoring and Evaluation of public projects. Descriptive research studies are those studies which are concerned with describing the characteristics of a particular individual or of a group and ascertain whether variables are associated (Kothari, 2004). Survey research seeks to obtain information that describes existing phenomena by asking individuals about their perceptions, attitude, behaviour or values (Mugenda & Mugenda, 1999). The descriptive survey method was used by the researcher as the appropriate method for the research at hand because it was the most appropriate in collecting data about the characteristics of a large population in terms of being cost effective and within the constraints of time available. Moreover, the questionnaire was employed as the main tool for data collection. Descriptive data are typically collected through a questionnaire survey, interview or by observation (Mugenda & Mugenda, 1999).

### **3.3 Target Population**

A population can be defined as the complete set of subjects that can be studied: people, objects, animals, plants, organizations etc from which a sample may be obtained (Shao, 1999). The target population for this study consisted of all the project management heads charged with monitoring and evaluating the devolved public projects within Nakuru County. Self-administered questionnaire were purposively given to the in charge person who had information, these included: Development Officer (DO), Departmental heads and Fund Accounts Manager. This population was chosen on the basis of their mandate to monitor and evaluate projects undertaken under government Development Funds.

### **3.4 Sampling Procedure**

Kothari (1990) defines sampling as the selection of part of an aggregate or totality on the basis of which a judgment of inference about the aggregate or totality is made. It is the process of drawing samples that would be a representative of the population of the study. Its objective is to secure a sample which subject to limitations of size and produces the characteristics of the population as closely as possible.

Stratified random sampling procedure was used. The strata's were based on seven devolved functions that are currently implementing projects in Nakuru County. Further stratification entailed use of the 11 sub counties to enable collection of a wide array of data. Table 3.1 illustrates the sampling procedure which was employed in selection of the sample

**Table 3.1: Sampling of Respondents**

Sub County	Departments							Total	Sample Size 30%
	Lands	Trade	Roads	Envir	Health	Education	Agric		
<b>Nakuru Town East</b>	6	7	15	3	3	9	-	43	12
<b>Nakuru Town West</b>	1	3	24	2	1	15	-	46	13
<b>Subukia</b>	1	17	7	7	18	2	-	52	16
<b>Bahati</b>	1	1	17	24	11	10	-	64	19
<b>Rongai</b>	-	-	9	7	6	22	2	46	13
<b>Gilgil</b>	-	-	29	8	12	17	3	69	21
<b>Naivasha</b>	-	5	44	13	15	30	-	107	32
<b>Kuresoi North</b>	-	-	29	7	11	15	1	63	19
<b>Kuresoi South</b>	-	-	28	2	20	-	-	50	15
<b>Njoro</b>	-	-	37	8	14	31	-	90	27
<b>Molo</b>	1	1	25	11	8	25	-	71	21
<b>Total</b>	<b>10</b>	<b>34</b>	<b>337</b>	<b>92</b>	<b>119</b>	<b>176</b>	<b>6</b>	<b>774</b>	<b>208</b>

### **3.5 Methods of Data Collection**

A combination of methods which included questionnaires and document analysis were used. The questionnaires were used because they were easy to administer and at the same they could generate a large array of needed data. The respondents were diversified and therefore questionnaires served to be the most convenient way of collecting the needed information. Furthermore, questionnaires are known to save time especially the self-administered as the respondents had an ample time to think and fill the questionnaires at their free time, hence minimizing errors. The researcher made follow-ups to ensure the questionnaires were returned.

Document analysis is a method of data collection from documented sources. The method was used to gather information that was not captured in the responses in the questionnaires. The Information was collected from paper documents as well as computer databases and policy documents of the County Government of Nakuru. Document analysis has advantages over other data collection methods because the documents are expected to be complete, detailed, and consistent and well structured. They also saved on time since they were readily available. The researcher recruited and trained four research assistants who assisted in data collection and data entry. The research assistants were taken through the training to clearly understand the purpose of the research and ethics of research to be considered.

### **3.6 Validity of the Study**

The study put into consideration the validity of the research instruments and the results. Validity is the accuracy and meaningfulness of inferences which are based on the research results. It is the strength of our conclusions, inferences or propositions, a degree to which results obtained from the analysis of data actually represents the phenomenon understanding. Validity is “whether an instrument is measuring what is required to measure”. In order to ensure internal validity of the study, the variables were carefully analyzed which ensured that appropriate indicators were associated with each variable and the required data collected using the appropriate research instrument. For external validity, appropriate and representative samples were selected for study which provided an assurance for results to be generalized to the population.

### 3.7 Reliability of the Study

Reliability is a measure of the degree to which a research instrument yields consistent results or data the same way each time it is used under the same condition with the same subjects. Reliability of the study results was assured through triangulation where collected data was confirmed through the various research instruments and related questions were used in the study. This ensured the results of the study were a true reflection of the situation studied. A pilot study was undertaken to test the research questionnaire. 11 questionnaires were pilot tested in the 11 sub counties in Nakuru from the six different devolved units. Cronbach's alpha test was used to carry the reliability test for the piloted questionnaires and the results are presented in Table 3.2.

**Table 3.2 Cronbach Alpha Reliability Test**

Variable	Cronbach's Alpha	No of Items
Influence of Level of Training	.755	8
Budgetary Allocation	.724	8
Influences of Stakeholders Participation	.752	11
Influence of Politics	.723	8
Effectiveness in M&E	.873	1

The questionnaire was tested against an alpha value of value of 0.7, according to Andrew, Pedersen, & McEvoy (2011) is considered "acceptable" in most social science research situations.



### **3.8 Operational Definition of Variables**

This section provides an explanation of the variables that were investigated in this study. The study aimed at establishing factors influencing the use of monitoring and evaluation systems of public projects in Nakuru County. The four independent variables were levels of training, budgetary allocation, stakeholders involvement and influence of politics. Different indicators were used for the different variables. Documents and questionnaires were used to gather the needed information. Ordinal, scale and nominal parameters have been used. Statistics entailed both descriptive, correlation and thematic analysis techniques. The intervening variable is the change the laws of the country and policies being set up to govern human resources in the counties. The dependent variable is the effective performance of monitoring and evaluation on public projects.

Table 3.3 shows the operational definition of variables.

**TABLE 3.3 OPERATIONAL DEFINITIONS OF VARIABLES**

Objective	Variable	Indicator	Measurement	Source of Data	Instrument	Data analysis
<b>Objective 1:</b> To determine the influence of level of training of public project workers on effective monitoring and evaluation of public projects	<b>Independent Variables</b> ♦ Training level	♦ Level of basic education attained	♦ Academic qualification attained	♦ County records	♦ Document analysis ♦ Questionnaire	♦ Descriptive statistics
		♦ Level of professional education attained	♦ Professional qualification attained	♦ County records	♦ Document analysis ♦ Questionnaire	
<b>Objective 2:</b> To assess the influence of budgetary allocation on effective monitoring and evaluation of public projects	♦ Budgetary allocation	♦ No. of Personnel	♦ Number of personnel hired	♦ County records	♦ Document analysis	♦ Descriptive statistics (percentages and averages) ♦ Non-parametric tests
		♦ County Assembly allocation	♦ Budget allocation by the county assembly	♦ County records	♦ Document analysis	
		♦ Equipment, materials and vehicles available	♦ Number of testing and commissioning equipment available ♦ Number of vehicles available to the monitoring team	♦ County Records ♦ Count of Vehicles allocated	♦ Questionnaire ♦ Observation guide ♦ Document analysis	
<b>Objective 3:</b> To examine the influence of stakeholder participation on the use of monitoring and evaluation systems	♦ Stakeholder participation	♦ Project satisfying the needs of the stakeholders	♦ Needs satisfaction of the benefactors	♦ Local leaders, residents, Government	♦ Questionnaire ♦ Document analysis	♦ Descriptive statistics (percentages and averages)
		♦ Ownership of project	♦ Involvement of the community in the project	♦ Local leaders, residents, Government	♦ Questionnaire ♦ Document analysis	
		♦ Beneficiary satisfaction	♦ Level of satisfaction	♦ Locals	♦ Questionnaire	

<b>Objective 4:</b> To examine the influence of politics on the use of monitoring and evaluation systems	♦ Political interference	♦ Interference on projects	♦ Number of times interferences have affected the projects	♦ Project stakeholders	♦ Questionnaire	♦ Descriptive statistics (percentages and averages)
<b>MODERATING VARIABLES</b>	♦ County Government policies	♦ Policies and bylaws	♦ Number of times Policies and bylaws have affected the projects	♦ Project stakeholders	♦ Questionnaire	♦ Descriptive statistics (percentages and averages)
<b>DEPENDENT VARIABLES</b>	♦ Monitoring and evaluation	♦ Meetings	♦ Number of meetings held in project cycle	♦ Project management team	♦ Questionnaire	♦ Descriptive statistics (percentages and averages) ♦ Qualitative analysis
♦ Reports		♦ Reports filed for each projects	♦ Project management team	♦ Questionnaire ♦ Document analysis		
♦ Audits		♦ Audits of materials and equipment used in undertaking the project	♦ Project management team	♦ Document analysis ♦ Questionnaire		
♦ Assessments		♦ Number of assessments  ♦ Resolutions	♦ All stakeholders	♦ Questionnaire ♦ Document analysis		

### **3.9 Methods of Data Analysis**

The data was analyzed using both qualitative and quantitative techniques. A thematic analysis was performed to the secondary data which was in form of documents while quantitative technique involved use of a computer aided programme the Statistical Package for Social Science (SPSS). Data was sorted, cleaned and entry was conducted. After, analysis was undertaken where descriptive statistics involving frequencies and percentages was used to aid in interpreting trends and occurrences in regard to the study. Descriptive summaries involved use of measures of central tendencies such as mean and standard deviation.

Pearson's correlation which is a form of parametric inferential statistic was used to measure the relationship between the variables of the study. This helped in establishing the relationship between independent variables i.e. training level, budgetary allocation, stakeholder participation and political influences on the dependent variable use of monitoring and evaluation as well as the relationship among the independent variables.

### **3.10 Summary**

This chapter contains a discussion of various components of the research methodology as was applied in the study. These included: Research design, target population, sample procedures and methods of data collection. The study used both quantitative and qualitative methods of data analysis where both descriptive and correlation statistic was utilized for the quantitative data.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents the results of the analyzed data. Interpretations and discussions precede the data which is presented in Tables only. The chapter is presented in subsections derived from the variables of the study. Descriptive summaries, counts, percentages cross tabulation and Pearson correlation forms part of the analysis.

#### **4.2 Response Rate**

The sample size for the study was 208. Questionnaires were issued to project management heads charged with monitoring and evaluating the devolved public projects within Nakuru County. These were from different departments and further had different designations. 208 questionnaires were issued and returned back presenting 100% return rate. This was possible as the researcher with the aid of research assistants personally administered the questionnaires and picked them immediately after they had been filled. For the respondents who could not fill the questionnaire in the presence of the researcher, they were allowed to keep the questionnaires and return them on a later date. The researcher followed this up with a phone call and this ensured all the questionnaires were filled and returned.

#### **4.3 Back Ground Information**

The back ground information of the respondents has been presented in this section. It covers gender, level of education, years worked and involvement in monitoring and evaluation of projects. Table 4.1 presents a cross tabulation between gender of the respondents and the years they had worked.

**Table 4.1 Cross Tabulation between Gender and Years Worked**

		Gender		Total
		Male	Female	
Years Worked	Below 1 year	12.2%	2.2%	14.4%
	1-5 years	16.8%	6.8%	23.6%
	6-11 years	19.0%	5.5%	24.5%
	12-17 Years	8.6%	20.2%	28.8%
	18-23 years	1.2%	3.6%	4.8%
	24 years and above	0.9%	2.9%	3.8%
Total		58.7%	41.3%	100.0%

The findings presented in Table 4.1 reveal that there were more male than female presented by 58.7%. Majority of the respondents presented by 28.8% had a work experience of between 12-17 years. 3.8% had worked for over 24 years. The findings implied that county projects were dominated by male compared to females. Having more working years further implied that the responses given would pass as being valid.

The levels of education of the respondents were sought and presented in Table 4.2 as follows.

**Table 4.2 Levels of Education**

Level of Education	Frequency	Percent
Secondary	18	8.7%
College	60	28.8%
University	89	42.8%
Post graduate	41	19.7%
Total	208	100.0%

Table 4.2 indicates that the majority of the respondents had university education (42.8%); this was followed by 28.8% who had college education and 19.7% who had achieved postgraduate level of education. Only 8.7% had secondary level of education. From the findings it was then interpreted that the respondents had high educational levels thus they were able to read and understand the questions presented to them.

There was need to understand whether the respondents had been involved in conducting monitoring and evaluation of any development project in Kenya. A presentation of the findings is in Table 4.3.

**Table 4.3 Involvement in Conducting M&E and Projects Involved**

		Have you been involved in conducting monitoring and evaluation of any development project in Kenya		Total
		Yes	No	
	N/A		46.2%	46.2%
	Education	14.4%		14.4%
if yes which project/ Programme	Roads	10.1%		10.1%
	Youth	6.7%		6.7%
	Health	10.6%		10.6%
	Other	12.0%		12.0%
Total		53.8%	46.2%	100.0%

The study established that 53.8% who were the majority had been involved in monitoring and evaluation of development projects in Kenya while 46.2% had not. Out of the 53.8%, 14.4% were involved in education projects, 10.6% in health projects, and 10.1% in roads projects while 12% indicated other projects. The 12% were required to explain the projects and most of them indicated donor funded projects and other community led projects.

The main sources of project funding were also determined and presented in Table 4.4

**Table 4.4 Main Source of Funding**

Main Source of Funding	Frequency	Percent
GOK	80	38.5%
CDF	50	24.0%
Community	20	9.6%
Donor/ Sponsor	58	27.9%
Total	208	100.0%

Government of Kenya was considered the main source of funding with 38.5% while donors and sponsors had 27.9%. The least source of funding was the community presented by 9.6%. The findings implied that the government was the major financier in most projects.

#### **4.4 Training Level and Monitoring and Evaluation**

The study sought to determine the influence of level of training on effective Monitoring and Evaluation of public projects in Nakuru County. Table 4.5 presents the findings on how well monitoring and evaluation is understood.

**Table 4.5 Understanding of Monitoring and Evaluation**

<b>Understanding of Monitoring and Evaluation</b>	<b>Frequency</b>	<b>Percent</b>
Excellent	140	67.3%
Average	50	24.0%
Cannot Comprehend	18	8.7%
Total	208	100.0%

It was established that 67.3% excellently understood monitoring and evaluation. 24% had an average understanding while only 8.7% did not comprehend what monitoring and evaluation was. It was then deduced that majority clearly understood monitoring and evaluation. With this understanding the requirements of monitoring and evaluation could be effected as desired.

To determine the level of skills in M&E, there was a need to establish the weather the respondents had been trained on monitoring and evaluation. A cross tabulation presented in Table 4.6 indicate the results of the findings.



**Table 4.6 Training on Monitoring and Evaluation and Place Trained**

		Have you been trained on Monitoring and Evaluation?		Total
		Yes	No	
		N/A		
If yes, where were you trained?	Work place training	24.0%		24.0%
	School	19.2%		19.2%
	Personal initiative	7.2%		7.2%
	Gained in the process of working	18.8%	0.5%	19.2%
Total		69.2%	30.8%	100.0%

Table 4.6 indicates that 69.2% had been trained on M&E while only 30.8% had not been trained. Out of those trained, 24% had their training at the work place and 19.2% through different levels of schooling. 18.8% gained the knowledge through working experience. The deductions made for the study was that majority had been trained on M&E. Work place training had been attributed to provide monitoring and evaluation skills thus the study resonates well with UNDP (2009) that attributes human resource to being critical in effecting monitoring and evaluation.

The study further established the aggregate months of training on M&E that the respondents had undergone. Table 4.7 indicate that with a minimum of 1 and a maximum of 12, the mean months being 4.65 thus majority of the respondent had undergone four months of training which was considered adequate enough to enable them carry M&E activities. The standard deviation was 3.406 which indicated a wide dispersal from the mean.

**Table 4.7 Aggregate Months of Training**

	N	Minimum	Maximum	Mean	Std. Deviation
Aggregate months of training on monitoring and evaluation	208	1	12	4.65	3.406
Valid N	208				

There was a need to assess the M&E skills of the staff conducting M&E in County government Ministries and Departments. Presentation of the results is in Table 4.8 as follows.

**Table 4.8 M & E Skills**

	Frequency	Percent
Good	100	48.1
Fair	89	42.8
Poor	19	9.1
Total	208	100.0

The study indicates that majority (48.1%) of the respondents were of the opinion that the M&E skills were good, 42.8% were of the opinion that the skills were fair while only a small percentage as presented by 9.1% were of the view that the skills of the staff conducting M &E was poor. It was thus deduced that at least the staff had M&E skills.

There was need to ascertain whether institutional guidelines were usually followed when conducting M&E, a cross tabulation was done on the same to further to determine which guidelines were followed. A presentation has been given in Table 4.9.

**Table 4.9 Cross Tabulation between Following Guidelines and the Type of Guidelines**

Type of Guideline	Do you follow any institutional guidelines when conducting M&E?		Total
	Yes	No	
	NIMES	33.7%	
Ministry	24.0%		24.0%
Donor / Sponsor	13.5%		13.5%
Other (Specify)	5.8%		5.8%
Total	76.9%	23.1%	100.0%

Table 4.9 indicates that 76.9% followed guidelines when conducting M& E while only 23.1% did not follow. This implied that county government projects adhere to follow guidelines which are an indicator that they have been trained on M&E and further are aware of the expected requirements while conducting M&E. of the 76.9% who followed guidelines, majority as presented by 33.7% adhered to guidelines by NIMES, 24.0% followed guidelines by the given ministry while 13.5% were from either donors or sponsors. The 5.8% who indicated ‘other’ explained that they followed the current M&E trends while others combined all the given guidelines to come up with a form of a hybrid system. Having majority using NIMES as their M&E guide in all the county projects is an indicator of the uniformity in performing M&E according to the given National M&E guidelines.

The study sought to ascertain whether the skills possessed by the staff limited the effective performance of M&E. Table 4.10 indicate that 72.1% had a contrary view while 27.9% which was minimal affirmed. This was construed to indicate that the individuals concerned with M&E had sufficient skills that they did not feel their skills limited effective performance of M&E. For individuals to fully conceptualize what is expected of them in terms of M&E, Foresti (2007) argues this requires more than training, but a whole suite of learning approaches: from secondments to research institutes and opportunities to work on impact evaluations within the organization or elsewhere, to time spent by program staff in evaluation departments and equally, time spent by evaluators in the field.

**Table 4.10 Skills and Effective Performance in M&E**

	Frequency	Percent
Yes	58	27.9
No	150	72.1
Total	208	100.0

The influence of level of training in M&E was rated. Table 4.11 presents a descriptive summary of the results of the finding of the study.

**Table 4.11 Influence of level of training on effective performance of M&E**

	N	Minimum	Maximum	Mean	Std. Deviation
Influence of level of training on effective performance of M&E.	208	2	10	5.75	2.044

With a minimum of 2 and a maximum of 10, the mean for influence of effective performance of M&E was 5.75 which indicated a moderate influence; the standard deviation was 2.044 which further showed the dispersal from the mean was not wide apart. It was deduced that levels of training moderately influenced the effective performance of M&E which implied training was important however it should be utilized with other factors for better results in M&E. Ramesh (2002) argues that while training, clear job description should be given, this should be done alongside clear designation that befits the areas of expertise stating clearly the expectations of the organization. Constant and intensive on-site support to the outfield staff is also important according to Ramesh especially for projects with staff that are sent out in the field to carry out project activities.

#### 4.5 Budgetary Allocation and Effective Monitoring and Evaluation

The study sought to assess the influence of budgetary allocation on effective Monitoring and Evaluation of public project in Nakuru County. There was need to determine the total amount in Kenya shillings allocated specifically for M&E activities in the project that the staff were involved in. The presentation of the findings is in Table 4.12 as follows.

**Table 4.12 Amount Allocated for M&E**

	N	Minimum	Maximum	Mean	Std. Deviation
Total amount allocated specifically for M&E activities.	208	50000	15000000	1272115.38	1550336.210

With a minimum of Kshs 50,000 and a maximum of Kshs 15,000,000 the mean amount of money allocated for M&E was 1,272,115. These implied different projects have different allocations depending on the nature, budget and the timeframe of the given project.

There was a further need to establish the extent to which the allocated money for M&E was considered adequate.

**Table 4.13 Extent of Adequacy of Allocated M&E Funds**

	Frequency	Percent
Small extent	70	33.7
Moderate extent	90	43.3
Large extent	48	23.1
Total	208	100.0

Table 4.13 indicate that 43.3% were of the view that the money allocated for M&E was adequate while 33.7% opined that to a small extent the money was adequate. 23.1% expressed that to a large extent the money was adequate. The study thus deduced that the money was fairly adequate which implied that at least projects set money for use in M &E. For money to be considered adequate, studies indicate that the allocation should be about 5 to 10 percent of the total budget (AIDS Alliance, 2006; Kelly & Magongo, 2004; IFRC, 2001).

A descriptive summary was presented on different statements in relation to M&E. Table 4.14 show the results of the findings.

**Table 4.14 Descriptive Summary for M&E**

	Mean	Std. Deviation
The budget of projects undertaken usually provide a clear and adequate provision for monitoring and evaluation activities	3.19	1.113
Money for M&E are usually channeled to the right purpose	3.17	1.365
A realistic estimation for monitoring and evaluation is usually undertaken when planning for projects.	2.58	1.489
This department has two separate budget lines for its monitoring and evaluation	3.23	1.127
The major challenge faced by this department is Sourcing and securing financial resources for monitoring and evaluation of outcomes	2.86	1.436

It was established that the department had two separate budget lines for its monitoring and evaluation as indicated by a mean of 3.23 and a standard deviation of 1.127. The results resonates well with UNDP (2009) who argue that having two separate budget lines is more realistic in budgeting as it helps reduce the risk of running out of resources for evaluation,

which often takes place towards the end of implementation. It was further revealed that budget of projects undertaken usually provide a clear and adequate provision for monitoring and evaluation activities (mean 3.19) which implied prior planning before implementation and execution of projects. The study further indicated that although planning is undertaken, the estimation was not realistic implying planning might include estimates that never conform when it comes to the actual monitoring and evaluation s indicated by a mean of 2.58 which leaned towards “strongly disagreeing” with the study. Further it was revealed that sourcing and securing of financial resources for M&E was not a major challenge as presented by a mean of 2.86.

There was further need to determine the influences of budgetary allocation on effective monitoring and evaluation of public project. Table 4.15 indicate the mean was 5.75 which was considered moderate thus it was deduced that budgetary allocation has an influence on the effective monitoring and evaluation of public projects. To this effect UNDP (2009) argues that for quality monitoring and evaluation it is critical to set aside adequate financial and human resource at the planning stage which should be considered within the overall costs of delivering the agreed results and not as additional costs.

**Table 4.15 Influences of Budgetary Allocation on Effective Monitoring and Evaluation of Public Project**

	N	Minimum	Maximum	Mean	Std. Deviation
Influences of budgetary allocation on effective Monitoring and Evaluation of public project	208	1	10	5.73	2.760

## 4.6 Stakeholder Participation and Monitoring and Evaluation

To establish the influence of stakeholder participation on effective monitoring and evaluation, there was need to determine extent and point of stakeholder's participation. A cross tabulation was conducted to this effect and the results are presented in Table 4.16 as shown.

**Table 4.16 Cross Tabulation between Extent and Point of Stakeholders Engagement**

		Point of Stakeholders Engagement				Total
		First term evaluation	Midterm evaluation	End term evaluation	At all stages of evaluation	
extent of Stakeholders involve in monitoring and evaluation	Small extent	14.9%	4.3%			19.2%
	Moderate extent		19.2%	14.9%		34.1%
	Large extent			4.3%	42.3%	46.6%
Total		14.9%	23.6%	19.2%	42.3%	100.0%

From Table 4.16 it was revealed that most of the stakeholders were involved to a large extent as presented by 46.6%. Those who were involved to a moderate extent were 34.1% while only 19.2% were involved to a small extent implying there was stakeholder involvement. Majority of the stakeholders were engaged at all the stages of evaluation which implied they were knowledgeable and could provide necessary insights towards the project. 23.6% were engaged in midterm evaluation while 19.2% in end term evaluation. Only 14.9% were involved in first term evaluation which implied majority was not aware of the progress of the project in its start up. Having stakeholder's participation in all stages of the project indicates the project is closely monitored to ensure all its objectives have been met. Chambers, (1997); Chitere, (1994) argue that stakeholders participation is important as it is a way of empowering development beneficiaries in terms of resources and needs identification, planning on the use of resources and the actual implementation of development initiatives.



There was need to ascertain whether the different project staff had been involved in conducting M&E of development projects in the 2014/2015 financial year. There was also need to establish where they had been submitting their reports. A cross tabulation analysis was undertaken between the two and the findings Tabulated in 4.17.

**Table 4.17 Cross Tabulation between Involvement in Conducting M&E and Submission of Reports**

		Where did you submit your M&E reports?					Total
		NA	Donor / Sponsor	Community	NIMES	Ministry	
Involvement in conducting M&E in development projects in 2014/2015	Yes		9.6%	4.8%	16.8%	12.0%	43.3%
	No	56.7%					56.7%
Total		56.7%	9.6%	4.8%	16.8%	12.0%	100.0%

From Table 4.17, 56.7% had not been involved in submission of project reports in the financial year 2014/ 2015. Only 43.3% had been involved which implied the majority had not submitted their reports. 16.8% had submitted their reports to NIMES which is a government body involved in M&E in the country. 12% had reported to the ministry while 9.6% to the various donors. Only a small proportion as indicated by 4.8% had reported to the community. It was thus deduced that majority who had reported had directed their concerns to NIMES.

There was need to determine whether external stakeholders were involved in M&E. Table 4.18 indicate that 52.9% who were the majority involved external stakeholders while 47.1% did not involve them. Involving external stakeholders is important as they help keep the project in check and further ensure the given objectives have been met.

**Table 4.18 Involvement of External Stakeholders**

	Frequency	Percent
Yes	110	52.9%
No	98	47.1%
Total	208	100.0%

The study then sought to determine whether there were any M&E committee for the different given projects. The presentation of the findings is indicated in Table 4.19 as shown.

**Table 4.19 Availability of M&E Committee**

	Frequency	Percent
Yes	120	57.7
No	88	42.3
Total	208	100.0

The study established that 57.7% of the projects and programmes had committees set in place while 42.3% did not have any committees. It was deduced that at least there were committees put in place however their numbers need to be increased for effective monitoring and evaluation. Patton (2008) however cautions that , stakeholders engagement needs to be managed with care as too much stakeholder’s involvement could lead to undue influence on the evaluation, and too little could lead to evaluators dominating the process.

A descriptive summary for statements in regard to stakeholder’s participation was presented Table 4.20. It was revealed with a mean of 3.64 that stakeholder’s views were usually incorporated and a standard deviation of 1.239 which indicated the means were 1 point dispersed away. It was further indicated that stakeholders were given feedback on the progress of M&E as indicated by a mean of 3.16. It was however revealed that stakeholders meetings around the county on M & E were not usually conducted as presented by a mean of 2.66. Further it was also revealed that there were no ways that had been set to manage stakeholder’s engagement as presented by a mean of 2.61.

**Table 4.20 Descriptive Summary for Stakeholders Participation**

	Mean	Std. Deviation
Stakeholders are given feedback of the M&E process	3.16	1.356
The department has devised means and ways of managing stakeholder's engagement	2.61	1.594
Stakeholders views are usually in cooperated in the M&E process	3.64	1.239
Stakeholder meetings all around the county on M&E budget allocations are often conducted	2.66	1.432

There was need to determine the influence of stakeholders participation on effective M&E. Table 4.21 presents the findings of the study

**Table 4.21 Influence of Stakeholder Participation on Effective Monitoring and Evaluation of Public projects**

	N	Minimum	Maximum	Mean	Std. Deviation
Influence of stakeholder participation on effective monitoring and evaluation of public projects.	208	2	10	6.11	2.019

The study established with a minimum of 2 and a maximum of 10, the mean was 6.11 which implied stakeholders had an influence when it comes to effective monitoring and evaluation. This further implied that involving stakeholder in M&E empowers them and promotes inclusion and further facilitates meaningful participation by diverse stakeholder groups as envisaged by Donaldson (2003).

#### 4.7 Influence of politics and Monitoring and Evaluation

The last objective of the study sought to determine the influence of politics on effective Monitoring and Evaluation of public projects in Nakuru. There was need to ascertain the extent to which politics influences on M&E. Table 4.22

**Table 4.22 Extent of Influence of Politics on M&E**

	Frequency	Percent
Small extent	42	20.2
Moderate extent	29	13.9
Large extent	137	65.9
Total	208	100.0

The majority of the respondents as presented by 65.9% were of the opinion that politics to a larger extent influenced M&E. Only 20.2% indicated that politics did not have an influence. Since most of the projects are proposed as development agenda under the control of politicians, there is need to ensure projects are carried out as intended. Patton, (2008) thus suggests that there is need for adequate time to be factored in for the meaningful participation of all stakeholders in defining the purpose and scope of impact evaluations. He further acknowledges that choice regarding the purpose and scope of impact evaluations are political and has important implications for the selection of appropriate methodologies, the kinds of knowledge and conclusions generated, and follow-up and use of these.

Further there was need to determine whether the input by politicians was positive in implementation of M&E. Table 4.23 indicate that the majority of the respondents were of the opinion that the political influence was not positive as portrayed by 61.5%. Only 38.5% thought the input by politician was positive. Due to this reason, Mwangi (2005) further asserts that projects are prioritized not because of the immediate socio-economic needs but for political maximization.

**Table 4.23 Inputs by Politicians**

	Frequency	Percent
Yes	80	38.5
No	128	61.5
Total	208	100.0

A descriptive summary was presented on the influence of politics towards effective Monitoring and Evaluation of public Projects. The presentation has been tabulated on 4.24 as follows.

**Table 4.23 Descriptive Summary for Influence of Politics**

	Mean	Std. Deviation
We have measures to ensure politics does not interfere in the monitoring and evaluation process	2.39	1.490
The major challenge faced is separation of political influence in delivery of services	3.69	1.498
We have set channels for reporting in case of misuse of development fund	3.25	1.430
Information on monitoring and evaluation with regard to political connection is freely shared	3.23	1.298
Politics mostly influences aspects of projects to be monitored	3.59	1.478

The study as presented in Table 4.23, established that the major challenge faced is separation of political influence in delivery of services (mean 3.69) which was an indicator of political interference in implementation and further monitoring and evaluation of such projects. It was further noted as presented with a mean of 3.59 that politics influenced aspects of the projects to be monitored. However the study established much as there was political interference, there

were channels that had been set up for reporting in case of misuse of development fund (mean 3.25). It is important noting however that the given channels have not provided measures to ensure politics does not interfere in the monitoring and evaluation process (2.39). The findings were deduced to imply that political interference influences on the implementation of M&E and there were no measures that could ensure they do not interfere with M&E although there was a channel set aside to report on the misuse of public funds, it was evidence that no tangible results had been achieved as politicians had not been deterred from political interference.

## 4.8 Correlation Analysis

To check the level of association between the independent and dependent variables, Pearson correlation was undertaken and the findings presented in Table 4.24.

**Table 4.24 Correlation Analysis**

		Effective performance of M&E	Influence of level of training.	budgetary allocation	Influence of stakeholder participation	Influences of Politics
Effective performance of M&E	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	208				
Influence of level of training.	Pearson Correlation	.479**	1			
	Sig. (2-tailed)	.000				
	N	208	208			
budgetary allocation	Pearson Correlation	.523**	.263**	1		
	Sig. (2-tailed)	.000	.000			
	N	208	208	208		
Influence of stakeholder participation.	Pearson Correlation	.471**	.223**	.070**	1	
	Sig. (2-tailed)	.000	.001	.313		
	N	208	208	208	208	
Influence of politics	Pearson Correlation	-.788**	-.570**	-.478**	.432**	1
	Sig. (2-tailed)	.000	.014	.000	.000	
	N	208	208	208	208	208

\*\* . Correlation is significant at the 0.01 level (2-tailed).

On the influence of level of training and effective monitoring and evaluation, Table 4.24 indicate there was a moderate positive correlation between level of training and effective monitoring and evaluation.  $R= 0.479$  which was further significant at  $p=0.00<\alpha (0.05)$ . It was deduced that an increase in levels of training leads to an increase in the effectiveness of Monitoring and evaluation. It is for this reason that UNDP (2009) suggests the importance of training of human resource which is critical for effective monitoring and evaluation even after securing adequate financial resources.

Budgetary allocation is moderately correlated with effective monitoring and evaluation  $r=0.523$ ,  $p=0.00<\alpha (0.05)$ . Increasing the budget allocated for M&E leads to an increase in the effectiveness of the M&E process. Studies have indicated that having sufficient budgets will ensure a smooth process while carrying out M&E (McCoy, 2005). Further Gyorkos (2003) suggests that a monitoring and evaluation budget can be clearly delineated within the overall project budget to give the monitoring and evaluation function the due recognition it plays in project management.

A moderate positive relationship between influence of stakeholders participation and effective monitoring and evaluation existed with  $r= 0.471$  which was further significant at  $p=0.000<\alpha (0.05)$ . It was thus inferred that increasing stakeholder's participation impacts on the effectiveness of M&E in Nakuru county public projects. The findings of the study resonates well with Donaldson (2003) who is aware of the importance of stakeholders participation thus opines that it is a way of empowering development beneficiaries in terms of resources and needs identification, planning on the use of resources and the actual implementation of development initiatives.

Lastly, there was a high negative correlation between influence of politics and effective monitoring and evaluation,  $r = -0.788$  which was further significant at  $p=0.00<\alpha (0.05)$ . The study thus construed that reduction in political interference will lead to increase in effectiveness in M&E.



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDTION

#### 5.1 Introduction

The summary, conclusion and recommendation for the study have been presented in this chapter. Suggestions for future study have also been given. The presentations follow the four objective of the study.

#### 5.2 Summary of Findings

There was 100% questionnaire return rate with more male (58.7%) compared to female (41.3%). Most of the respondents had worked between 12-17 years and further had university education as presented by 42.8%. A slight majority (53.8%) of the respondents had been involved in monitoring and evaluation of development project in Kenya with education projects/ programmes being the most common (14.4%). The government of Kenya provided the main source of funding.

On level of training, 67.3% who were the majority had an excellent understanding of Monitoring and evaluation since 69.2% had been trained on this aspect, work place training was the most common avenue where the respondents had been trained indicated by 24%. Most of the staff on average had been trained for four months. The monitoring and evaluation skills for different respondents were considered to be fairly good with 76.9% following the institutional guidelines given. The guidelines followed mostly were from NIMES as presented by 40.4%. It was established that the skills of the staff did not limit effective performance of M&E. Further the study established that levels of training moderately influenced on the performance of M&E. There was a moderate positive correlation between level of training and effective monitoring and evaluation.  $R= 0.479$  significant at  $p=0.00<\alpha (0.05)$ .

The average amount allocated for M&E was allocated for M&E was Kshs 1,272,115 which was considered moderately adequate by 43.3%. The departments had separate budget lines for monitoring and evaluation with the budgets providing clear and adequate provision of M&E. The study established that budgetary allocations moderately influenced effective monitoring and evaluation as presented by  $r=0 .523$ ,  $p=0.00<\alpha (0.05)$ .

Stakeholders were largely involved at all stages in monitoring and evaluation of Nakuru County public projects. Only 43.3% had been involved in conducting M&E in the financial year 2014/2015 with majority (16.8%) presenting their reports to NIMES. Only 52.9% involved external stakeholders in the process of monitoring and evaluation and further only 57.7% had committees to help in M&E. Stakeholders views and feedback were usually incorporated in M&E although there were no ways that had been set to manage stakeholder's engagement. Stakeholders had an influence in effective monitoring and evaluation of Nakuru county Government public projects. With a moderate positive correlation between stakeholders participation and effective M&E,  $r = 0.471$ ,  $p = 0.000 < \alpha (0.05)$ .

It was revealed that politics to a large extent (65.9%) influenced on the M&E undertakings with the inputs from politicians not necessarily considered as positive as indicated by 61.5%. The major challenge experienced was separation of political influence in the delivery of services. There were channels that had been put in place to report misuse of public funds however they were not sufficient to prevent political interference. A strong negative correlation existed between influence of politics and effective monitoring and evaluation,  $r = -0.788$ , significant at  $p = 0.00 < \alpha (0.05)$ .

### **5.3 Conclusion**

On levels of training, it was concluded that majority had an understanding of what entailed M&E as they had been trained on M&E especially at their work places giving them the needed skills. Further the study concludes that County government projects adhere to follow guidelines which are an indicator that they have been trained on M&E and further are aware of the expected requirements while conducting M&E. NIMES is the most used guidelines which served to provide uniformity while undertaking M&E. Levels of training had an influence on M&E thus an increase in levels of training leads to an increase in the effectiveness of Monitoring and evaluation.

It was concluded that different projects had different budgetary allocations depending on the nature, budget and the timeframe of the given project. Further the money allocated for M&E was fairly adequate which implied that at least projects set money for use in M &E. Budgetary allocation has an influence on the effective monitoring and evaluation of public projects.

Increasing the budget allocated for M&E leads to an increase in the effectiveness of the M&E process.

There was stakeholder's involvement in all the stages of monitoring and evaluation of Nakuru county projects in. Reports of M&E were directed to NIMES and the projects involved few external stakeholders and committee in the process of monitoring and evaluation. Stakeholders had an influence on effective monitoring and evaluation. Involving stakeholder in M&E empowers them and promotes inclusion and further facilitates meaningful participation by diverse stakeholder groups. Increasing stakeholder's participation impacts on the effective performance of M&E in Nakuru county public projects.

Lastly, the study concludes that politics has an influence on Monitoring and evaluation. The politician's inputs were not necessarily positive. Much as it was known that political interference influences on the implementation of M&E, there were no measures that could ensure this is stopped. However there was a channel set aside to report on the misuse of public funds, it was evidence that no tangible results had been achieved as politicians have not been deterred from political interference.

#### **5.4 Recommendation**

Based on the findings of the study, it is concluded that:

There is need for human resource to build the capacities of their staff on the overall project life cycle which includes planning, design, implementation, monitoring and evaluation and project closure to ensure that they have a complete understanding on how to carry out projects. This will imply the staff will be in a better position to understand what is needed in terms of the whole project life cycles hence there will be an improvement in county government projects.

Current market prices should be used when carrying budget estimations and allocations. This will imply the allocations will be as close to the real budget to avoid cost overruns which impact on the M&E process. Further the allocated money should be channeled to the right use.

There is need to involve more external stakeholders for better insights and a more rational ways of conducting M&E that would lead to realization of the intended results. Further County

government projects need to add on the number of committees to help on tracking the progress of the project.

Lastly, there is need for separation of powers in public projects to enable submission of annual estimates, approval, actual spending and monitoring not to be entirely left for the discretion of politicians.

### **5.5 Suggestions for Further Research**

A similar study needs to be done comparing monitoring and evaluation of county government projects and those of national government.

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## APPENDICES

### Appendix 1: Letter of Introduction

Joseph Muiga Muriithi  
P.O Box 3165-20100  
Nakuru.

April 2015

#### **TO WHOM IT MAY CONCERN**

#### **RE: DATA COLLECTION FOR STUDY ON FACTORS INFLUENCING THE USE OF MONITORING AND EVALUATION SYSTEMS OF PUBLIC PROJECTS IN NAKURU COUNTY**

I am Joseph Muiga Muriithi, National Identity No.23504877, a student at the University of Nairobi, School of Continuing and Distance Education, registration number L50/70328/2013. I am currently undertaking my research project as a requirement for award of the degree of Masters of Arts in Project Planning and Management. I am therefore carrying out a study on factors influencing human resource capacity on monitoring and evaluation of public projects in Nakuru County.

The purpose of this letter is to kindly request for your cooperation during my data collection process for this study. I am involving two research assistants whom I would also like to request you to allow in obtaining the necessary data. The data that will be provided by respondents will be treated with utmost confidentiality and only used for the purpose of this research. The details of respondents and other sources of information shall also be kept confidential.

My contacts are on mobile 0722565179 or email joemuiga@yahoo.com.

I look forward to your cooperation.

Thank you,

Joseph Muiga Muriithi



## Appendix 2: Questionnaire

As part of the requirements for my course, I am conducting a study on the “**Factors Influencing the Use of Monitoring and Evaluation Systems of Public Projects in Counties: A Case of Nakuru County**”. You have been chosen to be part of the study. Kindly provide the needed information. This study is only for academic purpose hence confidentiality is guaranteed.

### Section A: Background Information

1. Gender

Male { }

Female { }

2. Department / Ministry \_\_\_\_\_

3. Years Worked

Below 1 year { } 1-5 years { } 6-11years { } 12-17 Years { } 18-23 years { }

24 years and above { }

4. Level of Education

Secondary { }

College { }

University { }

Post graduate { }

5. Have you been involved in conducting monitoring and evaluation of any development project in Kenya?

Yes { }

No { }

6. If yes which project/ Programme

Education { }    Roads { }    Youth { }    Water { }    Health { }

Other please specify \_\_\_\_\_

7. What is (was) the project main source of funding?

GOK { }    CDF { }    Community { }    Donor/ Sponsor { }

Other (specify) \_\_\_\_\_

**Section B: level of Training**

8. How well do you understand the term Monitoring and Evaluation?

Excellent { }

Average { }

Cannot Comprehend { }

9. Have you been trained on Monitoring and Evaluation?

Yes { }    No { }

10. If yes, where were you trained?

Work place training { }

School { }

Personal initiative { }

Gained in the process of working { }

11. On aggregate how many months of training on monitoring and evaluation have you undergone.....

12. How would you assess the M&E skills of the staff conducting M&E in government Ministries, Departments and Agencies in Kenya?

Good { }

Fair { }

Poor { }

13. Do you follow any institutional guidelines when conducting M&E?

Yes { }

No { }

14. If YES please Tick appropriately

NIMES { }

Ministry { }

Donor / Sponsor { }

Other (Specify) { }

15. Do you feel your skills in M&E limit effective performance of M&E

Yes { }

No { }

Explain your Answer above .....

.....  
.....

16. Rate the influence of level of training on effective performance of M&E. 1 being low while 10 being high.

1 2 3 4 5 6 7 8 9 10

**Section C: Budgetary Allocation**

17. What was the total amount in Kenya shillings allocated specifically for M&E activities in the project that you were/ are involved in?

Kshs.....

18. To what extent do you feel the money allocated for M&E is adequate?

Small extent {    }

Moderate extent {    }

Large extent {    }

19. The following are statements on M&E indicate your feeling in each by SA-strongly agree(5), A-agree(4), N-neutral(3), D-disagree(2), SD-strongly disagree(1).

Statement	SA	A	N	D	SD
The budget of projects undertaken usually provide a clear and adequate provision for monitoring and evaluation activities					
Money for M&E are usually channeled to the right purpose					
A realistic estimation for monitoring and evaluation is usually undertaken when planning for projects.					
This department has two separate budget lines for its monitoring and evaluation					
The major challenge faced by this department is Sourcing and securing financial resources for monitoring and evaluation of outcomes					

20. Rate the extent that budgetary allocation influences on effective Monitoring and Evaluation of public project? 1 being small extent while 10 is towards a large extent

1   2   3   4   5   6   7   8   9   10

**Section D: Stakeholder Participation**

21. To what extent do you involve stakeholders to participate on monitoring and evaluation?

Small extent {  }

Moderate extent {  }

Large extent {  }

22. At what point do you engage stakeholders?

First term evaluation {  }

Midterm evaluation {  }

End term evaluation {  }

At all stages of evaluation {  }

23. In financial year 2014/2015 have you been involved in conducting M&E in development projects?

Yes {  }

No {  } If No please explain the main reason

22. If YES, Where did you submit your M&E reports?

Donor / Sponsor {  }

Community {  }

NIMES {  }

Ministry {  }

Other (specify) .....

23. Other than the GOK officers and the project management committees, did you involve other (External) stakeholders in the M&E activities?

Yes { }

No { }

24. Is there any M&E committee for projects and programmes?

Yes { }

No { }

25. The following are statements on stakeholders involvement indicate your feeling in each by SA-strongly agree (5), A-agree (4), N-neutral (3), D-disagree (2), SD-strongly disagree (1).

Statement	SA	A	N	D	SD
Stakeholders are given feedback of the M&E process					
The department has devised means and ways of managing stakeholder's engagement.					
Stakeholders views are usually in cooperated in the M&E process					
stakeholder meetings all around the county on M&E budget allocations is often conducted					

2.6 Rate the influence of stakeholder participation on effective monitoring and evaluation of public projects. 1 being not effective while 10 being very effective.

1 2 3 4 5 6 7 8 9 10

**Section E: Influence of politics**

27. To what extent does politics influences on monitoring and evaluation process?

Small extent {  }

Moderate extent {  }

Large extent {  }

28. Do you consider the Kenyan political influence (input) positive in the implementation of M&E in development projects in Kenya?

Yes {  }

No {  }

29. The following are statements on influence of politics, indicate your feeling in each by SA-strongly agree (5), A-agree (4), N-neutral (3), D-disagree (2), SD-strongly disagree (1).

Statement	SA	A	N	D	SD
We have measures to ensure politics does not interfere in the monitoring and evaluation process					
The major challenge faced is separation of political influence in delivery of services					
We have set channels for reporting in case of misuse of development fund					
Information on monitoring and evaluation with regard to political connection is freely shared					
Politics mostly influences aspects of projects to be monitored					

30. Rate the extent in which politics influences on the effective Monitoring and Evaluation of public projects. 1 being low with ten being very high.

1 2 3 4 5 6 7 8 9 10

**Section F: Effective Monitoring and Evaluation**

31. How can you rate the performance of the project in terms M&E level of achievement of the project objectives?

Fully Achieved { }

Partially achieved { }

Not achieved { }