

**FACTORS INFLUENCING THE PERFORMANCE OF
MONITORING AND EVALUATION SYSTEMS IN NON-
GOVERNMENTAL ORGANISATIONS FUNDED
EDUCATIONAL PROJECTS IN MURANG'A COUNTY,
KENYA.**

BY

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**A Research Project Report Submitted in Partial Fulfilment of the Requirements for the
Award of a Master of Arts Degree in Project Planning and Management of the
University of Nairobi**

2016

DECLARATION

This Research Project Report is my original work and has not been submitted to any other university for the award of a degree.

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DEDICATION

This Research Project Report is dedicated to my parents George Njuguna and Margaret Njeri; the two people who fanned the flickering flame of my intellectual curiosity to a full blown fire.

ACKNOWLEDGEMENT

I wish to thank the Almighty God for His grace in accomplishing this task. My sincere gratitude also goes to the staff at the University of Nairobi for the opportunity and support to pursue this degree. In particular, I wish to thank the lecturers and the administrative staff at Thika Extra Mural Centre for their support in my academic pursuit.

I owe my deepest gratitude to my supervisor, Dr Naomi M. Gikonyo for her dedicated supervision. Her patience and guidance has made this a success.

Special appreciation goes to the 2014-2016 class at Thika Extra Mural Centre for their support and friendship. They were a source of inspiration and encouragement any time the going got tough.

Finally, I wish to acknowledge the staff at the NGO Bureau in Nairobi for their support in getting the requisite data on Non-Governmental Organisations in Murang'a County. In particular, I wish to thank Mr. Bakari of the Documentation Centre for allowing me access to their publications.

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ABBREVIATION AND ACRONYMNS

LFA	Logical Framework Approach
M&E	Monitoring and Evaluation
NGO	Non Governmental Organization
PMBOK	Project Management Body of Knowledge
U.N.	United Nations
UNDP	United Nations Development Programme
USAID	United States Agency for International Development

ABSTRACT

Though monitoring and evaluation is still in its nascent stages in Africa, most organizations have come to appreciate its strategic value in keeping track of projects under implementation and reviewing the relevance, impact, sustainability, effectiveness and efficiency of completed and ongoing projects. Greater call for accountability of organizations and governments by donors and the general public coupled with the desire by organizations to show evidence of results have led to adoption of monitoring and evaluation systems. Some international donors actually require evidence of a functioning M&E system in an organization before injecting funds to a particular project. It is therefore imperative that more research is done in this area to contribute to the body of knowledge and contribute to best practices. This study looked at factors influencing the performance of monitoring and evaluation systems in educational projects by Non Governmental Organizations in Murang'a County. Its objectives were to establish the influence of budgetary allocation, stakeholder participation, level of training and strength of the M&E team on the performance of Monitoring and Evaluation systems. This study is expected to help project managers, donor agencies and NGO staff, develop a better understanding of M&E systems and how to improve them to meet the expectations of stakeholders as well as provide valuable information for future interventions. The findings of this study are also expected to advance knowledge and therefore form a base for further studies and also inform policies towards setting up organizational structures for M&E. A descriptive survey design was used for the study where structured questionnaires were used to collect data which was analyzed using SPSS. No sampling was done as all the M&E staff and project managers in NGOs implementing educational projects were to participate. Data was analysed descriptively using descriptive statistics and tables as appropriate. The findings showed that budgetary allocation, stakeholder involvement, training and strength of the monitoring team influence M&E systems. Budgetary allocation generated a mean of 1.98, training had a mean of 2.05 while strength of the monitoring team had a mean of 2.59. Most respondents were neutral on the participation of stakeholders (mean 2.82). It was established that most organisations set aside adequate funds for M&E with 34% setting aside 5-10%. 50.6% of respondents agreed that the project budget is adequate. The study also established that there is a strong positive correlation between the participation of stakeholders and prudent use of funds ($r=0.643$). There was also a strong positive relationship between frequency of training and competence ($r=0.617$). This shows that for organisations to achieve the desired level of competence in their staff, they must invest in training. The study recommends the need for more involvement of stakeholders in M&E planning, data collection and reports presentation. There is also need to empower M&E teas to enhance team work in monitoring activities. Lastly, the study recommends the harmonization of the M&E body of knowledge to ensure that there is industry standard in the use of terms, tools and techniques.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is an important factor in development. There is a direct correlation between levels of literacy and economic wellbeing (Reddy, 2004). Indeed, it is the forth pillar in the Sustainable Development Goals and also an important pillar in Kenya's vision 2030. Even as the government works to ensure access of education for all, NGOs also play an important role in implementing small-scale innovative projects in schooling. Sharma and Mahapta (2007) observe that governments view NGOs as partners in the process of moving towards the goal of education for all.

NGOs in the education sector are commonly involved in basic education. Their interventions may range from school feeding programs to provision of teaching materials. Quite a good number are involved in provision of alternative cheap education to poor and vulnerable segments of the society. In all these activities, whether in the education sector or elsewhere, Non-Governmental Organizations are increasingly coming under pressure to demonstrate results in their activities. This has led to the need for them to embrace best practices in project management.

Since 1950s, the project management discipline has seen tremendous growth; government and industry are embracing it as leaders recognize that they are increasingly managing project-driven organizations (Verzuh, 2005). Project management deals with the organisation of project components to ensure successful completion of the project. According to PMI (2013), project management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements. Project management involves balancing the competing project constraints which include scope, quality, schedule, budget, resources and risks. Singh and Nyandemo (2004) define a project as an endeavour in which material human and financial resources are brought together and organized in a novel way to undertake a unique scope of work, of a given specification within constraints of cost, time and the prevailing environment, so as to achieve beneficial changes defined by quantitative and qualitative objective.

Effective project management requires information on whether the project team is doing things right and whether they achieve the results intended. This information can only be

gathered through the monitoring and evaluation process. Strong Monitoring and Evaluation (M&E) systems provide the means to compile valuable information and make necessary adjustment in the project management processes. Though often considered as one, Monitoring and evaluation are two distinct albeit complementary processes. Project monitoring is a continuous and periodic review and overseeing of the project to ensure that input deliveries, work schedules, target outputs and other required actions proceed according to plan (UNFPA, 1990). It is an ongoing process that employs the systematic collection of data related to specified indicators in projects. It is therefore a way of improving efficiency and effectiveness of a project by providing the management and stakeholders with project progressive development and achievement of its objectives within the allocated funds (World Bank, 2011). It therefore keeps track of the project work and informs the management when things go wrong. It usually reports on actual performance against what was planned. Hence, it is an invaluable tool for good management as well as a useful base for evaluation. Monitoring is an internal function to a project and it involves: establishing indicators, setting up systems to collect information, collecting, recording and analysing information and using the information to inform day-to-day management. Monitoring is important since it necessitates the modification of activities if they emerge not to be achieving the desired results (Shapiro, 2011). A monitoring system should therefore warn, early on in the intervention that the goal will be achieved as planned.

Evaluation on the other hand is a scientific based appraisal of the strengths and weaknesses of the project (Hunter 2009). It is a scientifically rigorous procedure that is similar in approach to research. Evaluation is a time-bound and periodic activity that provides reliable information to answer specific concerns to guide decision making by the project team and policy makers. Evaluation may assess relevance, efficiency, effectiveness, impact and sustainability. Impact evaluations are beneficial in evaluating whether underlying theories and assumptions were valid, identify what worked and what did not and find out why. While monitoring helps improve an ongoing undertaking by addressing weaknesses in implementation, evaluation establishes the worth of a project as a basis for planning for future projects. There are two types of evaluation: formative evaluation which is done when the project is ongoing and summative evaluation which is done after the completion of the project and withdrawal of external support.

The goal of M&E is to improve current and future management of outputs, outcomes and impact (UNDP, 2006). Monitoring provides the project team and key stakeholders of a

development intervention with indications of the extent of implementation progress and achievement of targeted results and helps to keep tabs on the use of allocated resource. In addition, monitoring provides essential inputs for evaluation and therefore constitutes part of the evaluation procedure. Evaluation is a systematic and objective assessment of a complete or ongoing program or project in its design, implementation and results. The core objective of this process is to provide timely assessments of the relevance, efficiency, effectiveness, impact and sustainability. When M&E is done effectively, it helps implementers make informed decisions regarding program operations, service delivery and program effectiveness using objective evidence. M&E should be methodologically sound; it should have consistent indicators, be evidence based, appropriate and embrace a triangulated approach. In addition, M&E should be planned; it should be an integrated component of management, have a defined scope, be cost-effective and systematic.

Monitoring and evaluation is, however, a complex, skill intensive and multidisciplinary. It is therefore necessary for organisations to establish a sound M&E system that will inform how the processes will be carried out. A monitoring and evaluation system is a set of organisational structures, management processes, standards, strategies, plans, indicators, information systems, accountability and reporting relationships which enables an organisation to carry out its M&E functions effectively. It is a designed strategy of the way continuous monitoring and evaluation is done (Nuguti, 2010). In addition to these formal managerial elements are the organisational culture, capacity and other enabling conditions which will determine whether the feedback from the M&E function influence the organisation's decision making, learning and service delivery.

A comprehensive monitoring and evaluation system establishes M&E as a way of life for the project (Nuguti, 2010). It ensures that M&E form part of the organisational culture. Monitoring and evaluation planning and design must be prepared as an integral part of the project design and be part of the planning process. It would be difficult to set up an M&E system later when things have begun to happen or gone wrong. Developing and implementing a monitoring and evaluation system for the organization has enormous benefits derivable from using and learning from the system. This guarantees responsibility, accountability and transparency. The system enables a better understanding of the target population's needs since this is from where objectives are designed. As a result of the tracking, the identified and designed objectives are more achievable and measurable.

Good systems ought to incorporate views of all the stakeholders since their participation is critical to project sustainability which is usually a result of a sense of ‘ownership’ of the beneficiaries. A good M&E system will show the need for mid-course corrections or adjustments if needed. In addition, it will enhance monitoring and evaluation efficiency and cost effectiveness through numerous strategies, including assimilating the project monitoring and evaluation systems with other appropriate information and communication systems and technology.

Despite the benefits that accrue from having a defined monitoring and evaluation system in an organisation, many NGOs still do not have one (Chikati 2009). Nuguti (2010) attributes the lack of monitoring and evaluation in organisations to inadequate fiscal resources, political unwillingness, lack of prior experience and lack of expertise on the development of the system. Chikati (2009) also observes that there is weak interest and commitment to the evaluation function by both donors and African civil society organizations. He further observes that there exists a weak culture of carrying out, sharing, discussing and using the results of evaluation activities among African NGOs and donors.

Most of the non-governmental organisations operating in Murang’a County are donor funded. As such, there is intense pressure to monitor and evaluate their work. For example, Bridge International Academy which is funded by Bill and Melinda Gates Foundation and operates at Mjini slums in Murang’a town uses technology and roving quality assurance teams to track learning outcomes.

1.2 Statement of the Problem

Monitoring and evaluation is a critical process in the project cycle. For projects to be implemented on time, within budget and in the planned scope and quality, every step must be keenly monitored in order to identify any defects or diversions from the objectives and take the necessary corrective measures. This explains why M&E is moving from the periphery and occupying the centre stage in the management of donor funded projects as a tool to measure performance and enhance accountability.

However, despite the benefits that accrue to having an effective M&E system, most organisations in developing countries don’t have mechanisms of tracking their performance. The Kenya Social Protection Review (2012) states that the monitoring and evaluation of social programs in Kenya is weak and where it is done, the information is not made public.

Other scholars (Hughes, 2002; Ramesh, 2002) have established that many NGOs face a number of challenges in the adoption of M&E systems.

Dobi (2012) observes that evaluation in most NGOs is still weak and the attention given to monitoring and evaluation is not consistent throughout the project cycle. Dobi (2012) further identifies a lack of methodological clarity on adoption of M&E systems as the reason there is no effective M&E in many organisations.

The number of donor funded projects that never achieve their objectives despite the millions injected into their implementation points to a lack of commitment to monitoring and evaluation. Different scholars have strived to explain the failure of M&E systems in NGOs. Chesos (2010) notes that NGOs lack the capacity to seek the services of skilled M&E professionals and ICT staff who understand M&E systems and are able to develop appropriate tools. This results to substandard M&E systems that do not meet either the managerial or donor needs. A study carried out by Koffi-Tessio (2002) established that M&E systems are not meeting their obligatory requirements as decision making tools; instead their activities are viewed as controlling by a bureaucratic management. Furthermore, M&E is at times viewed as a donor and not a management requirement (Shapiro, 2011). This perception undoubtedly affects any effort to streamline M&E operations in an organisation.

Koffi-Tessio (2002) attributes the poor acquisition of the appropriate M&E systems by NGOs to a tendency by organizations to overemphasis physical infrastructure rather than methodological and conceptual training. This shows that there is need to demystify M&E and emphasis its relevance as a management tool.

Though there exists a lot of literature on the need for having a functional M&E system in an organisation, not much has been written on the factors that influence the implementation of this system. In addition, little attention has been given to the education sector as can be inferred from the little data available. Therefore, there is need to find a credible explanation as to why M&E systems in NGOs are not functioning satisfactorily. This study sought to evaluate the factors influencing the performance of monitoring and evaluation in educational projects funded by NGOs in Murang'a County. This area was selected because despite the high number of NGOs operating in the region whose activities are pegged on the improvement of social and economic wellbeing of the population in the county, there has not been any tangible result in the recent past (Ministry of Devolution and Planning, 2013).

1.3 Purpose of the Study

The purpose of this study was to investigate the factors influencing the performance of monitoring and evaluation systems in non-governmental organizations funded educational projects in Murang'a County, Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i. To establish the extent to which budgetary allocation influences the performance of Monitoring and Evaluation systems in Non-Governmental Organisations funded educational projects in Murang'a County, Kenya.
- ii. To determine the extent to which stakeholder participation influences the performance of Monitoring and Evaluation systems in Non-Governmental Organisations funded educational projects in Murang'a County, Kenya.
- iii. To assess the extent to which level of training influences the performance of Monitoring and Evaluation systems in Non-Governmental Organisations funded educational projects in Murang'a County, Kenya.
- iv. To assess the extent to which strength of the M&E team influences the performance of Monitoring and Evaluation systems in Non-Governmental Organisations funded educational projects in Murang'a County, Kenya.

1.5 Research Questions

This study sought to answer the following research questions:

- i. To what extent does budgetary allocation influence the performance of Monitoring and Evaluation systems in Non-Governmental Organisations funded educational projects in Murang'a County?
- ii. To what extent does stakeholder participation influence the performance of Monitoring and Evaluation systems in Non-Governmental Organisations funded educational projects in Murang'a County?
- iii. To what extent does the level of training influence the performance of Monitoring and Evaluation systems in Non-Governmental Organisations funded educational projects in Murang'a County?

- iv. To what extent does the strength of the M&E team influence the performance of Monitoring and Evaluation systems in Non-Governmental Organisations funded educational projects in Murang'a County?

1.6 Significance of the Study

The result findings and the recommendations in this study are expected to help project managers, donor agencies and NGO staff operating in the education sector better understand the influence of budgetary allocation, stakeholder involvement, level of training and strength of the monitoring team on the performance of monitoring and evaluation systems and thereby devise ways to manipulate these variables for better results. It will also help them to develop a better understanding of M&E systems and how to improve them to meet the expectations of stakeholders as well as provide valuable information for future interventions. The study will also inform policies towards setting up of monitoring and evaluation systems and show how M&E can be used as a management tool to improve accountability and transparency.

The findings of this study are also expected to advance knowledge on the factors influencing the performance of monitoring and evaluation systems and therefore form a base for further studies for those who intend to pursue further research. Considering that project management is a relatively new field in Kenya, there is need for studies like this in order to improve the body of knowledge in the field that is relevant to the Kenyan context.

1.7 Delimitation of the Study

Murang'a County is one of the five counties in Central region of the Republic of Kenya. The county occupies a total area of 2,558.8Km² (Ministry of Devolution and Planning, 2013). The county is divided into seven constituencies with a total population of 942,581 persons (KNBS, 2013).

The study was confined to establishing the factors influencing the performance of Monitoring and Evaluation systems in educational projects by Non-Governmental Organisations. This is because, despite the benefits that accrue to monitoring and evaluation systems, there is a weak culture of carrying out, sharing, discussing and using the results of evaluation activities among NGOs (Chikati, 2009). In addition, M&E is one of the key management processes that enhance project implementation.

The study was limited to active NGOs in the region. Though there are over five hundred NGOs registered to operate in Murang'a County, some of them have not seen any project to completion.

1.8 Limitations of the Study

This study faced two main challenges: time and cost. Sharing time between job, family and the research work was a challenge. The researcher also faced financial challenges due to the large geographical area that the study covered. NGOs in Murang'a County have their bases in areas that are far apart and visiting the areas to have questionnaires filled was costly.

The researcher also faced the challenge of uncooperative informants due to suspicion on the real motive of the study. Some NGO staff thought that the researcher was a covert investigator for the donors or the government and thereby withheld some information.

1.9 Basic Assumptions of the Study

The researcher assumed that the identified NGO staff will cooperate and share information on their M&E operations by answering the questionnaires correctly and accurately. The researcher also assumed that the respondents will be literate and able to comprehend questionnaire items and respond to them adequately.

Another assumption was that the sample selected was a good representation of the NGOs within Murang'a County and therefore the findings would be representative.

1.10 Definition of Significant Terms

Budgetary Allocation: Amount of resources allocated for M&E in a particular NGO.

Level of Training: The extent to which an employee is well versed with a particular skill.

Monitoring and Evaluation system: A set of interrelated elements that aid in the process of systematically collecting and analysing data on an ongoing project and the comparison of the project outcome/impact with the planned objectives.

Non Governmental Organisation: A private voluntary entity not operated for profit or for other commercial purposes but which has organized itself for the benefit of the public at large and having as its objective the promotion of social welfare in a given community.

Performance: The degree to which an M&E system operates according to specific criteria or achieves results in accordance with specific plans.

Stakeholder Participation: Active involvement of the various groups party to the project in M&E activities.

Strength of the M&E team: The number, experience and ability of the team responsible for planning and executing monitoring and evaluation.

1.11 Organization of the Study

This Project Research Report is organized in three chapters. The first chapter gives an introduction to the study. Here, the background to the study, the problem the study sought to address, the purpose of the study, research objectives and research questions have been examined. This is followed by examining the significance, delimitation, limitations, basic assumptions and definition of significant terms in the study. The second chapter of the report presents the theoretical foundation of the research. Material published by other scholars in this field has been reviewed. The third chapter presents the research methodology. In this chapter the research design, target population, sampling procedures, data collection procedures, research instruments and data analysis techniques have been reviewed. The fourth chapter is on data presentation, analysis, interpretation and discussion. Chapter five of the study is on findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, available literature on performance of monitoring and evaluation systems has been critically analysed. The review includes work by other scholars both at the international and local scale. By pointing out weaknesses and gaps of the previous researches, it will help support the current study with the view of suggesting possible ways of filling them.

The chapter begins with background information to Monitoring and Evaluation, then discusses the theoretical framework upon which this study is founded. The review also discusses the connection between the independent variables: budgetary allocation, stakeholder participation, level of training, strength of the monitoring team and performance of monitoring and evaluation.

2.2 The Concepts of Monitoring and Evaluation

Monitoring and evaluation have been in existence since the ancient times (Kusek and Rist, 2004). The requirement for M&E as management tools to show performance has grown with the demand by stakeholders for accountability and transparency in NGOs and other institutions including the government (Gorgens et al, 2010). Development Banks and bilateral aid agencies also regularly apply M&E to measure development effectiveness as well as demonstrate transparency. Governmental and non-governmental organisations in development co-operation are increasingly coming under pressure to improve monitoring and evaluation of activities, with particular emphasis on measuring the effects of their interventions on beneficiaries.

Three main reasons for improving monitoring and evaluation of effects are given. The first one is accountability towards stakeholders. On the one hand, the beneficiaries (communities) demand an explanation on the benefits or effects of work done, especially when they are formally organised in one way or another. On the other hand, the funding agencies demand an explanation on financial aspects, especially on the efficiency of the work done. The second key reason for improving monitoring and evaluation is learning from experiences. There is need to increase the learning effects and improve the effectiveness and efficiency within the implementing organisation and within the sector. Monitoring and evaluation also helps to

ascertain sustainability of a project. In the view of limited resources and limited time span of projects, there is need to understand when activities can be left in the hands of local organisations and be ran and sustained at the local level.

Monitoring and Evaluation is a combination of two processes which are different yet complementary (Gorgens and Kusek, 2009). It is the process of systematically collecting and analysing information of an ongoing project and comparing the project outcome/impact against the project intentions (Hunter, 2009). An M&E system on the other hand is a set of components which are related to each other within a structure and serve a common purpose of tracking the implementation and results of a project. It is therefore an integrated system of reflection and communication that support project implementation. An M&E system is made up of four interlinked sections which are: setting up of the M&E system, implementation of the M&E system, involvement of the project stakeholders and communication of the M&E results (Guijt et al, 2002). Theoretically, an ideal M&E system should be independent enough to be externally credible and socially legitimate, but also not independent to lose its relevance (Briceno, 2010). It should therefore be able to influence policy making from recommendations and lessons learnt as well as be sustainable overtime for it to be sustainable over time and be responsive to the needs of the stakeholders.

Information got from M&E can be used to serve many purposes. A successful M&E system is therefore measured by the utilisation of the information got from it (Briceno, 2010). It should also be able to: clarify the expected impact of the project; show how progress and impact will be assessed; collect and analyse necessary information for tracking progress and impact, give detailed reasons for success and failure, and show how this information can improve future actions (Welsh et al, 2005).

Monitoring and Evaluation is an integral part of the project design, implementation and completion (Chaplowe, 2008). It is useful to all projects, big or small, since information got from it enables better decision making by helping to identify project areas that are on target and those that need to be adjusted or replaced. Although different types of projects require different types of M&E systems, collection of data and information at all levels of project life cycle adds value to every stage of the project by ensuring project targets are met. Weaknesses in the project are also identified on time and collective measures taken (Georgens et al, 2010). An effective M&E system also calls for the interaction between the employees, procedures, data, technology and key stakeholders, in order to ensure feasibility and

ownership (Chaplowe, 2008). Although monitoring and evaluation are not of inherent value by themselves the information they provide is significant to improving performance (Mackay, 2010), which helps in learning from what/how we are doing or have done by focusing on efficiency, effectiveness, impact, relevance and sustainability (Hunter, 2009).

According to Kenya Social Protection Sector Review (2012), that focused on main programmes in the social protection sector in Kenya conducted through literature review, landscape survey and in-depth interviews with project implementers, not many programmes in Kenya have a functional M&E system despite being credited for promoting transparency and accountability. From the programs reviewed, 96% had developed some type of indicator framework for M&E, 91% conducted monitoring activities, 61% had a planned or ongoing impact evaluation and 39% had no M&E report for public consumption. This was attributed to programs not allocating the required resources at the design stage of the M&E system.

According to the international benchmark, the M&E allocation should be 10-12% of the total program cost. However, most programs in Kenya were seen to allocate less than this. There was also an inconsistency in the choice of performance indicators among the Kenyan programs which led to incoherent and incomprehensive M&E systems. Out of 88.1% of the Kenya Safety Net programmes, only 16.7% could provide the review team with a logical framework. The review also established that although M&E rarely influenced the decision making process, its information was being used to inform project and programme designs as well as inform policies. The review also notes that the country relies much on M&E international consultants and therefore recommends capacity building of locals.

2.3 Budgetary allocation and performance of M&E systems

To The project budget should provide a clear and adequate provision for monitoring and evaluation activities. A monitoring and evaluation budget should be about 5 to 10 percent of the total project budget (Kelly and Magongo, 2004). A key function of planning for M&E is to estimate the costs, staff and other resources that are needed for M&E to work. It is important for M&E officers to weigh in on M&E budget needs at the project design stage so that funds are set aside specifically for M&E and are available to carry out key M&E tasks. Often, project managers struggle with the question of the proportion of a project's budget that should be allocated to M&E. A general rule of thumb is that the M&E budget should not be so small as to compromise the credibility and accuracy of results, and neither should it divert project resources to the extent of impairing the project implementation.

Quite often money to undertake M&E is not factored in implementation of many projects. One in four countries with a national M&E plan has not calculated the budgetary requirement (Report on the Global AIDS Epidemic, 2008). M&E activities tend to be pushed to the periphery in the allocation of funds for project activities. In more than half of the countries, 54%, M&E activities are exclusively financed through external sources (Report on Global AIDS Epidemic, 2008). The report further adds that only one in ten countries report financing of HIV monitoring through domestic funding and in most countries, M&E budget accounts for only 0.1% of national HIV expenditure.

In Kenya, there are policies to ensure that all implementing agencies at national and devolved levels have M&E budget for each project by making sure that state and non-state actors set aside at least five percent of all development budget for M&E, with 2.5% allocated for M&E operational and capacity building costs and 2.5 percent for M&E technical infrastructure. To ensure efficiency and avoid duplication M&E technical infrastructure should use the same integrated platform as NIMES wherever possible. National Integrated Monitoring and Evaluation System (NIMES) was conceptualized as the mechanism for the government of Kenya to monitor the implementation of the economic recovery strategy. NIMES was officially launched for implementation in September 2007 (National Monitoring & Evaluation Policy, 2012). The key objectives of NIMES are: to provide the government with reliable mechanisms to measure the efficiency and effectiveness of public projects and policies; provide the government with the needed policy implementation feedback to efficiently allocate its resources over time; set the basis for a transparent process by which the government and the international donor community can undertake a shared appraisal of results; and create smooth release of external support including budgetary support.

2.4 Stakeholder Participation and performance of M&E systems

While examining the best method for enhancing effectiveness and efficiency of implementing aid projects, Crawford and Bryce (2003) argue that the best way to achieve results for a large organization like a country is through stakeholders' participation. Further, Crawford and Bryce (2003) suggest that the only way for the stakeholders to safeguard the project and guarantee its sustainability is when the process is inclusive from the project design to its closure.

Engaging stakeholders in discussions about what, how and why of program activities is often empowering for them and additionally, promotes inclusion and facilitates meaningful

participation by diverse stakeholder groups (Donaldson, 2003). Stakeholder participation means empowering development beneficiaries in terms of resources and needs identification, planning on the use of resources and the actual implementation of development initiatives (Chambers, 1997; Chitere, 1994). Hence, a project manager should identify all stakeholders at the early stages of the project and document their requirements, interests, level of involvement, expectations, influence and power, possible impact, and communication requirements in the stakeholder register.

It is important to note that some of these stakeholders may have little interest or influence on the project but the project manager has to take care of them as well because they may later turn out to be dominant stakeholders. Best practice demonstrate that a central factor facilitating update of evaluations is stakeholder involvement. Stakeholders should be involved at the early stages of the evaluation process, attract support of high profile champions and include political agents interested in learning or using instruments to demonstrate effective M&E. Proudlock (2009) established that the entire process of impact evaluation and specifically the analysis and interpretation of results can greatly improve if the intended beneficiaries participate since they are the primary stakeholders and the best placed to judge their own situation. However, stakeholder engagement needs to be managed with care. Too much stakeholder involvement could lead to undue influence on the process of evaluation, and too little may result in evaluators over-dominating the process (Patton, 2008). The choice regarding the purpose and scope of impact evaluations are political and has important implications on choosing of suitable methodologies, the kind of knowledge and conclusions generated, and how this knowledge will be used. It is important then to factor in adequate time for the adequate participation of all stakeholders in determining the purpose and scope of impact evaluations (Patton, 2008; Sandison, 2006; Proudlock, 2009).

The growing interest within the international aid community in participatory approaches to development programming is as a result of lessons learned in the past. It was found that participation of the project stakeholders, central level decision makers, local level implementers, and communities affected by the project, in project design, implementation, monitoring and evaluation, improves project quality and helps address local development needs. It increases the sense of ownership of project activities at the national and local levels. (UNFPA, 2004).

There should be effort to shift from conventional to more participatory approaches to M&E. However, the extent to which different project stakeholders are involved in M&E varies according to the purpose of M&E and the general institutional receptiveness to the use of participatory approaches. In each instance, project managers must decide which group of stakeholders should be involved, to what extent and how. The level of stakeholder participation in evaluations, however, is dependent on the evaluation questions and circumstances. Participatory evaluations are usually useful when there are concerns about implementation challenges or effects of the project on different stakeholders or when information is needed on stakeholders' knowledge of project goals or their opinion on the progress. A conventional approach to evaluation is usually more suitable when there is need for objective and independent outside judgement and when specialized information is needed that can only be provided by technical experts. Such an approach is also more appropriate when key stakeholders don't have time to participate, or when such serious lack of agreement exists among stakeholders that collaborative approach is likely to fail (Nina and Anastasia, 2007).

2.5 Level of training and performance of M&E systems

Training is a process by which individuals gain knowledge, skills and attitudes that are helpful. In a study on influence of training on the implementation of community based projects in Nyeri district, Wamuhu (2010) indicated that training in skills and knowledge of basic project management should be emphasized in order to steer projects effectively. Nabris (2002) asserts that M&E carried out by untrained and inexperienced people is bound to be time consuming, costly and the results generated could be impractical and irrelevant. This impacts on the success of the project. Kusek (2004) further adds that capacity building in the workforce is needed in order to develop, support and sustain a result based monitoring and evaluation system. The staffs implementing the M&E plan need to be trained on modern data collection and analysis methods to ensure success of the process.

The technical capacity of the organization in conducting evaluations, the value and participation of its human resources in the policy making process and their motivation to impact decisions, can be huge determinants of how the evaluation's lessons are produced, communicated and perceived (Vanessa and Gala, 2011). M&E is a skill intensive endeavour and as such, training of staff is integral. Different approaches can be used in training of staff. The first step in carrying out training should be a training needs assessment. The training

officer should first seek to identify the knowledge gaps within the organization which the training intervention will be seeking to fill. This should be followed by developing course content that is targeted at filling the identified knowledge gap. This training can be done on site, where the staff are trained in the process of carrying out their normal duties or off site in short term courses.

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 (Reijer et al, 2002).

According to Jarya (2007), training and education offer the greatest asset to an enterprise. Investing in human capital with the requisite skills and knowledge is a worthy undertaking because workers with a wealth of knowledge make resources more productive. For an M&E system to perform as expected, organisations must equip their staff with the necessary skills in data collection, analysis and interpretation. M&E officers must have a thorough knowledge on the use of the tools and techniques used by the particular organisation.

For a monitoring and Evaluation system to perform to the expected levels, the staff who are an important component of the system must have thorough knowledge in the processes of monitoring and evaluating projects and programs. There is need also for the staff to keep in touch with new trends in the discipline. This can be done by joining professional bodies for evaluators where they can interact with other practitioners in the field.

2.6 Strength of the M&E team and performance of M&E systems

The team responsible for M&E is the main driving force for the monitoring and evaluation processes. Proper M&E directly promotes project success and this makes the M&E personnel critical to the implementation process. A better equipped team leads better planning and more adequate and flexible controlling of the project and ensures improved information flows within and outside the team. According to Fernando (2009), managers need to be aware of the importance of the project team's competence. There are times external factors are blamed for poorly implemented projects whereas the real problem lies with recruitment, selection and equipping of the leader and members of the team.

According to Wong & Tein (2007), the skills and competence of the project team is one of the frequently cited factors influencing project implementation success because the more experienced and skilled the team the less time and money is spent on ensuring smooth rollouts with minimal errors; experienced teams also have good contingency and risk management plans for successful rollouts. All members of the project team must be committed to the success of the project and the overall mission of the organization. Apart from their skills and commitment, project team members should have clear communication channels to access “both the functional manager and project manager within a matrix organization. Effective management of this dual reporting is often a critical success factor for the project” (PMBOK Guide, 2004).

The strength of the monitoring team can be defined in several aspects. One is the number of personnel in the team. For a team to be effective in carrying out its duties, the number of staff must be commensurate to the amount of work to be done. Large projects need a large M&E team while a small project may require just a small team. Another important characteristic of the team that must be put into consideration is the experience of the staff. The experience can be defined in terms of the length of time that the staff have been involved in monitoring and evaluation activities. If the team is composed of staff who have a wealth of experience, chances are that the monitoring and evaluation system is going to perform better.

2.7 Theoretical Framework

This section looks at the underlying theories that inform the process of monitoring and evaluation in organisations. Chen (1997) describes the term theory as a frame of reference that helps human beings to understand their world and how to function within it. The first recognizable advancement in evaluation occurred in the U.S. in 1960s and 1970s under the Kennedy and Johnson administrations, when many social programs were developed heavily supported by federal funding under the policies of the “War on Poverty” and the “Great Society”. New M&E theories, methods and tools have continued to be developed and refined to address a much broader and diverse range of emerging M&E challenges.

Donaldson (2001) argues that M&E theories play several important roles in M&E. Such theories and prior research can be informative for initial needs assessment and policy design. Therefore, a careful examination of available literature, including primary studies, can turn up knowledge about effective policy strategies for dealing with the problems of concern, lessons learnt about what does not work which may save time and resources to planners,

institutions and policy makers. Equally, evaluation theories also guide planners and researchers on identifying key program elements and articulating how these elements are expected to relate to each other.

2.7.1 Program Theory

A programme theory describes how a project, a programme, a policy, a strategy is contributes to a chain of results that produce the intended impacts. It shows the capability of the program to fix a problem by addressing the needs in the needs assessment. It also gives tools to determine areas of impact in evaluation (Sethi and Phillipines, 2012). Most NGOs deal with human service programs that are designed to improve the society, which are at times designed and redesigned in due course (Hosley, 2005). The concept of a program theory is similar to the one used in logical models. The program theory hence uses logical framework approach as its methodology (J-Pal, 2003). The program theory can be represented graphically through the logical model. The logical model is used in guiding stakeholders' engagement, the management and evaluation of outcomes (Hosley, 2009). Programme theory provides a kind of a conceptual framework for monitoring and evaluation.

A programme theory is a useful way of highlighting existing evidence about a programme, and clarifying where there is misconceptions about how the programme is understood to work, and where there are gaps in the evidence.

2.7.2 Theory of Change

Theory of change is part of the program theory that emerged in the 1900s as an improvement to the evaluation theory (Stein and Valters, 2012). A theory of change is a tool used for developing solutions to complex social problems. It provides a comprehensive picture of early and intermediate term changes that are needed to reach a long term set goal (Anderson, 2005). It therefore provides a model of how a project should work, which can be tested and refined through monitoring and evaluation. A theory of change is also a specific and measurable description of change that forms the basis for planning, implementation and evaluation. Most projects have a theory of change although they are usually assumed (CARE, 2013). The theory of change helps in developing comprehensible frameworks for monitoring and evaluation. It is mainly used by NGOs and donors to articulate long term impact on projects (James, 2011).

2.7.3 Results Theory

Joley (2003) argues that organizations exist to achieve certain results; and as such, implementers should not confuse activities for accomplishments; processes for results; and list-to-do items for deliverables. Measurement of performance must be result based rather than process oriented. Cheung (1997) advanced the theory that the end justifies the means; and as such, as long as results are seen, how and who gets the work done is not important. This school of thought has been critiqued by proponents of participatory development such as Mohan (2010) for organizational results to be achieved.

2.8 Conceptual Framework

A conceptual framework is a hypothesized model that seeks to identify the concepts being studied and their relationships (Mugenda & Mugenda, 2003). It presents in a diagrammatic form the way the researcher has conceptualized the relationship between the independent and the dependent and also the confounding variables. This section provides a structural description of the relationship between the variables forming the concepts of the study on performance of monitoring and evaluation systems in Non-Governmental Organizations. The framework below is an illustration of possible factors influencing performance of monitoring and evaluation systems. The independent variables are grouped together in the left but not in any order of importance. The dependent variable is placed on the right hand connected with an arrow as a sign of direct relationship.

Independent variables

Dependent Variable

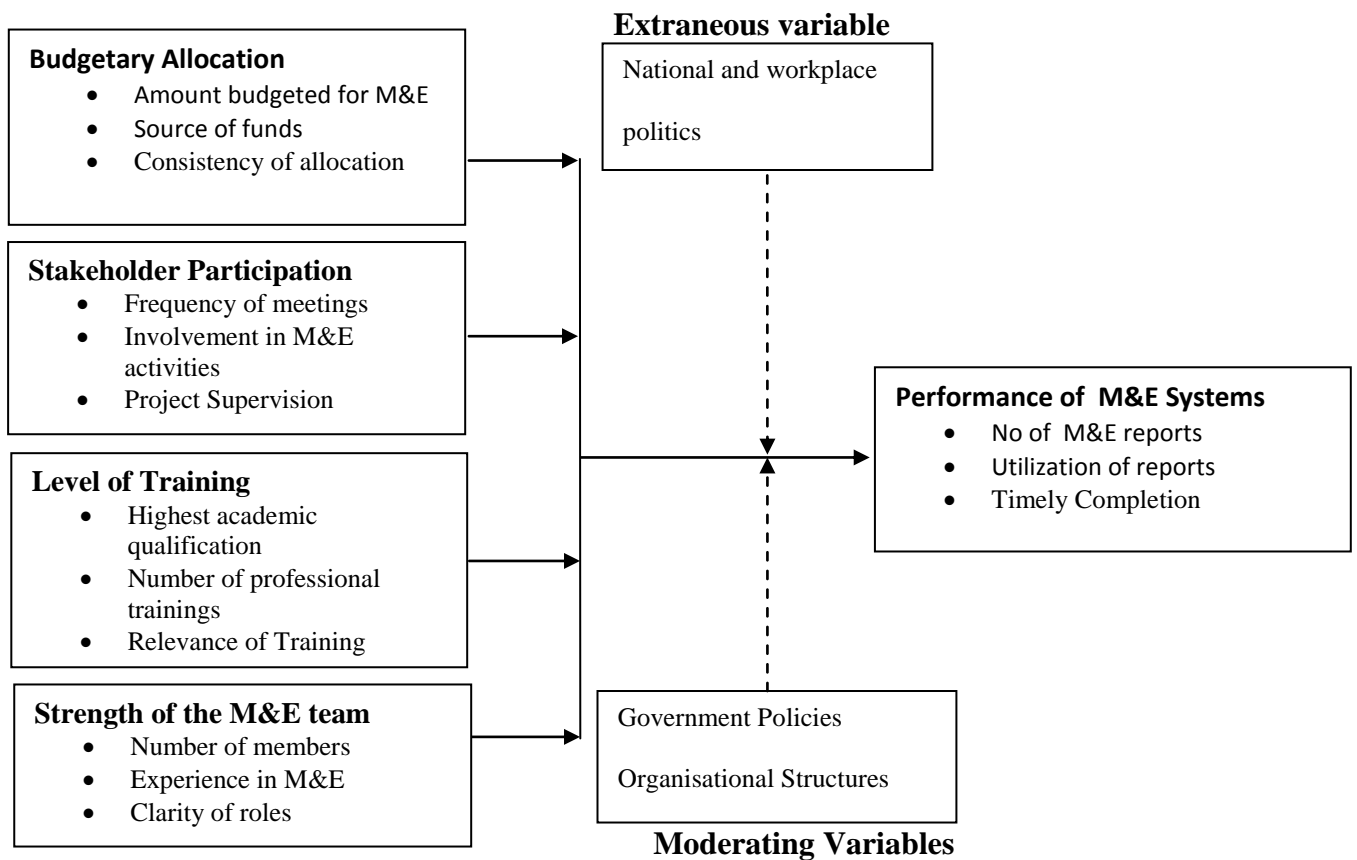


Figure 1: Conceptual framework

The conceptual framework above gives a depiction on how the variables are related to one another. The variables defined here are independent and dependent variables. And independent variable influences or causes change in the dependent variable. The independent variables in this study will be Budgetary allocation, Stakeholder participation, level of training and strength of the monitoring team.

The dependent variable is the factor which is observed and measured to determine the effect of the independent variable. The dependent variable in this study will be performance of monitoring and evaluation systems in educational projects by of NGOs in Murang'a County.

2.9 Summary of Literature Review

The literature review in this study comprised of the theoretical framework, an analysis of the independent variables and the conceptual framework. In the theoretical framework, theories that have a bearing on this study were analysed. These include program theory, theory of change, evaluation theory and results theory. The review shows how the theories inform the methodology of the research.

Literature on the influence of budgetary allocation on effective M&E has been reviewed. M&E plan should be laid down at the project design phase and adequate resources budgeted to facilitate the process. A monitoring and evaluation budget should be about 5 to 10 percent of the total project budget (Kelly and Magongo, 2004). In addition, the issue of stakeholder participation is discussed. FAO (1990) and World Bank (1998) observe that the limited success of many development initiatives can be attributed to failure to involve people in the adoption of M&E for project management. World Bank (2004) states that stakeholders should be involved in identifying the project, the objectives and the goals, and identification of indicators that will be used in monitoring and evaluation.

There's also a discussion on the influence of level of training on the performance of M&E systems. IFAD (2015) notes that one of the challenges facing the practice of M&E is the lack of skills on the application of the different methods and techniques. There is emphasis on the need to train staff on different aspects of data collection and analysis. The section also discusses the concept of strength of M&E team and its influence on performance of M&E systems. It has been demonstrated that the number of staff carrying out M&E and their experience will have a direct influence on the performance of M&E.

Finally, there is a conceptual frame work that diagrammatically represents the relationship between the independent variables and the dependent variable.

2.10 Research Gaps

This section analyses the knowledge gaps from previous studies done in the area of Monitoring and evaluation.

STUDY	FOCUS OF STUDY	METHODOLOGY	FINDINGS	GAP IN KNOWLEDGE	FOCUS OF CURRENT STUDY
Wachamba, 2013	Determinants of effective M&E Systems in NGOs Within Nairobi County, Kenya.	The methodology used in the study was quantitative with M&E officers and project managers as the target population. The researcher used self administered questionnaires to collect the data.	The study found that selection of tools and techniques and the role of management, M&E Training and Technical Expertise are important determinants in the effectiveness M&E systems.	The assumption in this study is that as long as M&E practitioners are well train have and have the technical expertise, then their performance will necessarily be up to expected standards. This assumption ignores other factors that affect employee performance like team dynamics.	This study focuses on the influence of the strength of the M&E team in the performance of M&E systems. It evaluates the influence of factors such as competence, clarity of roles, teamwork and commitment.
Muinde, 2015	Factors influencing effective M&E of child rescue projects in Kenya.	The study used a descriptive survey design and the target population was all the staff of St. John's Community Centre Pumwani, Nairobi.	The study established that the level of training, budgetary allocation, stakeholder involvement and institutional frameworks all influenced M&E processes.	The study concentrated more on the contextual factors that may influence M&E systems. The scope of the study did not cover cognitive factors that are inherent to the M&E officers and that may affect the functioning of M&E systems.	This study evaluates the influence of cognitive factors like commitment to M&E activities, competence and team work.
Mushori, 2015	Determinants of effective M&E of county government funded infrastructural development projects, Nakuru East constituency, Nakuru county.	The study adopted a descriptive survey design where questionnaires were used to collect data.	The study established that technical skills, budgetary allocation, and stakeholder participation were significant in the influence of M&E.	In studying budgetary allocation, the study did not cover critical aspects like the stage at which the funds are allocated and prudence of use of the financial allocation.	This study addresses concerns in like consistency of funding, the stage in the project cycle at which the allocation is made, whether the funds are used prudently and the adequacy of the budget.
Koffi-Tessio, 2002	Efficacy and efficiency of M&E Systems for projects financed by World Bank Group.	The study was done through desk reviews and interviews in Burkina Faso, Mauritania, Kenya, Rwanda and Mozambique.	It was found that M&E Systems are not meeting their obligatory requirements as decision making tools; instead, their activities are viewed as controlling by a bureaucratic management.	The study was delimited to the public sector. The findings therefore cannot be generalised in the world of non-governmental organisations.	This study concentrates on the performance of M&E systems in NGO funded education projects.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research design, target population, sampling procedure, data collection methods, research instruments, data analysis, ethical considerations and operationalization of variables. Research methodology is the procedural plan that is adopted by the researcher to validly, objectively, economically and accurately answer the research questions.

3.2 Research Design

Descriptive survey design was employed for the research study. Shield and Rangarjan (2013) indicate that descriptive survey is used to describe characteristics of a population or a phenomenon being studied. According to Best (2004) a survey is a means of gathering information about the characteristics, actions or opinions of a group of people referred to as a population. This design involves collecting original data using a questionnaire for the purposes of describing a population which is too large to observe directly. The descriptive survey design helps answer questions like who, what, where and how on describing the phenomenon under investigation. The research study will use quantitative approach.

3.3. Target Population

Mugenda and Mugenda (2003) define target population as the entire group a researcher is interested in or the group about which the researcher wishes to draw a conclusion. According to Wiersma and Jurs (2005), it is all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study. This study targeted 12 projects with 86 M&E personnel and 12 project managers. This population was best placed to provide the required information for the purposes of this study. The table below shows a breakdown of the target population.

Table 3.1 Target Population

Organisation	Project Staff	Project Managers
1.Murang'a County Initiative	8	1
2.Bridge International	11	1
3.Murang'a County Youth Initiative	7	1
4.Kenya Talents Development Organisation	4	1
5.Life Equipping and Restoration Services	9	1
6.Kenya Education Fund	6	1
7.Concern WorldWide	5	1
8.Kenya Works	7	1
9.The Kenya Community Education Project	3	1
10.Project Education, Inc.	7	1
11.Education Partnership Africa	11	1
12.Global Education Initiative	8	1
Total	86	12

3.4 Sample Size and Sampling Technique

Sampling refers to the selection of a subset of individuals from within a statistical population to estimate characteristics of the whole population. Census was used because the number of subjects was manageable. Table 3.2 below shows the sample size.

Table 3.2 Sample Size

Organisation	Project Staff	Project Managers
1.Murang'a County Initiative	8	1
2.Bridge International	11	1
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8.Kenya Works	7	1
9.The Kenya Community Education Project	3	1
10.Project Education, Inc.	7	1
11.Education Partnership Africa	11	1
12.Global Education Initiative	8	1
Total	86	12

3.5 Research Instrument

According to Creswell (2003), a research instrument is the tool used in the collection of data on the phenomenon of study. In this study, a questionnaire was used to collect data from M&E staff. Mugenda and Mugenda (2003) define a questionnaire as a list of standard questions prepared to fit a certain inquiry. A questionnaire with both closed and open ended items was administered to either the project manager or the M&E staff in each NGO. Questionnaires are regarded the most appropriate for large populations of respondents and when the nature of information required is detailed. The assumption in the use of a questionnaire is that the respondents appreciate the importance of the study and can understand the items in the instrument. Further, an interview guide will be used to collect data from the project managers in-charge of the different educational projects.

3.5.1 Pilot Testing the Research Instrument

Bryman and Bell (2007) observes that the quality of the research instrument determines the outcome of the study. Orodho (2004) describes pilot testing as a smaller version of a larger study that is conducted to prepare for the study or to field test the survey to provide a rationale for the design. According to Mugenda and Mugenda (2003), a sample equivalent to 10% of the study sample is enough for piloting the study instruments.

The researcher used NGO staff implementing educational projects in the neighbouring Kirinyaga County. Using purposive sampling, the researcher selected a sample of 15 subjects who are 13% of the study sample. This pilot testing enabled the researcher to improve the clarity in the research instrument by improving the language used and reducing ambiguity.

3.5.2 Validity of the Research Instrument

Orodho (2009) describe validity as the degree to which evidence supports any inferences a researcher makes based on the data he or she collects using a particular instrument. It is the appropriateness, correctness and meaningfulness of specific inferences which are selected on research results. Mugenda and Megenda (2003) describe it as the degree to which an instrument measures what it purports to measure. This means that the results obtained from data analysis actually represent the phenomenon under study. To ascertain the validity of the instrument, expert opinion was sought from the research supervisor and other research experts.

3.5.3 Reliability of the Research Instrument

Reliability is a measure of research instrument's ability to yield consistent results or data after repeated trials (Mugenda and Mugenda, 1999). It is the consistency of the measuring instrument to deliver similar results in repeated trials. Nachmas and Nachmas (1976) recommended split-half method to measure reliability of a test to be used. To test reliability, the instrument was split into two sub-tests one consisting of odd numbered items and the other made of all even numbered items. The scores of all the odd numbered and even numbered items were correlated using Pearson's Product Moment Correlation Coefficient. The correlation coefficient obtained represented reliability of one half ($\frac{1}{2}$) of the instrument. In order to obtain the reliability of the entire instrument, the Spearman Brown Prophecy

formula indicated below was used. A correlation coefficient of 0.711 was obtained indicating that the instrument had internal consistency. The acceptable value of ' r ' will be $r = 0.6 - 1.0$.

3.6 Data Collection Procedures

The researcher first secured a research permit from the National Council for Science and Technology. During the study, the researcher administered the questionnaire to the 86 subjects selected for this study. The filled questionnaires were collected after one week. In cases where the respondents required more time, new arrangements were made. In order to gather in-depth information about performance of M&E systems, project managers were interviewed by use of an open ended interview guide.

3.7 Data Analysis Techniques

Data analysis refers to examining what has been collected in a survey or experiment and making decision and inferences (Donald and Delno, 2006). Questionnaires from respondents were cleaned and edited to ensure completeness and consistency. The data was then systematically organized and converted to numerical codes representing measurements of variables and analyzed through descriptive statistics. Statistical techniques such as frequency distribution tables and percentages were used. Data was analyzed using SPSS. To determine the relationship between the different independent variables and performance of monitoring and evaluation, Karl Pearson Product Moment Correlation Coefficient (r) was used.

3.8 Ethical Issues

Ethics refer to norms or standards of behaviour that guide the moral choices about our behaviour and our relationship with others. The researcher exercised utmost caution while collecting the data to ensure the rights and privacy of the respondents were respected. Before administering the questionnaire, the researcher took time to explain to the respondent why he/she was taking part in the study and get consent before proceeding. No respondent was coerced into filling the questionnaires. The respondents were assured that the views they express in the questionnaires would be treated in utmost confidence and no disclosures would be made on the identity of the respondent.

3.9 Operationalization of Variables

Table 3.3 indicates the operational definition of variables which includes their respective indicators, measuring levels, tools of data collection and tools of analysis.

Table 3.3: operationalization of Variables

Objectives	Independent Variables	Indicators	Measuring Levels	Tools of Data Collection	Tools of analysis
To establish the influence of budgetary allocation on the performance of M&E systems in educational projects by NGOs.	Budgetary allocation	Amount budgeted for M&E	Interval	Questionnaire	Descriptive Statistics
		Source of Funds	Nominal	Questionnaire	Descriptive Statistics
		Consistency of allocation	Ordinal	Questionnaire	Descriptive Statistics
To determine the influence of stakeholder participation on the performance of M&E systems in educational projects by NGOs.	Perceived Relevance	Frequency of meetings	Ordinal	Questionnaire	Descriptive Statistics
		Involvement in M&E activities	Ordinal	Questionnaire	Descriptive Statistics
		Project Supervision	Ordinal	Questionnaire	Descriptive Statistics
To investigate the influence of level of training on the performance of M&E systems in educational projects by NGOs.	Budgetary allocation	Highest academic qualification	Ordinal	Questionnaire	Descriptive Statistics
		Number of professional trainings	Ratio	Questionnaire	Descriptive Statistics
		Training frequency	Ordinal	Questionnaire	Descriptive Statistics
To assess the influence of the strength of the M&E team on the performance of M&E systems in educational projects by NGOs.	Stakeholder Participation	Number of members	Ratio	Questionnaire	Descriptive Statistics
		Experience in M&E	Interval	Questionnaire	Descriptive Statistics
		Clarity on roles	Nominal	Questionnaire	Descriptive Statistics

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATIONS AND DISCUSSIONS

4.1 Introduction

This chapter provides an analysis, presentation, interpretation and discussion of the data collected from the study respondents. The study sought to examine the factors influencing the performance of monitoring and evaluation in NGO funded educational projects. The presentation of the data analysis, presentation, interpretations and discussion is based on sequence of questions in the questionnaire.

4.2 Questionnaire Response Rate

The researcher targeted 86 M&E staff working in NGOs implementing educational projects. Out of these, 77 questionnaires were filled and collected. This represented 89.5% of the response rate. This was considered reasonable enough for statistical analysis. According to Babbie (2002), 50% of response rate is adequate for statistical generalization. This high response rate was achieved as a result of making personal visits to the respondents and explaining the importance of the study. It demonstrates the willingness of the respondents to participate in the study.

4.3 Background information

The study sought to establish the gender, age, level of implementation of selected M&E best practices and use of reports in decision making.

4.3.1 Gender of the Respondents

Inquiring about gender was necessary in order to establish the gender composition of M&E employees in non-governmental organisations. Table 4.1 show that the population of male M&E staff is higher standing at 58.4% while females were 41.6%.

Table 4.1: Gender Distribution of the Respondents

Gender	Frequency	Percentage
Male	45	58.4
Female	32	41.6
Total	77	100

The findings show that there is relative gender parity in the employment of staff in NGOs. This implies that the views expressed in these findings are gender sensitive and can be taken as representative of the opinions of both males and females in regard to the performance of M&E systems. However, the study observed a lack of gender parity in the case of project managers. Out of the 12 project managers interviewed, 9 were males while 3 were females. This shows gender imbalance in senior management in educational projects.

4.3.2 Age of the Respondents

The respondents were asked to indicate their age. Most M&E practitioners are in the age bracket of 21-30. The age distribution is summarized in table 4.2.

Table 4.2: Distribution of Respondents by age.

bAge	Frequency	Percentage
20 years and below	3	3.9
21 – 30	27	35.1
31 – 40	25	32.5
41 - 50	17	22.1
51 years and above	5	6.5
Total	77	100

The results show that 3.9% of the respondents were aged below 21. Majority (35.1%) of the respondents were aged between 21 and 30, while those aged 31 to 40 formed 32.5% of the respondents. 22.1% of the respondents were aged 41-50 and those aged 51 and above were only 6.5%.

This age distribution shows that most M&E practitioners are below the age of 40 a majority of these being between the age of 21 and 30. This could be connected to the fact that M&E is as a discipline of study is relatively new in Kenya and most of the people with requisite qualifications in this field are relatively young.

4.3.3 Level of implementation of selected M&E best practices

In order to gather information about the status of M&E processes in the organisations, the respondents were asked to rate the level of implementation of selected M&E best practices. A

scale of 1-4 was provided where 1= not at all, 2= little extent, 3= moderate and 4= great extent. The results were as shown in Table 4.3.

Table 4.3: Implementation of M&E best practices in percentages

Practice	Not at all	Little Extent	Moderate	Great Extent	Total Percentage
Planning for M&E	1.3	9.0	44.2	45.5	100
Monitoring Project Expenditure	1.3	14.3	53.2	31.2	100
Monitoring Project Schedules	2.6	16.9	58.4	22.1	100
Disseminating Project Information	5.2	27.3	32.4	35.1	100
Documenting Lessons Learnt	9.1	23.4	51.9	15.6	100
Using Logical Frame Work Approach	20.7	36.4	39.0	3.9	100

As shown in Table 4.3, planning for M&E and disseminating project information are the only two processes that majority felt are being implemented to great extent at 45.5% and 35.1% respectively. Monitoring project expenditure, monitoring project schedules, documenting lessons learnt are implemented at a moderate level in most of the organisations with percentages of 53.2%, 58.4% and 51.9% respectively. However, use of logical frame approach is the least implemented procedure with 20.7% indicating that it is not implemented at all and 36.4% indicating that it is implemented to little extent.

This findings indicate that most organisations are performing well in regard to planning for M&E, monitoring project schedules and monitoring project expenditure. These findings are in agreement with Muinde (2015) who established that these practices are implemented by organisations to great extents. However, the use of logical framework is not emphasised in some organisations. This could be as a result of lack of the technical knowledge that is required in developing a logical framework for a project.

4.3.4 Utilization of reports

The respondents were requested to indicate whether the reports generated by the M&E system are used in making of decisions. Majority (61%) indicated that the reports inform managerial decisions while 21% indicated that the reports aren't utilised in decision making. This information is captured in Table 4.4.

Table 4.4: Utilization of Reports.

Response	Frequency	Percentage
Yes	61	79.2
No	16	20.8
Total	77	100

A vast majority of the M&E staff indicated that M&E reports are used in making managerial decisions. This trend was also observed in the interviews conducted on project managers where all the 12 project managers indicated that they use the reports in making of managerial decisions. This is the core function of an M&E system. Briceno (2010) indicates that a successful M&E system is measured by the utilisation of the information got from it. Lessons learnt from the systems should also be documented to inform future interventions.

4.4 Budgetary Allocation and Performance of M&E systems.

The amount of financial resources allocated for M&E are bound to have an effect on the performance of M&E systems. Factors such as the source of the funds, the percentage of total project cost that is set aside for M&E, adequacy of budget, consistence of funding, prudent use of funds and the stage in the project cycle at which budgeting for M&E is done are all critical factors in the performance of M&E systems.

The researcher sought to find out what was the main source of funding for the project. 70.1% indicated that they source their funding from donors, 27.3% from the community while 2.6% identified other sources. They were then asked to indicate the percentage of this fund that is set aside for M&E. It was observed that 28.6% of the organisations allocate less than 2% of the total project budget to M&E, 27.3% allocate 3-4%, 26.0% allocate 5-6%, 11% allocate 7-8% while 3.9% of the organisations allocate 9-10%. This is summarized in Table 4.5.

Table 4.5 Amount budgeted for M&E

Percentage of total project budget	Frequency	Percentage
1-2	22	28.5
3-4	21	27.3
5-6	20	26.0
7-8	11	14.3
9-10	3	3.9
Total	77	100

These results reveal that 44.2% of the organisations budget 5% or more of the project budget for M&E. Kelly and Magongo (2004) state that a monitoring and evaluation budget should be about 5 to 10 percent of the total project budget. In Kenya, there are policies to ensure that all implementing agencies at national and devolved levels have M&E budget for each project by making sure that state and non-state actors set aside at least five percent of all development budget for M&E, with 2.5% allocated for M&E operational and capacity building costs and 2.5 percent for M&E technical infrastructure. The results therefore show that more than half or the organisations are setting aside less than the recommended amount.

In order to measure the influence of budgetary allocation, the respondents were asked to rate five statements in a Likert Scale with possible five responses: Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. Lanz (2013) indicates that Likert-type data are often assumed to be equidistant by applied science researchers so that they can use parametric methods to analyse the data. In the analysis of Likert Scale data in this study, an equidistance of 0.8 between the responses was adopted as recommended by Carifio and Rocco (2007) such that Strongly Agree (SA) $1 < SA < 1.8$; Agree (A) $1.8 < A < 2.6$; Neutral (N) $2.6 < N < 3.4$; Disagree (D) $3.4 < D < 4.2$; and Strongly Disagree (SD) $4.2 < SA < 5.0$.

The first item sought to establish whether the respondents considered the size of the budget set aside for M&E adequate. This had a mean of 2.51 and a standard deviation of 1.47. This result indicates that a majority of the respondents agree that the size of the M&E budget is adequate. The second item sought to establish whether there is consistent funding for M&E activities. The mean score was 2.04 while the standard deviation was 1.02. this shows that a majority of the respondents agree that funds are consistently set aside for M&E activities.

The third item sought to establish whether the funds set aside for M&E activities are prudently used. This had a mean score of 1.81 and a standard deviation of 1.16. This indicates that a majority of the respondents agree that there is prudent use of funds. The fourth item was intended to establish if funding affected M&E in the different organisations. This item generated a mean standard score of 1.55 and a standard deviation of 1.23. This means that a majority of the respondents strongly agree that funding has a direct effect on effective M&E. The last item sought to establish whether M&E is budgeted for at the planning stage of the project. This had a mean standard score of 2.00 and standard deviation of 1.23. This shows that a majority of that in their organisations, there is budgeting for M&E at the planning stage of the project. A summary of this data is captured in Table 4.6.

Table 4.6 Budgetary Allocation and Performance of M&E systems

Parameter	Mean	Standard Deviation
a) The size of M&E Budget is adequate.	2.51	1.47
b) There is consistent funding for M&E activities	2.04	1.02
c) Funds set aside for M&E are prudently spent for targeted activities.	1.81	1.16
d) Funding affects effective M&E in this organization.	1.55	0.85
f) M&E is budgeted for at the planning stage of the project.	2.00	1.23
Composite Mean Score = 1.98		
Composite Standard Deviation = 1.15		

Influence of budgetary allocation has a composite mean of 1.98. This indicates that a majority of the respondents agree that budgetary allocation influences the performance of M&E System. The composite standard deviation is 1.15 which is above 1.00 reflecting a high diversity of the influence of budgetary allocation on the performance of M&E systems. The study found that budgetary allocation influences the performance of M&E systems. In addition, M&E activities are well funded and the money set aside is prudently used. This finding is consistent with the finding by Muinde (2012) who found that budgetary allocation influenced the effectiveness of M&E systems in child rescue projects in Kenya.

4.5 Stakeholder Participation and Performance of M&E Systems

The study sought to find out the influence of Stakeholder participation on the performance of M&E system. The results are as illustrated in Table 4.7.

Table 4.7 Stakeholder Participation and Performance of M&E Systems

Parameter	Mean	Standard Deviation
a) Stakeholders meet frequently to be appraised on the project progress	4.10	1.19
b) Stakeholder participation greatly impacts on the performance of M&E systems.	1.80	0.81
c) Stakeholders adequately participate in M&E planning.	3.26	1.19
d) Stakeholders are adequately involved in data collection.	2.26	1.23
e) Stakeholders participate adequately in M&E report presentation.	2.03	1.08
f) The local community is adequately informed on the need for M&E	3.47	1.55

Composite Mean Score = 2.82

Composite Standard Deviation = 1.18

The first item sought to establish whether the stakeholders meet frequently to be appraised on project progress. This had a mean of 4.10 and a standard deviation of 1.19. This means that a majority of the respondents disagree that there is frequent meeting of stakeholders to be appraised on project progress. The second item was to find out whether the respondents believe that stakeholder participation greatly impacts on the performance of M&E systems. This gave a mean standard score of 1.80 with a standard deviation of 0.81. This shows that a majority of the respondents strongly agree that stakeholder participation greatly impact on the performance of M&E systems. The low standard deviation of 0.81 is a pointer that there is a convergence of opinion in regard to this item.

The respondents were also required to indicate whether stakeholders adequately participate in M&E planning. This had a mean score of 3.26 and a standard deviation of 1.19. This mean Score indicate that a majority of the respondents were neutral on whether stakeholders adequately participate in M&E planning. There was also an item on the involvement of stakeholders in data collection. This generated a mean standard score of 2.26 with a standard deviation of 1.23. This means that a majority of the respondents agree that stakeholders are

involved in data collection. The fourth item sought to establish whether stakeholders participate adequately in M&E report presentation. This had a mean of 2.03 and a standard deviation of 1.55. This can be interpreted to mean that a majority of the respondents agree that stakeholders adequately participate in report presentation. The last item sought to establish whether the local community is adequately informed on the need for M&E. A majority of the respondents (Mean 3.47) disagreed with the view that the local community is adequately informed on the need for M&E. This had a standard deviation of 1.55 showing that there was relatively high divergence of views on this item.

The composite mean score for the influence of stakeholder participation on the performance of M&E system was 2.82 with a composite standard deviation of 1.18. This means that a majority of the respondents agree that stakeholder participation influences the performance of M&E system. The standard deviation is above 1.00 meaning that there is a diversity of opinion in regard to this item.

In the interviews conducted on project managers, 6 out of 12 interviewed indicated that they often met stakeholders to discuss project progress. This represents 50% of the project managers interviewed. 4 project managers were of the view that too much involvement of stakeholders slows down project implementation because of the complexity of decision making.

According to Chambers (1997) stakeholder participation refers to empowering the beneficiaries of a development intervention in terms of resources and needs identification, planning on how to use the resources and the actual implementation of development initiatives. The study established that there is adequate involvement of stakeholders in some M&E activities and inadequate participation in others. The local community especially was found to be not informed about the need for M&E. This was found to be influencing the M&E system negatively. Proudlock (2009) found that impact evaluation and particularly the analysis and interpretation of results can be greatly improved by the participation of intended beneficiaries who are the primary stakeholders. World Bank (2004) states that stakeholders should be involved in identifying the project, the objectives and the goals, and identification of indicators that will be used in monitoring and evaluation. It is therefore apparent that the role of stakeholders in the project cycle cannot be ignored. The research established that majority of the respondents agree that stakeholder involvement participation greatly impacts the M&E system. Despite this knowledge, it was found that stakeholders don't meet

frequently to be appraised on project progress. This may be attributed to the view by project managers that too much stakeholder involvement slows down decision making.

4.6 Level of Training and Performance of M&E Systems

Monitoring and evaluation is an extremely complex, multi-disciplinary and skill intensive activity. It was therefore necessary to measure the educational qualifications and level of in table specialised training of the personnel carrying out M&E. The educational levels were as shown in Table 4.8.

Table 4.8 Highest Level of Education

Level	Frequency	Percentage
a) Secondary	3	3.9
b) Certificate	11	14.3
c) Diploma	24	31.2
d) Degree	35	45.5
e) Post Graduate	4	5.2
Total	77	100

Majority of the respondents (45.5%) were university graduates. This category was followed by Diploma holders who formed 31.2% of the respondent. Certificate holders were 14.3% while those with post graduate training were 5.2% of the respondents. Only 3.9% of the respondents had a secondary certificate. This shows that the greater majority of the workforce has high academic qualifications since 81.9% had a Diploma and above. The fact that M&E is a skill intensive endeavour may explain the reason for the high qualifications of the respondents. The tools and techniques used require a good academic foundation in logic and statistics.

During the interviews, the project managers were asked about their highest level of education. 3 out of 12 project managers had postgraduate training, 8 were degree holders and 1 was diploma holder. In the question on whether they had any training in M&E, 8 project managers (12%) had professional training in M&E.

The respondents were also required to rate given statements on training in a Likert scale of 1 – 5. The scores were as shown in Table 4.

Table 4.9 Training and Performance of M&E systems

Parameter	Mean	Standard Deviation
a) I often attend trainings on M&E organised by my organization.	2.35	1.06
b) The training I receive is relevant to the work I do	2.09	0.88
c) I'm well trained on modern data collection and analysis techniques	2.59	1.01
d) New staff members are trained on the M&E methods used in our organization.	1.68	0.92
e) The level of training affect the performance of M&E system	1.53	0.80

Composite Mean Score = 2.05

Composite Standard Deviation = 0.934

The first item sought to establish whether the respondent often attends trainings organised by his or her organisation. This generated a mean score of 2.35 and a standard deviation of 1.06. This means that a majority of the respondents agreed that they attend trainings often. The second item sought to establish whether the training offered is relevant. This item had a mean score of 2.09 and a standard deviation of 0.88. This means that a majority of the respondents agree that the training they receive is relevant. The respondents were also asked whether they are well trained in modern data collection and analysis techniques. A majority of the respondents with a mean score of 2.59 agreed that they are trained in modern data collection and analysis techniques. This item had a standard deviation of 1.01 showing a moderately high divergence of opinion.

The fourth item sought to establish whether new staff members are trained on the M&E methods used in the organisation. This item had a mean score of 1.68 and a standard deviation of 0.92. This mean score shows that a majority of the respondents strongly agree that new staff members are trained on the M&E methods used in the organisation. The last item sought to measure the respondents view on whether the level of training affects the performance of monitoring and evaluation. This had a mean of 1.53 with a standard deviation of 0.80. This mean indicates that a majority of the respondents believe that the level of training affect the performance of M&E systems. The low standard deviation of 0.80 shows that there is relative convergence of opinion on this matter.

The composite mean is 2.05 with a standard deviation of 0.93. This mean indicates that a majority of respondents agree that the level of training influences the performance of M&E systems. The relatively low standard deviation of 0.93 which is below 1.00 indicates that there is relative convergence of opinion.

The study established that both project managers and M&E staff were highly qualified and well trained in data collection and analysis methods. This was found to positively influence the performance of the M&E system. Nabris (2002) observes that M&E carried out by untrained and inexperienced people is bound to be time consuming, costly and results generated could be impractical and irrelevant. This qualifies Kusek (2004) findings that capacity building in the work force is needed in order to develop, support and sustain a result based M&E system.

4.7 Strength of the Monitoring Team and Performance of the M&E Systems

The study sought to establish the influence of the strength of the monitoring team on the performance of M&E systems. This was measured using indicators like the number of personnel engaged in M&E activities, experience in years, team work, competence and clarity of roles.

The respondents were asked whether the number of M&E staff in their organisation was adequate. 64.9% of the respondents indicated that the number was adequate while 35.1% indicated that it was inadequate. The results were as illustrated in Table 4.10 below.

Table 4.10 Adequacy of the number M&E Staff

Response	Frequency	Percentage
Yes	50	64.9
No	27	35.1
Total	77	100

Most of the organisations have an adequate number of M&E practitioners. This is an indication that M&E in these organisations is a critical management practice. The relatively high funding given to M&E may also be an explanation to why the organisations are able to maintain an adequate number of staff.

The respondents were also asked to indicate the number of years they have worked in M&E. 23.4% had worked in M&E for more than 5 years, 14.3% had worked for 4-5 years, 27.3% had worked for 3-4 years, 23.4% had worked for 2-3years,5.2% had worked 1-2years while 6.5% were new employees with less than an year of experience. These results are summarized in Table 4.11 below.

Table 4.11 Experience in years

No. of Years	Frequency	Percentage
Less than 1	5	6.5
1 – 2	4	5.2
2 – 3	18	23.4
3 – 4	21	27.3
4 – 5	11	14.3
Over 5	18	23.4
Total	77	100

The respondents were also asked to rate six statements in a Likert scale of 1-5. This was to measure the influence of the strength of the monitoring team to performance of M&E systems. The first item sought to establish whether the team is highly committed to its obligations. This generated a mean standard score of 3.09 and a standard deviation of 1.38. This mean indicates that majority of the respondents were neutral on the commitment of M&E teams. The second item sought to establish whether the M&E team always meets its deadlines. Again, a majority of the respondents (Mean of 2.92 and standard deviation of 1.19) were neutral on the ability of the teams to meet set deadlines. The third item asked the respondents to indicate whether there is sufficient teamwork among the M&E staff. This generated a mean score of 3.04 and a standard deviation of 1.23. This shows that majority of the respondents were neutral on whether there is sufficient team work.

The fourth item sought to establish whether the members are clear on their roles and duties. This generated a mean score of 1.83 and a standard deviation of 0.97. This mean shows that a majority of the respondents agreed that they were clear about their roles and duties. The fifth item sought to establish the competence of the M&E staff. the respondents were asked to indicate whether they are satisfied with the competence of the M&E team. A majority of them (Mean of 2.61 with a standard deviation of 1.20) were neutral in regard to the

competence of the M&E staff. The last item sought to establish whether the respondents believed that the strength of the M&E team influences the performance of the M&E system. This generated a mean standard score of 2.05 and a standard deviation of 1.02. This mean indicates that a majority of the respondents agree that the strength of the M&E team influences the performance of the M&E system. The results are summarized in Table 4.12 below.

Table 4.12 Strength of the Monitoring team

Parameter	Mean	Standard Deviation
a) The M&E team is highly committed to its obligations	3.09	1.38
b) The M&E team always meets set deadlines	2.92	1.19
c) There is sufficient team work among the M&E staff	3.04	1.23
d) All members of the M&E team are clear about their roles and duties.	1.83	0.97
e) I am satisfied with the competence of the M&E team	2.61	1.20
f) I believe the strength of the M&E team has a direct effect on the performance of the M&E system	2.05	1.02
Composite Mean Score = 2.59		
Composite Standard Deviation = 1.17		

The composite mean score of these items was 2.59 while the composite standard deviation was 1.17. The implication of this result in respect to the study is that respondents' view of the M&E team is positive in regard to factors like commitment, ability to meet deadlines, teamwork, clarity of roles and competence. The standard deviation of 1.17 which is above one shows that there is diversity on views in regard to these aspects.

According to Wong & Tein (2007), the skills and competence of the project team is one of the frequently cited factors influencing project implementation success because the more experienced and skilled the team the less time and money is spent on ensuring smooth rollouts with minimal errors; experienced teams also have good contingency and risk management plans for successful rollouts. Therefore, organisations need to put in place mechanisms to ensure that the M&E team is cohesive and committed to its obligations.

4.8 Participation of Stakeholders and Prudent use of Funds

To quantify the strength of the relationship between variables, the study of Karl Pearson's Coefficient of correlation was calculated. This is a measure of the strength of a linear association between two variables and is denoted by r . The Pearson Correlation Coefficient, r , takes a range of values from +1 to -1. A value of 0 indicates that there is no association between the two variables. A value greater than 0 indicates a positive association meaning as the value of one variable increases so does the value of the other variable. A value less than 0 indicates a negative association, that is, as the value of one variable increases, the value of the other variable decreases.

The study sought to establish whether there is any correlation between the level of participation of stakeholders in M&E activities and the prudent use of funds budgeted for M&E. This gave a figure of $r = 0.643$ at a significant level of 0.01. This means that there is a strong positive relationship between the two variables. This data is summarised in Table 4.13 below.

Table 4.13 Participation of Stakeholders and Prudent use of Funds

		Participation of Stakeholders in M&E activities	of Prudent Use of M&E funds
Participation of Stakeholders in M&E activities	Pearson correlation	1	0.643**
	Sig. (2-tailed)		0.000
	N	77	77
Prudent Use of M&E funds	Pearson correlation	0.643**	1
	Sig. (2-tailed)	0.000	
	N	77	77

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

The strong positive relationship shows that in projects where the stakeholders are greatly involved in M&E activities, the M&E personnel tend to spend funds prudently. This should be cause for greater participation of stakeholders. When stakeholders are involved, there is the possibility of more accountability and transparency in the use of funds.

4.9 Frequency of Training and Competence of M&E Team

The study also sought to establish the relationship between the frequency of training and the competence of M&E team. This generated a value of $r = 0.617$ at a significant level of 0.01. This show a strong positive correlation. The results are captured in Table 4.14 below.

Table 4.14 Frequency of Training and Competence of M&E Team

		Frequency of Training	Competence of M&E team
Frequency of Training	Pearson correlation	1	0.617**
	Sig. (2-tailed)		0.000
	N	77	77
Competence of M&E team	Pearson correlation	0.617**	1
	Sig. (2-tailed)	0.000	
	N	77	77

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

This strong positive correlation shows that an increase in the frequency of training leads to an increase in the competence of the M&E team. This shows that for an organisation to achieve the required competence in its staff, it must engage in more training. Kusek (2004) observes that capacity building in the workforce is needed in order to develop, support and sustain a result based M&E system. Organisations should build a learning culture to ensure that competence is instilled in their staff.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.

5.1 Introduction

This chapter presents the study's summary of findings, conclusion and recommendations on factors influencing the performance of M&E systems in educational projects by non-governmental organisations in Murang'a County. The results of the study were presented in the previous chapter.

5.2 Summary of the findings

This section provides a summary of the findings as presented in the previous chapter. The study sought to establish the performance of M&E systems. Demographic characteristics of the respondents were first analysed. The study established that 58.4% of the M&E personnel interviewed were male while 41.6% were female. In regard to age, 3.9% of the respondents were 20 years and below, 35.1% were between 21-30 years, 32.5% were 31-40 years, 22.1% were 41-50 years while 6.5% were 51 years and above.

The level of implementation of selected M&E best practices was also measured. In respect to planning for M&E, 1.3% of respondents stated that it is not done at all, 9.1% indicated that it is done to a little extent, 44.2% indicated it is done to a great extent while 45.5% indicated it is done to a great extent. The respondents also rated the level of monitoring of project expenditure. 1.3% indicated that it is not done at all, 14.3% indicated that it is done to a little extent, 53.2% indicated that it is done to a great extent while 31.2% indicated it is done to a very great extent. The study sought to establish the level of implementation of monitoring of project schedules. It was established that 2.6% don't monitor project schedules at all, 16.9% monitor to a little extent, 58.4% monitor to a great extent while 22.1% monitor to a very great extent.

In terms of disseminating project information, the study established that 5.2% don't disseminate at all, 27.3% disseminates to a little extent, 32.5% disseminates to a large extent while 35.1% disseminates to a very large extent. In regard to documenting lessons learnt, 9.1% don't document at all, 23.4% documents to a little extent, 51.9% documents to a large extent while 15.6% documents to a very large extent. The study established that 20.8% don't use the logical framework at all, 36.4% use the LFA to a little extent, 39.0% use the approach to a great extent while only 3.9% uses it to a very great extent. A greater majority of the respondents (79.2%) indicated that they use M&E reports to make decisions while 20.8% indicated that they don't.

The study sought to establish the percentage of the project budget that is set aside for M&E. 28.6% of respondents indicated that they allocated less than 2%, 27.3% allocated 3-4%, 26.0% allocated 5-6%, 11% allocated 7-8% while 3.9% indicated that they allocated 9-10%.

The study established that most organisations set aside enough funds for M&E (Mean 2.5), majority also fund M&E consistently (Mean 2.03), majority spend funds set aside for M&E prudently (Mean 1.8), an great majority believe that funding influences M&E systems (Mean 1.55) and a majority plan for M&E at the planning stage of the project.

The study investigated the influence of stakeholder participation on the performance of M&E systems. A majority of the respondents indicated that stakeholders do not meet frequently to be appraised on the project progress (Mean 4.10). However a majority of the respondents indicated that stakeholder participation impacts on the performance of M&E systems (Mean 1.81). In regard to the participation of the stakeholders in M&E planning, most respondents were neutral (Mean 3.26). However, most organisations involve the stakeholders in data collection (Mean 2.26), and also ensure proper participation of stakeholders in M&E report presentation (Mean 2.03). Most respondents indicated that the local community is not adequately informed on the need for M&E (Mean 3.47).

To establish the influence of training on M&E systems, the study first established the highest level of education of the respondents. It was found that 3.9% of the respondents had secondary qualification, 14.3% were certificate holders, 31.2% were diploma holders, 45.5% had a degree while 5.2 had post-graduate qualifications. Further, the study rated the responses on different training aspects. It was established that a majority of M&E personnel attend trainings organised by their organisation (Mean 2.35), majority agreed that the training is relevant (Mean 2.09), majority of the respondents are well trained on modern data collection and analysis methods (Mean 2.59), an majority strongly agree that new members are trained on M&E methods used in the organisation (Mean 1.68) and that training affects the performance of M&E systems (Mean 1.53).

Lastly, the research sought to establish the influence of the Monitoring Team on the performance of M&E systems. The respondents were asked to indicate whether the number of staff for M&E was adequate. 64.9% indicated that the number was adequate while 35.1% indicated that it wasn't. In regard to experience in M&E in terms of years, 6.5% had less than 1 year, 5.2% had 1-2years, 23.4% had 2-3years, 27.3% had 3-4 years, 14.3% had 4-5 years while 23.4% had over 5 years. In regard to whether the M&E team was highly committed to its activities (Mean 3.09), whether the team always meets deadline (Mean 2.92) and whether there is sufficient team work (Mean 3.04), most of the respondents were neutral. However,

majority agree that M&E team are clear about their roles (Mean 1.83), and that the members are competent enough (2.61). Majority of the respondents strongly agree that the strength of the M&E team influences the performance of M&E team (Mean 2.05).

5.3 Conclusion of the Study

This section presents the conclusions made in the study. The study established that M&E best practices like planning for M&E, monitoring of project expenditure, monitoring of project schedules, dissemination of project information and documentation of lessons done are very well implemented by majority of the organisations. However, there is little use of Logical Framework Approach in project planning and implementation. Majority of the organisations were also found to use reports generated by the M&E system to make decisions and influence policy.

Research objective one was to establish the extent to which budgetary allocation influences the performance of Monitoring and Evaluation systems in Non-Governmental Organisations funded projects in Murang'a County. The study found that budgetary allocation influences the performance of M&E systems. In addition, M&E activities are well funded and the money set aside is prudently used.

The second research objective sought to determine the extent to which stakeholder participation influences the performance of Monitoring and Evaluation systems in educational projects by Non-Governmental Organisations in Murang'a County. The study established that there is no adequate involvement of stakeholders in most M&E activities. The local community especially was found to be not informed about the need for M&E. This was found to be influencing the M&E system negatively..

The third research objective was to assess the extent to which level of training influences the performance of Monitoring and Evaluation systems in educational projects by Non-Governmental Organisations in Murang'a County. It was established that the M&E staff is highly qualified and that the staff is trained in data collection and analysis methods. This was found to positively influence the performance of the M&E system

To assess the extent to which strength of the M&E team influences the performance of Monitoring and Evaluation systems in educational projects by Non-Governmental Organisations in Murang'a County. The M&E teams were found to be wanting in terms of

their commitment to M&E activities, ability to meet set deadlines and teamwork. However, the teams were competent and clear about their roles.

5.4 Recommendations of the Study

In order to ensure proper performance of M&E systems, the study recommends the following:

1. There should be more involvement of the stakeholders in planning, design, implementation, monitoring and evaluation of projects. The project implementer should ensure that stakeholders meet regularly to be appraised on project progress. Local communities should be sensitized on the need for M&E.
2. There is need to harmonize the training curricula for M&E practitioners. There seems to be a glaring disparity in what different organisations consider monitoring and evaluation. In additions, whereas some tools like logframe are so critical in some organisations, they are barely known in others. Standardization is also needed in terms of the tools and techniques used to enhance the growth of M&E as a distinct discipline.
3. More needs to be done to empower the teams carrying out M&E. The study establish that there is no adequate cohesion in these teams. Though the teams are adequately competent, there is little commitment and teamwork. There is need for emphasis on team building.

5.5 Suggestions for Further study

It is noted that this research was confined to factors influencing the performance of monitoring and evaluation systems in educational projects by non-governmental organisations in Murang'a county. The researcher suggests the following to be considered for further research:

1. Similar studies should be done in other counties and also in other sectors like in health and agriculture where there are numerous active NGOs.
2. More research should be done on other factors that influence M&E systems like organisational structures, selection of tools and techniques used and the role of management.
3. There is need to carry out research on the factors influencing the adoption of monitoring and evaluation systems in NGOs and county governments.

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APPENDICES

Appendix 1: Letter of Transmittal of Data Collection Instrument

Philip K. Njuguna
P.O. Box 486
Maragua.

Date: 25th August, 2016

TO WHOM IT MAY CONCERN

Dear Madam/Sir

RE: FACTORS INFLUENCING THE PERFORMANCE OF MONITORING AND EVALUATION SYSTEMS IN EDUCATIONAL PROJECTS BY NGOs.

I am a postgraduate student at the University of Nairobi pursuing a Master of Arts Degree in Project Planning and Management. I am undertaking a study on the factors influencing the performance of monitoring and evaluation systems in non-governmental organisations funded educational projects in Murang'a County, Kenya.

You have been randomly selected to provide information to aid in this study. This is therefore a request for your participation in responding to the attached questionnaire. Your truth response will facilitate this study.

Please be assured that the information given will be treated confidentially and for the purposes of this study only.

Thank you for your participation.

Yours Faithfully

Philip K. Njuguna.

L50/75996/2014

Appendix II: QUESTIONNAIRE FOR PROJECT STAFF INVOLVED IN MONITORING AND EVALUATION.

This questionnaire is intended to collect information on the factors influencing the performance of monitoring and evaluation systems in educational projects by NGOs in Murang'a County. Please read the instructions for each question carefully before giving the responses required. The identity of all respondents will be held in strict confidence. Participation in the study is voluntary and the data collected will be used for the purposes of the study only. Kindly spare your time to fill the questions based on your experience in the monitoring and evaluation processes in your organisation.

SECTION A: PERSONAL INFORMATION

Please put a tick (✓) where appropriate.

1. Gender (i) Male []

(ii) Female []

2. Age bracket in years (i) 20 years and below []

(ii) 21 – 30 []

(ii) 31 – 40 []

(iii) 41 – 50 []

(iv) 51 and above []

SECTION B: INFORMATION ABOUT THE PROJECT

3. Respondent’s position

4. How would you rate the level of implementation of M&E best practices in below cited activities? (KEY: 1=Not at all, 2=Little extent, 3=Moderate, 4=Great extent)

	1	2	3	4
Planning for M&E				
Monitoring Project Expenditure				
Monitoring Project Schedules				
Disseminating Project Information				
Documenting Lessons Learnt				
Using Logical Framework Approach				

5. How many M&E reports have you generated since you started implementing this project?
.....

6. Are the M&E reports utilized in decision making? YES [] NO []

SECTION C: BUDGETARY ALLOCATION

7. What is the project’s main source of funding for M&E?

- a) Donor/Sponsor []
- b) Community []
- c) Other (specify)

8. What percentage of this amount the project budget was allocated for M&E?
.....

9. Kindly rate the following factors/statements using the scale given. Tick appropriately.

Parameter	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
a) The size of M&E Budget is adequate.					
b) There is consistent funding for M&E activities					
c) Funds set aside for M&E are prudently spent for targeted activities.					
d) Funding affects effective M&E in this organization.					
f) M&E is budgeted for at the planning stage of the project.					

SECTION E: STAKEHOLDER PARTICIPATION

10. Kindly rate the following factors/statements using the scale given. Tick appropriately.

Parameter	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
a) Stakeholders meet frequently to be appraised on the project progress					
b) Stakeholder participation greatly impacts on the performance of M&E systems.					
c) Stakeholders adequately participate in M&E planning.					
d) Stakeholders are adequately involved in data collection.					
e) Stakeholders participate adequately in M&E report presentation.					
f) The local community is adequately informed on the need for M&E					

16. Kindly rate the following factors/statements using the scale given. Tick appropriately.

Parameter	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a) The M&E team is highly committed to its obligations					
b) The M&E team always meets set deadlines					
c) There is sufficient team work among the M&E staff					
d) All members of the M&E team are clear about their roles and duties					
e) I am satisfied with the competence of the M&E team					
f) I believe the strength of the M&E team influences the performance of the M&E system					

THANK YOU FOR YOUR PARTICIPATION

APPENDIX IV: Interview guide for the Project Manager

Introduction

The purpose for this interview is to collect information on the factors influencing the performance of monitoring and evaluation systems in educational projects by non-governmental organisations in Murang'a County. The information collected will be used for academic purposes only and it will be handled with utmost confidentiality.

Section A: General Information

- 1) What's your highest academic qualification?
- 2) How long have you worked in this organisation?
- 3) Do you have any professional training in monitoring and evaluation?

Section B: Specific Information

- 1) How long has this project been running?
- 2) How do you rate the functioning of the M&E system in your organisation?
- 3) Do you use reports generated by the M&E system to make managerial decisions?
- 5) How often do you meet the key stakeholders to discuss project progress?
- 6) To what extent do stakeholders participate in monitoring and evaluating the project?
- 7) What would you identify as the biggest challenge hampering the performance of your M&E system?

APPENDIX V: Research Permit

THIS IS TO CERTIFY THAT: **Permit No : NACOSTI/P/16/23127/14579**
MR. PHILIP KAMAU NJUGUNA **Data Of Issue : 21st November, 2016**
of UNIVERSITY OF NAIROBI, 486-10205 **Fee Received :Ksh 1000**
maragwa,has been permitted to
conduct research in Muranga County

on the topic: FACTORS INFLUENCING
THE PERFORMANCE OF MONITORING
AND EVALUATION SYSTEMS IN
EDUCATIONAL PROJECTS BY
NON-GOVERNMENTAL ORGANISATIONS
IN MURANG'A COUNTY

for the period ending:
21st November, 2017

Applicant's Signature  **Director General**
National Commission for Science, Technology & Innovation

