

**INFLUENCE OF MONITORING AND EVALUATION TOOLS
ON PROJECTS PERFORMANCE OF BUILDING AND
CONSTRUCTION PROJECTS IN KENYAN PUBLIC
UNIVERSITIES: A CASE OF THE UNIVERSITY OF NAIROBI**

BY

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Award of the Degree of Master of Arts in Project Planning and Management of the
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DECLARATION

This Research project report is my original work and has not been presented for academic award in this or any other University.

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DEDICATION

I dedicate this research project to my caring mum Elizabeth and in memory of my late father Meshack for the foundation they laid in me.

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TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	ix
LIST OF FIGURES	xi
ABSTRACT	xii
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background to the study.....	1
1.2 Statement of the Problem	4
1.3 Purpose of the study.....	5
1.4 Research objectives.....	5
1.5 Research questions.....	5
1.6 Significance of the Study	6
1.7 Limitations of the Study.....	6
1.8 Delimitation of the Study	6
1.9 Assumptions of the study	7
1.10 Definitions of significant terms used in the study	7
1.11 Organization of the Study	8
CHAPTER TWO	9
LITERATURE REVIEW	9
2.1 Introduction	9
2.2 Concept of Project Performance.....	9
2.3 M&E budgetary allocation and project performance of building and construction	10
2.4 Baseline Survey and project performance of building and construction	12
2.5 Performance Reviews and project performance of building and construction	14
2.6 Capacity Building and project performance of building and construction	16
2.7 Theoretical framework.....	17
2.7.1 Theory of Change	17

2.7.2 Realistic Evaluation Theory	18
2.8 Conceptual Framework	18
2.9 Knowledge gap	21
2.10 Summary of literature review	23
CHAPTER THREE	24
RESEARCH METHODOLOGY	24
3.1 Introduction	24
3.2 Research Design	24
3.3 Target Population.....	24
3.4 Sample size and Sampling Procedures	25
3.4.1 Sample size.....	25
3.4.2 Sampling procedure	26
3.5 Research Instruments	26
3.5.1 Pilot testing of the instrument	27
3.5.2 Validity of instruments.....	27
3.5.2 Reliability of the Instruments	27
3.6 Data Collection Procedure	28
3.7 Data Analysis Techniques	29
3.8 Ethical Consideration.....	29
3.9 Operationalization of Variables.....	30
CHAPTER FOUR.....	32
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS	32
4.1 Introduction	32
4.1.1 Questionnaire Return Rate	32
4.2 Demographic Information	32
4.2.1 Distribution of respondents by gender	33
4.2.2 Distribution of Respondents by their Age bracket	33
4.2.3 Number of years in current position	34
4.2.4 Level of Education of the Respondent	34
4.2.5 Involvement in conducting monitoring and evaluation	35
4.2.6 Project Involved in conducting monitoring and evaluation	36

4.3 Budgetary Allocation and Project Performance	36
4.3.1 Budgets set to carry out M&E among construction projects	37
4.3.2 Various activities included in M&E budget.....	37
4.3.3 Adequacy for the Budgeting allocation	37
4.3.4 Proportion of the Total Budget that is allocated to M&E	38
4.3.5 Budgetary Allocation and M&E of construction projects	39
4.3.6 M&E budget allocation and project performance	40
4.4 Baseline surveys and Project Performance	40
4.4.1 Participation in the baseline survey	41
4.4.2 Respondents Role in the baseline survey	41
4.4.3 Baseline survey and project expectations	42
4.4.4 Baseline Surveys and Project Performance.....	42
4.4.5 Baseline surveys and project Performance of building and construction	43
4.4.6 Timing of baseline survey and the quality of project information	44
4.5 Performance Reviews and Project Performance	45
4.5.1 Performance Reviews and the Project Performance.....	45
4.5.2 Performance reviews and project Performance	46
4.5.3 Influence of performance reviews on project performance	47
4.6 Capacity building and Project Performance.....	47
4.6.1 Training on Monitoring and Evaluation.....	47
4.6.2 Trained area.....	48
4.6.3 Assess the M&E skills of the staff conducting M&E.....	49
4.6.4 Capacity building and the project performance.....	49
4.6.5 Capacity building and project Performance	50
4.7 Project Performance of building and construction Projects	52
4.8 Inferential Statistics	53
4.8.1 Correlation Analysis	53
4.8.2 Regression Analysis.....	55
CHAPTER FIVE	59
SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	59
5.1 Introduction	59

5.2 Summary of Findings.....	59
5.3 Conclusions	60
5.4 Recommendations.....	61
5.5 Suggestions for Further Research.....	62
REFERENCES.....	63
APPENDICES.....	68
APPENDIX I	68
LETTER OF INTRODUCTION.....	68
APPENDIX 1I	69
QUESTIONNAIRE.....	69
APPENDIX 1II.....	77
KEY INFORMANTS INTERVIEW GUIDE	77
APPENDIX 1V	79
PERMIT FROM NACOSTI.....	79

LIST OF TABLES

Table 3.1: Target Population	25
Table 3.2: Cronbach's Alpha Values.....	28
Table 3.3: Operationalization of the Variables.....	30
Table 4.1: Questionnaire Return Rate.....	32
Table 4.2: Distribution of respondents by gender.....	33
Table 4.3: Distribution of Respondents by their Age bracket	33
Table 4.4: Number of years in current position.....	34
Table 4.5: Level of Education	35
Table 4.6: Involvement in conducting monitoring and evaluation.....	35
Table 4.7: Project Involved in conducting monitoring and evaluation.....	36
Table 4.8: Budgets set to carry out M&E among construction projects	37
Table 4.9: Adequacy for the Budgeting allocation	38
Table 4.10: Proportion of the Total Budget that is allocated to M&E.....	38
Table 4.11: Budgetary Allocation and M&E of construction projects	39
Table 4.12: Participation in the baseline survey	41
Table 4.13: Respondents Role in the baseline survey.....	41
Table 4.14: Baseline survey help in understanding project expectations	42
Table 4.15: Baseline surveys and project performance.....	43
Table 4.16: Baseline surveys and project Performance of building and construction.....	44
Table 4.17: Performance Reviews and the Project Performance.....	45
Table 4.18: Performance reviews and project Performance.....	46
Table 4.19: Training on Monitoring and Evaluation	48
Table 4.20: Trained area.....	48
Table 4.21: Assess the M&E skills of the staff conducting M&E.....	49
Table 4.22: Capacity building and the project performance	50
Table 4.23: Capacity building and project Performance.....	51
Table 4.24: Skills in M&E and performance of projects	52
Table 4.25: Project Performance of building and construction	52
Table 4.26: Correlation Matrix	54

Table 4.27: Model Summary	55
Table 4.28: ANOVA of the Regression	56
Table 4.29: Coefficient of Correlation	57

LIST OF FIGURES

Figure 1: Conceptual Framework20

ABSTRACT

Monitoring and evaluation (M&E) techniques help address the issue of measuring performance and achievement of projects. M&E has become imperative in all university programs and projects. No university pursuing development initiatives would proceed at all without M&E framework in place. This study purposed to find out the influence of M&E tools on project performance of building and construction projects in Kenyan public universities: a case of the University of Nairobi. In this study monitoring and evaluation was defined by its activities: budgetary allocation, baseline surveys, performance reviews, and capacity building while project performance of building and construction was taken to be the extent to which goals were achieved. The study objectives included: to establish how budgetary allocation on monitoring and evaluation influence project performance of building and construction, to determine how baseline surveys influence project performance of building and construction, to establish the influence of performance reviews on project performance of building and construction, and to assess the influence of capacity building in M&E on project performance of building and construction. The study utilized Yamane formula to arrive at a sample size of 98 respondents and purposeful sampling was used to sample 10 respondents from the university administration. This study used primary data collected via a questionnaire and secondary data collected via published reports and other documents. Correlation and multiple regression analysis was also done to show the relationship between the study variables. The study concludes that there are budgets set to carry out M&E among construction projects in the University of Nairobi and that various activities included in M&E budget were scope of major M&E events and functions, key stakeholder informational needs and expectations, and M&E requirements. It was also concluded that baseline survey help in understanding project expectation and that baseline surveys enhances the project performance of building and construction in the University of Nairobi to a large extent. The study concludes that performance reviews enhances the project performance of building and construction in university of Nairobi to a large extent. The study recommends that the relevant government bodies, the NGOs, World Bank and other donors, the contractors and all the bodies handling these projects must have a specific well defined source of financing the M&E exercise. It also recommends that monitoring personnel should be well trained so as to achieve the target of M&E.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Monitoring and evaluation (M&E) is described as a process that assists project managers to scale up performance and influence the results. M&E aims at improving present and future use outputs, outcomes and impact (United Nations Development Programme, 2012). Gyorkos (2013) asserts that monitoring provides management and stakeholders with clear indicators of advances and attainment of forecasted results using the available resources. It involves progressively and methodically collecting specific data as indicator in Public projects. Evaluation involves well planned and unbiased appraisal of a continuing or completed policy, program/project, how it is designed, executed and the outcome. This is done in order to give, in good time, the appraisal of whether the program is relevant, efficient, effective, whether it has impacted the beneficiaries, whether the interventions are sustainable and whether it is in line with the purpose for its establishment. According to Aden (2012), M&E helps those implementing programs to embrace decisions from an informed position with regard to how the program operates, how service is delivered and whether the project is effective, using unbiased evidence.

This is an important activity in projects because it determines project success. All stakeholders are regularly informed, in good time and accurately, the actual status of a project at a given time compared to the original objectives, i.e. with regard to deadlines and budgets. Day (2010), advises that effective M&E is increasingly being appreciated as an important requirement for both project and portfolio management. This is because M&E provide grounds for being accountable in utilizing the resources available for development. Further M&E can be applied to make the project even stronger at the design stage, implementing it and stimulating potential partners among the stakeholders.

Project monitoring involves continuously assessing the implementing of projects with respect to schedules engendered during its design, inputs utilization and services that is offering to those it is meant for. Simon (2013). This is done in order to give, in good time, the appraisal of whether the program is relevant, efficient, effective, whether it has

impacted the beneficiaries, whether the interventions are sustainable and whether it is in line with the purpose for its establishment (Simon, 2013). M&E gives the project implementers useful information about the status of the project as regards tentative and final evaluations. Such information assists in identifying the required alterations especially in the structure of the project, its impact and the tentative date to complete it (Sinha & Labi, 2011).

The need to scale up the performance of aid and grants requires that information on the management of such projects be made available, for the support of implementing those projects and availing input in designing new projects. The WBG further avers that M&E gives a platform for implementers to be more accountable in utilizing available resources. This increased transparency means that there should be more "success on the ground". Here, there should be tangible development projects which can show that they have employed systems that help them learn from previous engagements. In different phases of the project cycle, M&E makes the project even stronger at the design stage, implementing it and stimulating potential partners among the stakeholders since it affects sector assistance strategy. Such analysis is vital since it highlights the results of earlier engagements, successes and failures thereof and improving the design tools and coming up with pointers of performance (Day, 2010).

In their study of 140 non-profit organizations III United States of America, Thayer and Fine (2001) found that outcomes measurement was the most popular purpose for conducting recently completed, as well as current, evaluation and there can be little doubt regarding the value of focusing on results and benefits to participants. A number of studies have addressed the changing trends and foci in monitoring and evaluation performance measurement in project management, (Carman, 2007). Plantz, Greenaway and Hendrick (1997) describes the evolution of trends in monitoring and evaluation from focusing on financial accountability, program outputs, quality of service, participant-related measures, key performance indicators and client satisfaction to the more recent trend to measure achievement project outcomes.

A Workshop organized by the Development Bank of Southern Africa, the African Development Bank and the World Bank in Johannesburg, 25-29 September 2000 on

Monitoring and evaluation and the development challenge in Africa postulated that the increasing voice of the civil society has scaled up the usefulness of M&E within public administration, thereby raising the issue of good governance and better efficient public administration. As the world tends towards more accountability, reactive and efficient government, developing the capacity for M&E which should greatly enhance better governance and development bolstered the demand for M&E capacity development, has become more important. Evaluation is very important in Africa as a result of stagnant and negative economic growth rates, concern associated with governance and worries about the usefulness of aid for development.

In the Kenyan perspective, monitoring and evaluation was introduced through performance contracting in order to influence for the better performance, introducing a new way of conducting ourselves and adopting a positive attitude work ethics in delivering services to the public (Kobia and Mohammed 2006). This was meant to restore confidence in citizens with regard to government services (Muthaura 2007)

The Higher Education industry has been undergoing a lot of changes since independence; from only one University in 1963, with an enrolment of about 215. Currently, Kenya has a total of 43 chartered public and private universities. The number will go higher since university education is growing at a rapid rate to beat the ever growing demand. Underfunding has been a major problem of Kenya's public universities due to various challenges including; donor changing priorities, government regulations, international economic trends, legislation and political trends in the country (Onyango, 1996). This has negatively affected the growth of the universities and therefore they have not been able to match the demand for higher education

University of Nairobi began as Royal Technical College of East Africa (RTCA) in 1956. It was formed aiming at offering technical education and business. It was later in 1960 affiliated to the University of London and started offering degrees of the same University in selected courses. Today UON prides itself as the body that has produced the largest part of Kenyan scholars. It has been, and still is a centre for intellectual development, a research hub in contributing knowledge, and a major player in the network of scholarship globally (MOE, 2014).

The University is being faced by growing competition, increased stakeholder expectations, rapid increase in the number of students and inadequate infrastructure. Factors such as economic downturns, decline in government capitation, lack of enough funds, and insufficient philanthropic, corporate and alumni contributions together with trying to make tuition fees affordable, have reduced the financial resources for public university education (University of Nairobi Strategic Plan 2013-2018). This therefore calls for the need for effective monitoring and evaluation of ongoing projects so as to ensure accountability of the scarce funds.

1.2 Statement of the Problem

M&E is an important activity in projects because it determines project success (Meredith and Mantel, 2011). All stakeholders are regularly informed, in good time and accurately, the actual status of a project at a given time compared to the original objectives, i.e. with regard to deadlines and budgets. Both Monitoring and evaluation are usually seen as the same activity since both are project management functions that are related and occur in successively. Organizational growth and development are both determined by the degree to which projects succeed. It is not possible to achieve the set objectives without M&E. Project managers are required to undertake more rigorous monitoring and evaluation of the projects and develop frameworks and guidelines for measuring impact (Kahilu, 2010). By so doing they will achieve greater value creation for the organization through project success.

As part of its response to the demands of Kenya's Vision 2030 and increasing student numbers, the University of Nairobi decided to construct the Kisumu Campus Complex, the School of Pharmacy Building and University of Nairobi Towers (University of Nairobi Strategic Plan 2013-2018). Construction works for the Kisumu Campus Complex which was expected to be an inspiring attractive showcase started in 2013 and was projected to be complete in January 2015 but the work is still ongoing. The pharmacy building construction works started in 2013 and was projected to be complete in 2014, but the work has not yet been completed. University of Nairobi towers began its construction in 2013 and was expected to be completed in 2015 but it's still ongoing. These among others portray time lost and this could be expensive to the University of

Nairobi. It could also portray an absence of effective M&E of the projects which at the end results to projects delays. As a result of the delays, the University spends approximately 10.6 million in a year in terms of rent for Kisumu campus (Director Kisumu Campus). The situation is not any different in Nairobi where the School of Business spends more than 20 million in a year in terms of rent and the school of continuing education spends over 7 million in a year in terms of rent at the Anniversary towers (UoN Estates Manager). This is very expensive on the side of the University. It is against this background therefore that this study sought to fill the gap by conducting a study to establish the influence of monitoring and evaluation on project performance of building and construction in Kenyan public universities: a case of the University of Nairobi.

1.3 Purpose of the study

The study sought to investigate the influence of monitoring and evaluation tools on project performance of building and construction in Kenyan public universities: a case of the University of Nairobi

1.4 Research objectives

1. To establish how budgetary allocation as a monitoring and evaluation tool influence project performance of building and construction projects
2. To determine how baseline surveys influence project performance of building and construction projects
3. To establish the influence of performance reviews on project performance of building and construction projects
4. To assess the influence of capacity building in M&E on project performance of building and construction projects

1.5 Research questions

- i. How do budgetary allocation on monitoring and evaluation influence project performance of building and construction projects?

- ii. How do baseline surveys influence project performance of building and construction projects?
- iii. How do performance reviews influence the project performance of building and construction projects?
- iv. How does capacity building in M&E influence the project performance of building and construction projects?

1.6 Significance of the Study

The output of the study may assist formulation of a systematic process of applying M&E tools on project performance of building and construction in public universities. The expected outcome is that the study may result into assistance of formulation of policy in the key area of project planning, implementation and completion. It is also expected to add to the existing knowledge for future researchers in the area of M&E.

1.7 Limitations of the Study

Non-commitment of some M&E officers to offer required information due to distress of fault finding gave rise to delays. The researcher booked advanced appointments and pledges of commitment was made on policy of confidentiality of responses in order to address these concerns. The time aspect and distance involved if one visited all of them made the cost of the study high and time consuming. The researcher sent some of the questionnaires using emails.

1.8 Delimitation of the Study

The study was designed to investigate the influence of monitoring and evaluation on project performance of building and construction in Kenyan Public Universities: A case of the University of Nairobi. The study focused on ongoing projects (Kisumu complex towers, Pharmacy building, and University of Nairobi tower). The study utilized university of Nairobi projects budget estimates. Four M&E tools were considered thus, budgetary allocation, baseline surveys, performance reviews, and capacity building.

1.9 Assumptions of the study

The study assumed that; M&E tools influence the projects performance; the university projects implementers utilize M&E tools; and that the respondents filled the questionnaires with honesty and integrity which enabled collection of the data.

1.10 Definitions of significant terms used in the study

Baseline Survey: Baseline Survey involves analyzing the prevailing situation in order to discover where to start a project.

Budgetary allocation: They show the amount of resources an organization has assigned to a department or program.

Building and Construction projects: Building and Construction projects are projects designed for renovating old structures or developing new ones

Capacity building: This is defined as the capabilities of employees in an organization to perform their monitoring and evaluation duties efficiently, effectively and sustainably to support the M&E system. For the system to perform employees should have the skills and experience

Leadership competencies: these are leadership skills and behaviors that bring about better performance. They bring about better leadership

M&E tools: M&E tools are tools used in tracking the status of a project by procedurally collecting and evaluating information on the project. They provide information on whether activities conform to the original plan.

Monitoring and Evaluation: Monitoring & Evaluation system is a process that is focused on continued tracking of project inputs, activities, and results to indicate whether there is progress or the project has gone off-course.

Utilization of Monitoring and Evaluation Information: This is putting monitoring and evaluation results to use. The use of monitoring and evaluation findings for decision

making and project control ensure that there is a baseline against which to undertake new measurements.

1.11 Organization of the Study

The study was organized in five chapters. Chapter One provides details on the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, limitations, and delimitations, basic assumptions of the study and definition of terms used. Chapter Two offers a review of the relevant literature on influence of monitoring and evaluation on project performance of building and construction, theoretical and conceptual framework. Chapter Three covers research methodology that was applied to source, process and requisite data. Chapter four covered data analysis, presentation and interpretation of the study findings. This was followed by Chapter Five which contains summary of findings, conclusions and recommendations as well as further research. References and appendices were at the end.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature guided by the objectives of the study. It covers concepts of project performance, M & E budgetary allocation and project performance of building and construction, baseline surveys and project performance of building and construction, performance reviews and project performance of building and construction and capacity building as an M&E factor and project performance of building and construction. It also involves theoretical framework, conceptual frameworks and summary of literature review.

2.2 Concept of Project Performance

Project performance is defined as the total quality of a project in terms of whether it has impacted the beneficiaries and whether the interventions are sustainable (Chandes et al., 2010). Project performance is different from Industrial or manufacturing sector performance owing to the unique structural nature of the projects. However, like the operations of other sectors, project construction performance can be achieved through evaluation against suitable criteria, monitoring and evaluation or benchmarking against set standards or previous performance of similar projects (Warmode, 2002). Key criteria against which the project performance can be evaluated against includes; whether it is relevant, efficient, effective, whether it has impacted the beneficiaries and whether the interventions are sustainable (Hill, 2005).

Relevance relates to whether the project activities are in line with the priorities of the target group, recipient and donor or sponsor. Key questions that are asked in assessing relevance are whether the goals of the project responds to the needs of the recipients and whether the activities and outputs of the project are in line with those goals. Effectiveness measures whether a certain project is able to realize its goals. Impact examines positive and negative changes as a result of the project. Efficiency assesses inputs against outputs to find out whether the project uses optimum resources possible to achieve the desired

results. Sustainability assesses the ability of the project benefits to continue when the project closes (Chandes et al., 2010)

Project performance is behavior that can be evaluated with regard to whether it adds value or it makes the organization more effective (Onukwube, Iyabga and Fajana, 2010). Illriegel, Jackson and Slocum (2009) approaches performance as each person's work achievement after through exerting effort. From the above definitions, project performance touches on how the ability of workers to finish the jobs they are responsible for and how those jobs helps in achieving the goals of the organization.

2.3 M&E budgetary allocation and project performance of building and construction

Financial resources that will be needed to carry out M&E should be planned for and set aside before the project starts being implemented (UNDP, 2009). The availability of finances will determine what can be achieved as far as implementation, strengthening and sustainability of monitoring and evaluation system is concerned (UNAIDS, 2008a). A key aim of planning for M&E is to approximate the costs of hiring staff and for making available resources required for M&E work. It is crucial for monitoring and evaluation professionals to assess the monitoring and evaluation budget needs when designing the project in order to allocate funds to the implementation of key monitoring and evaluation tasks (Chaplowe, 2008). The managers of a program need to know the percentage of the total budget that should go to monitoring and evaluation. No formula has been proposed although 3 to 10 percent is considered appropriate by the various donors (IFAD, 2002). In practice caution should be exercised so that the M&E budget is not too little as to give results that are not accurate and credible, or so big that it interferes with the program (Zaltsman, 2014).

The project budget must always clearly identify and put aside money for M&E. In monitoring this should as well be separated from the other project's funds so that M&E is recognized for its important role in project management (McCoy, 2005; Gyorkos, (2003). The budget should account for about 5 to 10 percent of the actual budget (AIDS Alliance, 2006; Kelly and Magongo, 2004; IFRC, 2001).

The Program Evaluation Standards James (2011) also indicates that, evaluation planning budget could certainly be more carefully estimated and actual expenditure on the evaluation more carefully monitored. The problem of cost overruns during evaluation has been raised up by several evaluators. Smith and Chircop (2010) say that quality systematic learning carries a cost implication. Financial resources will always be required to compensate people for the time they spend, for the support of systems for supporting information, training, transport and so forth. It should also include labour cost, focused labour input, training and study tours for raising the level of knowledge on M&E and non-operational costs like stationery, meetings, allowances for primary stakeholders and project implementers. In the recent past donors have put emphasis on ensuring that monitoring and evaluation is budgeted for before approving any proposals for funding. In contrast, implementing agencies put little or no emphasis at all towards M&E and most of them try to resist having structures that can support M&E in their organizations.

If less resources are applied to an activity, there shall be slowed growth while too many resources will result in redundancy and therefore less productivity. Resources therefore should just be enough (Lee et al., 2007). Substandard M&E is usually the result of lack of adequate resources. Therefore such resources must be factored in the total cost of the project at the time of planning, and not as additional cost. (UNDP, 2012).

This is in line with Mugo (2014) findings on a study of Monitoring and Evaluation of Development Projects and Economic Growth in Kenya. The study revealed that the amount of budgetary allocation for monitoring and evaluation was also found to be a positively significant determinant of M&E system implementation in development projects. An additional amount of budgetary allocation on monitoring and evaluation in development project is likely to increase the probability of M&E system implementation significantly by 13.13% holding other factors constant. This implies that an extra amount of money allocated for project M&E leads to an increase in the likelihood of M&E system implementation in development projects

Although evaluation and monitoring is done together due to its interrelatedness, the financial allocation for each should be done separately i.e. there should be different lines of budget for each and this should be agreed with partners at the inception stage. This

will be helpful to UNDP and other partners in creating a realistic budget, thus eliminating the risk of inadequate funds for M&E at the close of the project (KusekandRist, 2012)

M&E costs for projects can easily be identified and factored in the budget. Looking for and getting monetary resources for M&E of results is sometimes challenging, since no project can directly absorb such costs (UNDP, 2012). According to the UNDP handbook for monitoring and evaluation the most common way of raising finances for M&E is to identify similar projects and raise funds from them. Other ways include creating an independent M&E fund that will attract resources from all the participating projects through contribution to this kitty. This kitty could be part of the same entity that takes care of the program. Another way is to send requests for funding directly from partners. Another alternative is to put aside funds each year, dedicated to the M&E activity.

2.4 Baseline Survey and project performance of building and construction

A baseline survey is a study that involves analyzing the prevailing situation in order to discover where to start a project. It is recommended that implementers carry out this survey before kicking off a project since this acts as a reference tool for use in all future activities. This tool could be used by those managing the project while making future decisions. They assist in identifying the more important areas in a project which is important especially in a project with a number of goals. The outcomes of such a study can indicate the areas where more emphasis is needed and where little emphasis is required (Del Pico, 2013).

As a rule, a baseline study must be conducted before project implementation, since doing so when a project is already ongoing would not give a true status of it since an ongoing project will have an impact even if it be little (Hogger et al, 2011). This will give the managers a benchmark against which to tell whether the project was successful or not. In case a project is still a long way, and there was no baseline, the implementers may conduct one. Nevertheless, if there was no baseline study and the project has come to completion there will be only a few options for evaluating the success of the program (Marks, 2012).

A well conducted M&E planning at the inception of a project provides one with data (Hogger et al, 2011). A baseline survey, is conducted during the inception of a program to identify the prevailing circumstances, (Estrella and Gaventa, 2010). In such a survey, the performance indicators are also defined. This becomes the basic unit against which program progress is measured (Frankel and Gage, 2007). It acts as a benchmark for assessing the subsequent activity efficiency and attainment of desired outcome (Armstrong and Baron, 2013), a very big contribution to influencing project performance.

Krzysztof et al (2011) argues that without a baseline, it is not impossible to assess the impact of a project. A baseline study informs decision makers on the project's impact has had on the target beneficiaries. These writers further argue that the M&E tools used during a baseline study are the same tools used during evaluation in order to ensure that you compare "apples to apples". Krzysztof et al (2011) argues that conducting a baseline minimizes time and other resources for designing evaluation tools. Donors also require that a baseline survey be conducted to form part of the implementation process (Abeyrama, Tilakasena, Weber, and Karl, 2008). This enables the donor in future, to monitor the outcomes of the project as it continues. For some organizations however, this requirement is the only motivation for M&E and therefore they miss on its importance (Nyonje et al, 2012)

In their Paper "Monitoring and Evaluating Urban Development Programs, A Handbook for Program Managers and Researchers", Bamberger et al (2008) state that a baseline study must be conducted before project implementation. Doing so when a project is already ongoing would not give a true status of it since an ongoing project will have an impact even if it be little. This will give the managers a benchmark against which to tell whether the project was successful or not. In keeping with best practices, a baseline study must be conducted before project implementation (Bamberger, 2008). Mid-term reviews, project completion reports and other evaluations are the actual benchmarks against which comparisons are made with regard to the information provided by the Baseline Study (IFAD 2010).

An M&E system provides an important tool for the allocation of all the necessary resources in and guides in the best way of achieving results. The main reason for collecting baseline information is to scale up the quality of implementation and improve development results. It should also address the concerns of all stakeholders. When this fails to be the case, then it becomes purposeless or there could have been something wrong with the methodology. When it satisfies the demands of only a single stakeholder, there is need to widen the scope of the study in order to make it more useful and relevant(USAID 2012).

It is also necessary that prior to the baseline survey, measurable indicators for gauging what has been done be identified (UNDP, 2012). They are important during the design of the questionnaire and preparation of the evaluation tool. One other consideration to be made is the target population (Gosling, Lousia, and Edwards, 2009). Like for any other activity in project implementation, for one to carry out a baseline survey, funds are needed. Researchers agree that funds are required for conducting a baseline survey. Funding dictates the scope of the baseline study (Armonia et al, 2006).

Feedback received from the local staff as the project is still ongoing affords a chance for those benefitting from the project to have a say in project activities thereby contributing to the quality of monitoring information (Hunter, 2009).A study on the influence of monitoring and evaluation on project's performance found that if you implement a project without a baseline study, you will face serious issues while tracking its progress (Rogito, 2010). According to Rogito, in the best practice a baseline should be planned and done a year prior to the main project in order to obtain real time information. This seems not to have been done according to the study findings. He concludes that the projects for the youth did not perform well as they lacked baseline surveys and therefore it was difficult to attain their objectives.

2.5 Performance Reviews and project performance of building and construction

Whether performance measures are effective or not is always as a result of their integration into the how well they are integrated into the defined system of appraisal. Such a system requires horizontal and vertical integration. In other words, there is need to

strike a balance if you need to get an accurate evaluation of a project and to combine this across projects to get a picture of the performance of the program and across programs in order to realize whether there has been an impact on the departmental level policies and procedures (Hatry, 2009). Performance is continuous but implementers need to have a defined process of evaluation at a defined interval to evaluate an individual's performance against the agreed upon targets set at project's initiation (Butteris, 2010). Transparent, pre-agreed measurements must be used when judging performance.

After a project has been initiated, appraisal should be carried out at defined intervals Taylor (2009). Appraisals should be used to gather information on possible deviations from the original project goals. They should also address any emerging concerns of the project as envisaged by the manager. Based on this corrective measures should be collectively identified and applied where necessary. What has been achieved is also supposed to feature as this motivates those involved in this achievement. This is usually a key driver of achievement. This review points out alterations to organizational processes which ought to inform the strategic, business and project planning processes to scale up results. This activity takes care of the actions necessary for reviewing and evaluating project's results in order to produce a completion report(PMI, 2014).

To avoid potential project risks that one is not prepared for, near term risks must be assessed and appropriate responses prepared and implemented. Even though one may have a ready risk response, if it is applied too late it will not be helpful. You should therefore engage the one that is most immediate (Hatry, 2009). The first major milestone is always to recognize exceptional performers. Many times a lot of focus is directed to solving problems thereby ignoring the exceptional performers. Also, those who perform slowly and lag behind should be encouraged. They should not be belittled during status review meetings. This may call for close monitoring and mentoring by the person in charge or a team member who is high performing. This will earn loyalty for the person in charge (Ukion, 2008)

Performance Reviews helps in giving the management an accurate picture of the project progress. Stakeholder briefings are meant for updates so that all are always aware of the current state of the project. Briefs can be done at different stages of the project, Project

briefs done at kick-off ensure that all stakeholders read from the same page with regard to responsibilities and expectations. As the project progresses, briefs keep stakeholders aware of the current state of affairs and it keeps the project team on top of project tasks. In conclusion, the use Performance reviews enhances Project Delivery Capability.

2.6 Capacity Building and project performance of building and construction

Human capital, with proper training and experience is vital for the production of M&E results. There is need to have an effective M&E human resource capacity in terms of quantity and quality, hence M&E human resource management is required in order to maintain and retain a stable M&E staff (World Bank, 2011). This is because competent employees are also a major constraint in selecting M&E systems (Koffi-Tessio, 2012). M&E being a new professional field, it faces challenges in effective delivery of outcomes. There is therefore a great demand for skilled professionals, capacity building of M&E systems, and harmonization of training courses as well as technical advice (Gorgens and Kusek, 2009).

The technical capacity of the organization can greatly determine how to produce evaluation lessons (Vanessa and Gala, 2011). Creating enough supply of human resource capacity is crucial in order to achieve sustainability of the M&E system and should be done progressively. This calls for recognizing that growing evaluators needs technically oriented M&E training and development, though this can be achieved through workshops. Both formal training coupled with on-the-job experience are work together in creating capacity for evaluators (Gladys, Katia, Lycia and Helena, 2010).

Human capital ought to be matched with clear job description; if there is a gap, then skills improvement should be planned for. Those who are engaged in projects out in the field, managers need to provide effective support (Ramesh, 2012). Organizations must always strive to make better their staff in order to produce results. This support to the field officers together with the increased expectations and opportunity may prompt the officer to enhance his output (Pearce and Robinson, 2014).

An important factor that influences the success of a project is staffing. (Acevedo, et al, 2010). He posits that in order for a project to succeed, the implementers of a project must be committed to it and they must empathize with the project beneficiaries. If the staff have the requisite training and are reasonably remunerated and are working in decent conditions, the project is likely to succeed. Also, staffing is a concern for M&E since it calls for specialized skills in project management.

In development INGOs, there are a number of challenges when implementing or managing M&E activities. There is insufficient M&E capacity where staff are engaged by several projects at a time. They also take on the M&E work of too many individual projects which overextends their M&E capacity resulting in rapid burnout. This adversely affects their capacity for M&E development (White, 2013)

Creating enough supply of human resource capacity is crucial in order to achieve sustainability of the M&E system and should be done progressively. This calls for recognizing that growing evaluators needs technically oriented M&E training and development, though this can be achieved through workshops. Both formal training coupled with on-the-job experience are work together in creating capacity for evaluators (Acevedo et al., 2010).

2.7 Theoretical framework

There are different theories on monitoring and evaluation, each identifying own paradigm and concept on M&E. Kothari (2004) defines theory as a set of properly argued ideas intended to explain a phenomenon by specifying variables of the laws that relate the variables to each other. Since projects are change agents, this study was guided by the theory of change and realistic evaluation theory

2.7.1 Theory of Change

This was propounded by Carol Weiss in 1995, and is a theory of how and why an initiative works. It generates knowledge about whether a project is effective and also explains how and what methods it employs to be efficient (Cox, 2009). It provides direction which the project should take and the goals it wants to attain. M&E tests and

refines the road map while communications helps in reaching the destination by helping to bring about change. Further, this theory gives one the foundation for making a case for the project with regard to whether it brings about change (Msila and Setlhako, 2013). It further posits that when the implementer is concrete about the goals of a project, the evaluators will manage to track and assess the intended outcomes and make a comparison with the original theory of change (Alcock, 2009).

This theory emerged in the 1990s as a reaction to the program theory to address the shortcomings of evaluation theory (Stein and Valters, 2012). It is used to address complex problems that affect the society. It thus gives guidance of how a project ought to work, through a method that is testable and refinable through M&E (CARE, 2013).

2.7.2 Realistic Evaluation Theory

The realistic evaluation theory, propounded by Pawson in 1997, gives a model to be used in explaining the results which come from interventions through projects, how they are produced, and identifying the significance of the conditions surrounding the interventions (Pawson and Tilley, 2004). Realistic evaluation addresses "What works for whom in what circumstances and in what respects, and how?" (Pawson and Tilley, 2004). The model the person evaluating to identify the areas of an intervention that make it effective or ineffective and the necessary contexts for replicating the intervention elsewhere. This helps the implementer to identify valuable lessons (Cohen, Manion, and Morison, 2008). This theory therefore will in a big way influence the concept of predicting the outcome of a project although it is not exhaustive on what may affect the performance of a program.

2.8 Conceptual Framework

The Conceptual Framework below illustrates the relationship between the dependent and independent variables. The independent variables in this study are budgetary allocation, baseline surveys, performance reviews, and capacity building. The dependent variable is project performance of building and construction.

Budgetary allocation is the pattern of incurring expenditure and revenue during the life of the project (SEAGA 2001). It predicts the costs which are likely to be incurred when implementing the project. Reasonable financial planning is an important element in implementing a program. Proper budget planning goes a long way in convincing investors and other donors to avail adequate resources (Philip et al. 2008). A baseline survey involves analyzing the prevailing situation in order to discover where to start a project. They assist in identifying the more important areas in a project which is important especially in a project with a number of goals. The outcomes of such a study can indicate the areas where more emphasis is needed and where little emphasis is required. Ukion (2008) noted that performance reviews helps in giving the management an accurate picture of the project progress. Stakeholder briefings make sure that stakeholders are always aware of the current state of the project. Briefs can be done at different stages of the project; Project briefs done at kick-off ensure that there is a common understanding among all stakeholders about responsibilities and expectations. As the project progresses, briefs keep stakeholders aware of the current state of affairs and it keeps the project team on top of project tasks. To enhance project performance, there is a constant demand opined that creating enough stock of workforce is an important step towards a sustainable M&E system (Gosling and Edwards, 2003).

Independent variables

Dependent Variable

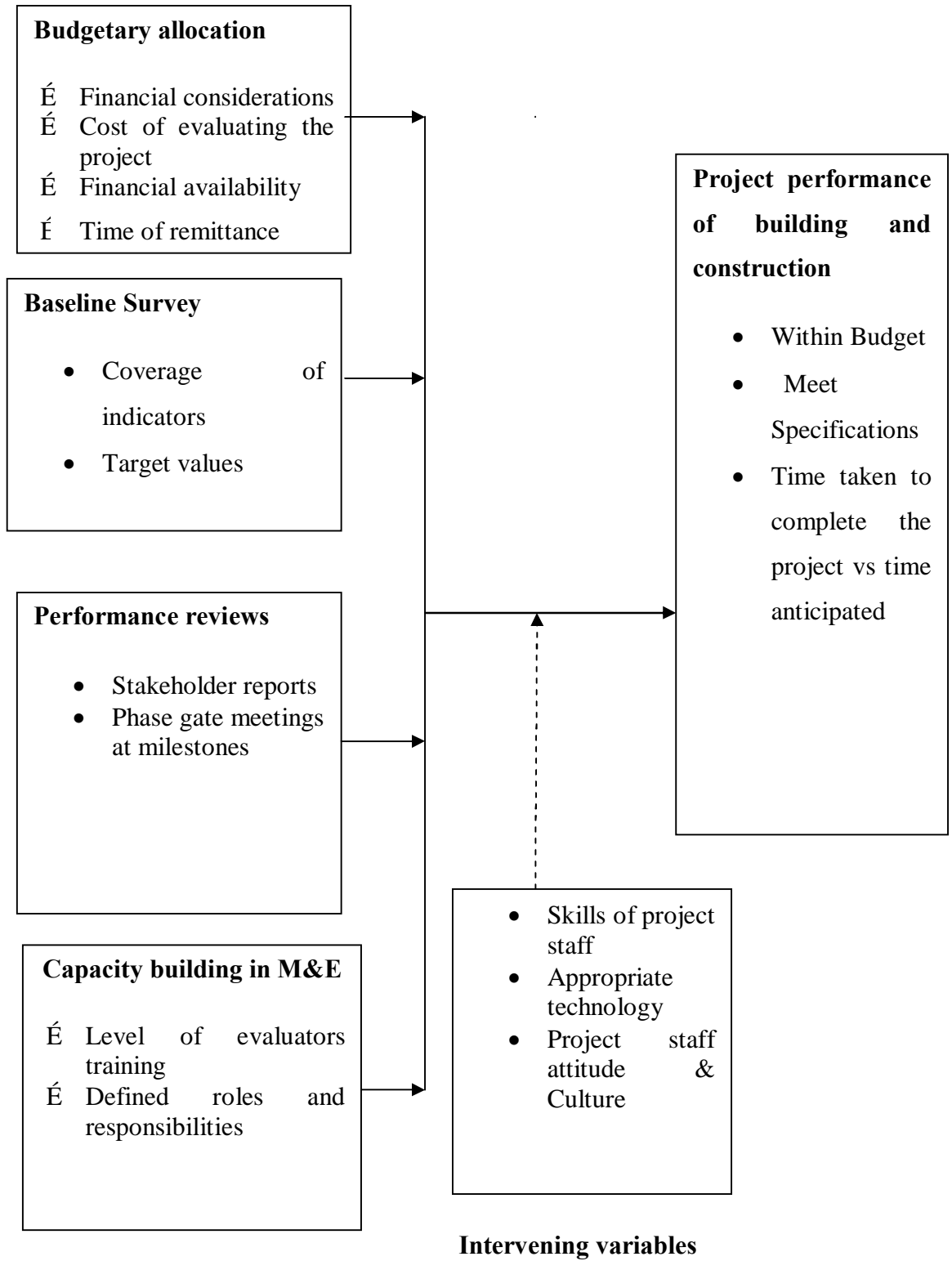


Figure 1: Conceptual Framework

2.9 Knowledge gap

From the findings, it is evident that several studies with regards to monitoring and evaluations have been done both globally and locally. For instance, Kimonyi (2010) for example, investigated the relationship between M&E and the success of NGO funded projects. The population of interest in this study comprised all Non-Governmental Organisations (NGOs) based in Nairobi. The researcher used stratified random sampling and structured questionnaires as the main data collection instrument. Descriptive statistics such as percentages, frequencies, means, standard deviations tables, pie charts and other graphs were used as appropriate in addition, inferential statistics was also used. The study found out that there is a positive relationship between M&E and the success of NGO projects. The study explored the various facets of M&E and their extent of influence to the success of NGO donor funded projects in Kenya. The study found out that M &E practices to a great extent were motivated primarily by a desire to comply with regulations and avoid donors freezing aid.

A study was done to investigate the factors that affected M&E of public projects in Nakuru County (Mureithi, 2015). Descriptive survey research design was used with a sample size of 208 where stratified random sampling procedure was applied. Primary data was collected using questionnaires while secondary data entailed use of document analysis. Data was analysed using both qualitative and quantitative techniques. The study concluded that levels of training, budgetary allocation, stakeholders participation and politics all had an influence on M&E. However the study fails to show explicitly how this factors influence the success of projects. Mulandi (2013) study on factors influencing performance of monitoring and evaluation system argues that Monitoring and Evaluation system needs skilled manpower in order to perform M&E tasks assigned to them. The study was more concerned with establishing the factors influencing M&E foregoing the need to determine the nexus between M&E and project performance of building and construction.

A study was also done on Monitoring and evaluation factors influencing the performance of road infrastructural projects: A case study of Nyandarua County, Kenya. The study found that the employees in the county had no training in M&E, as a result, they did not

carry out needs assessment prior to project implementation, no M&E records of expenditure (Wanjiku, 2015). Most of the employees charged with management of road projects and more so monitoring and evaluation, most of them had no idea of the current budgets for those projects. It also found out that there is very poor management of monitoring and evaluation information. The inadequacy of the management of information system was characterized by poor means of monitoring and evaluation data storage, poor data processing, poor means of dissemination of monitoring and evaluation information. The results showed that primary beneficiaries (the community) of the projects generally did not participate in monitoring and evaluation of road projects and was heavily influenced by politics. Participation by other agencies in monitoring and evaluation was very low. The study is of great significance since it give insights on how monitoring and evaluation is of great interest on ensuring the success of the projects. However, the study was focused on road infrastructural projects in county level, and thus little can be borrowed to this study which lays emphasizes on projects in universities.

A study done on the factors influencing implementation of monitoring and evaluation processes on donor funded projects; a case of Gruppo per Le Relazioni Transculturali-GRT project in Nairobi, concluded that staff technical skills affect the implementation of monitoring and evaluation in that necessary skills played a major role in provision of critical advice in developing results-based monitoring systems. It can also be concluded that even though there was funding, poor budget allocation thus affects the implementation of monitoring and evaluation. The study further concluded that stakeholders' participation influence the implementation of monitoring and evaluation. It can finally be concluded that inappropriate indicators of monitoring and evaluation influences the implementation of monitoring and evaluation (Nyakundi, 2014). It is not clear from the study how monitoring and evaluation influences the success of projects and specifically at the Universities.

Based on the foregoing findings, it is clear that most of the studies have been done in relation to monitoring and evaluation. However, to the best knowledge of the researcher, there is no study has been done with regards to influence of monitoring and evaluation on

project performance of building and construction in Kenyan public universities and there exists a huge academic gap in this area, and therefore the need for this study

2.10 Summary of literature review

This chapter has presented a review of literature on the evolution of M&E and its wider application on project performance. In the section on M&E in project performance however, M&E remains a strategy and tool for the promotion of project management, and the results generated need to be applied through a management hierarchy. The section presenting how M&E activities influence project performance of building and construction brings out a number of issues: i) M&E budgetary allocation enhances project completion ii) M&E baseline survey sets the guide on how to monitor and evaluate a project; iii) M&E capacity building promotes team building and unity of purpose; and lastly iv) performance reviews gather information on the status of areas that need to be looked into by projects.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter the researcher presents the methodology used in carrying out the study. The chapter consists of the research design, target population, sampling procedures and sample size, research instruments, validity and reliability of the instruments, data collection procedures, data analysis, ethical issues and operationalization of the study variables.

3.2 Research Design

A descriptive method of survey was used. Descriptive survey involves collection of data with the aim of testing set hypothesis or to be used to answer questions regarding the subject under study. Survey design involves data collection for testing hypothesis or answering questions concerning the status of the subjects in the study (Karlman and Goldberg, 2006). Data was collected by personally administering interviews to selected individuals with an aim of studying their attitudes and opinion and on influence of monitoring and evaluation on the success of projects in the University of Nairobi. Descriptive survey design is good where facts are being sought and it gives results that are accurate. This method also enables a researcher to gather information for a specific duration and interpret the results with consideration of the existing conditions (Barney, 1991).

3.3 Target Population

Population can be defined as all the members of a real or hypothetical set of people, event or objects to which a researcher wishes to generalize the results of the study. The study targeted monitoring team in ongoing projects in the University of Nairobi. In total 130 respondents, representing monitoring and evaluation team were targeted. The target population was 130 made up of Members of UMB, HoDs and other officers directly involved in M&E, Deans, Associate deans, directors and Chairmen of concerned departments, Performance Contract Team, staff Estates Department, Staff construction

department, Staff DVC (A&F) Office , Staff VC Office , Staff Finance Department , and ISO Auditors.

Table 3.1: Target Population

Group	Number
Members of UMB	10
HoDs and other officers directly involved in M&E	26
Deans, Associate deans, directors and Chairmen of concerned departments	11
Performance Contract Team	10
Staff Estates Department	10
Staff construction department	30
Staff DVC (A&F) Office involved in M&E	3
Staff VC Office involved in M&E	6
Staff Finance Department	4
ISO Auditors	20
Total	130

3.4 Sample size and Sampling Procedures

In this survey study sample size was determined using Yamane formula and sampling procedure was carried out as described below.

3.4.1 Sample size

The study utilized formula by Yamane (1967) to arrive at a sample size of 98 respondents. In addition 10 University administrative staff were purposively sampled to form key respondents. Purposive sampling technique helped the researcher to collect focused information, by selecting the useful cases only which helped to save time and resources.

In this particular study as preferred number of respondents to be used in sample was 98 using the formula by Yamane (1967). As follows:

$$n = \frac{n}{1 + n(e)^2}$$

Where n is the sample size N is preferred sample size and e is the error = 0.05

$$n = \frac{130}{1 + 130(0.005)^2}$$

$$= 98.11$$

Availing a sample size of 98

3.4.2 Sampling procedure

According to Mugenda and Mugenda (2003), sampling is the process of selecting the subjects or cases to be included in the study as representative of the target population. The sample for this research study was selected using stratified random sampling method. The selected respondents within University of Nairobi were put in strata based on their sector of operation and then a sample units for the study selected from each stratum (Kothari, 2004). This approach was considered because it is easier in assembling the sample. According to Gay (2010) random sampling is the process of selecting a sample where all individuals in the defined population get an equal independent chance of being selected for the sample

3.5 Research Instruments

This study used both primary and secondary data. Primary data was collected using a questionnaire while secondary data was collected from published reports and other documents. The questionnaire had both close-ended and open-ended questions. The open-ended questions enabled the collection of qualitative data. The questionnaire designed in this study comprised of six sections. Section A of the questionnaire gathered general information about the respondents. Section B collected information about the influence of M & E budgetary allocation and project performance of building and construction. Section C of the interview guide gathered information on the baseline survey, section D gathered information on performance reviews. Section E covered the information on

capacity building, while section F covered project performance of building and construction.

3.5.1 Pilot testing of the instrument

This involves checking for the suitability of the questionnaire. The quality of research instrument determines the outcome of the study (Alan and Emma, 2011). The questionnaires were administered to 10 project managers and 10 M&E officers in the Kenyatta University. The selected individuals for piloting were expected to respond to the items in the questionnaires. Piloting established whether the instrument was able to measure the construct adequately; established whether the respondents found the items easy to respond to; established whether the instrument was comprehensive enough to elicit the intended information and the level of the respondent; and established whether the time allocated for the data collection was adequate. The respondents in the piloting exercise were not included in the final administration of the questionnaires.

3.5.2 Validity of instruments

Validity is described as the degree to which a research instrument measures what it intends to measure (Cherry, 2015). As a way of improving validity, the questionnaires were discussed with the supervisor. Content validity refers to how well a test measures the behavior for which it is intended (Lune, Parke, and Stone, 1998). As such, the study only considered inferences which had a relationship with the variables under study when matching the test questions and content of the subject area.

3.5.2 Reliability of the Instruments

Reliability is the degree to which an assessment tool produces stable and consistent results. Orodho (2004) posits that reliability is the extent to which the measuring procedure produces similar results when repeatedly administered. To establish the reliability of the instrument, the researcher used the split-half reliability method. The test was first divided into halves and administered to the total respondents in the pilot study and scored separately. The scores of one half of test were then compared to the scores of the remaining half to test the reliability (Kaplan and Saccuzzo, 2001). Cronbach's Alpha () was used to test the reliability of the items in the instrument. Larry (2013) indicates that Cronbach Coefficient is used to test internal consistencies of items/traits of a

construct when a research instrument has Likert scales with multiple responses for data collection. Therefore, it was the most appropriate for this study since the instrument had Likert scale with multiple responses. Creswell (2012) indicates that a reliable research instrument should have a composite Cronbach Alpha, α , of at least 0.7 for all items under study. Thus, reliability coefficient, α , of 0.7 was considered acceptable. The instrument was revised and had a composite α of 0.8048 when going for field.

Table 3.2: Cronach’s Alpha Values

VARIABLE	CRONBACH'S ALPHA
Budgetary allocation	0.769
Baseline surveys	0.848
Performance reviews	0.797
Capacity building	0.824
Project performance	0.786
Average	0.8048

3.6 Data Collection Procedure

The researcher administered questionnaires by interviewing respondents. To complement the questionnaire distributed, the researcher interviewed the respondents. The researcher sought approval for this study from the University of Nairobi and National Council for Science and Technology and Innovation (NACOSTI). As soon as permission was granted and an introduction letter obtained by the researcher, the study proceeded in the following chronology: recruitment of one research assistant; conducting briefing for the assistant on the study objectives, data collection process and study instrument administration; pilot testing; revising of the data collection instruments after the pilot study; reproduction of required copies for data collection; administering instruments via interview; assessment of filled questionnaires through serialization and coding for analysis; data analysis and discussion; preparation of the conclusion and recommendations

3.7 Data Analysis Techniques

Data was collected and checked for completeness. Numerical data was coded and analyzed with the help of SPSS versions 21. A frequency table with varying percentages was used to present the findings. Stake (1995) describes this method of data analysis as a way of analyzing data by organizing it into categories on the basis of themes and concepts. The data also was analysed using correlation regression; the study used Pearson correlation in order to establish the level of relationship between the study variables, while multiple regressions were guided by the model specification as follows

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \dots$$

Where;

Y = Project Performance of building and construction

β_0 = Constant Term

β_1 = Beta coefficients

X_1 = M&E budgetary allocation

X_2 = Baseline Survey

X_3 = Performance Reviews

X_4 = Capacity Building

3.8 Ethical Consideration

Permission was obtained from the concerned authorities including the National Council for Science and Technology and Innovation (NACOSTI) and the monitoring teams in the University of Nairobi that are participating in the study before it began. The researcher obtained consent of participants after assuring them that participation was voluntary and that they could withdraw from the study up until the time the data was analyzed. They were not required to include their names and were assured of confidentiality.

3.9 Operationalization of Variables

The relationship of variables is illustrated in table 3.3 which shows their respective indicators.

Table 3.3: Operationalization of the Variables

Objectives	Variables	Indicators	Measurement Scale	Tools of Analysis
To establish how budgetary allocation on monitoring and evaluation influence project performance of building and construction	<p><u>Independent:</u> budgetary allocation</p> <p><u>Dependent:</u> project performance of building and construction -Within Budget -Meet Specifications -Time taken to complete the project vs time anticipated</p>	<p>-Financial considerations</p> <p>-Cost of evaluating the project</p> <p>-Financial availability</p>	<p>-Interval</p> <p>-Nominal</p> <p>-Ordinal</p>	<p>Descriptive statistics</p> <p>Inferential statistics</p>
To determine how baseline surveys influence project performance of building and	<p><u>Independent:</u> baseline surveys</p>	<p>-coverage of indicators</p> <p>-target values</p>	<p>-Interval</p> <p>-Nominal</p> <p>-ordinal</p>	<p>Measure of Central tendency; Mean</p> <p>Inferential statistics</p>

construction				
To establish the influence of performance reviews on performance of project performance of building and construction	<u>Independent:</u> performance reviews	-Stakeholder reports -Phase gate meetings at milestones -Use of lessons learned	-Interval -Nominal -ordinal	Descriptive statistics Inferential statistics
To assess to what extent capacity building in M&E influences project performance of building and construction	<u>Independent:</u> capacity building	-Level of education - Skills in M&E -Experience in M&E	-Interval -Nominal -ordinal	Measure of Central tendency; Mean Inferential statistics

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents results of the data analysis which was done based on the study objectives. Descriptive and inferential statistics were used for each variable and the findings presented in tables and their implications discussed.

4.1.1 Questionnaire Return Rate

The research was conducted on a sample of 98 respondents from university of Nairobi M&E staffs to whom questionnaires were administered. The statistics analyzed were used to show the relationships between variables. Out of the 98 questionnaires, 94 questionnaires were duly filled and this represented a response rate of 95.92%. This response rate was considered satisfactory for analysis to make conclusions for the study (Mugenda and Mugenda, 2003).

Table 4.1: Questionnaire Return Rate

No. of questionnaires Returned	Target No. of respondents	Response Rate (%)
94	98	95.92%

The researcher personally administered the questionnaire, thus there was a high response rate (95.92%) as shown on Table 4.1. The researcher also got a chance to clarify the respondents' queries at the point of data collection; although care was taken not to influence the outcome. This also reduced the effects of language barrier, hence, ensuring a high instrument response and scoring rate.

4.2 Demographic Information

This section discusses the demographic characteristics of the respondents in the study. These include, distribution of respondents by their gender, age, level of education and the results are presented in terms of the study objectives.

4.2.1 Distribution of respondents by gender

In this section the researcher sought to establish the gender of the respondents. Their responses are shown in Table 4.2

Table 4.2: Distribution of respondents by gender

	Frequency	Percent
Male	42	44.7
Female	52	55.3
Total	94	100.0

The respondents were required to indicate their gender; the results show that 52 (55.3%) of the respondents were females while 42 (44.7%) of the respondents were males. This implies that there were more female respondents than males who took part in M & E of building and construction projects in University of Nairobi

4.2.2 Distribution of Respondents by their Age bracket

The researcher sought to establish the age group of the respondents, the findings is as shown in Table 4.3

Table 4.3: Distribution of Respondents by their Age bracket

	Frequency	Percent
31-40 Years	13	13.8
41-50 Years	51	54.3
Above 50 Years	30	31.9
Total	94	100

From the Table 4.6, 53 (54.3%) of the respondents were between 41-50 years of age were the majority, those of the age above 50 years with 30 (26%), and those with ages between 31-40 years were 13 (13.8%). This implies that majority of the respondents were between 41-50 years of age.

4.2.3 Number of years in current position

A combined question sought to know the work experience in a predetermined range of intervals scale between the M & E officers and project supervisors, and contractors personnel to establish the knowledge held about M & E and projects implementation by UON linked workers. The respondents gave the following range of experience when asked

Table 4.4: Number of years in current position

	Frequency	Percent
6-11 Years	13	13.8
12-17 Years	21	22.3
18-23 Years	43	45.7
24 years and above	17	18.1
Total	94	100

The findings reveals that majority of the respondents (45.7%) were of between 18-23 years of experience, 22.3% went for between 12-17 years, 18.1% were of 24 years and above of experience while the remaining 13 who represented 13.8% had 6-11 years of experience.

4.2.4 Level of Education of the Respondent

The education level of the respondents was sought. The study findings are as presented in Table 4.5

Table 4.5: Level of Education

	Frequency	Percent
Secondary	1	1.1
College	2	2.1
University	25	26.6
Post graduate	66	70.2
Total	94	100

The majority of the respondents were post graduate holders 66 (70.2%) and degree holders were 25 (26.6%). Post graduate and Degree holders combined were over 91 (96.8%). The Post graduate holders were mainly the manager, head of departments and thus they were capable of making gainful contribution to monitoring and evaluation of construction projects as exhibited by the majority of the respondents. The college and secondary level certificate holders were only 3(3.2%). This implies that majority of the respondents were well educated and hence higher chances of giving reliable information.

4.2.5 Involvement in conducting monitoring and evaluation

The research sought to find out if respondents have been involved in conducting monitoring and evaluation of any development project in Kenya and responses given in Table 4.6:

Table 4.6: Involvement in conducting monitoring and evaluation

	Frequency	Percent
Yes	87	92.6
No	7	7.4
Total	94	100

From the responses, 92.6% of the respondents argued that they have been involved in conducting monitoring and evaluation of any development project in Kenya while the remaining 7.4% have not been involved in conducting monitoring and evaluation of any development project in Kenya.

4.2.6 Project Involved in conducting monitoring and evaluation

Among the respondents who indicated they have been involved in conducting monitoring and evaluation of any development project in Kenya were further probed to indicate their project/ Programme of involvement. The findings are as shown in Table 4.7

Table 4.7: Project Involved in conducting monitoring and evaluation

	Frequency	Percent
Education	73	77.7
Roads	1	1.1
Youth	3	3.2
Health	11	11.7
Total	88	93.6

Based on the Table 4.7, majority of the respondents 73 (77.7%) indicated that the project/ programme they have been involved in was education, 11 representing 11.7% indicated health project, 3 respondents, representing 3.2% indicated youth project, while only 1 respondent representing 1.1% of the respondents who indicated that they were involved in roads projects.

4.3 Budgetary Allocation and Project Performance

The study sought to establish if budgetary allocation as a monitoring and evaluation tool influence project performance of building and construction projects. The study findings are as shown in subsequent headings

4.3.1 Budgets set to carry out M&E among construction projects

The study sought to identify whether there are budgets set to carry out M&E among construction projects in the University of Nairobi. Results were analyzed as in Table 4.8

Table 4.8: Budgets set to carry out M&E among construction projects

	Frequency	Percent
Yes	88	93.6
No	6	6.4
Total	94	100

From Table 4.8, 88(93.6%) of the respondents indicated that there are budgets set to carry out M&E among construction projects in the University of Nairobi while 6 (6%) of the respondents indicated that there are no budgets set to carry out M&E among construction projects in the University of Nairobi. This implies that there are budgets set to carry out M&E among construction projects in the University of Nairobi.

4.3.2 Various activities included in M&E budget

Among the respondents who indicated that there are budgets set to carry out M&E among construction projects in the University of Nairobi were further asked to explain various activities included in M&E budget. The study established that various activities included in M&E budget were scope of major M&E events and functions, key stakeholder informational needs and expectations, and M&E requirements.

4.3.3 Adequacy for the Budgeting allocation

Respondents were asked to indicate the extent the money allocated for M&E was adequate. The result findings are as shown in Table 4.9

Table 4.9: Adequacy for the Budgeting allocation

	Frequency	Percent
Small extent	16	17
Moderate extent	63	67
Large extent	15	16
Total	94	100

From Table 4.9, 63 (67%) of the respondents felt that the money allocated for M&E is adequate to a moderate extent, while 16 (17%) of the respondents felt that the money allocated for M&E is adequate to a small extent. A few 15 (16%) of the respondents felt that the money allocated for M&E is adequate to a large extent. This implies that the money allocated for M&E for construction projects in the University of Nairobi is not adequate.

4.3.4 Proportion of the Total Budget that is allocated to M&E

The study enquired on the respondents' awareness of the total project budget and the proportion of monitoring and evaluation budget and whether their projects got completed within their budget. This was analyzed with regard to the second objective which is to examine the extent to which M&E budgetary allocation factor influences performance of construction projects. The results findings are as shown by Table 4.10

Table 4.10: Proportion of the Total Budget that is allocated to M&E

	Frequency	Percent
Yes	69	73.4
No	25	26.6
Total	94	100

In Table 4.10, 69 out of the total 94 respondents which represent 73.4% indicated YES, which means that they knew the total budgets for the construction and building projects within that current financial year in the university. On the other hand, 25 (28.8%) of the total respondents indicated a NO which showed that they are not aware of the total budgets for the construction and building projects within that current financial year in the university. In line with findings, Chaplowe, (2008) opined that a key aim of planning for M&E is to approximate the costs of hiring staff and for making available resources required for M&E work. It is crucial for monitoring and evaluation professionals to assess the monitoring and evaluation budget needs when designing the project in order to allocate funds to the implementation of key monitoring and evaluation tasks.

4.3.5 Budgetary Allocation and M&E of construction projects

The respondents were asked to indicate the extent to which budgetary allocation is a contributing factor of monitoring and evaluation. Their responses were rated on a 5 point Likert scale where SA-strongly agree (5), Agree(4), N-neutral(3), D-disagree(2), SD-strongly disagree(1). The result findings are as shown in Table 4.11.

Table 4.11: Budgetary Allocation and M&E of construction projects

	Mean	Std. Deviation
The budget of projects undertaken usually provide a clear and adequate provision for monitoring and evaluation activities	3.0426	1.33533
Money for M&E are usually channeled to the right purpose	3.8298	.66621
A realistic estimation for monitoring and evaluation is usually undertaken when planning for projects.	3.8936	.59511
This department has developed two different lines of budget for M&E	3.0761	1.27731
The major challenge faced by this team is looking for and getting monetary resources for M&E of results	3.9787	.73292

Majority of the respondents agreed that the major challenge faced by this department is looking for and getting monetary resources for M&E of results (mean=3.9787) and that a realistic estimation for monitoring and evaluation is usually undertaken when planning for projects (mean=3.8936). In addition, respondents agreed that Money for M&E are usually channeled to the right purpose (mean=3.8298). However, the respondents were neutral on the statement that their department has developed two different lines of budget for M&E (mean=3.0761), and that the budget of projects undertaken usually provide a clear and adequate provision for monitoring and evaluation activities (mean=3.0426). This indicates that the major challenge faced by this team is looking for and getting monetary resources for M&E of results and that a realistic estimation for monitoring and evaluation is usually undertaken when planning for projects. A key aim of planning for M&E is to approximate the costs of hiring staff and for making available resources required for M&E work. It is crucial for monitoring and evaluation professionals to assess the monitoring and evaluation budget needs when designing the project in order to allocate funds to the implementation of key monitoring and evaluation tasks (Chaplowe, 2008).

4.3.6 M&E budget allocation and project performance

Respondents were requested to give their own opinion, regarding how M&E budget allocation affects project performance of building and construction. Respondents indicated that M&E budget allocation leads to adequate resources leading to good quality monitoring and evaluation. Similar to the findings, Kusek & Rist, (2012) notes that resources that are not adequate often brings about low quality M&E. Therefore such resources must be factored in the total cost of the project at the time of planning, and not as additional cost.

4.4 Baseline surveys and Project Performance

The study sought to establish whether baseline survey as a monitoring and evaluation tool influence project performance of building and construction projects. The study findings are as shown in subsequent headings.

4.4.1 Participation in the baseline survey

The study sought to establish whether respondents participated in the baseline survey. The findings are as shown in Table 4.12

Table 4.12: Participation in the baseline survey

	Frequency	Percent
Yes	66	70.21
No	28	29.79
Total	94	100

From the findings, respondents indicated that they have participated in the baseline survey as indicated by majority of the respondents 66(70.21), while 29.79% indicated that they have not participated in the baseline survey. This infers that respondents have participated in the baseline survey

4.4.2 Respondents Role in the baseline survey

The study further sought to establish from the respondents who indicated that they have participated in the baseline survey to indicate their role in the baseline survey. The findings are as shown in Table 4.13

Table 4.13: Respondents Role in the baseline survey

	Frequency	Percent
Designing research tools	10	10.6
Data collection	18	19.1
Participated as respondent	8	8.5
Data capturing	27	28.7
Database design	3	3.2
Total	66	70.2

Majority of the respondents 27 (28.7%) indicated that their role was data capturing, 18 (19.1%) indicated data collection, 10(10.6%) indicated designing research tools, 8(8.5%) indicated that they participated as respondent while the remaining 3 (3.2%) indicated that their role was Database design. This indicates that majority of the respondents role in baseline surveys was data capturing

4.4.3 Baseline survey and project expectations

Respondents were kindly requested to indicate whether the baseline survey help in understanding project expectations. Table 4.14 shows the study findings

Table 4.14: Baseline survey help in understanding project expectations

	Frequency	Percent
Yes	84	89.4
No	10	10.6
Total	94	100

The results show that the majority of the respondents 84 (89.4%) indicated that the baseline survey help in understanding project expectation while only 10 (10.6%) of the respondents who had contrary opinion that baseline survey does not help in understanding project expectation. This implies that the baseline survey help in understanding project expectation. In line with the findings, Marks, (2012) established that as a rule baseline study must be conducted before project implementation, since doing so when a project is already ongoing would not give a true status of it since an ongoing project will have an impact even if it be little. This will give the managers a benchmark against which to tell whether the project was successful or not.

4.4.4 Baseline Surveys and Project Performance

The study endeavored to establish the extent to which the baseline surveys enhances the project performance of building and construction in the University of Nairobi. Study findings are as shown in Table 4.15

Table 4.15: Baseline surveys and project performance

	Frequency	Percent
Not at all	2	2.1
Very little extent	9	9.6
Little extent	6	6.4
Large extent	75	79.8
Very large extent	2	2.1
Total	94	100

Majority of the respondents, 75 (79.8%) indicated that baseline surveys enhances the project performance of building and construction in the University of Nairobi to a large extent, 9 (9.6%) indicated to a very little extent, 6 (6.4%) indicated to a little extent while 2 (2.1%) indicated that baseline surveys enhances the project performance of building and construction in the University of Nairobi to a very large extent and not at all respectively. This shows that baseline surveys enhance the project performance of building and construction in the University of Nairobi to a large extent. In line with the findings, Rogito, (2010) argues that if you implement a project without a baseline study, you will face serious issues while tracking its progress. According to Rogito, in best practices, a baseline should be planned and done a year prior to the main project in order to obtain real time information. This seems not to have been done according to the study findings. He concludes that the projects for the youth did not perform well as they lacked baseline surveys and therefore it was difficult to attain their objectives.

4.4.5 Baseline surveys and project Performance of building and construction

The study also sought to establish the extent of agreement with various statements on the impact of Baseline surveys and project Performance of building and construction. The status of this variable was rated on a 5 point Likert scale ranging from; SA-strongly agree (5), Agree(4), N-neutral(3), D-disagree(2), SD-strongly disagree(1). The study findings are depicted in Table 4.16.

Table 4.16: Baseline surveys and project Performance of building and construction

	Mean	Std. Deviation
without a baseline, you cannot measure the project's impact	4.0319	0.61263
A baseline study informs decision makers on the project's impact	4.0957	0.46534
Conducting a baseline minimizes time and other resources for designing evaluation tools.	3.9362	0.70036
baseline surveys must be carried out before project implementation	4.0106	0.37373
baseline surveys makes sure that every possible impact of a project is captured at evaluation	4.0638	0.50393

The respondents strongly agreed that, a baseline study informs decision makers on the project's impact (mean=4.0957), baseline surveys makes sure that every possible impact of a project is captured at evaluation (mean=4.0638), and without a baseline, you cannot measure the project's impact (mean=4.0319). In addition respondents agreed that baseline surveys must be carried out before project implementation (mean=4.0106) and that conducting a baseline minimizes time and other resources for designing evaluation tools (mean=3.9362). This implies that a baseline study informs decision makers on the project's impact, baseline surveys makes sure that every possible impact of a project is captured at evaluation, and that without a baseline, without a baseline, you cannot measure the project's impact. Similarly, Krzysztof et al (2011) argues that without a baseline, it is not impossible to assess the impact of a project. A baseline study informs decision makers on the project's impact has had on the target beneficiaries. These writers further argue that the M&E tools used during a baseline study are the same tools used during evaluation in order to ensure that you compare "apples to apples".

4.4.6 Timing of baseline survey and the quality of project information

The study sought to establish from the respondents their own opinion on how the timing of baseline survey does determine the quality of project information. Respondents were

of the view that timing of baseline survey is the benchmark against which all future activities are checked with regard to management decisions. They further indicated that Baseline studies are important in establishing priority areas for a project for example where a project has several objectives. In support of these findings, Armstrong and Baron, (2013) argue that baseline survey provide the grounds for future assessment of the efficiency of the activity being implemented. It collects key information early in a project in order to guide later decisions on quality and of results achieved.

4.5 Performance Reviews and Project Performance

The study sought to establish whether performance reviews as a monitoring and evaluation tool influence project performance of building and construction projects. The study findings are as shown in subsequent headings

4.5.1 Performance Reviews and the Project Performance

The study sought to establish the extent to which performance reviews enhances the project performance of building and construction in the University of Nairobi. The study findings are as shown in Table 4.17.

Table 4.17: Performance Reviews and the Project Performance

	Frequency	Percent
Not at all	3	3.2
Little extent	4	4.3
Large extent	79	84
Very large extent	8	8.5
Total	94	100

Majority of the respondents 79 (84%) indicated that the performance reviews enhances the project performance of building and construction in University of Nairobi to alarge extent, 8 (8.5%)to a very large extent, 4 (4.3%) indicated to a little extent, whileonly 3 (3.2%) were on the opinion that performance reviews does not enhance the project performance of building and construction in University of Nairobi. This indicates that the effective performance reviews enhances the project performance of building and

construction in University of Nairobi to a large extent. Ukion (2008) states that performance reviews are made for the purpose of checking the status of activities with regard to the plan. Reviews must be done at defined intervals as previously defined to confirm whether the remaining plan is still valid and relevant. Adjustments may be made with regard to performance, prevailing conditions and new information but the project must always stick to its objectives.

4.5.2 Performance reviews and project Performance

The study also sought to establish the extent of agreement with various statements relating to the performance reviews and project Performance of building and construction. The status of this variable was rated on a 5 point Likert scale ranging from; SA-strongly agree (5), Agree(4), N-neutral(3), D-disagree(2), SD-strongly disagree(1). The study findings are depicted in Table 4.18.

Table 4.18: Performance reviews and project Performance

	Mean	Std. Deviation
review of performance is an ongoing process	4.0213	0.67168
performance reviews are intended to check the progress of activities against the plan	4.1064	0.30998
The main reason for conducting reviews is to find out whether the plan significantly deviates from the plan and take corrective measures	4.0638	0.56432
Performance Reviews help in giving the management an accurate picture of the project progress.	4.117	0.7011

Based on the study findings, the respondents strongly agreed that, performance reviews help in giving the management an accurate picture of the project progress (mean=4.117), and that performance reviews are intended to check the progress of activities against the plan(mean=4.1064). In addition, respondents agreed that the main reason for conducting reviews is to find out whether the plan significantly deviates from the plan and take corrective measures (mean=4.0638), and that review of performance is an ongoing

process (mean=4.0213). This implies that performance reviews help in giving the management an accurate picture of the project progress and that performance reviews are intended to check the progress of activities against the plan. Similarly, Ukion (2008) noted that performance reviews helps in giving the management an accurate picture of the project progress. Stakeholder briefings make sure that stakeholders are always aware of the current state of the project. Briefs can be done at different stages of the project; Project briefs done at kick-off ensure that there is a common understanding among all stakeholders about responsibilities and expectations. As the project progresses, briefs keep stakeholders aware of the current state of affairs and it keeps the project team on top of project tasks. In conclusion, the use Performance reviews enhances Project Delivery Capability

4.5.3 Influence of performance reviews on project performance

The researcher sought to establish how performance reviews enhances the project performance of building and construction in the University of Nairobi. The study revealed that the main reason for conducting project status reviews is to find out whether the plan significantly deviates from the plan and take corrective measures. This is usually important in the evaluation of the project performance in relation to established criteria for success coupled with other indicators identified during project design. In support to the findings, PMI (2014) notes that review points out alterations to organizational processes which ought to inform the strategic, business and project planning processes to scale up results. This activity takes care of the actions necessary for reviewing and evaluating project results in order to produce a completion report.

4.6 Capacity building and Project Performance

The study sought to establish whether capacity building as a monitoring and evaluation tool influence project performance of building and construction projects. The study findings are as shown in subsequent headings

4.6.1 Training on Monitoring and Evaluation

The researcher sought to investigate whether the respondents have been trained on Monitoring and Evaluation. The study findings are as shown in Table 4.19

Table 4.19: Training on Monitoring and Evaluation

	Frequency	Percent
Yes	88	93.6
No	6	6.4
Total	94	100

From the responses, 93.6% of the respondents indicated that they have been trained on Monitoring and Evaluation, while only 6.4% were on contrary opinion. This implies that monitoring and evaluation teams in the University of Nairobi have been trained on Monitoring and Evaluation and thus effective M&E human resource capacity. In line with these findings, World Bank, (2011) opines that there is need to have an effective M&E human resource capacity in terms of quantity and quality, hence M&E human resource management is required in order to maintain and retain a stable M&E staff. This is because competent employees are also a major constraint in selecting M&E systems (Koffi-Tessio, 2012). M&E being a new professional field, it faces challenges in effective delivery of results. There is therefore a great demand for skilled professionals, capacity building of M&E systems, and harmonization of training courses as well as technical advice

4.6.2 Trained area

Among the respondents who indicated that they have been trained on Monitoring and Evaluation were further asked to indicate where they have been trained in. The study findings are as shown in Table 4.20

Table 4.20: Trained area

	Frequency	Percent
Work place training	49	52.1
Personal initiative	29	30.9
Gained in the process of working	10	10.6
Total	88	93.6

The study revealed that majority of the respondents 49 (52.1%) indicated that they have been trained in work place training, 29 (30.9%) indicated personal initiative, while 10 (10.6%) indicated that they gained training in the process of working. This implies that majority of the monitoring and evaluation team in the University of Nairobi have been trained in work place training

4.6.3 Assess the M&E skills of the staff conducting M&E

The respondents were asked to indicate how they would assess the M&E skills of the staff conducting M&E in their institution. The study findings are as shown in Table 4.21

Table 4.21: Assess the M&E skills of the staff conducting M&E

	Frequency	Percent
Good	64	68.09
Fair	24	25.53
Poor	6	6.38
Total	94	100.00

Majority 64 (68.09%) of the respondents rated M&E skills of the staff conducting M&E to be good, 24 (25.53%) rated M&E skills of the staff conducting M&E to be fair, while 6 (6.38%) rated M&E skills of the staff conducting M&E to be poor. This indicates that M&E skills of the staff conducting M&E of construction and building projects in the University of the Nairobi is good. Similarly, Gladys, Katia, Lycia & Helena, (2010) opine that creating enough supply of human resource capacity is crucial in order to achieve sustainability of the M&E system and should be done progressively. This calls for recognizing that growing evaluators needs technically oriented M&E training and development, though this can be achieved through workshops. Both formal training coupled with on-the-job experience are work together in creating capacity for evaluators.

4.6.4 Capacity building and the project performance

The study sought to establish the extent to which the capacity building enhances the project performance of building and construction in the University of Nairobi. The study findings are as shown in Table 4.22

Table 4.22: Capacity building and the project performance

	Frequency	Percent
Not at all	3	3.2
Very little extent	2	2.1
Little extent	2	2.1
Large extent	79	84
Very large extent	8	8.5
Total	94	100

Based on the study, majority of the respondents 79 (84%) indicated that capacity building enhances the project performance of building and construction in the University of Nairobi to a large extent, 8 (8.5%) indicated to a very large extent, 3 (3.2%) indicated that capacity building does not enhance the project performance of building and construction in the University of Nairobi, while only 2 (2.1%) indicated to a little extent and very little extent respectively. This implies that capacity building enhances the project performance of building and construction in the University of Nairobi to a large extent. In relation to the findings, Acevedo, et al, (2010) posits that in order for a project to succeed, the implementers of a project must be committed to it and they must empathize with the project beneficiaries. If the staff have the requisite training and are reasonably remunerated and are working in decent conditions, the project is likely to succeed. Also, staffing is a concern for M&E since it calls for specialized skills in project management.

4.6.5 Capacity building and project Performance

The study sought to establish the extent of agreement with various statements relating to the capacity building and project performance of building and construction. The status of this variable was rated on a 5 point Likert scale ranging from; SA-strongly agree (5), Agree(4), N-neutral(3), D-disagree(2), SD-strongly disagree(1). The study findings are depicted in Table 4.23.

Table 4.23: Capacity building and project Performance

	Mean	Std. Deviation
Human capital, with proper training and experience is vital for the production of M&E results	4.266	0.44421
The technical capacity of the organization can greatly determine how to produce evaluation's lessons	4.1915	0.39558
Creating enough stock of workforce is an important step towards a sustainable M&E system	4.2872	0.47795
Staff commitment contribute to the more successful projects	4.2979	0.45978
Monitoring and Evaluation system cannot function without skilled people	4.2979	0.45978

Based on the study findings, the respondents strongly agreed that monitoring and Evaluation system cannot function without skilled people and staff commitment contribute to the more successful projects (mean=4.2979) and that creating enough stock of workforce is an important step towards a sustainable M&E system (mean=4.2872). In addition respondents agreed that human capital with proper training and experience is vital for the production of M&E results (mean=4.266), and that the technical capacity of the organization can greatly determine how to produce evaluation's lessons (mean=4.1915). This implies that M&E system cannot function without skilled people and staff commitment contribute to the more successful projects and that creating enough stock of workforce is an important step towards a sustainable M&E system. In support with the findings Gosling and Edwards, (2003) opined that creating enough stock of workforce is an important step towards a sustainable M&E system.

The respondents were asked to indicate whether their skills in M&E enhance performance of projects. The study findings are as shown in Table 4.24

Table 4.24: Skills in M&E and performance of projects

	Frequency	Percent
Yes	89	94.7
No	5	5.3
Total	94	100

In Table 4.24 the respondents were then asked whether their skills in M&E enhance performance of projects. The respondents who responded in the negative (yes) were 89 (94.7%) which formed the majority. Only 5(5.3%) disagreed that their skills in M&E enhance performance of projects. This implies that skills in M&E enhance performance of projects. Similarly, Davidson, (2004) noted that to improve project performance staff require training in collecting descriptive information about a project, product, or any other entity and also on using values to discern what information to collect and to explicitly draw inferences from the data.

4.7 Project Performance of building and construction Projects

The study sought to establish the extent of agreement with various statements relating to the project Performance of building and construction. The status of this variable was rated on a 5 point Likert scale ranging from; SA-strongly agree (5), Agree(4), N-neutral(3), D-disagree(2), SD-strongly disagree(1). The study findings are depicted in Table 4.25.

Table 4.25: Project Performance of building and construction

	Mean	Std. Deviation
Timeliness of project delivery	4.2979	0.45978
Number of project deliverables	4.1489	0.35793
Number of activities implemented	4.1277	0.55327
Cost of project	4.2447	0.52232
General level of satisfaction of project performance of building and construction	4.266	0.5117

The study established that M&E ensures timeliness of project delivery (mean=4.2979), General level of satisfaction of project performance of building and construction (mean=4.266), and that cost of project (mean=4.2447). In addition the respondents agreed that number of project deliverables (mean=4.1489) and number of activities implemented (mean=4.1277). This indicates that M&E ensures timeliness of project delivery, general level of satisfaction of project performance of building and construction and that cost of project. Michell et al. (2007) state that usually, construction projects are deemed successful by clients, consultants and contractors when they are completed on time. Further, exceeding the budgeted cost of a project is always associated with high costs of construction and can only be minimized through effective monitoring and evaluation

4.8 Inferential Statistics

To evaluate the relationships between the dependent and independent variables, correlation and multiple regression analysis was done and the findings presented in the following subsections.

4.8.1 Correlation Analysis

Correlation analysis seeks to determine the degree of interdependence of the independent variables and also show the degree of their association with the dependent variable separately. These results are summarized in Table 4.26

Table 4.26: Correlation Matrix

	Project performance	Budgetary allocation	Baseline surveys	Performance reviews	Capacity building
Project performance (r)	1.000	0.773	0.463	0.618	0.652
(p) Sig. (2 tailed)		0.036	0.018	0.025	0.031
Budgetary allocation (r)	0.773	1.000	0.316	0.163	0.161
(p) (2 tailed)	0.036		0.047	0.019	0.029
Baseline surveys (r)	0.463	0.316	1.000	0.216	0.233
(p) Sig. (2 tailed)	0.018	0.047		0.047	0.0464
Performance reviews (r)	0.618	0.163	0.216	1.000	0.462
(p) Sig. (2 tailed)	0.025	0.019	0.047		0.014
Capacity building (r)	0.652	0.161	0.233	0.462	1.000
(p) Sig. (2 tailed)	0.031	0.029	0.0464	0.014	

The correlation summary shown in Table 4.26 indicates that the associations between the independent variables were significant at the 95% confidence level and had a strong relationships with the dependent variable. This means that the intervariable correlations between the independent variables were strong enough to influence the relationship with the dependent variable. Results of the Pearson's correlation coefficient depicts that there is a significant positive relationship between Project performance and Budgetary allocation ($\rho=0.773$, $p\text{-value} < 0.05$). Therefore, it can be implied that an increase in budgetary allocation is associated with increased Project performance. Secondary, the showed that there is a weak significant relationship between Project performance and

Baseline surveys($\rho=0.463$, p -value <0.05). Thirdly, the findings showed that there is a strong positive significant relationship between performance reviews and Project performance ($\rho=0.618$, p -value <0.05). Finally, there was a significant positive relationship between Capacity building and Project performance ($\rho=0.652$, p -value <0.05)

4.8.2 Regression Analysis

The study sought to determine the fit of the regression equation using the coefficient of determination between the overall independent variables and building and construction project performance. Coefficient of determination explains the degree to which changes in the dependent variable will influence change in the independent variables. In this case how building and construction project performance will be affected by the project management functions.

4.8.2.1 Model Summary

Model summary table, provides information about the regression line's ability to account for the total variation in the dependent variable

Table 4.27: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.921 ^a	.849	.845	.04131

Dependent Variable: Building and construction project performance

Predictors: (Constant), Performance reviews, budgetary allocation, Baseline surveys, and project Coordination

Table 4.27 illustrates the strength of the relationship between Building and construction project performance and independent variables. From the determination coefficients, there is a strong relationship between dependent and independent variables given an R^2 values of 0.849 and adjusted to 0.845. This shows that the independent variables (budgetary allocation, baseline surveys, performance reviews, and project coordination) accounts for 84.5% of the variations in building and construction project performance.

4.8.2.2 ANOVA Results

Analysis of variance (ANOVA) is a collection of statistical models used to analyze the differences among group means and their associated procedures (such as "variation" among and between groups)

Table 4.28: ANOVA of the Regression

	Sum	of	Mean		
	Squares	df	Square	F	Sig.
Regression	12.223	4	48.892	9.44956	0.000817935
Residual	460.486	89	5.174		1
Total	472.709	93			

Dependent Variable: Building and construction project performance

Predictors: (Constant), performance reviews, budgetary allocation, baseline surveys, and project Coordination

Analysis of Variance (ANOVA) was used to test possible significant relationships between variables (dependent and independent variables). This helps in assessing the significance of the regression model. The one-way analysis of variance (ANOVA) was used to determine whether there were any statistically significant differences between the means of independent (unrelated) groups. The ANOVA results presented in Table 4.28 shows that the regression model has a margin of error of $p = .0008$. This indicates that the model has a probability of 0.08% of giving false prediction thus it was appropriate.

4.8.2.3 Coefficient of Correlation

Multiple regression analysis was conducted as to determine the relationship between the Building and construction project performance and the four variables.

Table 4.29: Coefficient of Correlation

	Un-standardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	3.77	0.451		8.359202	0.004
Budgetary allocation	0.782	0.121	0.146	6.46281	0.003
Baseline surveys	0.463	0.079	0.126	5.860759	0.001
Performance reviews	0.473	0.073	0.045	6.479452	0.005
Capacity building	0.532	0.073	0.142	7.287671	0.004

a. Dependent Variable: Building and construction project performance

$$\text{Building and construction project performance} = 3.77 + 0.782 * \text{Budgetary allocation} + 0.463 * \text{Baseline surveys} + 0.473 * \text{Performance reviews} + 0.532 * \text{Capacity building}$$

From the finding in Table 4.29, the study found that holding budgetary allocation, baseline surveys, performance reviews, and capacity building, at zero Building and construction project performance will be 3.77. Also, a unit raise in budgetary allocation, while holding (baseline surveys, performance reviews, and capacity building) constant, will lead to a raise in building and construction project performance by 0.782 (p = 0.003). Further, unit raise in Baseline surveys, while holding (budgetary allocation, performance reviews, and capacity building) constant, will lead to a raise in building and construction project performance by 0.463 (p = 0.001). A unit raise in performance reviews, while holding (budgetary allocation, baseline surveys, and capacity building) constant, will lead to a raise in building and construction project performance by 0.473 (p = 0.005).

Moreover, unit raise in Capacity building, while holding (Budgetary allocation, Baseline surveys, Performance reviews) constant, will lead to a raise in building and construction project performance by 0.532 (p = 0.004). This infers that Baseline surveys contribute most to the Building and construction project performance followed by Budgetary

allocation. At 5% level of significance and 95% level of confidence, Baseline surveys, Budgetary allocation, and Capacity building are significant in building and construction project performance.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study findings, conclusions and recommendation and suggestions for further studies.

5.2 Summary of Findings

The study established that majority of the respondents 88(93.6%) indicated that there are budgets set to carry out M&E among construction projects in the University of Nairobi. In addition, the study also established that that various activities included in M&E budget were scope of major M&E events and functions, key stakeholder informational needs and expectations, and M&E requirements. Further, 63 (67%) of the respondents felt that the money allocated for M&E is adequate to a moderate extent, while 69 out of the total 94 respondents which represent 73.4% indicated that they knew the total budgets for the construction and building projects within that current financial year in the university. It was further revealed that the major challenge faced by M&E department is looking for and getting monetary resources for M&E of results (mean=3.9787) and that a realistic estimation for monitoring and evaluation is usually undertaken when planning for projects (mean=3.8936). It was also revealed that M&E budget allocation leads to adequate resources leading to good quality monitoring and evaluation and that realistic estimation for monitoring and evaluation is usually undertaken when planning for projects.

The study established that respondents have participated in the baseline survey as indicated by majority of the respondents 66(70.21%) and indicated their role as data capturing. In addition, majority of the respondents 84 (89.4%) indicated that the baseline survey help in understanding project expectation. Based on the findings, 75 (79.8%) of the respondents indicated that baseline surveys enhances the project performance of building and construction in the University of Nairobi to a large extent. In addition respondents strongly agreed that, a baseline study informs decision makers on the project's impact (mean=4.0957), baseline surveys makes sure that every possible impact

of a project is captured at evaluation (mean=4.0638), without a baseline, you cannot measure the project's impact (mean=4.0319). This rings true where a certain projects wants to achieve several objectives.

The study established that majority of the respondents 79 (84%) indicated that the performance reviews enhances the project performance of building and construction in university of Nairobi to a large extent. Also, the respondents strongly agreed that, performance reviews help in giving the management an accurate picture of the project progress (mean=4.117), and that performance reviews are intended to check the progress of activities against the plan(mean=4.1064). The study further revealed that the main reason for conducting project status reviews is to find out whether the plan significantly deviates from the plan and take corrective measures.

93.6% of the respondents indicated that they have been trained on Monitoring and Evaluation. Also, majority of the respondents 49 (52.1%) indicated that they had received training in work place training. Further, majority 64 (68.09%) of the respondents rated M&E skills of the staff conducting M&E to be good. It can also be summarized that majority of the respondents 79 (84%) indicated that capacity building enhances the project performance of building and construction in the University of Nairobi to a large extent. Further the respondents strongly agreed that monitoring and Evaluation system cannot function without skilled people and staff commitment contribute to the more successful projects (mean=4.2979) and that creating enough supply of human resource capacity is crucial in order to achieve sustainability of the M&E system (mean=4.2872). The respondents also concurred that skills in M&E enhance performance of projects as majority respondents indicated 89 (94.7%)

5.3 Conclusions

The study concludes that various activities included in M&E budget were scope of major M&E events and functions, key stakeholder informational needs and expectations, and M&E requirements. In addition, the study concludes that the money allocated for M&E for construction projects in the University of Nairobi is not adequate. The study also concludes that the major challenge faced by this department is sourcing and securing

financial resources for monitoring and evaluation of outcomes and that a realistic estimation for monitoring and evaluation is usually undertaken when planning for projects.

It was also concluded that baseline survey help in understanding project expectation and that baseline surveys enhances the project performance of building and construction in the University of Nairobi to a large extent. Also the study concludes baseline study informs decision makers on the project's impact, baseline surveys baseline surveys makes sure that every possible impact of a project is captured at evaluation, and that without a baseline, you cannot measure the project's impact. In addition, the study concludes that timing of baseline survey timing of baseline survey is the benchmark against which all future activities are checked with regard to management decisions. They further indicated that Baseline studies are important in establishing priority areas for a project for example where a project has several objectives. The study concludes that performance reviews enhances the project performance of building and construction in University of Nairobi to a large extent and that performance reviews help in giving the management an accurate picture of the project progress and that performance reviews are intended to check the progress of activities against the plan. Also, the main reason for conducting reviews is to find out whether the plan significantly deviates from the plan and take corrective measures. The study concludes that monitoring and evaluation teams in the University of Nairobi have been trained on Monitoring and Evaluation and thus effective M&E human resource capacity. The study also concludes that M&E skills of the staff conducting M&E of construction and building projects in the University of the Nairobi is good and that capacity building enhances the project performance of building and construction in the University of Nairobi to a large extent

5.4 Recommendations

Based on the findings of the study that has come from the respondents in the field and the literature review, the researcher recommends that the relevant government bodies, the NGOs, World Bank and other donors, the contractors and all the bodies handling these projects must have a specific well defined source of financing the M&E exercise. Also, enough financial resources should be allocated and the budget allocation process should

be effective so as to have the funds availed at the right time and be in the right hands in order to have the M&E processes a success.

The researcher recommends that monitoring personnel should be well trained so as to achieve the target of M&E. There should also be periodic refresher courses for the staff to keep them updated in their fields. In the course of the study, it was established that training has a significant influence on the project performance. This will enhance efficiency and productivity of the M&E team.

The study recommends that firms should consider institutionalizing M&E, create an M&E Unit and hire an officer responsible for the Unit. This will enhance project performance.

5.5 Suggestions for Further Research

There is need to study the Monitoring & Evaluation tools and techniques in use on other types of projects outside the education sector, for example, manufacturing. This would give useful comparisons and insight about the different M&E tools and techniques in use in different industries.

There is need to study the other tools and techniques used in the other parts of the Project Life Cycle in project performance interventions. M&E is only one part of the Project Life Cycle, and the shortcomings in the M&E department may actually have been carried forward from a previous project stage.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

P O Box 30197 6 00100

NAIROBI

Dear Respondents,

My name is Roselyne Shihemi of the University of Nairobi; I am carrying out research on the influence of monitoring and evaluation tools on projects performance of building and construction projects in Kenyan public universities: a case of the University of Nairobi; for partial fulfillment of the requirements for the award of the degree of Masters of Arts in Project Planning and Management.

The purpose of this letter is to request you to participate as a respondent in this study by completing the attached questionnaire as accurately as possible. All information collected through this exercise will only be used for academic purposes.

Thank you in advance.

Yours faithfully,

Roselyne Shihemi

Reg. No. L50/77917/2015

University of Nairobi.

APPENDIX 11
QUESTIONNAIRE

Section A: Background Information

1. What is your gender?

Male { }

Female { }

2. What age bracket do you belong?

Below 30 Years []

31 ó 40 Years []

41 ó 50 Years []

Above 50 Years []

3. Number of years in current position

Below 1 year { }

1-5 years { }

6-11years { }

12-17 Years { }

18-23 years { }

24 years and above { }

4. Level of Education

Secondary { }

College { }

University { }

Post graduate { }

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

Yes { }

No { }

6. If yes which project/ Programme

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

Other please specify _____

Section B: Budgetary Allocation for building and construction projects

7. Are there budgets set to carry out M&E among projects in your institution?

Yes { }

No { }

If yes please explain various activities included in M&E budget

í í

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

Small extent { }

Moderate extent { }

Large extent { }

9. Are you aware of the proportion of the total budget that is allocated to M&E?

Yes { }

No { }

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

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

11. In your own opinion, kindly indicate how does M&E budget allocation affect project performance of building and construction?

í .

Section C: Baseline surveys for building and construction projects

12. Did you participate in the baseline survey?

Yes { }

No { }

13. If so, what is your role?

- a. Designing research tools
- b. Data collection
- c. Participated as respondent

- d. Data capturing
- e. Database design
- f. Others (specify) _____

14. Did the baseline survey help in understanding project expectations?

Yes { }

No { }

15. What extent does the effective baseline surveys enhances the project performance of building and construction in your institution

Very large extent { }

Large extent { }

Little extent { }

Very little extent { }

Not at all { }

16. Using the scale provided, indicate extent to which you agree with the following statement as relating to baseline surveys and project Performance of building and construction. 5 Strongly agree 4. Agree 3. Disagree 2.Strongly Disagree 1. Not at all

Statements	5	4	3	2	1
without a baseline, it is not possible to know the impact of a project					
A baseline study serves the purpose of informing decision makers what impact the project					
conducting a baseline means that time and other resources for designing evaluation tools are minimized					
baseline surveys should be carried out at the very beginning of a project					
baseline surveys ensure that any possible impact of a project is captured at evaluation					

17. In your own opinion how does the timing of baseline survey determines the quality of project information?

í .

Section D: Performance Reviews for building and construction projects

18. What extent does the effective performance reviews enhances the project performance of building and construction in your institution

Very large extent { }

Large extent { }

Little extent { }

Very little extent { }

Not at all { }

19. Using the scale provided, indicate extent to which you agree with the following statement as relating to performance reviews and project Performance of building and construction. 5 Strongly agree 4. Agree 3. Disagree 2.Strongly Disagree 1. Not at all

Statements	5	4	3	2	1
review of performance is an ongoing process					
performance reviews are intended to check the progress of activities against the plan					
The main reason for conducting project status reviews is to identify significant variances from the project management plan and to ensure that corrective actions are taken to get back on track.					
Performance Reviews help in giving the management an accurate picture of the project progress.					

	5	4	3	2	1
Timeliness of project delivery					
Number of project deliverables					
Number of activities implemented					
Cost of project					
General level of satisfaction of project performance of building and construction					

APPENDIX III

KEY INFORMANTS INTERVIEW GUIDE

Section A: Background Information

Gender

í .

Age in years

í .

Number of years in current position

í .

Section B: Budgetary Allocation

Are there budgets set to carry out M&E among projects in your institution? If yes please explain various activities included in M&E budget

í .

How does M&E budget allocation affect project performance of building and construction?

í .

Section C: Baseline surveys

Does your organization conduct baseline surveys? If Yes to when do you conduct baseline surveys?

í .

How would you rate the use of baseline information during project implementation?

í .

How does use of baseline information improves the quality of project information?

í .

Section D: Performance Reviews

To what extent are performances reviews used on projects your institution?

í .

In your own opinion, explain how do performance reviews influence construction and building projects performance in your institution?

í .

Section E: Capacity building

Have you (manager) or your staff attended any M&E training sessions/ workshops in the past 1 years? If yes, specify type of training received or workshop attended?

í .

What type of training do you think you and/ or your staff need for M&E?

í .

Do Monitoring and Evaluation team equipped with necessary facilities?

í .

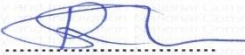
APPENDIX 1V
PERMIT FROM NACOSTI


THIS IS TO CERTIFY THAT:
MISS. ROSELYNE SHIHEMI
of UNIVERSITY OF NAIROBI, 30197-100
Nairobi, has been permitted to conduct
research in Nairobi County

Permit No : NACOSTI/P/16/57187/12813
Date Of Issue : 7th November,2016
Fee Recieved :Ksh 1000

on the topic: INFLUENCE OF
MONITORING AND EVALUATION TOOLS
ON PROJECTS PERFORMANCE OF
BUILDING AND CONSTRUCTION
PROJECTS IN KENYAN PUBLIC
UNIVERSITIES: A CASE OF THE
UNIVERSITY OF NAIROBI

for the period ending:
7th November,2017


.....
Applicant's
Signature


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