

**DETERMINANTS OF EFFECTIVE MONITORING AND  
EVALUATION OF COUNTY GOVERNMENT FUNDED  
INFRASTRUCTURAL DEVELOPMENT PROJECTS, NAKURU  
EAST CONSTITUENCY, NAKURU COUNTY, KENYA**

**BY**

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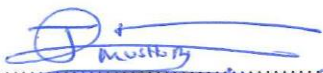
**A RESEARCH REPORT SUBMITTED IN PARTIAL FULLFILMENT OF THE  
REQUIREMENT FOR THE AWARD OF DEGREE OF MASTER OF ARTS IN  
PROJECT PLANNING AND MANAGEMENT OF THE UNIVERSITY OF NAIROBI**

**2015**

## DECLARATION

### DECLARATION

This research report is my original work and has not been presented to any other institution of learning for the award of an academic award.


Signature.......... Date 27<sup>TH</sup> JULY, 2015

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L50/72087/2014

### APPROVAL

This research report has been submitted for examination with my approval as the university supervisor.

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## **DEDICATION**

I wish to dedicate this work to my sisters Mary and Milkah for their instrumental support and prayers. I shall always remember them for their immense contributions.

## **ACKNOWLEDGEMENT**

The development of this research report would not have been possible without the invaluable inputs from a number of individuals as well as institutions. My sincere thanks go to my supervisor, Dr. Machira Apollos for his regular and insightful guidance throughout the period of producing this research proposal. I wish to recognize the Department of Extra mural studies at the University of Nairobi for their endeavour in offering this course that gave me the opportunity to further my academic knowledge. I am grateful to the entire course instructors who helped in shaping my background knowledge. In a special way I thank the very able staff of the Nakuru extra mural centre namely Mr. Mueke, Ms. Maureen, Ms. Leah, Ms. Irene and Mr. Otieno.

I shall always remain indebted to my classmates of 2013/2015 who constantly motivated and challenged me to continually desire to excel. I wish to also acknowledge the understanding and support of my boss at work and to everyone else who offered me motivation, time and peace throughout the course.

Lastly I wish to pass my genuine gratitude to my family and my friends who backed me up through this journey in prayers and encouragement. To God I give all the glory.

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## LIST OF ABBREVIATIONS AND ACRONYMS

<b>APR</b>	Annual Progress Report
<b>CPPMU</b>	Central Project Planning and Monitoring Unit
<b>DFID</b>	Department for international development
<b>DFRD</b>	District Focus for Rural Development
<b>EFQM</b>	European Foundation Quality Model
<b>ERS</b>	Economic Recovery Strategy
<b>FY</b>	Financial year
<b>GoK</b>	Government of Kenya
<b>IFAD</b>	International Fund for Agricultural Development
<b>MDG</b>	Millennium Development Goals
<b>AMERs</b>	Annual Monitoring and Evaluation Report
<b>MCA</b>	Member of County Assembly
<b>M&amp;E</b>	Monitoring & Evaluation
<b>MED</b>	Monitoring & Evaluation Director
<b>MTP</b>	Mid-term Plan
<b>MPERs</b>	Ministerial Public Expenditure Review
<b>NGOs</b>	Non-governmental organizations

**NACOSTI** National Commission for Science, Technology and Innovation

**NIMES** National Integrated Monitoring and Evaluation System

**OECD** Organization for Economic Co-operation and Development

**PER** Annual Public Expenditure review

**PFMB** Public Financial Management Bill

**UNICEF** United Nations Children’s Fund

## ABSTRACT

This study sought to establish the determinants of effective monitoring and evaluation of County government funded infrastructural projects. The term effective is used to mean whether the project monitoring and evaluation has or can achieve its objectives. The study identified three independent variables which included staff technical skills, budgetary allocation and stakeholder participation. Not only does best practise require that projects are monitored for control but also project stakeholders require transparency, accountability for resource use and impact, good project performance and to benefit future projects. Therefore the study shed insight on the aforementioned benefits. The study was carried out using descriptive survey research design which entailed both qualitative and quantitative data collection procedures. The study was carried out within Nakuru East constituency which is located within Nakuru County and as such a beneficiary of county funds for infrastructure projects; the elected members of county assembly (MCA), resident engineer and the residents of this formed the target population. There are 157, 167 residents, one resident engineer and five elected members of county assembly from this a random sample of 387 residents was sought for the study out of which 341 respondents participated. Also, a census study was done for the resident engineer and the MCAs. The study employed questionnaire interview format as its primary data collection method. There were two kinds of questionnaires; one for the technical team which include the MCAs and resident engineers and the other for the stakeholders. Two research assistants were identified and trained on research tools and procedures. The primary data collected was edited, coded and organised into manageable summaries whereby both qualitative and quantitative data analysis techniques were used using Statistical Package for Social Science (SPSS). Quantitative data collected was analyzed, presented and interpreted using both descriptive statistics while thematic analysis techniques was used to analyze qualitative data collected in the open ended questions. Linear regression analysis was used to establish the relation between independent variables and dependent variables; the regression equation was  $Y = 1.311 + 0.349X_1 + 0.405X_2 + 0.69X_3$ . The regression equation indicated that taking all the three variables at zero, effectiveness of monitoring and evaluation was 1.311. According to the findings it was concluded that all the three variables were significant ( $p < 0.05$ ). The study is intended to inform both the county and national government of effectiveness of monitoring and evaluations of infrastructure projects funded by county and play a vital role in strategic planning for county infrastructure development.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the study

Globally, infrastructure is a significant factor in the development of a nation through its direct and indirect contributions to economic growth. According to a World Bank initiated study by Kessides (1993) the following three factors of infrastructure fosters economic growth: infrastructure directly or indirectly reduces costs in the production process, infrastructure induces structural change which influences production and consumption trends; and infrastructure contributes to sources of income and better income levels. It is thus true to say that economic development of a nation is dependent on its infrastructure development.

Infrastructure can contribute to sustainable growth of a nation. The Department for International Development (DFID) identified various channels through which investment in infrastructure can contribute to sustainable growth: Reducing transaction costs and facilitating trade flows within and across borders, enabling economic actors – individuals, firms, governments to respond to new types of demand in different places; lowering the costs of inputs for entrepreneurs, or making existing businesses more profitable; creating employment, including in public works (both as social protection and as a counter-cyclical policy in times of recession); enhancing human capital, for example by improving access to schools and health centres; and improving environmental conditions, which link to improved livelihoods, better health and reduced vulnerability of the poor (DFID, 2002).

In addition, infrastructure contributes to the development of other sectors and industries: none of the sectors can boast of independence from infrastructure. It is widely acknowledged that the contribution of infrastructure to halving income poverty or Millennium Development Goal (MDG) One is more significant than the other goals (Willoughby, 2004). Infrastructure also affects non-income aspects of poverty, contributing to improvements in health, nutrition, education and social cohesion. For example, roads contribute significantly to lowering transaction costs (MDG One), raising girls' school attendance (MDGs Two and Three), improving access to hospitals and medication (MDGs Four, Five and Six), and fostering international connectivity (MDG Eight). Taken in this context, infrastructure makes valuable contributions to all the MDGs (Willoughby, 2004). According to Ndulu (2006), the vital role of infrastructure services in growth has been reinforced by subsequent research, especially that focusing on Africa's economic performance. Because of infrastructure importance, countries continue to invest to increase the effectiveness of their infrastructure in meeting the demands of the nation.

Kenya has invested heavily in infrastructure and according to the Road Sector Investment Plan 2010-2024 the Government of Kenya (GoK) has allocated significant resources toward improvement of transport infrastructure. For instance, transport sector budgetary allocation as a share of total Government expenditure increased from 9.5 percent in FY2004 to 14 percent in FY2010. The increased allocation in the original and actual expenditure was in line with Government commitment and recognition of the country's infrastructure including roads, airports, ports, energy generation and supply as being the foundation of the Kenya Vision 2030. The Vision 2030 is the development blueprint which aims to transform Kenya into a newly industrializing, middle-income country providing a high quality life to all its citizens by the year 2030. The Vision aspires for a country firmly interconnected through a network of roads,



railways, ports, airports, water and sanitation facilities and telecommunications (African Development Bank, 2009).

In order for a nation to achieve any meaningful economic growth and development, there is need therefore for sound economic policies. These policies should be the guide to infrastructure projects on which development is pegged. Mackay (2007) and UNICEF (2009) point out that M&E has emerged as a Key economic policy development and performance management tool which is aimed at reducing economic risks and uncertainties. Both argue that economic policy makers need the information generated from M&E to improve their economic policies while donors and stakeholders need M&E results to ensure accountability of resources while at the same time improving the overall effectiveness of their policies.

The major phase in the evolution of M&E in Kenya was the introduction of the Kenya Vision 2030 in 2008, which replaced the Economic recovery Strategy (ERS) as the country's development blueprint. Vision 2030 became the principle driver of development in Kenya and therefore the basis for National Integrated Monitoring and Evaluation System (NIMES)

When in 2008, Kenya Vision 2030 as the national developmental policy replaced ERS; NIMES was re-oriented to M&E of the implementation of the Vision. According to Republic of Kenya, (2012), the M&E responsibility was at this time, however, divided between Monitoring and Evaluation Directorate (MED) and a new tailor made body, within the then, Ministry of Planning responsible for flagship programs and projects in Kenya Vision 2030. The Kenya Vision 2030 Board and its Secretariat were created for that purpose. NIMES was designed to have a three tier institutional relationship for generating M&E information. At the national level is MED, that provides leadership and coordinates the system by ensuring that two vital sources of M&E information, namely Annual Progress Reports (APRs) on the Medium Term Plan (MTP) of

Vision 2030 and Annual Public Expenditure Review (PER) are ably and timely produced. At ministerial level are the Central Project Planning and Monitoring Units (CPPMUs). The CPPMUs produce Ministerial Annual Monitoring and Evaluation Reports (MAMERs), and Ministerial Public Expenditure Reviews (MPERs) which are synthesized into the APR and PER respectively. At sub-national level, the District Development Officers, supervised by the Provincial Directors of Planning, were meant to produce the District Annual Monitoring and Evaluation Reports, (GoK, 2012).

According to Republic of Kenya (2012) the budget process takes into account the PER which is complemented by the work that goes into preparation of Ministerial Annual Monitoring and Evaluation Reports that subsequently become Annual Progress Reports on the implementation of Vision 2030 from the NIMES system. As one of the flagship products of Kenya's M&E information, the Public Expenditure Review is an analysis, which covers vital factors as macroeconomic performance, spending trends, and implications for each of Kenya's socioeconomic and governance sectors. More recently the PER has begun to benchmark Kenya's economic management against selected peer middle income countries that the country aspires to emulate.

Despite the numerous efforts that have been made under NIMES and through the PER and APR, Kenya's M&E system still faces challenges (GoK, 2012). Kenya's Constitution has fundamentally changed central and devolved governance structures and provides an opportunity for strengthening her M&E system. By underscoring timely and accurate information sharing to support policymaking, the Constitution is calling for a stronger nation-wide M&E system. This provides the greatest strength and opportunity for a national wide M&E system in Kenya for the

realization of the Kenya Vision 2030 blue print which is being implemented through successive five-year Medium Term Plans that is aimed at enabling the Kenyan nation to achieve the long-term development goals. Kenya is now in the second medium term plan cycle (2013-2017)

Whose theme is “*Transforming Kenya: Pathways to Devolution, Socio-economic Development, Equity and National Unity*” (GoK, 2013). For Kenya to achieve its development goals the two level of government must work as partners.

## **1.2 Statement of the Problem**

M&E has been a key performance management tool for planning, decision making and economic policy management. Mackay (2007) asserts that most governments in the world are working towards entrenching M&E in their economic governance system. As cited by Kibua and Mwabu, (2008), the DFRD policy did not succeed because of the absence of an appropriate legal framework to facilitate decision making and to mobilize resources. Absence of monitoring and evaluation is also cited by GoK (2008).

The new devolved structures of county governments and the rising fiscal devolution with respect to development policies, programs and projects in Kenya, there is dire need therefore for an effective national wide M&E framework in Kenya. Further, with decentralization of accountability in light of the new governance structure in Kenya, line managers have become more responsible for non-core functions, such as human resource development and equity. The key strategic challenge is to increase public service effectiveness, so that the entire government achieves her desired policy outcomes and strategic objectives. This makes national wide M&E in Kenya critically important.

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 in Economics which is aimed at reducing economic risks and uncertainties to enhance optimal resource utilization. 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).

M&E system therefore provides the necessary feedback for economic development and policy interventions. This area has not received the much needed attention (Mackay, 2007). The absence of this framework limits effective public service delivery thus constraining the acceleration of economic development in Kenya and therefore impacts negatively on the overall welfare of the citizens. The determinants of effective M&E of County funded infrastructural development projects in Kenya therefore need to be timely established to guide the implementation of M&E function and policy development in Kenya.

### **1.3 The purpose of the study**

The purpose of this study was to investigate determinants of effective monitoring and evaluation of County government funded infrastructural development projects, Nakuru County, Nakuru East Constituency, Kenya.

### **1.4 The objectives of the study**

- i. To establish the influence of technical expertise of the staff on effective M&E of County government funded infrastructural development projects in Nakuru East Constituency.

- ii. To identify the influence of budgetary allocation on effective M&E of County government funded infrastructural development projects in Nakuru East Constituency.
- iii. To determine the influence of stakeholder participation on effective M&E of County government funded infrastructural development projects in Nakuru East Constituency.

### **1.5 Research questions**

- i. To what extent does technical expertise influence effective M&E of County government funded infrastructural development projects in Nakuru East Constituency?
- ii. To what extent does budgetary allocation influence effective M&E of County government funded infrastructural development projects in Nakuru East Constituency?
- iii. To what extent does stakeholder participation influence effective M&E of County government funded infrastructural development projects in Nakuru East Constituency?

### **1.6 Significance of the study**

Monitoring and Evaluation of infrastructure projects is important since much of the development assistance to Kenya and also a number of specific activities funded by the government, is in form of discrete projects such as roads, schools, street lights and slum upgrading. Further, M&E has become a key performance management and economic policy tool. Implementation of M&E therefore will not only be important in ensuring that infrastructure projects are completed on time and meet the set objectives but also inform the managerial and economic policy making

progress. The M&E information and data forms an essential input in evidence based decision making, particularly in development of evidence based public policies.

M&E is a vital element of the county's transparency and accountability infrastructure. This is because it provides the two levels of governments (the national government and county government), citizens and donors with information on effectiveness, efficiency and quality of programs and policies being implemented. Additionally, this in turn informs the policy management on the progress made, identify gaps between the planned and the actual targets and the information is Key in economic policy development. This ensures that corrective measures are prescribed on time thus enhancing both efficiency and effectiveness in the utilization of scarce resources.

After reviewing a number of several studies done in Kenya including Musomba et al (2013) among others, it was revealed that most studies focus on specific projects or specific districts and therefore makes it difficult to generalize to infrastructure projects in the new devolved system of governance being funded by county government and this study attempts to fill the gap and contribute to the available literature and build the research data base to scholars, the policy makers, planners, institutions and all development stakeholders.

### **1.7 Delimitation of the study**

This study on determinants of effective M&E of County government funded infrastructural development projects in Nakuru East constituency was conducted through descriptive survey design. The study was conducted in Nakuru East constituency and data collected by aid of two research assistants using questionnaires and interviews. The study was specifically sought to

determine the influence of technical expertise, budgetary allocation, and stakeholder participation on effective monitoring and evaluation of county funded infrastructural development projects in Nakuru East constituency. With proper planning and self-organization, the seemingly extra ordinary task became feasible

### **1.8 Limitation of the study**

One of the limiting factors was that each geographical location and infrastructure had unique characteristics and that generalization of the findings certainly emerged as the major limiting factor to the study. For example the rate of infrastructure and literacy varied between County assembly wards like Biashara, Menengai, and Nakuru verses Flamingo and Kivumbini. The data collection technique which included administering well written structured questionnaires was very expensive and time consuming; this did not augur well with the fact that the time period for collecting, validating and analysing the enormous amounts of data was not adequate enough.

### **1.9 Assumption of the study**

The researcher assumed that the sample would represent the population and the respondents would answer questions honestly and correctly because some questions touched on their consistency of action.

### **1.10 Definition of significant terms**

**Budgetary allocation:** The process where organizations project the level of expenditure it might incur and set aside funds to ensure that the expenditures are meet when due.

**County Government-** a devolved system of governance with defined political boundaries and established in the Kenya constitution.

**Effectiveness** - The measure of the degree to which the formally stated project objectives have been or can be achieved.

**Monitoring** –refers to the day-to –day systematic collection and occasional analysis of data during the course of project implementation.

**Evaluation** – is the analysis of the effectiveness and direction of project activity/output or outcome; it involves making a judgment and comparison between the project initial plan /objective and the actual work done.

**Infrastructure** - Public projects that benefit the society. They are normally in the main sectors of the economy like health, education, agriculture and transport.

**Stakeholders’ participation:** The process where organizations involve people who may be affected by decisions it makes or can influence the implementation of its projects.

**Technical skill:** Knowledge and proficiency in certain specialized field needed to accomplish specific task

### **1.11 Organization of the study**

Chapter one commenced the study by giving a backdrop against which the effectiveness of monitoring and evaluation of infrastructure projects funded by the county government topic



became to fore. There is a background on the study, objectives which involve; technical expertise, budgetary allocation and stakeholder participation these guided the research questions. The chapter also identified the delimitation, limitation and assumption of the study and ended with definition of significant terms.

Chapter two of the study was to examine into details the existing body of knowledge to create logical association between the identified variables and establish the probable gaps in knowledge. The chapter as well presented the theoretical background of the study. Lastly, a conceptual framework was illustrated diagrammatically to show the relationship between the independent variable and the dependent variables.

Chapter three demonstrated the research design, the method of data analysis that was adopted to analyse and interpret information collected from respondents. The validity and reliability of the research instruments and operationalization of the identified variable was discussed as well.

Chapter four was on the analysis of the data collected from the field. The analysed data was presented in tables that show the varying trends of responses. Further the chapter had interpretation of the findings in write up to explain the tables.

Chapter five being the final chapter for the study, it described the summaries of findings and again in tabular form with regard to the objectives of the study. Main findings were discussed at length with linkages to existing knowledge. The chapter ended with a conclusion of the study and suggested possible recommendation of the study problem.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This study acknowledges the fact that a researcher cannot perform research without first understanding the literature in the field” (Boote & Beile, 2005, p.3 as cited in Musomba, et.al, 2013). This chapter presents relevant literature on the concept of monitoring and evaluation, Approaches and purposes of Monitoring & Evaluation, Technical Skills in Monitoring and Evaluation, Budgetary Allocation in Monitoring and Evaluation, Stakeholder Participation in Monitoring and Evaluation, and Importance of Monitoring and Evaluation. This section also contains a conceptual framework showing the relationship between the independent and dependent variables.

#### **2.2 The Concept of Monitoring and Evaluation**

Monitoring is a management tool used to detect inconsistency between the plan and reality in order to take corrective measures. It ensures that activities are implemented as planned. Bartle (2007) defines monitoring as an observation and recording of activities taking place in a project or program. It is a process of routinely gathering information on all aspects of the project. Monitoring also involves feedback about the progress of the project to the stakeholders viz. donors, implementers and beneficiaries of the project. “The resulting information is used for decision making for improving project performance” (Bartle 2007).

Evaluation is the systematic collection and analysis of data needed to make decisions. It is a way of improving project performance and pin points accountability of resources and work. It develops human resources and improves management capabilities in planning. It measures the

effectiveness and reliability of programs and influences on future programs, and helps in decision making (Ramothamo, 2013).

Bartle (2007) describes a project as a series of activities that aim at solving a particular problem within a given period of time. A project must have the resources time, human and money before achieving any objectives. “A project should go through several stages. Monitoring should take place at the beginning and should integrate into all stages of the project” (Bartle 2007). The basic stages should include project planning which covers the situation analysis defining objectives, formulating strategies, problem identification, designing a work plan and budgeting.

There are several distinct purposes for monitoring and evaluation (Failing & Gregory, 2003; Stem et al., 2005). Managers are not always clear on which purpose and its corresponding approach is most suitable to meet specific program needs (Stem et al., 2005). Monitoring and evaluation can be used for accountability purposes (Moynihan, 2005). It can be used to indicate project compliance with required parameters and demonstrate to funding agencies, donors, or the public that resources have been used appropriately. In accountability orientated M&E high levels of scrutiny are expected, and judgment generally made against clear standards and norms that have been established for a range of performance areas. This would include the proper management of budgets, personnel, legal and regulatory compliance with process and procedures and as in the case of South Africa, transformational and ethical considerations (Cook, 2006). Deviation from any of the standards invites censure, and the ranking of departments across these indicators and making such findings public may take place.

In this context M&E is seen as supporting a governance function, which Cook (2006) points out “encompasses the entire management, operating systems and culture of an institution”. It also links to government if supported by a strong government auditing system. Improving

governmental management is yet another reason evaluation is employed in government (Davies et al, 2006). It is thus not surprising, why evaluation has been explicitly employed to advance the goals of the developmental State. Furthermore, the importance given to it by governments in Africa, as part of their process of improving their efficiencies, indicates recognition that change cannot be driven without appropriate tools that generate strategic management information.

Apart from M&E serving the very necessary purpose of accountability it also is meant to promote the “learning organization”. This would be at the level of M&E use, and comes about when results are presented. The assumption is that organizations would become more open and self-reflective when faced with evaluative information, but it is not necessarily the case as operationalizing learning is not easy, given the complex array of protocols and management culture which must be negotiated (Preskill & Russ-Eft, 2005). It has been shown that whilst it is implicit that M&E should lead to learning and reflection, this may not be the case and the way in which organizations integrate information may be complex, and not as causal as suggested in classic M&E project or program management terms.

Utilizing evaluation in organizations is, however, not easy, and influenced by several factors: contextual (political), technical (methodological) and bureaucratic (psychological). These factors overlap, but what is clear is that unless “all the elements are lined up, organizational learning is difficult” (Mayne, 2000). Tuckerman (2007) assesses this grouping in terms of how M&E contributes to learning and reflection, and notes that in this mode M&E is seen as but one tool that supports management by improving the quality of information provided for decision-making. Whilst most of the research has focused on NGOs, there is growing interest in seeing how M&E helps to build learning organizations (Roper & Pettit, 2002). There is much potential

for evaluation to lead to organizational learning, and not just accountability, which has been illustrated by Gray (2009).

The argument is that M&E intent is very important, as it could lead to different outcomes. It should be remembered that M&E has assumed different identities, due to context, and depending on this it may be used for accountability, promoting a behaviour or practice, or learning, as demonstrated in a series on the subject (Bemelemans-Videc, Marie-Louise, Rist and Vedung, 2007). Within the context of asking the question, what is the purpose of M&E, there are dilemmas as it often shares an identity with auditing, especially when it assumes an accountability function (Bemelmans-Videc *et.al*, 2007).

In some cases M&E focuses on assessing the condition of biological or socioeconomic criteria to improve existing information about factors of concern, such as health or population levels (Salzer & Salafsky, 2006). Stem et al. (2005) refer to these as status assessment approaches to M&E. In the field of natural resource conservation, status assessment approaches help managers decide where to focus management efforts by providing information about threats to species or other ecosystem related factors. The findings from status assessment M&E can influence policy and management decisions at broader levels (Stem, 2005). Typically, however, status assessment is not linked to specific management activities. That is, status assessment M&E does not provide direct feedback on the effectiveness of specific programs or policies (Salzer & Salafsky, 2006). The Millennium Development Goals project (United Nations, 2000), is an example of a global scale status assessment approach to M&E that is intended to measure progress toward sustainability and influence policy decisions at the international level.

M&E is referred to by Failing and Gregory (2003) as tracking performance and by Stem et al. (2005) as effectiveness measurement. This approach to M&E is intended to measure the impacts

of management actions in order to provide feedback on progress toward goals and the effectiveness of program interventions. In effectiveness measurement, performance frameworks such as results-based and adaptive management incorporate the results of M&E into project cycles designed to facilitate continual improvement (Moynihan, 2005). A common challenge for resource managers is deciding how many resources to allocate toward effectiveness measurement M&E versus the status assessment approach mentioned above (Salzer & Salafsky, 2006).

M&E can be used in a research context to assist with the “gathering or generation of knowledge about a subject to gain a better understanding of the topic” (Stem et. al., p. 297), and to “discriminate among competing hypothesis” (Failing & Gregory, 2003, p. 122). In this context adaptive management uses M&E to facilitate the testing of assumptions about cause and effect, or how specific resource management policies will produce desired outcomes when immediate action is required but insufficient information is available to make informed decisions (BSP, 2001).

Failing and Gregory (2003) define another purpose for monitoring and evaluation. They explain that M&E can be used in a decision analysis context to provide insight for choosing amongst a range of policy options. In this case indicators are designed to be used as decision criteria. Failing et.al. (2003), caution that significant misunderstanding can exist around the difference between M&E for decision making and M&E for tracking performance.

Monitoring and evaluation is the fundamental tool of good programme management at all levels because it provides data on project progress and the effectiveness of activities. Monitoring and evaluation improves on project management and decision making and allows accountability to stakeholders. It is an aid to plan future resource needs and activities. Monitoring and evaluation

provides data which is useful for policy-making and advocacy. Monitoring and evaluation gives indicators on whether the project is progressing or not and if there are any obstacles that needs corrective measures (Ramothamo, 2013).

Bartle, (2007) emphasized that monitoring and evaluation should be done at all levels of the project. International Finance Corporation (IFC) also sees monitoring and evaluation to be part of design of programs because it ensures systematic reporting; the process communicates results and shows accountability. “It measures efficiency and effectiveness, ensures effective allocation of resources, promotes continuous learning and improvement and provides information for improved decision making” (IFC, 2006).

Evaluation is done with the objective of keeping track of programme activities and documenting the nature of delivery. It measures the routine of operations which also help in making corrective measure during the cause of the programme. Evaluation also helps in the future planning of activities as far resources are concerned. It ensures that activities are still on track in that everything goes according to plan. Evaluation also helps in the project efficiency because there will be coordination among programme components. Finally evaluation will help in the accountability and decision making for future and current projects (Ramothamo, 2013).

### **2.3 Staff Technical Skills in Monitoring and Evaluation**

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). Building an adequate supply of human resource capacity is critical for the sustainability of the M&E system and generally is an ongoing issue. It needs to be recognized that “growing” evaluators requires far more technically oriented M&E training and

development than can usually be obtained with one or two workshops. Both formal training and on-the-job experience are important in developing evaluators. Two key competencies for evaluators are cognitive capacity and communication skills (Gladys, Katia, Lycia & Helena, 2010).

Program and senior managers are important audiences for less technical training on M&E. They need to have enough understanding to trust and use M&E information. This type of broad training/orientation is critically important in building a results culture within organizations. There are no quick fixes in building an M&E system—investment in training and systems development is long term. Various options for training and development opportunities include the public sector, the private sector, universities, professional associations, job assignment, and mentoring programs (Gladys, et. al, 2010).

In introducing an M&E system, champions and advocates are needed to sustain the commitment needed over the long term. Identifying good practices and benchmarking help avoid the fatigue that typically accompanies any change process, as enthusiasm starts to wane over time. Evaluation professionals possess the necessary skill set to play a key role in providing functional advice and guidance to departmental/agency managers about the design and development of appropriate results-based performance monitoring systems. While managers should be responsible for performance measurement and monitoring per se, a recognized role for evaluators should be to provide such assistance and oversight on results measurement and monitoring (Gladys et.al. 2010).

Mukhererjee (1993) says that meeting capacity needs will be ensured by acquiring the right people, by hiring already trained people, training your staff, hiring external consultants for focused inputs and also ensure the capacity of good quality through removing disincentives and



introducing incentives for learning, keeping track of staff performance through regular evaluation, striving for continuity of staff and finding highly qualified person to coordinate. Human resources on the project should be given clear job allocation and designation befitting their expertise, if they are inadequate then training for the requisite skills should be arranged. 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 as cited in Musomba et.al, 2013). One of the larger aspects of developing employee's skills and abilities is the actual organizational focus on the employee to become better, either as a person or as a contributor to the organization. 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 (Robinson & Pearce, 2004).

Taking a micro and Macro look at capacity building suggests that capacity development goes beyond a simple technical intervention. To a great extent focused on inducing behaviour change, a process that involves learning, moderating attitudes, and possibly adopting new values at individual, organization, and system levels. Therefore, the focus of capacity building interventions and M&E must capture related conditions and concepts such as motivation, culture, and commitment, as well as changes in resource availability, skill levels and management structure (Morgan, 1997). 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 interventions (OECD, 2002; Gaarder & Briceno, 2010).

Research has shown that it is vital to determine what methods are appropriate to the user's needs, the given context, and issues of data, baseline and indicators (Hulme, 2000).Capacity building

will typically include: upgrading conceptual and analytical skills in monitoring and evaluation, selection of indicators, data collection methods, data management and design of reporting systems. Also and perhaps most important, capacity building will include developing a result oriented management culture that seeks out and effectively uses information in decision making.

Research has shown that partners pay a lot of emphasis on qualifications of individuals during the recruitment process but nothing is done to improve the staff once they are on board. With changing dynamics in Monitoring and evaluation, organizations need to implement a continuous improvement strategy when staffs are taken through skill that can make them be efficient.

#### **2.4 Budgetary Allocation in 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 (Gyorkos, 2003; McCoy, 2005). A monitoring and evaluation budget should be between 5 to 10 percent of the total budget (Kelly & Magongo, 2004). The Program Evaluation Standards also indicates that, evaluation planning budget could certainly be more carefully estimated and actual expenditure on the evaluation more carefully monitored (James, Beatrice, Kristin, Thomas and Lisa (1999).

The problem of cost overruns during evaluation has been raised up by several evaluators. Smith & Chircop (1993) as cited in Musomba et.al, 2013 say that solid and systematic learning cost money. Financial resources are needed for the time people spend, for supporting information management system, training, transport and so forth. Key items to include in the budget are contracts for consultants/external expertise (fees and travel expenses), physical non contractual investment costs, recurrent labour cost, focused labour input, training and study tours for M&E

related capacity building, and non-operational costs like stationery, meetings, allowances for primary stakeholders and project implementers. In the recent past donors have put emphasis on ensuring that monitoring and evaluation is budgeted for before approving any proposals for funding. In contrast, implementing agencies put little or no emphasis at all towards M&E and most of them try to resist having structures that can support M&E in their organizations.

According to African Monitoring and Evaluation Systems (2012), the directorate has been challenged in terms of human resources and financial capacity hence the inability to build a full functional M&E system that was envisaged when National Integrated Monitoring and Evaluation System (NIMES) was initially created. When NIMES was launched and later re-oriented from ERS to Kenya Vision 2030, Kenya's decision-makers envisaged a comprehensive M&E system for greatly improving transparency and accountabilities and therefore generation of information required to measure results and impact of national policies. That vision of Monitoring & Evaluation Director (MED) led to projection of substantial resources for implementing Kenya's M&E system.

Applying too few resources to any given activity slows progress and applying too many can cause crowding that reduces productivity and wastes resources that could be used more efficiently by other activities. Therefore the effective and efficient allocation of scarce resources among development phases and among activities within phases is a realistic management opportunity for improving project schedule performance (John, 2007). Due to various unforeseen events, however, including the political crisis of 2007-2008 and the ensuing economic setback, the vision of NIMES was sharply scaled back. The MED budget for 2011 was Kshs119 million (or US\$1.3 million) that includes the wage bill, office rental, and other administrative costs and does not match Kenya's ambitious M&E agenda (Republic of Kenya, 2011). It is estimated that

about US\$400,000 is what is left of MED's budget to dedicate to M&E work in a sharp contrast to US\$3.8 million projected for 2011. As a result the current head count of MED's staffing is sixteen economists and three communications officers, sharing the responsibility of the agency's five divisions of data collection, research and results analysis, capacity development, project monitoring and advocacy work (Republic of Kenya, 2011). It is estimated that about US\$400,000 is what is left of MED's budget to dedicate to M&E work.

The current monitoring and evaluation reality in Kenya is therefore in sharp contrast to what was planned in the 2007 M&E Master Plan. With regards to human capital, it is still a challenge for a directorate staffed by 19 officers to provide leadership and manage a national M&E system that incorporates the 47 counties in Kenya, catering to the needs of a population of close to 40 million. The combination of the human resource and budgetary restraints undermine MED's successes in the PER and APR – often these products are not available in time thereby reducing their value considerably. Efforts are underway to synchronise PER with budgetary cycle so that the exercise can make an even bigger influence in terms of informing decisions. In effect the mandate of MED in Kenya is unclear (African Monitoring and Evaluation Systems, 2012),

## **2.5 Stakeholder Participation in Monitoring and Evaluation**

Stakeholders are groups of people, organization and institutions that will affect or maybe affected by the project. These stakeholders include the community-men, women and youth; project field staff, program managers, donors, government and other decision makers' supporters, critics, government and NGO'S (Davies, 1998). 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 demonstrate effectiveness (Jones, 2009 as cited in Musomba et.al, 2013).

Forss and Carlsson (1997) says that the growing need for efficiency, cost effective and results means that it is essential for stakeholders to have skills which enable them to perform to their best. Engaging stakeholders in discussions about the what, how and why of program activities is often empowering for them and additionally, promotes inclusion and facilitates meaningful participation by diverse stakeholders groups (Donaldson & Lipesy, 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 (Chitere & Ireri, 2004).

Proudlock, Ramalingam and Sandison (2009) found out 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, stakeholder involvement needs to be managed by care, too much stakeholder involvement could lead to undue influence on the evaluation, and too little could lead to evaluators dominating the process (Patton, 2008). In May 2000, an IFAD (2002) workshop on impact achievement stated that, participation means more than just beneficiary contribution to the project execution, rather, it should encompass all stakeholders and be formalized at all stages of the project cycle. This clearly includes monitoring and Evaluation systems. So, developing participatory monitoring and evaluation meant that, once the basics of M&E are understood, participatory M&E is defined and ways are worked out to introduce it. This is done by providing key stakeholders with the information needed to guide the project strategy towards achieving the goal and objectives; provide early warning of problematic

activities and processes that need corrective action; help empower primary stakeholders by creating opportunities for them to reflect critically on the projects direction and help decide on the improvements; build understanding and capacity amongst those involved in the project; motivate and stimulate learning amongst those committed to making the project a success and assess progress and so enable accountability requirements to be met.

IFAD (2002) continues to recognize the role of stakeholders by indicating the grassroots organizations, at community and higher levels are important partners. They provide invaluable insights on priorities and appropriate processes during the design phase, and undertake some of the implementation and M&E activities of the projects. One of their most valuable role is in facilitating participatory process during implementation such as through participatory baseline survey, local impact assessment or annual project reviews. Working with them increases local ownership of the project and thus the likelihood of a sustained impact.

Community level is where implementation and utilization of the benefits of development projects take place. In most cases it is at the town and village level where the main purpose of monitoring and evaluation is to be improved in the implementation and management of project services. The M&E process should be identified in a participatory manner to reflect the community needs and stimulate people's interest in its implementation, monitoring and evaluation. If the process of project identification is not well done and does not reflect community interests, it is likely that the communities will not participate in the monitoring and evaluation of the implemented activities.

According to the World Bank (2002) internal evaluation unit, community- based projects in the African region have performed better than the region's project as a whole, yet only one in five of the community-based development projects were likely to be sustainable. The World Bank's

Community-Driven Development (CDD) team for Africa initiated a project in 18 selected villages in Africa to help them sustain the results of their community development project. The rationale behind the project was that communities cannot be independent without developing their own tools and resources and can achieve and renew their local development goals with or without significant external assistance. The report indicates that a simple community M&E system that enhanced the sustainability of community sub – projects and the provision of a handful of indicators to meet certain criteria was developed. The community – based M&E framework adopted by the project reinforces the connections between the implementation of community development activities, monitoring of these activities, evaluation of community development, and re-adjustment or (Re) Appraisal of the local development indicators, to better suit community development needs.

## **2.6 Research Gap**

The reviewed literature highlighted studies that are relevant and similar to this study. Kelly and Magongo (2004) in their assessment identified that monitoring and evaluation challenges encountered are deficiency of expertise and capacity in fields of skill writing, data collection skills, analytical as well as reporting skills. Even though his study has similar variables to this study, the study seeks to establish determinants of effective monitoring of County funded infrastructural development projects hence the knowledge gap.

Mark (2007) found out that multiple donor requirements of monitoring and evaluation becomes a challenge to projects more especially if they are funded by different donors. This requires reporting to different donors who causes strenuous burden to projects to adhere to these requirements which eventually requires extended capacity and expertise. This results projects officers focusing only on donors and neglecting the other stakeholders of the project. The study

is different from this study, which highlights on determinants of effective monitoring and evaluation of County government funded infrastructural development projects hence the knowledge gap.

Ekodeu (2009) in his study on Challenges of Participatory Monitoring and Evaluation of Development Projects a case study in Uganda Lira district, found out that implementation of monitoring and evaluation left some gaps for active stakeholder's involvement especially in community needs identification, project design, determining project interventions and budgeting. Even though this study is similar to my study by highlighting stakeholders' involvement, my study is different as it seeks to establish how stakeholder participation affects effective monitoring of infrastructure projects funded by the county government hence the knowledge gap.

Evidence from literature point out that in Sub-Saharan Africa substantial M&E achievements on the ground are rare (Mackay, 2007; UNICEF, 2009). Musomba, Kerongo, Mutua and Kilika (2013) argue that the M&E of decentralized development in Kenya was not systematic, failed to adopt the M&E requirements and the information generated was not timely and accurate. This points out that all real variables that determine effective M&E of projects may not have been identified by these policy measures.

Most studies done in Kenya including by Musomba et.al. (2013) focus on specific projects or specific districts and therefore makes it difficult to generalize to infrastructural development projects in the new devolved system of governance being funded by county government and this study attempts to fill the gap.



These studies were however done in other areas and none addressed determinants of effective monitoring and evaluation of County government funded infrastructural development projects in Kenya hence the knowledge gap.

## **2.8 Theoretical Framework**

This study will be based on theory of change as a strategy to project intervention. A theory of change is the causal logic that links research activities to desired changes in the actors that a project or program is targeting to change. Helene Clark and Andrea A. Anderson in *Theories of Change and Logic Models: Telling them Apart* note that a theory of change that adequately describes the actions, the desired change, and the underlying assumptions or strategy is essential for monitoring and evaluating programmes and project.

This is in congruence with Corlazzoli and White (2013) on theories of change in monitoring and evaluation that using theories of change during the monitoring stage of project implementation provides feedback on whether a project, programme or strategy is ‘on track’ to accomplish the desired change and if the environment is evolving as anticipated in the project or programme design. The power of using theories of change is not only important in monitoring but also in evaluation. Using theories of change during evaluation enables evaluators to ask hard questions about why certain changes are expected, the assumptions of how the change process unfolds, and which outcomes are being selected to focus on and why.

This theory should be incorporated as part of evaluation process whereby its relevance, efficacy and effectiveness should be also interrogated in relation to its use in monitoring and evaluation. Even when a project has explicitly stated the theory of change, evaluators should review the theory of change with the implementing staff as the theories may have changed throughout the life of the project without being explicitly written down. The evaluator should therefore, discuss

with project implementers and key stakeholders whether or not the theory was followed during implementation; and, not how it might have changed over time and why.

This study identified the change theory as a basis of its theoretical frame work since it endeavours to establish the determinants of effective monitoring and evaluation of County funded infrastructural projects. The determinants established include; technical expertises of staff, budgetary allocation and stakeholders' participation have a causal logic relation with effective monitoring.

### **European Foundation Quality Model (EFQM) by Dubas and Nijhawan (2005),**

This model is employed here to elaborate more how effective monitoring and evaluation could be achieved. According to Dubas and Nijhawan (2005), the European Foundation Quality Model (EFQM) Excellence Model is a non-prescriptive framework based on nine criteria. Five of these are 'Enablers' and four are 'Results'. The Enabler criteria cover what an organization does. The Results criteria cover what an organization achieves. Results are caused by Enablers and feedbacks from Results help to improve Enablers. It contains a set of nine weighted criteria that are utilized in the assessment process. The Model is based on the premise that: Excellent results with respect to Performance, Customers, People and Society are achieved through Leadership driving Policy and Strategy, that is delivered through People Partnerships and Resources, and Processes. Below is the EFQM criterion of quality and details on the model as described by Dubas and Nijhawan (2005):

To begin with, is leadership which refers to driver of the business who gives direction to business objectives, it is concerned about how the top management inspire and drive total quality as a vital process for continuous improvement.

The next, is the people management that involves how the company harnesses the potential of her employees in order to improve the business continuously. With EFQM covering training, evaluation, effective human resources development, team work, empowerment, rewards and recognition, it ensures the effective development of people's skill, time and effort.

This is followed by Policy and strategy which is concerned with how the firm's policy reflects the concept of total quality and how this principle is being used to determine improvement strategy. It covers product, service quality and organizational policy and strategy.

There is also the Partnerships and Resources management which involves how the resources of the company are disbursed to support quality initiatives. Active encouragement of supplier partnership is given, with emphasis on mutually beneficial relationships. On resources, the facilities need to be maintained for capability, and materials should be conserved.

Then there is the process entailing efficient managing of processes to ensure that business objectives of value creation are achieved. It involves identifying and reviewing the processes involved in production so as to deliver the organization's strategy.

Employee result looks at how people are supposed to be adequately surveyed, with ideas such as team briefings and suggestion schemes incorporated.

The other one is the customer result which is about external customer's perception of the company's product. This requires evaluation of customer satisfaction through surveys and interviews. Loyalty and market share are measures.

Finally is the key performance result that focuses on what the company is achieving in relation to its planned business. EFQM requires a "balanced scorecard" type approach, as well as cost of quality, product and process measures.

While the first set of five characters can be regarded as drivers to effective quality management, the last three are the results that accrue to a firm when the drivers are efficiently deployed. This research will focus on the former, since it is concerned about the factors affecting the implementation of M&E. Where factors affecting the implementation of M&E serve as the independent variables and the implementation of M&E is the dependent variable.

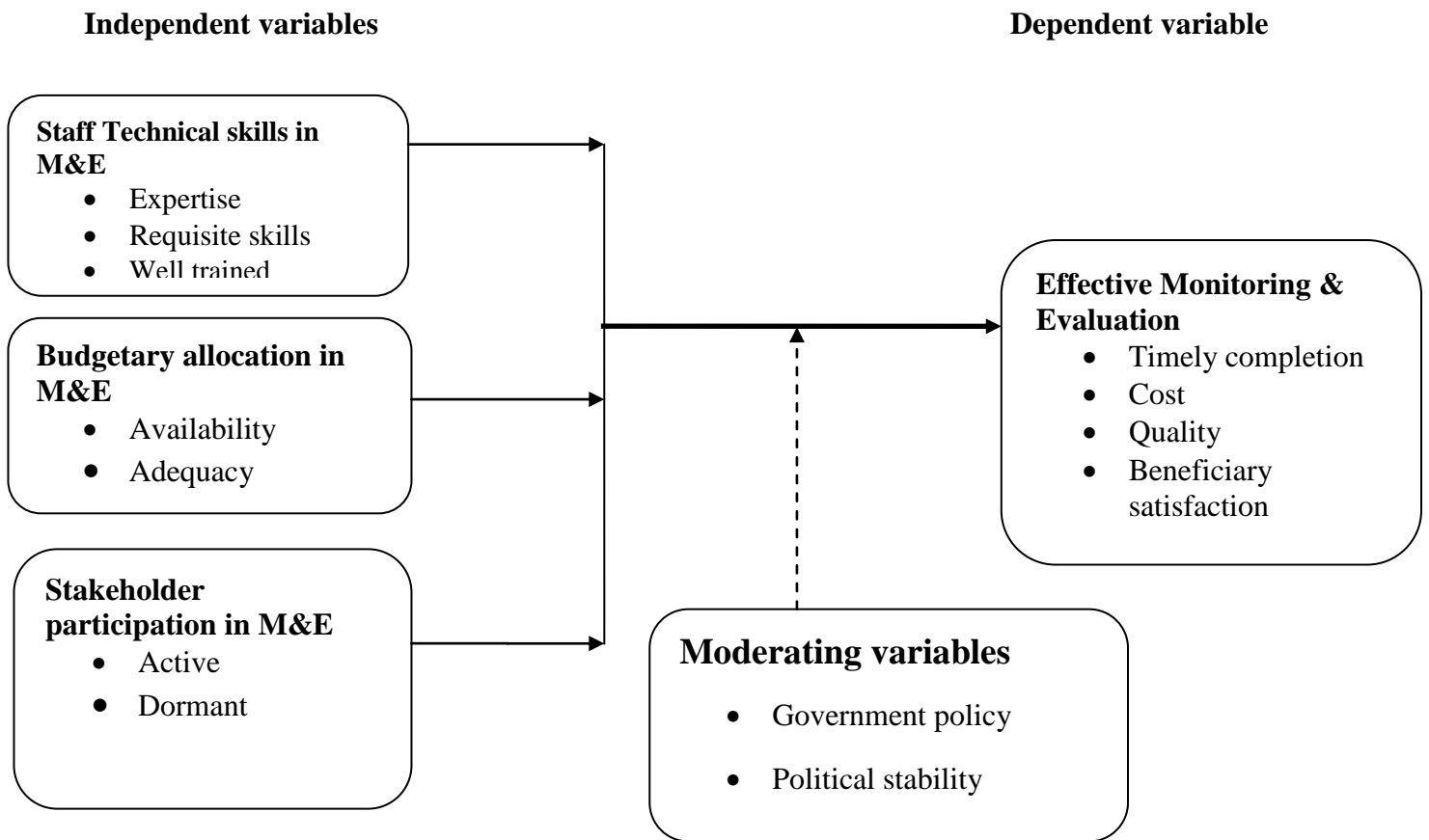
## **2.8 Conceptual Framework**

The study attempted to find the determinants of effective monitoring and evaluation of County funded infrastructural development projects in Nakuru East Constituency. The study had three variables that the researcher found critical to effectiveness of monitoring and evaluation. Technical skills were identified as critical to the effectiveness of monitoring and evaluation of infrastructure projects due to its significant role in enabling the process to take place through provision of the knowledge and proficiency needed to accomplish it.

Budgetary allocation was selected as a key variable to the study. It involved projecting the level of expenditure an organization might incur and set aside funds to ensure that the expenditures are met when due. This was assessed to determine how adequacy and availability of financial resource influence effectiveness of monitoring and evaluation of infrastructure projects.

Finally, stakeholder participation was another variable to the study. It was selected with the recognition of potential it bears on effectiveness of monitoring and evaluation of infrastructure projects. Stakeholder participation played a major role as it involved people who may be affected by decisions made about a project or can influence the implementation of a project.

In conclusion, within the wider environment of the project monitoring and evaluation other factors may impact on effectiveness of monitoring and evaluation project of infrastructure projects funded by the county; and the same were identified in this study as to include government policy and political stability. This relationship was presented in figure 2:1 by broken line.



**Figure 1: Conceptual Framework**

## **2.9 Summary of the Chapter**

From the literature review it is evident that there are various determinants of effective monitoring and evaluation. Monitoring and Evaluation (M&E) seems like a technical exercise, designed by and used by technical experts and researchers. In fact, like all numerical data of this kind, the ultimate purpose of the M&E 'exercise' is to provide useful information to decision makers. This is not always obvious or easy to do, largely because engaging in an adequate M&E process may require a team of specialists, financial resources and stakeholders' participation.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents a detailed description of the study's research design. It also presents the definition of the target population, the sampling procedures as well as the methods that were employed in collecting data from respondents. In addition the chapter provides an explanation of how validity and reliability of the research instrument were met, identifies the method of data analysis used, provides the ethical consideration and further gives the operationalization of the variables

#### **3.2 Research Design**

The study was conducted through a descriptive survey research design as conceptualized by Kothari (2004). In a descriptive survey research objectives are predetermined in which case it allows data collection relevant and sufficient to the study problem. By combining both quantitative and qualitative data collection procedures, a descriptive research design allows the researcher to gather information in a manner that reduces cost of data collection.

This research design therefore assisted in drawing inferences about determinants for effectiveness of monitoring and evaluation of infrastructure projects funded by the county government in Nakuru East Constituency through studying a representative sample of the population. Carefully constructed descriptive design allows the researcher to study the phenomenon in its natural setting, eliminates bias and maximises the reliability of the data collected (Kothari 2004).

### **3.3 Target Population**

A target population can be defined as the complete set of subjects that can be studied; people, objects, animals, plants, organizations from which a sample may be obtained (Shao, 1999). The target population for this study was 157,167 citizens from the five wards or county assemblies, five elected MCAs and one resident engineer; these are stakeholders in infrastructural development projects funded by the county government in Nakuru East Constituency.

### **3.4 Sampling Technique and Sample size**

A sample could basically be describe as a subject of the population in which case a population constitute all the individuals which possess ‘some common observable characteristic’ (Mugenda and Mugenda, 2003). In order to draw a sample which is representative of the population it is crucial to ensure as much as possible that a large sample is drawn. Statistically speaking any sample greater than 30 elements is considered large. In selecting a large sample we in effect reduce the extent of sampling errors; that is the difference between the sample static and the population mean (Mugenda and Mugenda 2003). Larger samples allow for greater insight about the population characteristic and provide for more generalisations of findings. Selecting a sample size is however done with respect to the size of the population as well as the resource and time consideration. The study adopted stratified random sampling for the stakeholders and census sampling for the technical experts which included the elected MCAs and a resident engineer.

The division of stakeholders in sectors made it possible to draw a stratified sample that is homogenous within a sector (strata) and heterogeneous across the sectors (strata). Sample elements were randomly sampled from each sector through simple random sampling. The sector was based on the five county assembly wards in Nakuru East constituency which are Biashara, Kivumbini, Flamingo, Menegai and Nakuru East.



Krejcie and Morgan (1970) have provided a guide for selecting an acceptable sample size for a respective number of population units. The same was determined with 95% confidence interval with a margin error (sampling error) of +or- 5%. Further the extent of sampling per stratum was proportional to the concentration of target elements in each sector that is the population. As described above the target population was 157,167 citizens, five elected MCAs and one resident engineer; based on the sampling procedure outlined herein therefore the sample size engaged was 387 plus the technical team of 6 personnel (five elected MCAs and one resident engineer)

**Table 3.1 Table of Sample Population**

<b>Name</b>	<b>Population (2009 National Census)</b>	<b>Sample size</b>
Biashara	35,916	88
Kivumbini	20,574	51
Flamingo	32,356	80
Menengai	32,926	81
Nakuru East	35,395	87
<b>Total</b>	<b>157,167</b>	<b>387</b>

**Source:** 2009 National Census Report

### **3.5 Research Instruments**

The questionnaires were used to collect data from the total population. There were two kinds of questionnaires administered; one for the technical team which included the MCAs and resident engineers and the other for the 387 respondents. Questionnaires are useful instruments of collecting primary data since respondents can read and then give responses to each item and they can reach a large number of subjects (Orodho, 2004). Questionnaire use also provides greater anonymity through questionnaire coding and discrete analysis of the respondent personal details. Statpac (2011) notes that use of questionnaire are less intrusive than telephone interviews or face to face conversations. However, questionnaire format can be limiting in the case of illiterate respondents but again the research assistants stepped in and translated the questions. Both open ended and closed ended questionnaires were used to collect data for the study. The

questionnaires were divided into different sections whereby each section addressed questions to achieve each of the specific objectives of the study.

### **3.5.1 Validity of the Instrument**

According to Mugenda and Mugenda (2003), validity is the degree to which results obtained from the analysis of data actually represent the phenomena under study. Validity has to be assured both internally and externally. Internal and external validity relates to the overall organization of the research design (Twycross & Shields, 2004). This study recognizes the reciprocal balance between the two. External validity relates to the freedom of generalisation provided for in the study. Internal validity on the other hand explains the degree to which the design of study actually lend itself sufficient in answering the research questions or accepting /nullifying the stated hypothesis. To enhance external validity therefore the study endeavoured to draw a representative sample that is randomly selected from the stratified target population of the citizenry in Nakuru East Constituency as outlined in the sampling procedures.

There are three major ways of testing research work validity. These include Construct validity, Content validity and Criterion validity. Content validity is the extent to which research instrument measure what they are intended to measure (Oso & Onen, 2005). To establish validity, the instruments were given to two experts to evaluate the relevance of each item in the instrument to the objectives and rate each item on the scale of very relevant(4), quite relevant (3), somewhat relevant (2), and not relevant (1). Validity was determined using Content Validity Index (C.V.I).  $C.V.I = \frac{\text{items rated 3 or 4 by both judges}}{\text{total number of items in the questionnaire}}$  and found to be 0.87. This can be symbolized as  $n_{3/4} / N$

### **3.5.2 Reliability of the instrument**

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials Mugenda and Mugenda (2003). This is in agreement to Trochim (2002) that Reliability would refer to the consistency of the measured results over 'repeated' attempts. A measure that does not contain random errors is considered to be 'perfectly reliable'. The presence of random errors can result from interviewer biasness or inaccuracies regarding the questionnaire construction and administration. Frequent random errors have a negative effect on the reliability of the research instrument. A re-test was purposefully carried out two weeks after the exercise and test the correlation between the two results to guarantee that the information initially given was reliable (Mugenda & Mugenda, 1999). Using Pearson's product moment correlation, the researcher, found a correlation coefficient of 0.9 at 95% confidence thus information given initially was reliable. The researcher was also guided by the research experts and shared with research peers on reliability of the research instruments to ensure credible results were achieved.

### **3.6 Data Collection Procedures**

Prior to proceeding to the field NACOSTI permit was obtained upon getting a letter of authorization from the University of Nairobi. The appointments were scheduled with the MCAs of the five wards found within Nakuru East Constituency to notify and request for permission to carry out the study in their Projects. Through the help of two research assistants the instruments were personally administered to the respondents who were given ample time to respond to the questions. This ensured achievement of a good response rate and also the respondents had a chance to seek clarification on items which proved difficult to answer.

### **3.7 Data analysis techniques**

Primary data from the field was edited first. Coding was then done to translate question responses into specific categories. Coding is expected to organize and reduce research data into manageable summaries (Mugenda & Mugenda, 1999). Both qualitative and quantitative data analysis techniques were used to analyze the data. Quantitative data collected was analyzed, presented and interpreted using both descriptive statistics while thematic analysis techniques were used to analyze qualitative data collected in the open ended questions. Descriptive statistics such as means, standard deviation, frequencies and percentages were used to describe the data. The analyzed data was presented in form of tables. Linear regression analysis was used to establish the relationship and magnitude between technical skills, budgetary allocation and stakeholders' involvement (independent variables) and effectiveness of monitoring and evaluation (dependent variable).

### **3.8 Ethical Considerations**

Consultation with MCAs to confirm the dates for the data collection and get the consent to carry the research in their area of administration was done. This was to eliminate conflicts which would have arisen from the staff and stakeholders in the Project. A research clearance permit and letter of authorization from the NACOSTI were sought to be used for data collection. This was to clarify the aim of the research and the nature of the study thus improving cooperation from the respondents during data collection. Confidentiality of the information given by the respondents was well upheld. This was done by using the information without mentioning of the specific names of the people from whom the data was collected.

### 3.9 Operational Definition of Variables

Objective	Variables	Indicators	Measurement	Scale	Data collection tool
To establish determinants of effective M&E of County government funded infrastructural development projects in Nakuru East Constituency	<u>Dependent variable</u> Effective M&E	Timely completion Quality Beneficiary satisfaction	Duration of the project Cost of the project Quality of the project Level of beneficiary satisfaction	Interval Scale  Ratio Scale  Ordinal scale  Ordinal scale	Questionnaire
To establish the influence of technical expertise of the staff on effective M&E of County government funded infrastructural development projects in Nakuru East Constituency	<u>Independent variables</u>  Technical skills	Expertise in M&E  Well trained	Requisite skills  Level of training	Nominal  Ordinal	Questionnaire
To identify the influence of budgetary allocation on effective M&E of County government funded infrastructural development projects in Nakuru East Constituency	Budgetary allocation	Availability  Adequacy	Availability of funds  Percentage of the total budget allocated for M&E	Ordinal  Ordinal	Questionnaires
To determine the influence of stakeholder participation on effective M&E of County government funded infrastructural development projects in Nakuru East Constituency	Stakeholders participation	Active  Level of participation	Number of stake holders involved in M&E  Opportunities for stakeholders to participate in M&E	Ordinal  Ordinal	Questionnaires

## **CHAPTER FOUR:**

### **DATA ANALYSIS, PRESENTATION, INTERPRETATION**

#### **4.1 Introduction**

This chapter presents findings from the descriptive analysis of data collected from the respondents. The study sought to investigate determinants of effective monitoring and evaluation of infrastructure projects funded by county government in Nakuru East Constituency. The chapter is subdivided into the following subsections: response rate; respondents' introductory information; technical expertise; budgetary allocation and stakeholder participation.

#### **4.2 Response rate**

From a total of 387 questionnaires which were administered to the stake holders, 341 were returned representing a response rate of 88.11% while from the 6 questionnaires administered to the technical experts were all returned representing 100% response rate. The questionnaires were administered, then the respondents were allowed time to complete and thereafter they were collected. Nevertheless, not all respondents, stakeholders, managed to fill the questionnaire on time. The sample size was a representative of initial sample to a high degree ensuring validity of the findings. The results of the findings are shown in table 4.1

**Table 4.1 Response Rate (Stakeholders)**

<b>Name</b>	<b>Population (2009 National Census)</b>	<b>Sample size (Expected responses)</b>	<b>Received responses</b>	<b>Percentage</b>
Biashara	35,916	88	78	20.15
Kivumbini	20,574	51	44	11.37
Flamingo	32,356	80	71	18.35
Menengai	32,926	81	72	18.60
Nakuru East	35,395	87	76	19.64
<b>Total</b>	<b>157,167</b>	<b>387</b>	<b>341</b>	<b>88.11%</b>

### 4.3 Respondents Demographic Characteristics

In this section the respondents' gender, age, level of education, duration of service and participation in M&E.

#### 4.3.1 Respondents distribution by gender

In order to determine the gender of the respondents, they were asked to indicate their gender and the responses captured are shown in table 4.2 and 4.3

**Table 4.2 Distribution of respondents by Gender for technical experts**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	6	100.0
Female	0	0
<b>Total</b>	<b>6</b>	<b>100.0</b>

**Table 4.3 Distribution of respondents by Gender for stakeholders**

Gender	Frequency	Percent
Male	228	66.9
Female	113	33.1
Total	341	100.0

The study revealed that majority of stakeholder respondents were male as shown by 66.9% response rate compared to 33.1% of their female counterparts. This margin is big and could be attributed to the ration of male to female respondents in the area. The response rate of male and female technical expertise was significantly different 100% were male. This was attributed to the preferred electoral candidate by the residents of Nakuru east constituency

#### **4.3.2 Respondents distribution by Age**

In order to determine the age of the respondents, they were asked to indicate their age and the responses captured are shown in table 4.4 and 4.5

**Table 4.4 Distribution of respondents by Age for technical experts**

Age	Frequency	Percent
26 -30 years	1	16.7
31 - 40 years	2	33.3
41 - 45 years	1	16.7
above 45 years	2	33.3
Total	6	100.0



**Table 4.5 Distribution of respondents by Age for Stakeholders**

Age	Frequency	Percent
19 - 25 years	211	61.9
26 -30 years	75	22.0
31 - 40 years	33	9.7
41 - 45 years	11	3.2
above 45 years	11	3.2
Total	341	100.0

The study revealed that the age of technical experts was largely above 31 years as represented by 83.3%. Further the study noted that for, stakeholders, respondents a majority were young people between 19-30 years with a proportion of 83.9% of the total respondents. This could be attributed to their availability and high proportion in the population.

#### **4.3.3 Respondents distribution by Level of education**

In order to determine the level of education of the respondents, they were asked to indicate their level of education and the responses captured are shown in table 4.6 and 4.7

**Table 4.6 Distribution of respondents by Level of education for technical experts**

Level of Education	Frequency	Percent
College	3	50.0
University	3	50.0
Total	6	100.0

**Table 4.7 Distribution of respondents by Level of education for Stakeholders**

Level of Education	Frequency	Percent
Primary	48	14.1
Secondary	129	37.8
College	89	26.1
University	75	22.0
Total	341	100.0

The study revealed that the least level of technical experts was college which was having 50% of the technical experts. For the stakeholders 51.9% had at least basic education. Only 22% of the stakeholders had attained university level of education. This is because most of the respondents came from the County assembly wards that most parents are not able to educate their children to the universities.

#### **4.3.4 Respondents distribution by duration of service for technical experts**

The study further sought to establish the duration of service for the technical experts, the respondents were thus asked to indicate the duration of their service to the county. This information is represented in table 4.8

**Table 4.8 Distribution of respondents by duration of service for technical experts**

Duration	Frequency	Percent
Less than 3 years	4	66.7
Between 6 - 10years	1	16.7
Over 10 years	1	16.7
Total	6	100.0

The study found out that 66.7% of the technical experts had less than 3 years of service in the county this could be due to the fact that technical experts comprised of elected MCAs who were serving for the first time as peoples’ representatives.

**4.3.5 Participation in M&E**

The study sought to find out the participation of stakeholders in monitoring and evaluation. As such they were asked whether they participated in M&E process. The findings are shown in table 4.9

**Table 4.9 Distribution of respondents by Participation in M&E for Stakeholders**

	Frequency	Percent
Yes	106	31.1
No	235	68.9
Total	341	100.0

The study revealed that 68.9% of the stakeholders did not participate in the process of monitoring and evaluation. A majority attributed this due having lack of time and lack of information on the M&E process. As for the technical experts, 100% of them said that they took part in the process as this formed part of their job description which is oversight.

**4.3.6 Frequency of M&E**

The study sought to find out the frequency of participation of stakeholders in monitoring and evaluation. As such they were asked who frequent they participated in M&E process. The findings are shown in table 4.9 and 4.10

**Table 4.10 Frequency in M&E by Technical Experts**

	Frequency	Percent
Yes	6	100.0
No	0	0
Total	6	100.0

**Table 4.11 Frequency in M&E by Stakeholders**

	Frequency	Percent
Yes	106	31.1
No	0	0
Not sure	235	68.9
Total	341	100.0

The study noted that 100% of the technical experts noted that monitoring and evaluation is done often but only 31.1% of the stakeholders affirmed of the frequent monitoring and evaluation while 68.9% were not sure. This proportion of those who were not sure is the same with those who never took part in M&E process and as such their lack of information of the frequency of M&E may be justified.

#### **4.4 Analysis According to the Study**

##### **4.4.1 The effectiveness of M&E**

**Objective 1:** *To establish the influence of technical expertise of the staff on effective M&E of County government funded infrastructural projects in Nakuru East Constituency.*

The study endeavored to find out the perceived effectiveness of monitoring and evaluation. The respondent were asked on the whether effective M&E led to the duration of the project being is

as recommended, quality of the project is not compromised and high level of beneficiary satisfaction from the project. The findings are shown in tables 4.12 and 4.13

**Table 4.12 the effectiveness of M&E by experts**

	Duration of the project		Quality of the project		level of beneficiary satisfaction	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Strongly agree	6	100.0	6	100.0	6	100.0
Agree	0	0	0	0	0	0
Neither agree nor disagree	0	0	0	0	0	0
Disagree	0	0	0	0	0	0
Strongly disagree	0	0	0	0	0	0
Total	6	100.0	6	100.0	6	100.0

**Table 4.13 the effectiveness of M&E by stakeholders**

	Duration of the project		Quality of the project		level of beneficiary satisfaction	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Strongly agree	297	87.1	283	83.0	297	87.1
Agree	37	10.9	51	15.0	37	10.9
Neither agree nor disagree	7	2.1	7	2.1	7	2.1
Disagree	0	0	0	0	0	0
Strongly disagree	0	0	0	0	0	0
Total	341	100.0	341	100.0	341	100.0

The findings revealed that 100% of the experts opined that due to effective M&E the duration of the project is as recommended, quality of the project is not compromised and level of beneficiary satisfaction of the project is high. 87.1% of the stakeholders thought that the duration of the project was as recommended due to effectiveness of M&E, 83% felt that quality of the project is not compromised due to effectiveness of M&E while 87.1% stated that level of beneficiary satisfaction of the project is high because of effectiveness of M&E.

#### **4.4.1.1 Availability of technical skills**

The respondents, technical team, were asked to indicate whether they possess technical skills in monitoring and evaluation. The findings of the study are as presented in Table 4.14

**Table 4.14 Availability of technical skills**

	Frequency	Percent
Yes	6	100.0
No	0	0
Total	6	100.0

The findings revealed that 100% of the respondents indicated that they possessed technical skills for monitoring and evaluation.

#### **4.4.1.2 Presence of training from experts**

The study sought to establish whether the stakeholders received training from the technical staff on implementation of M&E. the findings are shown in table 4.15

**Table 4.15 Presence of training from experts**

	Frequency	Percent
Yes	91	26.7
No	250	73.3
Total	341	100.0

The findings revealed that only 26.7% of the respondents, stakeholders, received training from the technical team.

The respondents were asked to explain their answers. The following were mentioned: they had no time, they did not know of existence of such training and the training was for selected few.

#### 4.4.1.3 Adequacy of human resource capacity for implementation of M&E

The respondents were asked to indicate the adequacy of human resource capacity for the implementation and sustainability of M&E. the findings are as presented in table 4.16

**Table 4.16 Adequacy of human resource capacity for M&E**

	Technical team		Stakeholders	
	Frequency	Percent	Frequency	Percent
Yes	6	100.0	24	7.0
No	0	0	104	30.5
Not sure	0	0	213	62.5
Total	6	100.0	341	100.0

The findings revealed that 100% of the technical team felt that there was adequate human resource capacity which was in stark contrast with the low (7%) number of stakeholders who viewed the same. 62.5% of the respondents were not sure of the adequacy of human resource capacity for M&E.

#### 4.4.1.4 Influence of Technical capacity on implementation of M&E

The study endeavored to find out the perceived influence of technical capacity on M&E. The respondent were asked on the whether technical capacity is a huge determinant of effective M&E, expertise in M&E and donor emphasis on qualification. The findings are shown in table 4.17



**Table 4.17 Influence of Technical capacity on implementation of M&E**

	Stakeholders								Technical team							
	Technical skills		Expertise in M&E		Functional advice		Donor emphasis		Technical skills		Expertise in M&E		Functional advice		Donor emphasis	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Strongly agree	125	36.7	136	39.9	125	36.7	38	11.1	6	100	6	100	6	100	6	100
Agree	105	30.8	98	28.7	105	30.8	34	10.0	0	0	0	0	0	0	0	0
Neither agree nor strongly disagree	87	25.5	83	24.3	87	25.5	227	68.6	0	0	0	0	0	0	0	0
Disagree	10	2.9	10	2.9	10	2.9	28	8.2	0	0	0	0	0	0	0	0
strongly disagree	14	4.1	14	4.1	14	4.1	14	4.1	0	0	0	0	0	0	0	0
Total	341	100	341	100	341	100	341	100	6	100	6	100	6	100	6	100

F- Frequency                      % - Percent

The findings showed that 67.5% of the stakeholders and 100% of the technical team viewed that technical capacity is a huge determinant of how monitoring & evaluation’s lessons are produced, communicated and perceived, 68.6% of the stake holders and 100% of the technical team agreed that human resources on the project should be given clear job allocation and designation befitting their expertise also the study noted that 67.5% of the stakeholders and 100% of the technical team opined that necessary skills play a key role in providing functional advice in the development of appropriate results-based performance monitoring systems. In addition, the

results showed that only 21.1% of the stakeholders and 100% of the technical team agreed that donors pay a lot of emphasis on qualifications of individuals during the recruitment process, on this 66.6% of the respondents neither agreed nor strongly disagreed an indication that probably they did not have an idea of donors requirement on qualifications of individuals doing the recruitment process

#### 4.4.1.5 Seminars in M&E

The respondents were asked to indicate whether they need seminars in monitoring and evaluation. The findings are presented in table 4.18

**Table 4.18 Seminars in M&E**

	Stakeholders		Technical team	
	Frequency	Percent	Frequency	Percent
Very Large extent	98	28.7	6	100.0
Large extent	146	42.8	0	0
Small extent	52	15.2	0	0
No extent at all	45	13.2	0	0
Total	341	100.0	6	100.0

According to the findings, 42.8 respondents, stakeholders agreed that they need seminars in monitoring and evaluation to a large extent, 28.7% of them and 100% of the technical team agreed that they need seminars in M&E to a very large extent. From findings it can be interpreted that seminars on M&E are effective in implementation of M&E since they increase knowledge and skills in M&E and thus making the process effective.

#### 4.4.2 Budget Allocation

**Objective 2:** *To identify the influence of budgetary allocation on effectiveness of M&E of infrastructural projects funded by the county government in Nakuru East Constituency*

In this section the study sought to identify the influence of budgetary allocation on effectiveness of M&E. The findings are presented in the subsequent sections.

##### 4.4.2.1 Availability of funds

The respondents were asked to indicate whether there was funding to ensure the implementation of M&E. the findings of the study are shown in table 4.19

**Table 4.19 Availability of funds for M&E**

	Technical team		Stakeholders	
	Frequency	Percent	Frequency	Percent
Yes	6	100.0	106	31.1
No	0	0	0	0
Not sure	0	0	235	68.9
Total	6	100.0	341	100.0

The findings show that 100% of the technical team and 31.1% agreed that there were funds for M&E, while 68.9% of the stakeholders indicated that they were not sure of the funding for M&E.

##### 4.4.2.2 Percentage of the budget allocated for M&E

In relation to the proportion of the budget allocated for M&E, the respondents were asked to indicate the percentage. The findings are presented in table 4.20

**Table 4.20 Percentage of the budget allocated for M&E**

	Technical team		Stakeholders	
	Frequency	Percent	Frequency	Percent
Not sure	0	0	235	68.9
0%	0	0	0	0
Less than 2%	6	100.0	106	31.1
5%	0	0	0	0
10%	0	0	0	0
20%	0	0	0	0
Total	6	100.0	341	100.0

The findings of the study revealed that 31.1% of the stakeholders and 100% of the technical team indicated that less than 2% of the budget is allocated for M&E. the study also found out that 68.9% of the stakeholders were not sure of the proportion of the budget allocated to M&E.

#### **4.4.2.3 Adequacy of fund**

The respondents were asked whether the resources are adequate for the implementation of monitoring and evaluation. The findings of the study are presented in table 4.21

**Table 4.21 Adequacy of fund**

	Technical team		Stakeholders	
	Frequency	Percent	Frequency	Percent
Yes	0	0	0	0
No	6	100.0	106	31.1
Not sure	0	0	235	68.9
Total	6	100.0	341	100.0

According to the findings 100% of the technical team and 31.1% of stakeholders indicated that there were no adequate funds for the implementation of monitoring and evaluation.68.9% of the stakeholders indicated that they were not sure if the funds were adequate.

#### **4.4.2.4Influence of budgetary allocation on implementation of M&E**

The study sought to identify the influence of budgetary allocation on effectiveness of M&E. the respondents were asked to what extent they agreed with the propositions that: The project budget should have adequate provision for monitoring and evaluation activities; Evaluation planning budget should certainly be more carefully estimated and actual expenditure on the evaluation more carefully monitored and donors should put emphasis on ensuring that monitoring and evaluation is budgeted for before approving any proposals for funding. The findings are presented in table 4.22

**Table 4.22 4Influence of budgetary allocation on implementation of M&E**

	Stakeholders						Technical team					
	Provision for M&E		Estimation and Actual expenditure		Donor emphasis on budget		Provision for M&E		Estimation and Actual expenditure		Donor emphasis on budget	
	F	%	F	%	F	%	F	%	F	%	F	%
Very large extent	206	60.4	198	58.1	223	65.4	6	100	6	100	6	100
large extent	68	19.9	84	24.6	98	28.7	0	0	0	0	0	0
Neutral extent	31	9.1	28	8.2	14	4.1	0	0	0	0	0	0
Small extent	15	4.4	17	5.0	6	1.8	0	0	0	0	0	0
No extent all	21	6.2	14	4.1	0	0	0	0	0	0	0	0
Total	341	100	341	100	341	100	6	100	6	100	6	100

F- Frequency                      % - Percent

The findings revealed that 80.3% of the stakeholders and 100% of the technical team agreed to a large extent that the project budget should have adequate provision for monitoring and evaluation activities while 82.7% of the stakeholders and 100% of the technical team agreed to a large extent that evaluation planning budget should certainly be more carefully estimated and actual expenditure on the evaluation more carefully monitored and 94.1% of the stakeholders and 100% of the technical team agreed to a large extent that donors should put emphasis on ensuring that monitoring and evaluation is budgeted for before approving any proposals for funding.

### 4.4.3 Stakeholders Involvement

**Objective 3:** *To determine the influence of stakeholder participation on effective M&E of County government funded infrastructural projects in Nakuru East Constituency.*

In this section the study sought to determine the influence of stakeholders' involvement on the implementation of M&E. the findings are presented in the subsequent sections

#### 4.4.3.1 Stakeholders Involvement

The respondents were asked to whether stakeholders participate in monitoring and evaluation.

The findings are presented in table 4.23

**Table 4.23 Stakeholders involvement**

	Technical team		Stakeholders	
	Frequency	Percent	Frequency	Percent
Yes	6	100.0	105	30.8
No	0	0	236	69.2
Total	6	100.0	341	100.0

The findings of the study revealed that 100% of the technical team reported that stakeholders are involved in M&E but only 30.8% of stakeholders reported to be involved in M&E

The respondents were asked to explain their answer and what came to fore was that those who were involved did so through public meetings while those who did not gave reasons including lack of knowledge of such a process and lack of time to attend.

#### 4.4.3.2 Level of Stakeholders Involvement

The respondents were asked to indicate the level of stakeholders' participation the findings of the study are presented in table 4.24

**Table 4.24 Level of Stakeholders involvement**

	Stakeholders		Technical team	
	Frequency	Percent	Frequency	Percent
Very Large extent	35	10.3	6	100.0
Large extent	18	5.3	0	0
Small extent	212	62.2	0	0
No extent at all	76	22.3	0	0
Total	341	100.0	6	100.0

The findings of the study revealed that 62.2% of the reported to be involved to a small extent but 100% of the technical team reported stakeholders involvement to be to a very large extent only 15.6% of the stakeholders concurred with them.

#### **4.4.3.3 Influence of stakeholders involvement on implementation of M&E**

The study sought to determine the influence of the influence of stakeholders' participation on the effectiveness of Monitoring and Evaluation as such respondents were asked to indicate the extent of their agreement the following propositions: Too much stakeholder involvement could lead to undue influence on the evaluation, Participation of stakeholders reflects the community needs and stimulate people's interest in the implementation of M&E and The community-based M&E framework reinforces the connections between the implementation of monitoring & evaluation activities. The findings are presented in table 4.25



**Table 4.25 Influence of Stakeholders involvement**

	Stakeholders						Technical team					
	Undue influence on evaluation		Reflection of community's need		Community based M&E frameworks		Undue influence on evaluation		Reflection of community's need		Community based M&E frameworks	
	F	%	F	%	F	%	F	%	F	%	F	%
Very large extent	157	46.0	150	44.0	251	73.6	6	100	6	100	6	100
large extent	45	13.2	150	44.0	55	16.1	0	0	0	0	0	0
Neutral extent	84	24.6	0	0	14	4.1	0	0	0	0	0	0
Small extent	31	9.1	28	8.2	21	6.2	0	0	0	0	0	0
No extent all	24	7.0	13	3.8	0	0	0	0	0	0	0	0
Total	341	100	341	100	341	100	6	100	6	100	6	100

F- Frequency                      % - Percent

The findings of the study revealed that 59.2% of the stakeholders and 100% of the technical team agreed to a large extent that too much stakeholder involvement could lead to undue influence on the evaluation while 7% of the respondents agreed to no extent at all. 88% of the stakeholders and 100% of the technical team agreed to a large extent that participation of stakeholders reflects the community needs and stimulate people's interest in the implementation of M&E. finally, 89.7% and 100% of technical team agreed to a large extent that the community-based M&E framework reinforces the connections between the implementation of monitoring & evaluation activities.

#### 4.5 Regression analysis

Regression analysis was conducted to determine the relationship between technical skills budget allocation and stakeholder involvement and the effectiveness of monitoring and evaluation as presented in table 4.26

**Table 4.26 Regression analysis**

Model	Coefficients <sup>a</sup>			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
(Constant)	1.311	.098		13.351	.000
Technical skills	.349	.022	.894	16.169	.000
Budget Allocation	-.405	.047	-.456	-8.650	.000
Stakeholder's involvement	.069	.026	.139	2.634	.009

Dependent variable: duration of the project

According to the analysis, the equation ( $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \varepsilon$ ) becomes:

$Y = 1.311 + 0.349X_1 + 0.405X_2 + 0.069X_3$ . The regression equation also indicates that taking all the three variables at zero, effectiveness of monitoring and evaluation was 1.311. The findings also indicate that taking all other independent variables at zero, a unit increase in technical skills led to 0.349 effectiveness of monitoring and evaluation. In addition an increase in budgetary allocation led to 0.405 effectiveness in M&E while an increase in stakeholders' involvement led to 0.069 effectiveness in monitoring and evaluation. At 5% level of significance and 95% level of confidence, technical skills had a beta value of 0.894, At 5% level of significance and 95% level of confidence budgetary allocation had a beta value 0.456, and at the same 5% level of

significance stakeholders' involvement had a beta value of 0.009. According to the findings it can be concluded that all the three variables were significant ( $p < 0.05$ ).

#### **4.6 Descriptive analysis**

Descriptive analysis was conducted to determine the mean and standard deviation of the variables as presented in table 4.27 and 4.28.

**Table 4.27 Descriptive Statistics for Stakeholders**

Variables	Mean	Std. Deviation	N
Do you participate in M&E	1.6891	.46352	341
Is M&E carried out often	2.3783	.92704	341
Duration of the project is as recommended due to effectiveness of M&E	1.15	.411	341
The quality of the project is not compromised due to the effectiveness of M&E	1.1906	.44262	341
The level of beneficiary satisfaction is high due to effectiveness of M&E	1.1496	.41078	341
Do you get training from the technical staff on implementation of M&E?	1.7331	.44297	341
Is there adequate supply of human resource capacity for the implementation of M&E?	2.5543	.62367	341
Technical capacity huge determinant of how M&E is produced, communicated & perceived	2.0704	1.05204	341
Human resources should be given clear job allocation and designation befitting their expertise	2.0264	1.06379	341
Necessary skills play a key role in providing functional advice in the development of appropriate results-based performance monitoring systems.	2.0704	1.05204	341
Donors pay a lot of emphasis on qualifications of individuals during the recruitment process.	2.8416	.87691	341
Do you need to attend seminars on M&E?	2.1290	.97667	341
Is there funding to ensure the implementation of M&E?	2.6891	.46352	341
What percentage of total budget allocated to M&E?	6.3109	.46352	341
Are resources adequate for the implementation of M&E?	2.6891	.46352	341
Project budget should have adequate provision for M&E activities	1.7595	1.17107	341
Evaluation planning budget should be carefully estimated and expenditure on evaluation carefully monitored.	1.7243	1.07661	341
Donors' emphasis on ensuring that M&E is budgeted for before approving any proposal for funding.	1.4223	.65796	341
Do stakeholders participate in the implementation of M&E?	1.6921	.46231	341
What is the level of stakeholders' participation?	2.9648	.82885	341
Too much stakeholder involvement could lead to undue influence on the evaluation.	2.1789	1.29489	341
Participation of stakeholders reflects community needs and stimulate people's interests in the implementation of M&E	1.8387	1.04337	341
The community-based M&E framework reinforces the connections between the implementation of M&E activities	1.4282	.83576	341

**Table 4.28 Descriptive Statistics for Technical Team**

	Mean	Std. Deviation	N
Duration of the project as a factor of M&E	1.00	.000	6
Quality of project as a factor of M&E	1.00	.000	6
level of beneficiary satisfaction as a factor of M&E	1.00	.000	6
Availability of technical Skills	1.00	.000	6
adequacy of human resource for M&E	1.00	.000	6
Technical skills is a determinat of M&E	1.00	.000	6
Expertise in M&E	1.00	.000	6
Fuctional advice	1.00	.000	6
Donors emphasis on Qualifications	1.00	.000	6
Seminars in M&E	1.00	.000	6
Availability of funds for M&E	2.00	.000	6
Proportion of the budget allocated for M&E	6.00	.000	6
Adequacy of funds for M&E	2.00	.000	6
Provision for M&E	1.00	.000	6
Estimation and actual expenditure	1.00	.000	6
Donors emphasis on budget	1.00	.000	6
stakeholders involvement	1.00	.000	6
Level of stakeholder's involvement	1.00	.000	6
undue influence on Evaluation	1.00	.000	6

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The purpose of this study was to investigate determinants of effective of monitoring and evaluation of County government funded infrastructural development projects, Nakuru East Constituency, Nakuru County, Kenya. The results of the study were presented in the previous chapter. In this chapter, summary of the main findings, discussion, conclusion and recommendations will be made.

#### **5.2 Summary of findings**

This section presents summary of findings of the study in chapter four according to the objectives: in reference to introductory information or the demographic characteristics of the respondents the study sought to establish the respondents' gender, age, level of education, duration of service and participation in M&E. the findings that there were more men in the both the technical team and stakeholders as evidenced by 100% of male respondents among the technical team and 66.9% of male among the stakeholders. Majority of the technical team were above 31 years as represented by 83.3% while the stakeholders were majorly (83.9%) between the age of 19-30 years. 51.9% of the stakeholders had at least basic education and only 22% of stakeholders had attained university level of education as for the technical team the least level of education was college level which had 50% of the team. 66.7% of the technical experts had less than 3 years of service in the county. 68.9% of the stakeholders did not participate in the process of monitoring and evaluation but as for the technical experts, 100% of them said that they took part in the process.

In reference to objective one which sought to establish the influence of technical expertise of the staff on effectiveness of M&E of infrastructural projects funded by the county government in Nakuru East Constituency the findings revealed that 100% of the experts opined that due to effective M&E the duration of the project is as recommended, quality of the project is not compromised and level of beneficiary satisfaction of the project is high. 87.1% of the stakeholders thought that the duration of the project was as recommended due to effectiveness of M&E, 83% felt that quality of the project is not compromised due to effectiveness of M&E while 87.1% stated that level of beneficiary satisfaction of the project is high because of effectiveness of M&E. 100% of the respondents indicated that they possessed technical skills for monitoring and evaluation. Only, 26.7% of the respondents, stakeholders, received training from the technical team. Also the study revealed that 100% of the technical team felt that there was adequate human resource capacity which was in stark contrast with the low (7%) number of stakeholders who viewed the same. 42.8% of the respondents, stakeholders, agreed that they need seminars in monitoring and evaluation to a large extent and 100% of the technical team agreed that they need seminars in M&E to a very large extent.

Based on objective two which sought to identify the influence of budgetary allocation on effective M&E of County government funded infrastructural development projects in Nakuru East Constituency, 100% of the technical team and 31.1% agreed that there were funds for M&E, while 68.9% of the stakeholders indicated that they were not sure of the funding for M&E. Also 31.1% of the stakeholders and 100% of the technical team indicated that less than 2% of the budget is allocated for M&E. the study also found out that 68.9% of the stakeholders were not sure of the proportion of the budget allocated to M&E. further, 100% of the technical team and 31.1% of stakeholders indicated that there were no adequate funds for the implementation of

monitoring and evaluation.68.9% of the stakeholders indicated that they were not sure if the funds were adequate.

Finally, regarding objective three which endeavoured to determine the influence of stakeholder participation on effective M&E of County government funded infrastructural development projects funded in Nakuru East Constituency the study revealed that 100% of the technical team reported that stakeholders are involved in M&E but only 30.8% of stakeholders reported to be involved in M&E. The findings of the study revealed that 62.2%of the reported to be involved to a small extent but 100% of the technical team reported stakeholders involvement to be to a very large extent only 15.6% of the stakeholders concurred with them. The findings of the study revealed that 59.2% of the stakeholders and 100% of the technical team agreed to a large extent that too much stakeholder involvement could lead to undue influence on the evaluation while 7% of the respondents agreed to no extent at all. 88% of the stakeholders and 100% of the technical team agreed to a large extent that participation of stakeholders reflects the community needs and stimulate people's interest in the implementation of M&E. finally, 89.7% and100% of technical team agreed to a large extent that the community-based M&E framework reinforces the connections between the implementation of monitoring & evaluation activities.

### **5.3 Discussion Summary of findings**

The study was concerned with the variables determining effective M&E of County funded infrastructural development projects namely technical skills, budgetary allocation and stakeholders' participation. Data was collected and analyzed in a manner that captured the variables in varying degree of outcomes. The following subheadings will present the relationship of these findings with the underlying literature reviewed in chapter two of this study.



### **5.3.1 The influence of technical skills on effective M&E of county government funded infrastructural development projects**

The study recognized technical expertise as a factor influence effective M&E of County government funded infrastructural development projects in Nakuru East constituency. The technical team's know how of M&E and their unanimous acknowledgement of the relevance of technical skills and their need to have seminars on M&E is indeed an indicator of the great relevance of technical know-how in M&E. This view is in support of Vanessa and Gala (2011) who noted that technical capacity can be a huge determinant of the use of the evaluation results.

The disparity between the proportion of the respondents who possessed technical skills in M&E could be attributed to the low proportion of those who indeed participated in M&E of projects since those are the once who got training from the technical team on technical skills in M&E. this then points out that the technical team faces challenges of having more stakeholders to take part in the M&E process. The stakeholders sharp contrast with the technical team on the adequacy of human resource points out that the technical team which comprise of the specific ward MCA where an infrastructure project is undertaken and a resident engineer alone are not enough to serve as the technical experts. The current practice contradicts the view by Mukhererjee (1993) who states that to meet capacity needs there should be hiring of right people who are already trained, training your staff, hiring external consultants for focused inputs and also ensure the capacity of good quality through removing disincentives and introducing incentives for learning, keeping track of staff performance through regular evaluation, striving for continuity of staff and finding highly qualified person to coordinate. Lack of such personnel

to communicate and involve stakeholders could account for the great proportion of stakeholders who were not sure of the adequacy of human resource capacity for M&E.

The high proportion of respondents view that that technical capacity is a huge determinant of how monitoring & evaluation's lessons are produced, communicated and perceived is in concurrence with Gladys et.al. (2010). The wide acceptance that human resources on the project should be given clear job allocation and designation befitting their expertise is in support of Mukhererjee (1993) on the kind of personnel to be responsible of M&E.

The respondents in bigger proportion opined that necessary skills play a key role in providing functional advice in the development of appropriate results-based performance monitoring systems which is in line with the idea held by Morgan (1997) on the focus of capacity building interventions and M&E. The proportion of the requirement by donor displays the how information is among the respondents. A big proportion of stakeholders' lack of clear view may be due to the low number of involved stakeholders. The wide acceptance by respondents of their need for seminars is an indicator that seminars on M&E can be effective in equipping them with relevant know-how that make effective M&E process. Seminars in M&E increase the knowledge in monitoring and evaluation therefore creating a positive attitude towards M&E

### **5.3.2 The influence of Budgetary Allocation on effective M&E of County government funded infrastructural development projects**

The researcher sought to identify the influence of budgetary allocation on effective M&E of County government funded infrastructural development projects in Nakuru East constituency. Several questions were therefore asked to test this variable. From the response it was evident that a big proportion of stakeholders were not sure of the proportion of the budget allocated to M&E

probably due to the proportion of the stakeholders involved but for those that were in the know on budgetary allocation it was clear that the allocation was not enough and the proportion of the budget for M&E was a low 2% which contradicted the recommendation by Kelly & Magongo (2004) who gave a range of 5 to 10 percent. This could be responsible for ineffective M&E practice as it happened to African Monitoring and Evaluation Systems (2012).

The big proportion of respondents agreed to a large extent that the project budget should have adequate provision for monitoring and evaluation activities that evaluation planning budget should certainly be more carefully estimated and actual expenditure on the evaluation more carefully monitored which was in agreement with James (2001) on programme evaluation standards that evaluation planning budget could certainly be more carefully estimated and actual expenditure on the evaluation more carefully monitored. This then supports the cause for donors' keen interest with the budgetary allocation. The respondents overwhelmingly were in support of this donor concern before their approving of funds.

The respondents were asked to mention other effects of budget allocation on the implementation of M&E. The following were mentioned that by allocating budget to M&E activities would facilitate smooth running of the M&E processes and also facilitate training of the stakeholders.

### **5.3.3 The influence of Stakeholders involvement on effective M&E of County government funded infrastructural development projects**

The study was also keen to determine the influence of stakeholder participation on effective M&E of County government funded infrastructural development projects in Nakuru East Constituency. It would be noted that stakeholders were involved in Monitoring and evaluation. The findings revealed that a third of the stakeholders were involved. The respondents explained

their participation that those who were involved did so through public meetings while those who did not gave reasons including lack of knowledge of such a process and lack of time to attend.

The great contrast between the proportion of stakeholders involvement by the technical expert who unanimously reported stakeholders involvement to be to a very large extent and stakeholders who widely reported to be involved to a small extent is an indicator that there lacks clarity on the kind of involvement. However half the stakeholders and all the technical team agreed to a large extent that too much stakeholder involvement could lead to undue influence on the evaluation which is agreement with Patton (2008).

The majority of the respondents agreed to a large extent that participation of stakeholders reflects the community needs and stimulate people's interest in the implementation of M&E this view is supported by IFAD (2002) on the role of stakeholder in M&E process that stakeholders They provide invaluable insights on priorities and appropriate processes during the design phase, and undertake some of the implementation of the project and /or M&E.

Finally, a big proportion of the respondents agreed to a large extent that the community-based M&E framework reinforces the connections between the implementation of monitoring & evaluation activities indicates reflection of community needs is pivotal in enhancing effectiveness of M&E. failure to facilitate stakeholders involvement could imply that the projects would not get support from the stakeholders thus lack of ownership and possible rejection of the project leading to unsustainability of it.

The respondents were asked to mention other influences of stakeholders' participation on the implementation of M&E. the following were mentioned: ensure needs are clarified, provide necessary feedback and avoid domination of technical experts.

## 5.4 Conclusion of the study

The following conclusion can be made from the study:

1. The study sought to establish the influence of technical expertise of the staff on effective M&E of County government funded infrastructural development projects funded. The findings of this study confirm technical expertise of the staff influence the effectiveness of Monitoring and evaluation. The technical team has technical skills and they pass the same to stakeholders through meetings a lot of in service capacity building needs to be done to enhance effectiveness of M&E.
2. The study also embarked on identifying the influence of budgetary allocation on effective M&E of County government funded infrastructural development projects. The response demonstrated that though the projects have a budgetary allocation for M&E, the process is threatened by the low financial resources allocated to it. The budgeting seems to have closed their eyes on the financial need for facilitation of the M&E process.
3. Lastly, the study also wanted to determine the influence of stakeholder participation on effective M&E of County government funded infrastructural development projects. Overall finding reveal that stakeholders participation has significant influence on the effective M&E considering that all the technical team and a big proportion of stakeholders felt the same and were for it. There is a challenge in involving stakeholders considering that only a third of the respondents were involved.

## **5.5 Recommendations**

The following are recommendations based on the findings of the study:

1. There is need for training of the technical team to equip them with the oversight skills and to be to understand and trust the M&E process. There should be a monitoring and evaluation department run by professionals in M&E this would ensure that the M&E process is guided by relevant skills and technical know-how thus becoming highly effective. The county government needs to have a monitoring and evaluation department that would coordinate the M&E processes in infrastructure projects
2. There should be proper budgeting practices that recognise the need for sufficient financial resource for monitoring and evaluation. The proportion budgeted for should be realistic and based on actual real expenditures. The donors should continue to demand clear budget allocation to M&E and follow up on the precise break down of the budget during the M&E process.
3. The stakeholders need to be sensitized on the need to participate in M&E process. Appropriate strategies to involve stakeholders should be introduced to ensure that a bigger proportion of the stakeholders are involved. The stakeholders should be given information relating to the project to create interest in it.

## **5.6 Suggestions for further research**

- There is need to assess the sustainability of infrastructural development projects funded by the county government.
- There is need to carry out a study of the effect of government policy on M&E in county funded projects

- Further this study may be replicated into other counties to enable generalisation to be made with regard to determinants of effective monitoring and evaluation of County government funded infrastructural development

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## **APPENDIX I: TRANSMITTAL LETTER**

Dear Respondent,

### **RE: REQUEST FOR DATA COLLECTION**

You have been randomly selected to participate in this study which is investigating “Determinants of effective of monitoring and evaluation of County government funded infrastructural development projects, Nakuru East Constituency, Nakuru County, Kenya”. I kindly request you to fill the attached questionnaire to generate data required for this study. This information will be used purely for academic purposes and will be treated in confidence and will not be used for publicity. Neither your name nor the name of your institution will be mentioned in the report.

Your assistance and cooperation will be highly appreciated.

Thank you in advance.

Yours faithfully,

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James Mushori

University of Nairobi

**APPENDIX II: QUESTIONNAIRES FOR TECHNICAL TEAM**

This questionnaire aims at establishing “determinants of effective monitoring and evaluation of County government funded infrastructural development projects, Nakuru County, Nakuru East Constituency, Kenya”. This questionnaire is designed to collect data that will help to achieve the objectives of this study. I would be most grateful if you would kindly participate in this study by responding to all the questions in this questionnaire as candidly and precisely as possible. Your honesty and co-operation in responding to these questions will be highly appreciated. All information provided will be treated with utmost confidentiality.

Please fill in the required information in the spaces provided. Or tick (√) where necessary.

**SECTION A: GENERAL INFORMATION OF THE RESPONDENTS**

1. Gender Male  Female

2. Age 19 – 25 years  26– 30 years

31 – 40 years  41-45 years  Above 45 Years

3. Level of education

Primary education  Secondary education

College  University

4. Years of service in this County

Less than 3 years  between 4 – 5

6 – 10 years  Over 10 years

5. Do you participate in Monitoring and Evaluation process?

Yes  No  Not sure

6a.Is monitoring and evaluation carried out often?

Yes  No  No sure

6b. Explain your answer

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7. The following are some statements on implantation of Monitoring and Evaluation.. Please indicate the level of your agreement with each statement.

**1-Very large extent 2-Large extent 3-Neutral extent**

**4-Small extent 5-No extent at all**

Statement	1	2	3	4	5
Duration of the project is as recommended due to effectiveness of M&E.					
The quality of the project is not compromised due to effectiveness of M&E.					
The level of beneficiary satisfaction is high due to effectiveness of M&E.					

**SECTION B: THE INFLUENCE OF STAFF TECHNICAL SKILLS ON EFFECTIVE M&E**

8a. Do you have the technical skills for the implementation of M&E?

Yes [ ] No [ ]

8b. Explain your answer

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9. Is the supply of human resource capacity adequate for the implementation & sustainability of the M&E?

Yes [ ] No [ ] Not sure [ ]

10. The following are some statements on the influence of technical skills of on the implementation of Monitoring and Evaluation. Please indicate the level of your agreement with each statement.

**1-Strongly agree 2-Agree 3-Neither agree nor disagree**

**4-Disagree 5-Strongly disagree**

Statement	1	2	3	4	5
Technical capacity is a huge determinant of how monitoring & evaluation's lessons are produced, communicated and perceived.					

Human resources on the project should be given clear job allocation and designation befitting their expertise.					
Necessary skills play a key role in providing functional advice in the development of appropriate results-based performance monitoring systems.					
Donors pay a lot of emphasis on qualifications of individuals during the recruitment process.					

11. Do you need to seminars on monitoring and evaluation?

Very large extent [ ]                      Large extent [ ]

Small extent [ ]                              No extent at all [ ]

**SECTION C: THE INFLUENCE OF BUDGETARY ALLOCATION ON EFFECTIVE M&E**

12. Is there funding to ensure the implementation of Monitoring and Evaluation?

Yes [ ]                              No [ ]                      No sure [ ]

13. What percentage of the total budget is allocated to Monitoring and Evaluation?

5% [ ]              10% [ ]              20% [ ]              25% [ ]              Less than 5% [ ]              No sure [ ]  
0% [ ]

14. Are the resources adequate for the implementation of monitoring and evaluation?

Yes [ ]                              No [ ]                              No sure [ ]

15. The following are some statements on the effect Budgetary Allocation on effective Monitoring and Evaluation. Please indicate the extent of your agreement with each statement.

**1-Very large extent 2-Large extent 3-Neutral extent**

**4-Small extent 5-No extent at all**

Statement	1	2	3	4	5
The project budget should have adequate provision for monitoring and evaluation activities.					
Evaluation planning budget should certainly be more carefully estimated and actual expenditure on the evaluation more carefully monitored.					
Donors put emphasis on ensuring that monitoring and evaluation					



is budgeted for before approving any proposals for funding.					
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16. What are other effects Budgetary Allocation on the implementation of Monitoring and Evaluation?

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**SECTION D: THE INFLUENCE OF STAKEHOLDERS PARTICIPATION ON IMPLEMENTATION OF M&E**

17a. Do stakeholders participate in the implementation of M& E?

Yes [ ]            No [ ]

17b. Explain your answer

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18. What is the level of stakeholders’ participation?

Very large extent [ ]                            Large extent [ ]

Small extent [ ]                                    No extent at all [ ]

19. The following are some statements on the effect stakeholders’ participation on the implementation of Monitoring and Evaluation. Please indicate the extent of your agreement with each statement.

**1-Very large extent    2-Large extent            3-Neutral extent**  
**4-Small extent            5-No extent at all**

Statement	1	2	3	4	5
Too much stakeholder involvement could lead to undue influence on the evaluation.					
Participation of stakeholders reflects the community needs and stimulate people's interest in the implementation of M&E.					
The community-based M&E framework reinforces the connections between the implementation of monitoring &					

evaluation activities.					
------------------------	--	--	--	--	--

20 What are other ways stakeholders participation influences the implementation of M& E?

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### APPENDIX III: QUESTIONNAIRES FOR STAKEHOLDERS

This questionnaire aims at establishing “determinants of effective monitoring and evaluation of County government funded infrastructural development projects, Nakuru County, Nakuru East Constituency”. This questionnaire is designed to collect data that will help to achieve the objectives of this study. I would be most grateful if you would kindly participate in this study by responding to all the questions in this questionnaire as candidly and precisely as possible. Your honesty and co-operation in responding to these questions will be highly appreciated. All information provided will be treated with utmost confidentiality.

Please fill in the required information in the spaces provided. Or tick (√) where necessary.

#### SECTION A: GENERAL INFORMATION OF THE RESPONDENTS

1. Gender Male  Female

2. Age 19 – 25 years       26 – 30 years   
                  31 – 40 years       41 – 45 years       Above 45 Years

3. Level of education Primary education       Secondary education   
    College       University

4. Do you participate in Monitoring and Evaluation process?

Yes       No

5. Is monitoring and evaluation carried out often?

Yes       No       Not sure

6. The following are some statements on implantation of Monitoring and Evaluation.. Please indicate the level of your agreement with each statement.

**1-Very large extent    2-Large extent      3-Neutral extent**

**4-Small extent      5-No extent at all**

Statement	1	2	3	4	5
Duration of the project is as recommended due to effectiveness of M&E.					
The quality of the project is not compromised due to effectiveness of M&E.					
The level of beneficiary satisfaction is high due to effectiveness of M&E.					

**SECTION B: THE INFLUENCE OF STAFF TECHNICAL SKILLS ON EFFECTIVE M&E**

7. Do you get training from the technical staff on implementation of M&E?

Yes [ ]      No [ ]

7b. Explain your answer

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8. Is the supply of human resource capacity adequate for the implementation & sustainability of the M&E?

Yes [ ]      No [ ]      Not sure [ ]

9. The following are some statements on the influence of technical skills on effective Monitoring and Evaluation. Please indicate the level of your agreement with each statement.

**1-Strongly agree      2-Agree      3-Neither agree nor disagree**

**4-Disagree      5-Strongly disagree**

Statement	1	2	3	4	5
Technical capacity is a huge determinant of how monitoring & evaluation's lessons are produced, communicated and perceived.					
Human resources on the project should be given clear job allocation and designation befitting their expertise.					
Necessary skills play a key role in providing functional advice in the development of appropriate results-based performance monitoring systems.					
Donors pay a lot of emphasis on qualifications of individuals during the recruitment process.					

10. Do you need to attend seminars on monitoring and evaluation?

Very large extent [ ]

Large extent [ ]

Small extent [ ]

No extent at all [ ]

**SECTION C: THE INFLUENCE OF BUDGETARY ALLOCATION ON EFFECTIVE M&E**

11. Is there funding to ensure the implementation of Monitoring and Evaluation?

Yes [ ]                      No [ ]                      Not sure [ ]

12. What percentage of the total budget is allocated to Monitoring and Evaluation?

5% [ ]              10% [ ]              20% [ ]              25% [ ]              Less than 5% [ ]              Not sure [ ]  
0% [ ]

13. Are the resources adequate for the implementation of monitoring and evaluation?

Yes [ ]                      No [ ]                      Not sure [ ]

14. The following are some statements on the effect Budgetary Allocation on effective Monitoring and Evaluation. Please indicate the extent of your agreement with each statement.

**1-Very large extent    2-Large extent              3-Neutral extent**  
**4-Small extent              5-No extent at all**

Statement	1	2	3	4	5
The project budget should have adequate provision for monitoring and evaluation activities.					
Evaluation planning budget should certainly be more carefully estimated and actual expenditure on the evaluation more carefully monitored.					
Donors put emphasis on ensuring that monitoring and evaluation is budgeted for before approving any proposals for funding.					

15. What are other effects Budgetary Allocation on the implementation of Monitoring and Evaluation?

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**SECTION D: THE INFLUENCE OF STAKEHOLDERS PARTICIPATION ON IMPLEMENTATION OF M&E**

16a. Do stakeholders participate in the implementation of M& E?

Yes [ ]              No [ ]

16b. Explain your answer

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17. What is the level of stakeholders' participation?

Very large extent [ ]

Large extent [ ]

Small extent [ ]

No extent at all [ ]

18. The following are some statements on the effect stakeholders' participation on the implementation of Monitoring and Evaluation. Please indicate the extent of your agreement with each statement.

**1-Very large extent    2-Large extent        3-Neutral extent**

**4-Small extent        5-No extent at all**

Statement	1	2	3	4	5
Too much stakeholder involvement could lead to undue influence on the evaluation.					
Participation of stakeholders reflects the community needs and stimulate people's interest in the implementation of M&E.					
The community-based M&E framework reinforces the connections between the implementation of monitoring & evaluation activities.					

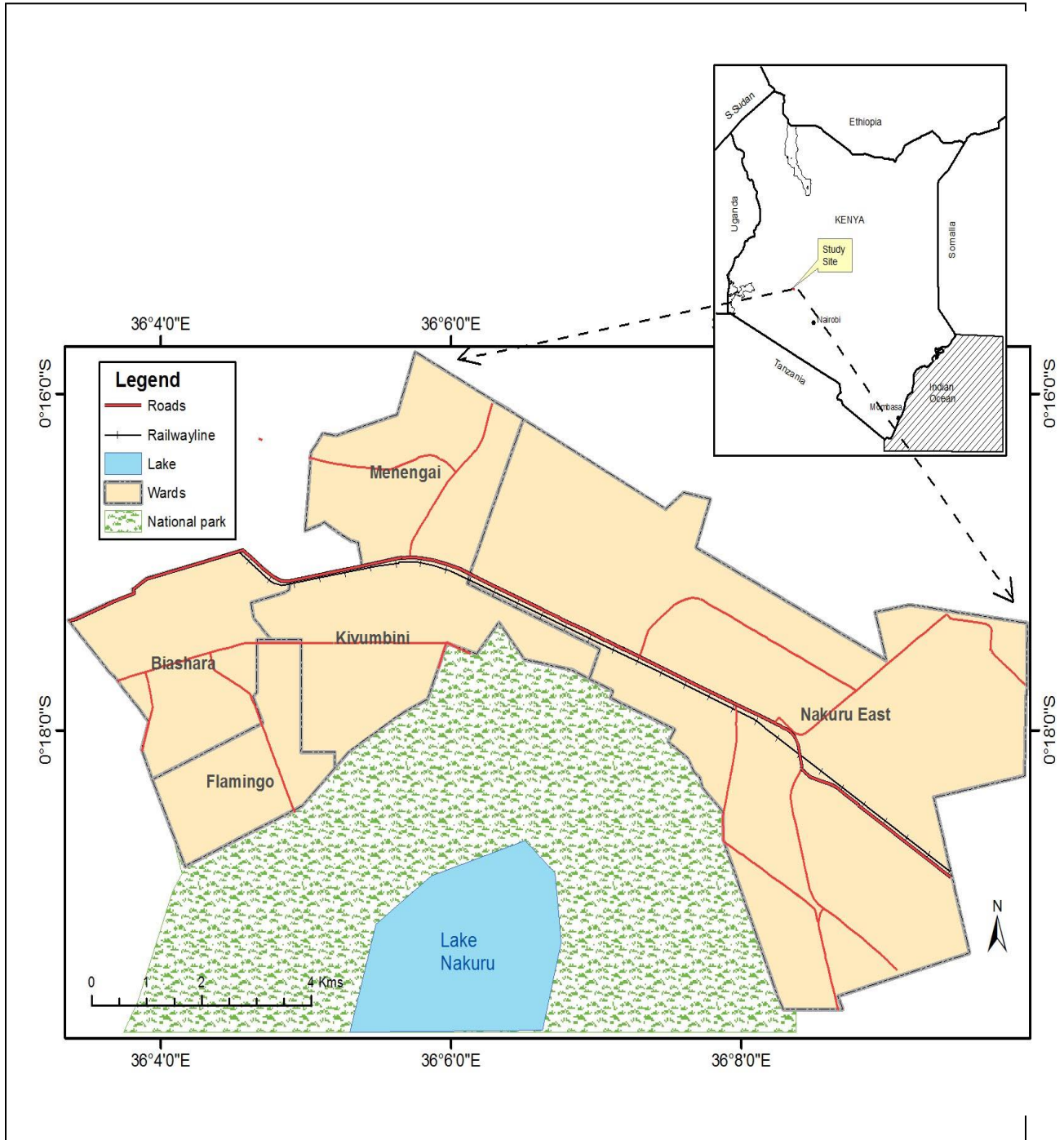
19 What are other ways stakeholders participation influences the implementation of M& E?

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# APPENDIX IV: NAKURU EAST CONSTITUENCY MAP



Source: Author (James Mushori)

## APPENDIX V: NACOSTI LETTER OF AUTHORISATION

(Scanned copy of the original)



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref: No.

Date:

30<sup>th</sup> June, 2015

**NACOSTI/P/15/8036/5861**

James Mushori  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Determinants for effectiveness of Monitoring and Evaluation of infrastructure projects funded by the county government in Nakuru East Constituency, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for a period ending **4<sup>th</sup> December, 2015.**

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

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
**DR. S. K. LANGAT, OGW**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Nakuru County.

The County Director of Education  
Nakuru County.



*National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified*




**APPENDIX VI: NACOSTI RESEARCH CLEARANCE PERMIT**


(Scanned Copy of the Original)


**THIS IS TO CERTIFY THAT:**  
**MR. JAMES MUSHORI**  
**of UNIVERSITY OF NAIROBI, 0-20100**  
**NAKURU, has been permitted to conduct**  
**research in Nakuru County**  
**on the topic: DETERMINANTS FOR**  
**EFFECTIVENESS OF MONITORING AND**  
**EVALUATION OF INFRASTRUCTURE**  
**PROJECTS FUNDED BY THE COUNTY**  
**GOVERNMENT IN NAKURU EAST**  
**CONSTITUENCY, KENYA**

**Permit No : NACOSTI/P/15/8036/5861**  
**Date Of Issue : 30th June,2015**  
**Fee Received :Ksh 1,000**




**for the period ending:**  
**4th December,2015**

  
**Applicant's Signature**


  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

**CONDITIONS**

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**



**REPUBLIC OF KENYA**



**National Commission for Science,**  
**Technology and Innovation**

**RESEARCH CLEARANCE**  
**PERMIT**

**Serial No. A 5501**

**CONDITIONS: see back page**

## APPENDIX VII: UNIVERSITY OF NAIROBI LETTER OF AUTHORIZATION

(Scanned copy of the original)



**UNIVERSITY OF NAIROBI**  
**COLLEGE OF EDUCATION AND EXTERNAL STUDIES**  
SCHOOL OF CONTINUING AND DISTANCE EDUCATION  
DEPARTMENT OF EXTRA - MURAL STUDIES

Tel 051 - 2210863

P. O Box 1120, Nakuru  
16<sup>th</sup> April 2015

*Our Ref: UoN/CEES/NKUEMC/1/12*

### To whom it may concern:

**RE: JAMES MUSHORI – L50/72087/2014**

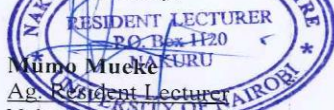
The above named is a student of the University of Nairobi at Nakuru Extra-Mural Centre Pursuing a Masters degree in Project Planning and Management.

Part of the course requirement is that students must undertake a research project during their course of study. He has now been released to undertake the same and has identified your institution for the purpose of data collection on “Determinants for Effectiveness of Monitoring and Evaluation of Infrastructure Project Funded by the County Government in Nakuru East Constituency, Kenya.”

The information obtained will strictly be used for the purpose of the study.

I am for that reason writing to request that you please assist him.

Yours Faithfully,

  
Mumo Mueke  
Ag. Resident Lecturer  
Nakuru Extra Mural Centre