

**IMPLEMENTATION OF MONITORING AND EVALUATION IN INFRASTRUCTURE  
PROJECTS IN PUBLIC SECONDARY SCHOOLS IN MOMBASA COUNTY, KENYA**

**BY**

**MARY SANGANYI**

**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT OF  
THE REQUIREMENTS FOR THE AWARD OF MASTER OF ARTS DEGREE IN  
PROJECT PLANNING AND MANAGEMENT AWARDED BY THE UNIVERSITY OF  
NAIROBI**

**2016**

## **DECLARATION**

This research project report is my original work and has never been presented for the award of degree in any other university.

Signature.....Date.....

**MARY SANGANYI**

**L50/73198/2014**

This project report has been submitted for examination with the approval of the University supervisor.

Signature .....Date .....

**Prof. Christopher M. Gakuu**

**Associate Dean Postgraduate programs**

**School of Continuing and Distance Education**

**University of Nairobi**

## **DEDICATION**

To my husband Ken Nyandieka and my children Nyaboke, Bonareri, Momanyi and Mochabo and grandchild Kanini, this work will not have been possible without your support, trust and believe in me. Thank you for your love, prayers and encouragement. May God richly bless you.

To my parents Biliah and Joseph Sanganyi for their encouragement, support and trust in me all through my school life.

## **ACKNOWLEDGEMENT**

My sincere gratitude goes to Professor Christopher Gakuu for his invaluable support and guidance throughout the entire period of instruction and drafting this report. His dedication and input has propelled me up to this point. I wish to appreciate all the professors, associate professors and lecturers from the department of Extra-Mural Studies for their constructive criticism and feedback. It would not have been possible without their support. May God bless them abundantly.

## TABLE OF CONTENTS

<b>DECLARATION.....</b>	<b>ii</b>
<b>DEDICATION.....</b>	<b>iii</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>iv</b>
<b>LIST OF TABLES .....</b>	<b>viii</b>
<b>LIST OF FIGURES .....</b>	<b>ix</b>
<b>ACRONYMS AND ABBREVIATIONS.....</b>	<b>x</b>
<b>ABSTRACT .....</b>	<b>xi</b>
<b>CHAPTER ONE: INTRODUCTION.....</b>	<b>1</b>
1.1 Background of the Study.....	1
1.2 Statement of the Problem .....	5
1.3 Purpose of the Study .....	6
1.4 Objectives of the Study .....	6
1.5 Research Questions .....	7
1.6 Research Hypothesis .....	7
1.7 Significance of the Study .....	8
1.8 Basic Assumptions of the Study .....	9
1.9 Limitations of the Study.....	9
1.10 Delimitations of the Study.....	10
1.11 Definitions of Significant Terms Used in the Study.....	10
1.12 Organization of the Study.....	11
<b>CHAPTER TWO: LITERATURE REVIEW.....</b>	<b>12</b>
2.1 Introduction .....	12
2.3 Influence of Stakeholder Participation in the Implementation of M & E.....	12
2.3 Influence of Financial Resources in the Implementation of M&E .....	15
2.4 Influence of Human Capacity in the Implementation M&E.....	18
2.5 Influence of Time Allocation in the Implementation of M&E .....	20
2.6 Theoretical Framework.....	23
2.6.1 European Foundation Quality Model (EFQM) Theory .....	23
2.6.2 Program Theory. ....	24

2.7 Conceptual Framework .....	26
2.8 Summary of Literature Review.....	28
<b>CHAPTER THREE: RESEARCH METHODOLOGY .....</b>	<b>29</b>
3.1 Introduction.....	29
3.2 Research Design.....	29
3.3 Target Population.....	29
3.4 Sampling Technique and Sample size .....	30
3.5 Research Instruments .....	30
3.5.1 Validity of the Instrument.....	31
3.5.2 Reliability of the Instrument .....	32
3.6 Data Collection Procedures.....	32
3.7 Data Analysis Techniques.....	32
3.8 Ethical Considerations .....	33
3.9. Operational Definition of Variables.....	33
<b>CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION ...</b>	<b>35</b>
4.1 Introduction.....	35
4.2 Response Rate.....	35
4.3 Demographic Characteristics .....	35
4.3.1 Gender Information.....	35
4.3.2 Age Distribution.....	36
4.3.3 Educational Level .....	37
4.3.4 Working Experience .....	37
4.4 Influence of Stakeholder Participation in Monitoring and Evaluation .....	38
4.4.1 Results on Stakeholder Participation on Monitoring and Evaluation.....	38
4.4.2 Degree of Support on Stakeholders Participation in Monitoring and Evaluation ..	39
4.5 Influence of Financial Resources on M&E.....	40
4.5.1 Open Ended Question on Influence of Financial Resources on M&E .....	40
4.6 Human Capacity and its Influence in M&E of School Infrastructure Projects.....	41
4.6.1 Support on Human Capacity and its Influence in M&E Success .....	42

4.7 Item on the Influence of Time allocation in M&E .....	43
4.8 Item on Implementation of M&E in School Infrastructure Projects.....	45
4.9 Testing the First Hypothesis as Per the Objective and Discussions .....	46
4.10 Testing of the Second Hypothesis as Per the Objective and Discussions.....	47
4.10 Testing of Third Hypothesis as Per the Objective and Discussions .....	48
4.11 Testing of the Fourth Hypothesis as Per the Objective and Discussions.....	49
<b>CHAPTER FIVE: SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>51</b>
5.1 Introduction.....	51
5.2 Summary of Findings.....	51
5.3 Discussion of the Research Findings .....	53
5.4 Conclusions.....	55
5.5 Recommendations.....	56
5.6 Suggestions for Future Research .....	56
<b>REFERENCES.....</b>	<b>57</b>
<b>Appendix I .....</b>	<b>63</b>
Transmittal Letter.....	63
<b>Appendix II.....</b>	<b>64</b>
Research Questionnaire .....	64

## LIST OF TABLES

Table 3.1: Censured Population.....	30
Table 3.2: Operational Definition of Variables .....	33
Table 4.1: Sex Distribution of Respondents .....	35
Table 4.2: Age Distribution .....	36
Table 4.3: Academic Qualification .....	37
Table 4.4: Work Experience of Respondents .....	37
Table 4.5: Stakeholder Participation on Monitoring and Evaluation .....	38
Table 4.6: Degree of Support on Stakeholder Participation in M&E .....	39
Table 4.7: Rating of Financial Resources Influence on M&E.....	40
Table 4.8: Response on Human Capacity and M&E Success .....	42
Table 4.9: Rating of Human Capacity and M&E Success.....	42
Table 4.10: Response in Relation to Time Allocation and M&E .....	43
Table 4.11: Rating of Influence of Time Allocation.....	44
Table 4.12: Response on Implementation of M&E in School .....	45
Table 4.13 Rating of Implementation of M&E in School .....	46
Table 4.14: Chi-Square Testing .....	47
Table 4.15: Chi-Square Testing Second Hypothesis .....	48
Table 4.16: Showing Chi-Square Testing for the Third Hypothesis .....	49
Table 4.17: Testing of the Fourth Hypothesis as Per the Objective and Discussion .....	49



## **LIST OF FIGURES**

Figure 2.1 Conceptual Framework .....	27
---------------------------------------	----

## **ACRONYMS AND ABBREVIATIONS**

ANNOVA	Analysis of Variance
BOM	Board of Management
CDF	Constituency Development Fund
EFQM	European Foundation Quality Model
EMS	Environmental Management Systems
FPE	Free Primary Education
GOK	Government of Kenya
ICT	Information and Communication Technology
IFC	International Finance Corporation
MDG	Millennium Development Goals
MED	Monitoring and Evaluation Director
M&E	Monitoring and Evaluation
MOE	Ministry of Education
NGO	Non-Governmental Organization
NIMES	National Integrated Monitoring and Evaluation Systems
OECD	Organization of Economic Co-operation and Development
PASSIA	Palestinian Academic Society for the Study of International Affairs
PTA	Parent Teachers Association

## ABSTRACT

Monitoring and evaluation (M&E) has become an increasingly important tool within global efforts toward achieving environmental, economic and social sustainability through acting as a check and balance machinery in the process of projects and programs implementation (OECD, 2012). At national and international scales, sustainability criteria and indicators for M&E are important tools for defining, monitoring and reporting on ecological, economic and social trends, tracking progress towards goals, and influencing policy and practices (United Nations, 2012). At regional and sub-regional scales M&E is important for assessing the sustainability of local practices, and can be an important tool to assist with management planning (Montaño, Arce & Louman, 2006). The study was conducted through a descriptive survey research design as conceptualized by Kothari (2004). A total target population of 92 was used for the study. The study adopted census sampling for the head teachers, deputy head teachers, BOM chair people and the PTA chair people. The questionnaires were used to collect data from the total population. Questionnaires were prepared on the basis of the objectives as outlined in chapter one and as discussed in the literature review. Prior to proceeding to the field MOE permit was obtained upon getting a letter of authorization from the University of Nairobi. The appointments were scheduled with the BOM chairs, principals, deputy principals and finally PTA chair people to notify and request for permission to carry out the study in their Projects. Through the help of two research assistants, the instruments were personally administered to the respondents who were given ample time to respond to the questions. This ensured achievement of a good response rate and also the respondents had a chance to seek clarification on items which proved difficult to answer. The data that was collected from the field was keyed and analyzed by simple descriptive analysis using Statistical Package for Social Scientists (SPSS) 20.0 software. From the study a sample population of 92 was used. A total of 92 questionnaires were given to the respondents, though the ones that were well filled, returned and considered for the study were 65. The return rate therefore was 70.65%. Based on the findings of the study it is recommended that: The Ministry of education and that of finance should come up with measures that should involve all the stakeholders in the M&E of school projects for better results; almost 10 to 20 percent of project budget finances should be allocated for M&E; more specifically when dealing with school infrastructure projects that are ever failing from time to time, and, finally, the bodies concerned with projects M&E should concentrate on employing qualified personnel for M&E and set aside allocated time that can allow better training, research and planning of M&E. Suggestions for Future Research included; A similar study can be carried out in other counties in Kenya, A similar study can be carried out but at primary schools, and, Finally, a study can be done to establish the effects of M&E on the performance of school infrastructural projects in Mombasa County's secondary schools.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Projects just like construction projects in schools today are temporary endeavors undertaken to produce specific objectives within a given time and at a specified costs. This means that a project must have a clearly defined scope, have a definite starting and ending points, and a budget for successful completion (Aden, 2011). In project management, four key constraints i.e. scope, time, quality and budget relates to each other in successful completion of the projects (Agevi, 2013).

According to Ashley and Barney (2010), projects worldwide, be it infrastructural or social are initiated with aims of solving a particular problem, satisfaction of need of the community or to take advantage of an existing opportunity in the business world. In developed countries, projects have excelled better than in developing countries that are faced with a number of challenges that range from poor financial resources allocation, poor strategic plans, poor expertise, poor communication, poor M&E and many more.

A number of scholars in this note have focused on M&E as a factor that determines the performance of projects in the world and factors that could influence effective implementation of M&E in the world. For example, Jones et al (2011) argues that, Monitoring is an ongoing function that employs the systematic collection of data related to specified indicators in Public projects. Monitoring and evaluation (M&E) is described as a process that assists project managers in improving performance and achieving results. The goal of M&E is to improve current and future management of outputs, outcomes and impact.

Williams (2000) cited by Rogers (2009) asserts that monitoring provides management and the main stakeholders of a development intervention with indications of the extent of progress and achievement of expected results and progress with respect to the use of allocated funds. Monitoring provides essential inputs for evaluation and therefore constitutes part of the overall

evaluation procedure. Evaluation is an organised and objective assessment of an ongoing or concluded policy, program/project, its design, execution and results. The aim is to provide timely assessments of the relevance, efficiency, effectiveness, impact and sustainability of interventions and overall progress against original objectives. According to Ballard et al (2010), monitoring and evaluation is a process that helps program implementers make informed decisions regarding program operations, service delivery and program effectiveness, using objective evidence.

Due to the importance attached to M&E in projects implementation, studies have been done across the world to focus on some issues influencing their success. From the global angle for example, China has been known and is still known today to be among the best performing countries in their M&E process as a tool of performance in both the public and private sector (UNDP, 2015). According to PASSIA (2013) in their report on the performance of sanitation projects construction in central elementary schools in China, a number of factors determined their success. Among the major cited factor was the M&E process as implemented by the government management bodies, the contractors and the school leaders. In the report, over 230 teachers filled a questionnaire that required them to break down some of the factors they felt had an influence the M&E process. In a chi-square test, a calculated value of 35.1, 24.1, 43.9 and 54.1 were found against the critical value of 9.49 for factors like, stakeholders' participation, financial resources, and attitudes towards M&E by staff members and training and M&E education to members. The same factors have been cited to influence the performance of M&E in school infrastructural projects implementation in New Delhi India today by Work (2015).

In Africa, though the concept of M&E is new and in many occasions has not been accepted fully as an integral part of the operations in organisational projects, a number of communities, firms and companies have copied the idea recently (Crawford & Bryce, 2010). Ayarkwa, Ayirebi & Amoah (2010) did a research on the external factors influencing the success of M&E on projects in 15 tertiary colleges and 25 secondary schools in Libya that was analyzed by use of ANOVA and the results showed that, factors like stakeholders involvement, support and perceptions of M&E had a great influence, sources of financial resources and the amounts allocated had an influence, the government policies and external conditions tied to donors, training and education for the employees and many more. Buerthey, Adjei-Kumi & Amoah (2011) continue to show that

financial resources can be used to give incentives to employees in organisations so that they can internalize M&E, money can be used to hire qualified personnel for M&E, and money can hire quality M&E education for the projects handlers and many more. This therefore means that financial resources are central in influencing M&E and acquiring more successful M&E factors like shown above.

Regionally, Rwanda has been cited as one of the best performing country in east Africa by the World Bank in its internalization of M&E in the projects' success in every sector of the economy. While studying the role of M&E in the completion of NGOs funded projects in the health and education sector in Kigali, level of expertise of the personnel handling the construction projects, the availability of the personnel, the attitudes and perception of the projects handlers on M&E, the financial resources and geographical locations had an influence (Dansoh & Amoah, 2010). Ayarkwa, Dansoh & Amoah (2010) did a research on the Barriers to implementation of EMS in construction industry in Ghana and Rwanda and argued that, factor like financial resources, organisational structures, organisational culture, stakeholders and many more have an influence and greatly determine plus giving the direction of the success of the M&E process. Another study done in 6 high schools offering the international curriculum in Rwanda that interviewed 69 respondents in total who included the constructors, school managers and donor managers in 2012, a number of factors were cited to have influenced the implementation of M&E process. These factors were not limited to, employees' expertise and perceptions, financial resources, projects locations, level of technology, policies and legal procedures of M&E etc. (Pilcher, 2012).

In Kenya, studies show that, the national census of Kenya 2009 placed the total number of school age going children at 10,624,380 with 8,661,333 (82%) children currently attending school. This figure today has gone up to the point of being expected to be almost double in the year 2017. An increase in the pupils/students population in schools has a direct attraction of an increase in the number of facilities required for day to day operation or long term operations. This includes classrooms, laboratories, offices, sanitation buildings like latrine and waste disposal sites, water and water drainage structures and many more (Onderi & Makori, 2013).

According to Olembo, Wanga and Karagu (2012), construction projects in schools are a key milestone towards the realization of Kenya's vision 2030 which envisages construction of social infrastructure such as schools, health centers and roads. In 2000, governments around the world committed themselves to improving human development in the areas of health, education and gender equality. The Millennium Development Goals (MDGs) and the Education for All (EFA) goals were key targets set and committed to by governments to ensure that their citizens had an improved quality of life by 2015 and specifically that children would have access to quality education (Ochieng and Tubey, 2013). These two international commitments hold all signatories, both developed and developing country governments, accountable for the achievement of these targets within the agreed time frame.

The pressure of increased enrolment in secondary schools due to population rise from Free Primary Education (FPE) program as an endeavor to achieve Millennium Development Goals (MDGs) require that the existing secondary schools be expanded or at least some to be built. Different stakeholders sponsor various school construction projects which include building of class rooms, school halls, laboratories, libraries, dormitories and so on. Ministry of Education is one of the key players for the realization of the Kenya's vision 2030. National Action Plan for the realization of the Kenya's vision 2030 in education is focused on improvement of school infrastructure and expanding of facilities and equipment at existing institutions (Government of Kenya, 2014). However, a report by Constituencies Development Fund Board (2011) shows that, despite the numerous efforts by the government of Kenya and other stakeholders in infrastructure projects completion in public secondary schools today, a number of things needs to be done. For example, delays in the completion of these projects in Bomet, Kisii, Kilifi and Turkana County were tied to the lack of proper plans and M&E process that could limit the deviations from the initial plans.

A preliminary informal review by a number of researchers on the determinants of M&E on construction projects in secondary schools implementation in Bomet, Kericho, Lamu and Kisii counties in 2010 for example revealed that most of the projects are not completed on schedule while others are abandoned before completion because of many problems and complex issues of performance such as cost, time, poor planning, poor M&E and safety (Mwangi & Kimenyi,

2011). Ochieng and Tubey (2013) argues, just like other parts of the world and the country in narrower sense, M&E on projects depends on issues like availability of allocated budget for the same, availability of planned for time, availability of experts in the M&E process, availability of relevant technology, proper information and proper channels of information flow, proper perceptions and attitudes towards M&E and many more.

## **1.2 Statement of the Problem**

Monitoring and evaluation (M&E) has become an increasingly important tool within global efforts toward achieving environmental, economic and social sustainability through acting as a check and balance machinery in the process of projects and programs implementation (OECD, 2012). At national and international scales, sustainability criteria and indicators for M&E are important tools for defining, monitoring and reporting on ecological, economic and social trends, tracking progress towards goals, and influencing policy and practices (United Nations, 2012). At regional and sub-regional scales M&E is important for assessing the sustainability of local practices, and can be an important tool to assist with management planning (Montaño, Arce & Louman, 2006).

Due to the realization of the importance of the M&E in projects process, a number of organisations and bodies adopted the process in the early 2000s as the only deliverable that can see their projects and programs succeed to the next point of life. In China for example, every project has an intertwined process and program of M&E (World Bank, 2013), in African countries like Libya, Ghana and Angola, M&E has been introduced in the education sector to accelerate the performance of the projects while other countries like Kenya and her east Africa counter parts have adopted the idea (Mwangi & Kimenyi, 2011).

However, studies by a number of Scholars have realized that there is a challenge in M&E on projects in Kenya more specifically those funded by governments just like the school infrastructure projects. For example, Ombati (2013) did a research on factors influencing timely completion of infrastructural projects in public secondary schools in Kenya: a case of Kitutu Masaba constituency and found out that M&E was a challenge because it was perceived as a witch-hunt activity, it was never allocated resources and at the larger extent had no specific



allocated times. These issues surrounding the integration of M&E in the implementation of projects in the country thus led to a number of studies ranging from small to mega projects. Among the studies done by scholars focusing on M&E include: Ochieng and Tubey' work of (2013) that touched on determinants of Effectiveness of Monitoring and Evaluation of CDF Projects in Kenya: A case of Ainamoi Constituency, Onderi and Makori (2013) who did a research on Secondary school principals in Nyamira County in Kenya: Issues and challenges facing their M&E strategies, Wanjiku (2015) who focused on Monitoring and evaluation factors influencing the performance of road infrastructural projects: A Case Study Of Nyandarua County etc.

From the researcher's perspective, little has been done or no research in deeper details that has been done to investigate the determinants of the M&E strategy implementation in the infrastructure projects success in the country more specifically in the public secondary schools. In this relationship therefore, the researcher intended at investigating the determinants of M&E implementation in infrastructure projects in public secondary schools in Mombasa County, Kenya.

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

The purpose of this study was to examine the Monitoring and Evaluation implementation in infrastructure projects in public secondary schools in Mombasa County, Kenya.

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

This study was guided by the following objectives:

- i. To examine the influence of stakeholder participation in the implementation of Monitoring and Evaluation in infrastructure projects in public secondary schools in Mombasa County, Kenya.
- ii. To examine the extent to which financial resources influence the implementation of Monitoring and Evaluation in infrastructure projects in public secondary schools in Mombasa County, Kenya.

- iii. To establish the influence of human capacity in the implementation of Monitoring and Evaluation in infrastructure projects in public secondary schools in Mombasa County, Kenya.
- iv. To examine the influence of time allocation in the implementation of Monitoring and Evaluation in infrastructure projects in public secondary schools in Mombasa County, Kenya.

### **1.5 Research Questions**

The study answered the following research questions:

- i. In what ways does the influence of stakeholder participation determine the implementation of Monitoring and Evaluation in infrastructure projects in public secondary schools in Mombasa County, Kenya?
- ii. To what extent do financial resources influence the implementation of Monitoring and Evaluation in infrastructure projects in public secondary schools in Mombasa County, Kenya?
- iii. How does human capacity influence the implementation of Monitoring and Evaluation in infrastructure projects in public secondary schools in Mombasa County, Kenya?
- iv. In what ways does time allocation influence the implementation of Monitoring and Evaluation in infrastructure projects in public secondary schools in Mombasa County, Kenya?

### **1.6 Research Hypothesis**

The research was guided by the following four hypotheses:

1.  $H_0$ : Stakeholder participation has no influence in the implementation of Monitoring and Evaluation in infrastructure projects in public secondary schools in Mombasa County, Kenya.

**H<sub>1</sub>:** Stakeholder participation has an influence in the implementation of Monitoring and Evaluation in infrastructure projects in public secondary schools in Mombasa County, Kenya.

2. **H<sub>0</sub>:** Financial resources have no influence in the implementation of Monitoring and Evaluation in infrastructure projects in public secondary schools in Mombasa County, Kenya.

**H<sub>1</sub>:** Financial resources have an influence in the implementation of Monitoring and Evaluation in infrastructure projects in public secondary schools in Mombasa County, Kenya.

3. **H<sub>0</sub>:** Human capacity has no influence in the implementation of Monitoring and Evaluation in infrastructure projects in public secondary schools in Mombasa County, Kenya.

**H<sub>1</sub>:** Human capacity has an influence in the implementation of Monitoring and Evaluation in infrastructure projects in public secondary schools in Mombasa County, Kenya.

4. **H<sub>0</sub>:** Time allocation has no influence in the implementation of Monitoring and Evaluation in infrastructure projects in public secondary schools in Mombasa County, Kenya.

**H<sub>1</sub>:** Time allocation has an influence in the implementation of Monitoring and Evaluation in infrastructure projects in public secondary schools in Mombasa County, Kenya.

## **1.7 Significance of the Study**

The government of Kenya has been on the move to achieve the MDGs and the vision 2030. Central in the implementation of projects that are aimed at achieving universal education for example is the implementation of infrastructural projects in the education system that includes classrooms, ICT infrastructure, waste management and control infrastructures and many more. However, the success of the above has for long now been facing hic-ups in the country due to issues like limited financial resources, poor monitoring and evaluation and many more. In this note, the research therefore will help the government get part of the solutions to the issues facing M&E by understanding the factors influencing the process and how can these factors be handled so that the school infrastructure projects in Kenyan public secondary schools be handled well.

Also, it is hoped that the findings of this study will benefit the county governments that are pumping in resources to the school projects, the CDF boards and the donors who will get the first hand information on M&E and later on get part of the recommendations on how to reinforce some of the researched on findings for better M&E process in the schools.

It is hoped that, the school heads and the management team will get firsthand information on the role of M&E in projects and the issues surrounding the success of M&E and how these issues can be handled and be bettered further.

Researchers interested in this area are expected to benefit from the study. They may get available information which they will utilize as they endeavor to further the study. It is worth noting that this study area has not been widely researched and therefore, the study is significant in that it will contribute to the literature.

### **1.8 Basic Assumptions of the Study**

The study was carried with an assumption that all the respondents could faithfully answer the questionnaire without any prejudice and judgmental responses.

### **1.9 Limitations of the Study**

Limitation is an aspect that may influence the results negatively, but over which the researcher has no control (Mugenda and Mugenda, 2003). The study was limited in the sense that the time available for the study, work and linkage with the supervisor was limited. However this was solved by the researcher taking the free weekends and the March/April holiday as the time for the study.

The study feared that it could not get the completely correct information from Directors and Head teachers because of the nature of the topic that is sensitive. However this was overcome by having the information being kept confidential and names not being exposed.

### 1.10 Delimitations of the Study

The study delimited itself by limiting the scope of the study to Mombasa county and further by focusing on the public secondary schools only. Also, the researcher targeted a sample population from the school principals, the sub-county education directors and the BOG chairs only. The study also confined itself to the variables in the objectives. Other variables that influenced the dependent variables were not considered. Finally, it delimited itself by using the basic instrument of data collection that is easy to understand and that limits one from giving personal information (questionnaire).

### 1.11 Definitions of Significant Terms Used in the Study

**Evaluation:** A periodic but comprehensive assessment of the overall progress and worth of a 'project' (Woodhill and Robins 1998). The term used for final assessment of whether the BMP has achieved its predefined objectives.

**Monitoring:** The collection of data by various methods for the purpose of understanding natural systems and features, evaluating the impacts of development proposals on such systems, and assessing the performance of mitigation measures.

**Human capacity:** Is developing the will, skills, capabilities, and systems to enable people to respond effectively to a particular cause.

**Financial Resources** is the money available to a business for spending in the form of cash, liquid securities and credit lines. Before going into business/starting a project, an entrepreneur/investor needs to secure sufficient financial resources in order to be able to operate efficiently and sufficiently well to promote success (World Bank, 2010).

**Project:** An activity with a starting date, specific goals and conditions, defined responsibilities, a budget, planning, a fixed end date and multiple parties involved.

**Project Plan:** A formal document designed to guide the control and execution of a project (Project Management Body of Knowledge, 2012).

**Project management:** Understanding the needs of stakeholders, Planning what needs to be done, when, by whom, and to what standards, Building and motivating the team, Coordinating the work of different people, Monitoring work being done, Managing any changes to the plan, and Delivering successful results (Martin Barnes, 2012).

## **1.12 Organization of the Study**

This research project report is organized in five chapters. Chapter one is the introduction which includes the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, statement of the problem, purpose of the study, objectives of the study, research questions, research hypothesis, significance of the study, delimitations of the study, basic assumptions and the definition of significant terms. Chapter two of the study consists of the literature review with information from other articles which are relevant to the researcher. Chapter three entails the methodology to be used in the research. Chapter Four covers data analysis, presentation and interpretation. Chapter Five covers the summary and discussion of findings, conclusion, recommendations and suggestions for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This study acknowledges the fact that a researcher cannot perform research without first understanding the literature in the field (Boote and Beile, 2005, as cited in Musomba, et.al, 2013). This chapter presents relevant literature on the concept of Stakeholder, financial resources, human capacity and finally the influence of time in the implementation M& E. This section also contains a conceptual framework showing the relationship between the independent and dependent variables, and a summary of the literature review.

#### **2.3 Influence of Stakeholder Participation in the Implementation of M & E**

Stakeholders are groups of people, organization and institutions that will affect or maybe affected by the project. These stakeholders include the community-men, women and youth; project field staff, program managers, donors, government and other decision makers' supporters, critics, government and NGO'S (Davies et al 2006). Best practice example demonstrates that a central factor facilitating update of evaluations is stakeholder involvement. This involvement must be brought in at the early stages of the evaluation process, include the support of high profile champions and attract political agents interested in learning or using instruments to demonstrate effectiveness (Jones, 2009 as cited in Musomba et.al, 2013).

Forss and Carlsson (1997) says that the growing need for efficiency, cost effective and results means that it is essential for stakeholders to have skills which enable them to perform to their best. Engaging stakeholders in discussions about the what, how and why of program activities is often empowering for them and additionally, promotes inclusion and facilitates meaningful participation by diverse stakeholders groups (Donaldson and Lipesy, 2003). Stakeholder participation means empowering development beneficiaries in terms of resources and needs identification, planning on the use of resources and the actual implementation of development initiatives (Chitere and Ileri, 2004).

In their study on 10 school construction projects in Australia in 2005 to 2009 Proudlock, Ramalingam and Sandison (2009) found out that the whole process of impact evaluation, and particularly the analysis and interpretation of results, can be greatly improved by the participation of intended beneficiaries, who are after all the primary stakeholders in their own development and the best judges of their own situation. However, stakeholder involvement needs to be managed by care, too much stakeholder involvement could lead to undue influence on the evaluation, and too little could lead to evaluators dominating the process (Patton, 2008). In May 2000, an IFAD (2002) workshop on impact achievement stated that, participation means more than just beneficiary contribution to the project execution, rather, it should encompass all stakeholders and be formalized at all stages of the project cycle. This clearly includes monitoring and Evaluation systems. So, developing participatory monitoring and evaluation meant that, once the basics of M&E are understood, participatory M&E is defined and ways are worked out to introduce it. This is done by providing key stakeholders with the information needed to guide the project strategy towards achieving the goal and objectives; provide early warning of problematic activities and processes that need corrective action; help empower primary stakeholders by creating opportunities for them to reflect critically on the projects direction and help decide on the improvements; build understanding and capacity amongst those involved in the project; motivate and stimulate learning amongst those committed to making the project a success and assess progress and so enable accountability requirements to be met (OECD, 2012).

IFAD (2002) as cited by Jones et al. (2011) also continue to recognize the role of stakeholders by indicating the grassroots organizations, at community and higher levels as important partners. They provide invaluable insights on priorities and appropriate processes during the project's design phase, and undertake some of the implementation and M&E activities of the projects. One of their most valuable role is in facilitating participatory process during implementation such as through participatory baseline survey, local impact assessment or annual project reviews. Working with them increases local ownership of the project and thus the likelihood of a sustained impact.

According to Ndulu (2011) the community is the major base human point that must be considered for any project success and sustainability. According to him, community level is



where implementation and utilization of the benefits of development projects take place, resources come from and good will power support is achieved. In most cases it is at the town and village level where the main purpose of monitoring and evaluation is to be improved in the implementation and management of project services. This could for example include the teachers who make the community, group of contractors, suppliers, parents and management board that of either led by communal people or socially tied leaders like the religious sponsors (Mark, 2010). The M&E process should be identified in a participatory manner to reflect the community needs and stimulate people's interest in its implementation, monitoring and evaluation. If the process of project identification is not well done and does not reflect community interests, it is likely that the communities will not participate in the monitoring and evaluation of the implemented activities.

In another study entitled, 'stakeholders' participation and implementation of monitoring and evaluation of school feeding programs' by Indiana Department of Education (2001) cited by OECD (2010), it mentions of three major functions and roles that three categories of stakeholders performed in the success of an M&E exercise in the schools. This includes, identifying the M&E resources, allocation of the resources, training the relevant staff, formulating policies, culture and putting in place the structures for M&E programs. The department continues to show that, school; parent and community partnerships have been described as being involved in the continuous planning, participation, and evaluation of activities that enhance the success of projects implemented in schools in both the developed and developing countries.

A similar study by International Finance Corporation [IFC] (2011) in 110 schools development projects in India, Pakistan, Kenya, Tanzania and Mauritius in 2008 to 2010 shows that, involvement of school staff, parents, students and community members like the local leaders, elected leaders and board of management will be required for a successful M&E in various school programs. In many instances in India and north eastern Kenya for example, parents volunteer to operate school feeding programs, check the process of various projects that they feel are owned by them, allocate some required resources like finances through paying school levies and contributions etc. Therefore, Programs that involve parents, staff and students in the

operation and management often have greater success; however care must be taken to ensure that abuses do not occur. In summary, a number of scholars like Gyorkos (2003), Katia et al (2010) and many more have argued that the M&E exercise in school projects in any organisation need to be tied to stakeholders who are the primary recipients of the effects and the outputs of such projects. In a school setting for example, they talk of stakeholders like the school boards, the government, the school staff, the parents and the contractors to be important people since they are the ones who identify the resources required for M&E, allocate the resources, formulate the M&E policies, mission, and culture and finally embrace the process.

### **2.3 Influence of Financial Resources in the Implementation of M&E**

According to UNDP (2009) Handbook on Planning, Monitoring and Evaluating for Development Results one central factor in the success of the M&E process in infrastructural projects (be it mega or small ones) is the availability of budget for M&E that is tied to numerous accomplishments. For example, money is always required to hire staff, train staff, and acquire M&E resources, reward or work as incentives to those who have achieved the targets of the project and many more. On the issue of human capital for example, World Bank (2011) argues that human capital, with proper recruitment and scrutiny, training and experience, proper working environment and many more 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, and this is greatly tied to finances for acquisition (World Bank, 2011).

However, despite the fact that M&E of projects is very important, studies have shown that in most school development projects in Kenya just like any other developing country, lack a structured M&E budget. Jha, Barenstein and Pittet (2010) argue that, in any project implementation, the project budget should provide a clear and adequate provision for monitoring and evaluation activities. A monitoring and evaluation budget can be clearly delineated within the overall project budget to give the monitoring and evaluation function the due recognition it plays in project management (Gyorkos, 2003; McCoy, 2005; Jaszczolt, Potkanski and Stanislaw, 2010). A monitoring and evaluation budget should be between 5 to 10 percent of the total budget (Kelly and Magongo, 2004). The Program Evaluation Standards also indicates that, evaluation

planning budget could certainly be more carefully estimated and actual expenditure on the evaluation more carefully monitored (UNDP, 2002). Therefore, the argument it puts across is that, all the process of M&E should have a budget that has to be allocated just like any other operational budget for better results of M&E in school projects.

The problem of cost overruns during evaluation has been raised up by several evaluators across the world in projects more specifically in the sub Saharan Africa where the concept of M&E is taken negatively and has not been readily bought. Smith and Chircop (1993) as cited in Musomba et.al, 2013 say that solid and systematic learning for the M&E process cost money. Financial resources are needed for the time people spend, for supporting information management system, training, transport and so forth. Key items to include in the budget are contracts for consultants/external expertise (fees and travel expenses), physical non contractual investment costs, recurrent labor cost, focused labor input, training and study tours for M&E related capacity building, and non-operational costs like stationery, meetings, allowances for primary stakeholders and project implementers. In the recent past, Mega projects like those getting funding from international bodies and donors have put emphasis on ensuring that monitoring and evaluation is budgeted for before approving any proposals for funding. In contrast, the Kenyan government through the free primary and secondary education doesn't allocate money for proper structuring and implementation of M&E on various projects run.

According to the Government of Kenya [GoK] (2010), one of the major and central operations of achieving vision 2030 is electrification of all schools in the country; laying down a perfect ICT network project through the ICT4E initiative, have sustainable school infrastructure like running water, classrooms and many more. However, the World Bank (2013) has shown that Kenya is too far behind and achieving the laid down strategy is just a dream that may not come true. For example, the computer for schools projects, rural schools electrification and many mire, died long ago with the coalition government between Kibaki and Raila. Cited as part of the contributors to the failure include; lack of enough financial resources, expertise, M&E and many more. Financial resources are lacking in the M&E kitty and this has left the M&E process staggering or stagnating if not dead in some instances.

According to the Government of Kenya (2013) the directorate/ministry of education today across all the 47 counties has been challenged in terms of human resources and financial capacity hence the inability to build a full functional M&E system that was envisaged when National Integrated Monitoring and Evaluation System (NIMES) was initially created in line to vision 2030. When NIMES was launched and later re-oriented from ERS to Kenya Vision 2030, Kenya's decision-makers envisaged a comprehensive M&E system for greatly improving transparency and accountabilities and therefore generation of information required to measure results and impact of national policies. That vision of Monitoring & Evaluation Director (MED) led to projection of substantial resources for implementing Kenya's M&E system.

In relation to the above basis of vision 2030 in Kenya and the national policy of M&E of public projects (educational projects included) studies have had their own figures. Due to various unforeseen events; including the political crisis of 2007-2008 and the ensuing economic setback, the vision of NIMES has sharply scaled back (World bank, 2012). The MED budget for 2011 in Kenya for example was Kshs119 million (or US\$1.3 million) that includes the wage bill, office rental, and other administrative costs and does not match Kenya's ambitious M&E agenda (Republic of Kenya, 2011). It is estimated that about US\$400,000 is what is left of MED's budget to dedicate to M&E work in a sharp contrast to US\$3.8 million projected for 2011. As a result the current head count of MED's staffing is sixteen economists and three communications officers, sharing the responsibility of the agency's five divisions of data collection, research and results analysis, capacity development, project monitoring and advocacy work (Republic of Kenya, 2011). This is too far below what is expected to crisscross the country and look at the performance of both the government run projects and those funded by the same government like the education system that consumes over 400 billion of the national budgets.

According to African Monitoring and Evaluation Systems (2012), the current monitoring and evaluation reality in Kenya is therefore in sharp contrast to what was planned in the 2007 M&E Master Plan. With regards to human capital, it is still a challenge for a directorate staffed by 19 officers to provide leadership and manage a national M&E system that incorporates the 47 counties in Kenya, catering to the needs of a population of close to 42 million. The combination of the human resource and budgetary restraints undermine MED's successes in the PER and

APR – often these products are not available in time thereby reducing their value considerably. Efforts are underway to synchronise PER with budgetary cycle so that the exercise can make an even bigger influence in terms of informing decisions. In effect the mandate of MED in Kenya is unclear (African Monitoring and Evaluation Systems, 2012).

## **2.4 Influence of Human Capacity in the Implementation M&E**

Numerous researches have been conducted across the world in relation to the human capital, expertise, and training and how this influences the success or failure of M&E on various projects/programs across the globe. According to World Bank (2013) for example, 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. This is because incompetent employees are also a major constraint in selecting M&E systems (Koffi-Tessio, 2002 as cited by Katia et al. 2010). 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 (William, 2009).

On the same view while studying the influence of M&E on roads infrastructure projects in Asia, South America and the Australian continent, Vanesa, and Gala (2011) argue that, the technical capacity of the organization in conducting evaluations, the value and participation of its human resources in policy making process, and their motivation to impact decisions, can be huge determinants of how evaluation's lessons are produced, communicated and perceived. Therefore, human resources on the project should be given clear job allocation and designation befitting their expertise, if they are inadequate, the training for the requisite skills should be arranged. For projects with staff that are sent out in the field to carry out project activities on their own, there is need for constant and intensive on-site support to the outfield staff (Ramesh et al, 2002 cited in William, 2009).

The UNDP (2009) handbook on planning, monitoring and evaluation for development results, emphasizes that human resource is vital for an effective monitoring and evaluation, by stating

that staff working should possess the required technical expertise in the area in order to ensure high-quality monitoring and evaluation. Implementing of an effective M&E demands for the staff to undergo training as well as possess skills in research and project management, hence capacity building is critical. In turn, numerous training manuals, handbooks and toolkits have been developed for staff working in projects across the education systems that are not limited to ministry officials in the country, quality assurance officers, the school heads, deputies who sit as chair people of the tendering committees and many more, in order to provide them with practical tools that will enhance result-based management by strengthening awareness in M&E (Willoughby, 2010). They also give many practical examples and exercises, which are useful since they provide the staff with ways of becoming efficient, effective and have impact on the projects (Shapiro, 2011 cited in World Bank, 2014).

Despite the fact that human capital is important in M&E success in the country just like any other country's development projects, the system of education and more specifically the ministry of education has been blamed for not organizing the M&E as a separate body with its trained personnel in relation to various projects run in schools. United Nations (2011) observes that, in Kenya, the ministry of education has set aside the quality and assurance department that acts as a body that monitors, audits, assess the teachers' performance in schools and above all gives the recommendations on the effective or ineffective in the M&E of various projects. However, it has been noted that the quality and assurance section in the Kenyan secondary and primary schools today lacks the real staff on the ground. Most of the officers like the DQASSOs and many more are teachers who have served in class for a long time and in this consideration they are promoted into another level which entails M&E various programs including development projects.

A report by the Republic of Kenya (2011) shows that in 2008-2010 for example, the government could only manage to hire 7 trained M&E officers into the various 3 provinces that included Nairobi (2), central province (3) and the larger rift valley (2) to take care of the alleged corruption in the schools constructions under the CDF kitty and that from the free primary and secondary education as provided by the central government. This means that hiring was only skewed to 3 provinces and the trend has been even worse today. The training, retraining and continuous development of the M&E experts in schools is a dream and the interval of refresher

courses offered is a dream that has left a number of projects fail across the country due to poor M&E.

This is well exemplified in counties like Bomet, Siaya, Migori, Turkana, Mombasa, Lamu and many more where in the general heads meeting that was held in 2014 it was discovered that the quality assurance officers who visited schools to M&E the situation of projects did it once in a year, with some M&E officers being transported from far places without the clear knowledge of local issues surrounding the projects implemented in the localities (Musomba et al. 2013). Musomba and his friends continue to show that, the CDF school projects have for example been faced with defective M&E since they were started due to lack of trained M&E experts in most of the project sites, limited number of in-service training for the few who exist, poor employment policies (like nepotism in Kenya and the mother of all evil- corruption) that sees the wrong people take jobs that could be taken by the right people and many more.

## **2.5 Influence of Time Allocation in the Implementation of M&E**

Projects implementation entails the process of seeing the proposed projects being effectively and efficiently completed within the structured time frames, budgets, and other structured limited resources. In the world, nothing stands like the influence of time in any activity, be it, development oriented, destructive oriented or problem solution oriented. Just like everything in the world is influenced by time, studies by a number of scholars in Asia, USA, Europe, Africa and many more have shown that the implementation and integration of proper M&E in projects is closely tied to the time allocated for the activity and how this time is planned in order to achieve the said results (OECD, 2011).

According to OECD (2011), in Paris France for example, a number of elementary and high schools introduced integrated voluntarily M&E in the schools' course work with the aim of trying to assess how better the tutors/teachers, managers, board of management and other schools' stakeholders were coordinating in order to produce results that could be better than their counterparts in the country side who were rated to be doing well. In the study that used a regression analysis to analyze the data gotten from 912 respondents in the fields showed a strong value indicating that there is a relationship between time and the success of M&E in school development programs in the country. This has been confirmed by World Bank (2012) that

argues that in M&E, since properly allocated time means that there is a properly structured avenue of sourcing for resources, proper structured channel of communication that is tied to specific time, proper personnel will be developed naturally to match give activities and with enough time, the team can get detailed information as it related to M&E.

In a study by UNEP (2009) in five sub Saharan democratic countries where Kenya was included, a number of factors interacted to influence the M&E. According to the report/study, inadequate resources lead to poor quality monitoring and evaluation. Resources were categorized in 3 parts that included: human capital resources, financial and other material resources, and, the time factor as a major resource. To ensure effective and quality monitoring and evaluation, it is critical to set aside adequate financial and human resources at the planning stage, factor in time as a resource too and finally break down the work as per the various time frames. The required time resources for monitoring and evaluation should be considered within the overall costs of delivering the agreed results and not as additional costs that could shrink time and other related issues.

In another study and justification as to why time is important in projects M&E, Ramothamo (2013) argues that each monitoring and evaluation entity that functions at different levels and each function should be tied to specific time. Examples of activities taking place in projects being monitored by NGOs include: setting up systematic monitoring frameworks and developing an evaluation plan, meeting regularly with key partners and stakeholders to assess progress towards achieving the results, conducting joint field monitoring and evaluation missions to assess achievements and constraints, identifying any lessons or good practices, reflecting on how well the results being achieved are addressing gender, and the interests and rights of marginalized and vulnerable groups in the society, Identifying additional capacity development needs among stakeholders and partners, reporting regularly to the lead individuals or agencies for the particular result areas and seeking opportunities to influence policy and decision-making processes, ensuring the quality of monitoring and evaluation work and providing guidance as needed, and, assessing the relevance of the M&E framework on a regular basis based on emerging development priorities and changing context. This for example sees a number of NGO set a set time for the activities so as to run the projects M&E process effectively.



However, a report by Briceno and Gaarder (2009) shows that, a number of developing countries and some medium operated projects have not realized the importance of time in the process of M&E. The duo argue that, for effective M&E in projects to be achieved, time has to be allocated so that the M&E team is trained, time for induction seminars, time for information gathering, time for systems familiarity and many more. Without proper time allocation, the duo continue to argue that projects have been let down by the M&E process. When estimating the cost for an evaluation, the duration and scope of the evaluation should be considered. The duration of an evaluation will be determined by its purpose. An evaluation conducted early in implementation, which tends to focus on program or project design issues, is apt to be less complex and entail a smaller scope, hence requiring less data than would a 'heavier' exercise conducted at the end of the project or the programming cycle. The greater the complexity and scope of an evaluation, the longer time and more detailed work will be needed by the evaluation team to collect required data. This may increase evaluators' total fees. Program units should be realistic in terms of the scope and complexity of the evaluation vis-à-vis available resources.

According to Kenya Human Rights Commission (KHRC, 2010's report entitled, Social and Public Accountability Network (SPN, 2010) – Harmonization of Decentralized Fund in Kenya, Towards Alignment, Citizen Engagement and Accountability, shows that the availability and accessibility of primary and secondary data (monitoring, regular reporting and evaluation) and data collection methods influence the cost of the evaluation exercise. In the absence of reliable data, the evaluators need to spend more time and resources to locate or generate information. The appropriateness of allocated resources should be assessed together with the commissioned external evaluators based on the work program submitted by them. Time is considered important in helping in gathering of intended information and the depth of the information can be gotten further. Also, Mars Group report (2012) shows that, the education system and projects in Kenya today are shrinking day after day due to issues like poor allocation of time, financial resources, human capital and many more. The report shows that the country today has no specific allocated time for training expertise, time for more induction, time for sufficient information gathering and many more. These are some of the issues that the research will tend to handle.

## 2.6 Theoretical Framework

The study adopted two theories i.e., the European Foundation Quality Model (EFQM) and the Program Theory.

### 2.6.1 European Foundation Quality Model (EFQM) Theory

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

Below is the EFQM criterion of quality and details on the model as described by Dubas and Nijhawan (2005) and Slack et al (1995):

**Enablers include:** Leadership - The driver of the business who gives direction to business objectives, it is concerned about how the top management inspire and drive total quality as a vital process for continuous improvement;

**People management** - This involves how the company harnesses the potential of her employees in order to improve the business continuously. With EFQM covering training, evaluation, effective human resources development, team work, empowerment, rewards and recognition. It ensures the effective development of people's skill, time and effort;

**Policy and strategy** - How the firm's policy reflects the concept of total quality and how this principle is being used to determine improvement strategy. It covers product, service quality and organizational policy and strategy;

**Partnerships and Resources management** - This involves how the resources of the company are disbursed to support quality initiatives. Active encouragement of supplier partnership is

given, with emphasis on mutually beneficial relationships. On resources, the facilities need to be maintained for capability, and materials should be conserved;

**Processes** – The efficient managing of processes to ensure that business objectives of value creation are achieved. It involves identifying and reviewing the processes involved in production so as to deliver the organization’s strategy;

**Employee Result** - People are supposed to be adequately surveyed, with ideas such as team briefings and suggestion schemes incorporated; **Customer Results** - This is external customer’s perception of the company’s product. This requires evaluation of customer satisfaction through surveys and interviews. Loyalty and market share are measures;

**Key Performance results** – what the company is achieving in relation to its planned business. EFQM requires a “balanced scorecard” type approach, as well as cost of quality, product and process measures.

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

### **2.6.2 Program Theory.**

Program Theory guides an evaluation by identifying key program elements and articulating how these elements are expected to relate to each other (Donaldson and Lipsey, 2003). Data collection plans are then made within the framework in order to measure the extent and nature of each element’s occurrence. Once collected, the data are analyzed within the framework. First, data that have been collected by different methods or from different sources on the same program element are triangulated (Donaldson and Lipsey, 2003). Stake (1967) presented a model that calls for describing the intended antecedents (whatever needs to be before a program is operational) transactions (activities and outputs), and outcomes of a program. The data on the

program in operation are compared to what was intended and to what the standards are for that kind of program.

Another early proponent theory, Weiss (1972) recommended using path diagrams to model the sequences of steps between a programs' intervention and the desired outcomes. This kind of casual model helps the evaluator identify the variable to include in the evaluation, discover where in the chain of events the sequence breaks down, and stay attuned to changes in program implementation that may affect the pattern depicted in the model.

Program theory is define in evaluation practice today as the construction of a plausible and sensible model of how a program is supposed to work (Pilcher, 2012) or a set of propositions regarding what goes on in the black box during the transformation on input to output, that is, how a bad situation in transformed into a better one through treatment inputs (Lipsey, 1993). It is also looked at as the process through which program components are presumed to affect outcomes. Rossi (2004) cited by Pilcher (2012) describes program theory as consisting of the organizational plan which deals with how to garner, configure, and deploy resources, and how to organize program activities so that the intended service system is developed and maintained. The theory also deals with the service utilization plan which looks at how the intended target population receives the intended amount of the intended intervention through interaction with the programs service delivery system. Finally, it looks at how the intended intervention for the specified target population brings about the desired social benefits (impacts)

Rogers, as cited by Patton (2008) identifies advantages of the theory based framework to monitoring and evaluation to include being able to attribute projects outcomes to specific projects or activities and identify unanticipated and undesired program or project consequences. Therefore, theory based evaluations enable the evaluator to tell why and how the program is working.

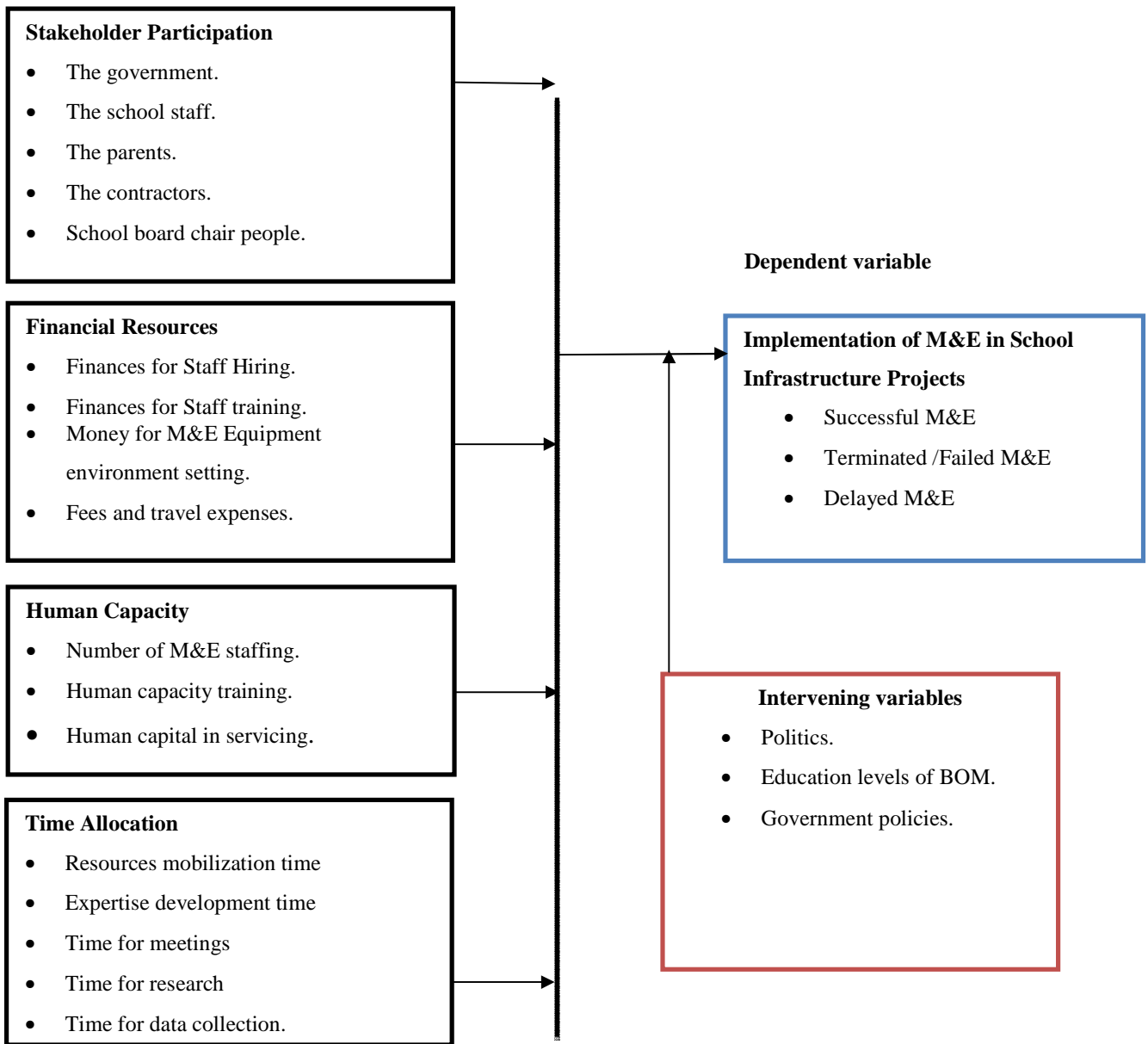
Monitoring and evaluation are intimately linked project management functions and as a result there is a lot confusion in trying to make them work on projects (Crawford and Bryce, 2003; Patton, 2008). Monitoring and Evaluation are distinct but complementary. Therefore, this theory

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

## **2.7 Conceptual Framework**

The conceptual framework has outlined the independent variables, dependent variable and intervening variables as they relate to M&E implementation in infrastructure projects in schools in the country and other countries beyond as shown on the literature review above.

### Independent variables



**Figure 2.1 Conceptual Framework**

## **2.8 Summary of Literature Review**

From the reviewed literature, it has been shown that a number of factors interact to influence the success or failure of the newly introduced M&E in projects be it mega or medium projects across the country and in the whole world. Projects have existed for long but a number fail due to poor M&E (World Bank, 2012) or some fail because the M&E has not been well adopted and faithfully integrated into the system. The research focused on four major objectives that made the themes of discussion and this included: time, human resources, financial resources and stakeholders' role. A conceptual framework has been included to give a summary of independent, dependent and intervening variables.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

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

#### **3.2 Research Design**

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

#### **3.3 Target Population**

A target population can be defined as the complete set of subjects that can be studied; people, objects, animals, plants, organizations from which a sample may be obtained (Gay, 1992). A report from the county director of education showed that there were 23 registered public secondary schools in Mombasa County today. The school heads were considered making 23 heads, their deputies since they sit in the tendering committees totaling to 23, the BOM



chairpersons adding to 23 and the PTA chairpersons adding to 23. A total target population of 92 was used for the study.

### 3.4 Sampling Technique and Sample size

A sample could basically be describe as a subject of the population in which case a population constitute all the individuals which possess some common observable characteristic‘ (Mugenda and Mugenda, 2003). In order to draw a sample which is representative of the population it is crucial to ensure as much as possible that a large sample is drawn. Statistically speaking any sample greater than 30 elements is considered large. In selecting a large sample, the effect reduce the extent of sampling errors; that is the difference between the sample static and the population mean (Mugenda and Mugenda 2003). Larger samples allow for greater insight about the population characteristic and provide for more generalisations of findings. Selecting a sample size is however done with respect to the size of the population as well as the resource and time consideration. The study adopted census sampling for the head teachers, deputy head teachers, BOM chair people and the PTA chair people. This made the target censured population to be 92 as shown in Table 3.1 below:

**Table 3.1: Censured Population**

<b>Population category</b>	<b>Target population</b>	<b>Censured population</b>
<b>Head Teachers</b>	23	23
<b>Deputy Head Teachers</b>	23	23
<b>BOM chair people</b>	23	23
<b>PTA chairperson</b>	23	23
<b>Total</b>	<b>92</b>	<b>92</b>

### 3.5 Research Instruments

The questionnaires were used to collect data from the total population. Questionnaires were prepared on the basis of the objectives as outlined in chapter one and as discussed in the literature review. Questionnaires are useful instruments of collecting primary data since respondents can read and then give responses to each item and they can reach a large number of

subjects (Orodho, 2004). Questionnaire use also provides greater anonymity through questionnaire coding and discrete analysis of the respondent personal details. Kombo and Tromp (2006) note that use of questionnaire are less intrusive than telephone interviews or face to face conversations. Both open-ended and closed-ended questionnaires will be used to collect data for the study.

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

According to Mugenda and Mugenda (2003), validity is the degree to which results obtained from the analysis of data actually represent the phenomena under study. Validity has to be assured both internally and externally. Internal and external validity relates to the overall organization of the research design (Twycross and Shields, 2004 cited in Mugenda, 2008). This study recognizes the reciprocal balance between the two. External validity relates to the freedom of generalisation provided for in the study. Internal validity on the other hand explains the degree to which the design of study actually lends itself sufficient in answering the research questions or accepting /nullifying the stated hypothesis. To enhance external validity therefore the study endeavored to draw a representative sample that was randomly selected from the stratified target population of the deputy head teachers, head teachers, BOM chairs and PTA chairs as outlined in the sampling procedures.

There are three major ways of testing research work validity. These include Construct validity, Content validity and Criterion validity. Content validity is the extent to which research instrument measure what they are intended to measure (Mugenda and Mugenda, 1999). To establish validity, the instruments were given to two experts (the supervisor and other lecturer in UON) to evaluate the relevance of each item in the instrument to the objectives and rate each item on the scale of very relevant (4), quite relevant (3), somewhat relevant (2), and not relevant (1). Validity was determined using Content Validity Index (C.V.I).  $C.V.I = \frac{\text{items rated 3 or 4 by both judges}}{\text{total number of items in the questionnaire}}$  and those found to be 0.6 are rated as good.

### **3.5.2 Reliability of the Instrument**

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2003). This is in agreement to Trochim (2002) that reliability would refer to the consistency of the measured results over repeated attempts. A measure that does not contain random errors is considered to be perfectly reliable. The presence of random errors can result from interviewer biasness or inaccuracies regarding the questionnaire construction and administration. Frequent random errors have a negative effect on the reliability of the research instrument. A re-test was purposefully carried out two weeks after the exercise and test the correlation between the two results to guarantee that the information initially given was reliable (Mugenda and Mugenda, 1999). Using Pearson's product moment correlation, the researcher, found a correlation coefficient of 0.6 at 95% confidence thus information given initially was reliable. The researcher was also guided by the research experts and shared with research peers on reliability of the research instruments to ensure credible results were achieved.

### **3.6 Data Collection Procedures**

Prior to proceeding to the field MOE permit was obtained upon getting a letter of authorization from the University of Nairobi. The appointments were scheduled with the BOM chairs, principals, deputy principals and finally PTA chair people to notify and request for permission to carry out the study in their Projects. Through the help of two research assistants, the instruments were personally administered to the respondents who were given ample time to respond to the questions. This ensured achievement of a good response rate and also the respondents had a chance to seek clarification on items which proved difficult to answer.

### **3.7 Data Analysis Techniques**

Primary data from the field was edited first. Coding was then done to translate question responses into specific categories. Coding was expected to organize and reduce research data into manageable summaries (Mugenda and Mugenda, 1999). Both qualitative and quantitative

data analysis technique were used to analyze the data. Quantitative data collected was analyzed, presented and interpreted using both descriptive statistics while thematic analysis techniques were used to analyze qualitative data collected in the open-ended questions. Descriptive statistics such as means, frequencies and percentages were used to describe the data. The analyzed data was presented in form of tables. Chi Square was used to test the hypothesis.

### **3.8 Ethical Considerations**

Consultation with school managers and heads to confirm the dates for the data collection and get the consent to carry the research in their area of administration were done. This was to eliminate conflicts which could arise from the school heads, PTA and BOM in the Project. A research clearance permit and letter of authorization from the county and national ministry of education was sought and used for data collection. This was to clarify the aim of the research and the nature of the study thus improving cooperation from the respondents during data collection. Confidentiality of the information given by the respondents was well upheld. This was done by using the information without mentioning of the specific names of the people from whom the data was collected.

### **3.9. Operational Definition of Variables**

Operational definition of variables is given in Table 3.2 below.

**Table 3.2: Operational Definition of Variables**

Research objectives	Type of variable	Indicator	Level of scale	Research design	Data collection	Level of analysis
To examine the influence of stakeholders in the implementation of M& E in infrastructure projects in public secondary schools in Mombasa.	Independent variable: Stakeholders	The government. The school staff, The parents, The contractors, School board chair people.	Ordinal scale	Survey	Questionnaire	Descriptive: Central tendency
To examine the extent to which financial resources influence the implementation of M& E in infrastructure projects in public secondary schools in Mombasa.	Independent variable: Financial resources	Finances for: Staff, Hiring, Staff training, M&E, Equipment environment, setting, travel expenses.	Ordinal scale	Survey.	Questionnaire	Descriptive: Central tendency.
To establish the influence of human capacity in the implementation of M& E in infrastructure projects in public secondary schools in Mombasa.	Independent variable: Human capacity.	Number of M&E staffing, Human capacity training. Human capital in servicing.	Ordinal scale	Survey.	Questionnaire.	Descriptive: Central tendency.
To examine the influence of time allocation in the implementation of M& E in infrastructure projects in public secondary schools in Mombasa.	Independent variable: Time.	Time for: Resources mobilization, Expertise development, Meetings, research & data collection.	Ordinal scale	Survey.	Questionnaire.	Descriptive: Central tendency.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

The data collected from the field was keyed and analyzed by simple descriptive analysis using Statistical Package for Social Scientists (SPSS) 20.0 software. The data was then presented through frequency tables and narrative form. In this note therefore, this chapter presents results of the research in different sub-sections that focuses on the objectives of the study.

#### 4.2 Response Rate

From the study a sample population of 92 was used. A total of 92 questionnaires were given to the respondents, though the ones that were well filled, returned and considered for the study were 65. The return rate therefore was 70.65%.

#### 4.3 Demographic Characteristics

The study wanted to find out the bio-data of respondents, gender, age, educational level, and working experience of the respondents and the results below were reached upon.

##### 4.3.1 Gender Information

The study sought to establish the sex composition of the respondents and the results as shown in the Table 4.1 below were arrived at:

**Table 4.1: Sex Distribution of Respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Female	26	40%
Male	39	60%
<b>Total</b>	<b>65</b>	<b>100%</b>

From the study, the male respondents were the majority while the female were disadvantaged. Male respondents made majority of the respondents at 60% while the female respondents who participated in the study made 40%. This could be attributed by the researcher as a true indication of what is happening in Mombasa County where men are more empowered than their counterparts (female).

### 4.3.2 Age Distribution

The study sought to find out the age brackets of the respondents and the results were as shown in Table 4.2 below.

**Table 4.2: Age Distribution**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
18-28 years	10	15.38%
28 - 38 years	20	30.77%
38 - 48 years	15	23.09%
48- 55 years	10	15.38%
Over 55 years	10	15.38%
<b>Total</b>	<b>65</b>	<b>100%</b>

From the responses, ages between 18-28 years attracted 10 respondents who made 15.38%, 28 - 38 years attracted 20 who made 30.77%, 38 - 48 years attracted 15 respondents who made 23.09%, 48- 55 years attracted 10 who made 15.38%, and over 55 years attracted 10 respondents. In this case, ages 28 to 38 dominated the study since they had 30 of the respondents who nearly made a half of the study population.

### 4.3.3 Educational Level

The study sought to establish the level of education of the respondents and the results are indicated below in Table 4.3.

**Table 4.3: Academic Qualification**

<b>Level</b>	<b>Frequency</b>	<b>Percentage</b>
Diploma/certificate	12	18.46%
Bachelors' degree	38	58.46%
Postgraduate degree	8	12.31%
Postgraduate diploma	7	10.77%
<b>Total</b>	<b>65</b>	<b>100%</b>

Respondents with a diploma level of education had 18.46% as represented by 12 respondents. Those with a degree were 58.46% and dominated the research. Those with postgraduate degree level had 12.31% of the respondents while those with ppostgraduate diploma were represented by 10.77% of the total respondents.

### 4.3.4 Working Experience

The working experience of the respondents was as shown in Table 4.4 below:

**Table 4.4: Work Experience of Respondents**

<b>Level</b>	<b>Frequency</b>	<b>Percentage</b>
0-2 years	20	30.77%
3-5 years	20	30.77%
6-10 years	20	30.77%
Over 10 years	5	7.69%
<b>Total</b>	<b>65</b>	<b>100%</b>



20 of the respondents were with 0 to 2 years of work experience making 30.77%, 3 to 5 years were 20 of the respondents making 30.77%, and 6 to 10 years had 20 respondents who made 30.77% while the remaining 5 respondents had over 10 years with a percentage of 7.69% above 5 years.

#### **4.4 Influence of Stakeholder Participation in Monitoring and Evaluation**

The researcher sought to find out the influence of collaborative problem-solving & decision-making on project implementation and the following results were obtained as shown in the sub-headings below:

##### **4.4.1 Results on Stakeholder Participation on Monitoring and Evaluation**

Respondents were asked whether they supported the idea that stakeholders have a role that they play in relation to M&E of school infrastructural projects and results below arrived at as shown in Table 4.5 below:

**Table 4.5: Stakeholder Participation on Monitoring and Evaluation**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	45	69.23%
No	20	30.77%
<b>Total</b>	<b>65</b>	<b>100%</b>

From the responses, 45 respondents supported the idea, while 20 went against the idea. This represented 69.23% and 30.77% respectively.

When asked to give their reasons for the above responses in another separate open ended question, on average, over 70% of the respondents argued that stakeholders like the government through the ministry of education, the parents, teachers, boards of school management have a significant influence on the implementation of M&E since they are the ones who allocate resources and at times hire/request for the required personnel. This means that the stakeholders

are vital in the M&E success in school infrastructural projects in Mombasa County secondary schools.

#### 4.4.2 Degree of Support on Stakeholders Participation in Monitoring and Evaluation

Respondents were asked to rate in a scale of 1-5 on how they agreed with the following statements where: 1=strongly disagree; 2 = disagree; 3 =weakly agree; 4 =agree; 5 = strongly agree and results were given in Table 4.6 below.

**Table 4.6: Degree of Support on Stakeholder Participation in M&E**

Statement	1	2	3	4	5
The government has been in the forefront in effectively monitoring and evaluating school projects in the County.	33	24	4	2	2
The school staff has been a major stakeholder in M&E.	23	22	9	2	9
The parents are very active in M&E of school projects.	31	20	2	9	3
The contractors are very effective in participating in M&E.	11	30	7	9	8
School board chair people are very effective in advocating for M&E of school projects.	16	22	7	9	6

From the study, on a rating scale, the idea that the government has been in the forefront in effectively monitoring and evaluating school projects in the County had a calculated of 1.71 showing that on average, respondents disagreed with the statement. The idea that the school staff has been a major stakeholder in M&E had a mean of 2.26, meaning that over 54% of the respondents disagreed with the idea. Responses on the third idea that read, the parents are very active in M&E of school projects, attracted a mean score of 2.0 showing that on average, over 60% of the respondents disagreed with the statement. The idea that the contractors are very

effective in participating in M&E had a calculated mean of 2.58 indicating that on average the respondents weakly agreed with the issue. Finally, the idea that school board chair people are very effective in advocating for M&E of school projects attracted a calculated mean of 2.26 meaning that on average the respondents disagreed with the statement. Generally, the overall score for this idea of stakeholders being well involved in M&E and being active throughout the school infrastructure projects scored a mean of 2.16 that is equivalent to disagreeing.

#### **4.5 Influence of Financial Resources on M&E**

A series of questions that ranged from open ended to close ended were asked to respondents and the report given in the sub sections below:

##### **4.5.1 Open Ended Question on Influence of Financial Resources on M&E**

An open ended question was asked to inquire whether respondents felt that there is an influence of financial resources on M&E and the question had responses as follows:

From the field information, 55 respondents who represented 84.6% supported the idea that financial resources have an influence on M&E while the remaining 15.4% went against. When asked to support their answer, over 84% of the respondents argued that, financial resources are very important because they are used to hire the right people for M&E, facilitate the exercise through salaries and allowances for stakeholders who participate, train the teams that are to be involved in monitoring and evaluation etc.

##### **Table 4.7: Rating of Financial Resources Influence on M&E**

Respondents were asked to rate in a scale of 1-5 on how they agreed with the following statements where: Use a scale of 1-5 where 1= strongly disagree; 2 = Disagree; 3 =weakly agree; 4 =Agree; 5 = strongly agree and results were given in Table 4.7 below.

From the field responses, the idea that sufficient finances have been provided for M&E staff hiring attracted a calculated mean was 2.15; meaning the respondents disagreed with idea. This indicates that 57% of the respondents did not support the idea. In relation to the statement that reads, finances for M&E Staff training have been availed as required, attracted a calculated mean of 2.26 was achieved and it indicated that the respondents disagreed with the statement.

Statement	1	2	3	4	5
Sufficient Finances have been provided for M&E staff hiring.	25	20	10	5	5
Finances for M&E Staff training have been availed as required.	20	24	10	6	5
Money for M&E Equipment environment setting has been prioritized by project handlers.	20	16	19	5	5
Fees and travel expenses have been accommodated well by M&E team in the projects.	25	20	10	5	5

On the third statement that read, money for M&E Equipment environment setting has been prioritized by project handlers, a mean of 2.37 was calculated; meaning that the respondents on average were in disagreement with the statement. In relation to the last statement that read, fees and travel expenses have been accommodated well by M&E team in the projects had an average value of 2.15; meaning that on average the respondents disagreed with the statement. Generally, an average of 2.23 was associated with this statement and it indicates that over 55.35% of the respondents felt that there have been no sufficient financial resources for M&E of schools infrastructure projects.

#### **4.6 Human Capacity and its Influence in M&E of School Infrastructure Projects**

The respondents were asked a number of questions in relation to human capacity and its influence in M&E success and results given as follows in the subheadings below:

#### 4.6.1 Support on Human Capacity and its Influence in M&E Success

Respondents were asked question to show either they supported or did not support the idea that human capacity and its influence in M&E success and responses shown in Table 4.8 below:

**Table4.8: Response on Human Capacity and M&E Success**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	60	92.3%
No	5	7.7%
<b>Total</b>	<b>65</b>	<b>100%</b>

From the responses, 60 respondents supported the idea that human capacity has an influence in M&E of school infrastructure projects while 5 of the respondents went against the idea. This represented 92.7% and 7.7% respectively. When asked to give their reasons for the above responses in an open ended question, those who argued for the idea said that, with proper numbers of employees for M&E, well trained personnel, and, continuous training of the personnel, M&E can be successfully achieved throughout the projects implementation in the county secondary schools.

**Table 4.9: Rating of Human Capacity and M&E Success**

When asked to rate various activities in relation to Human Capacity and M&E Success on a scale: 1= strongly disagree; 2 = disagree; 3 =weakly agree; 4 =agree; 5 = strongly agree), the following results in Table 4.9 below were achieved.

From the computed means, the respondents on average had their views as follows: in relation to the number of M&E staffing in the projects is sufficiently provided, a calculated mean of 2.4 been computed and it showed that respondents disagreed with the statement. In relation to the idea that human capacity training is greatly and regularly achieved, a mean value of 2.05 was obtained; meaning that on average the respondents disagreed with the statement. Finally, the idea that, human capital in-servicing is an ongoing exercise that runs throughout the projects life had

an average of 2.23; meaning that on average the respondents disagreed with the statement. Generally, 55.46% of the respondents did not support the idea that there has been effective development, provision and training of human capacity that is required for M &E.

Statement	1	2	3	4	5
Number of M&E staffing in the projects is sufficiently provided.	19	20	12	8	6
Human capacity training is greatly and regularly achieved.	25	23	10	3	4
Human capital in-servicing is an ongoing exercise that runs throughout the projects life.	22	22	12	2	7

#### 4.7 Item on the Influence of Time allocation in M&E

Respondents were asked a number of questions in relation to the influence of time allocation in M&E and the responses as follows in Table 4.10 below:

##### Table 4.10: Response in Relation to Time Allocation and M&E

Respondents were asked a question on whether they thought that time allocated for projects M&E influenced the implementation of M&E in school infrastructure projects in Mombasa County and the responses in Table 12 below were arrived at:

From the responses, 62 respondents supported the idea that time allocated for projects M&E influenced the implementation of M&E in school infrastructure projects in Mombasa County while 3 of the respondents went against the idea. This represented 95.38% and 4.62% respectively. When asked to give their reasons for the above responses in an open ended question, those who argued for the idea said that with sufficient time for expertise training, time for research, time for meetings etc. , M&E can be successfully achieved throughout the projects implementation in the County secondary schools.

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	62	95.38%
No	3	4.62%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Table 4.11: Rating of Influence of Time Allocation**

Respondents were asked to indicate to what extent the following factors influence M&E. Using a scale of 1-5 where, 1= strongly disagree; 2 = disagree; 3 =weakly agree; 4 =agree; 5 = strongly agree. The results are shown in Table 4.11 below:

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
There is sufficient time allocated by authorities for M&E Resources mobilization	22	20	14	7	2
There is sufficient time allocated by authorities for M&E Expertise development.	23	20	9	8	5
There is sufficient time allocated by authorities for M&E meetings.	35	16	10	4	0
There is sufficient time allocated by authorities for M&E research.					
Time for data collection has been sufficiently allocated.	25	20	10	5	5
	33	24	4	2	2

From the responses, the calculated means for each of those statements showed that in relation to the first statement that read, there is sufficient time allocated by authorities for M&E resources mobilization had an average mean of 2.18 indicating that on average the respondents disagreed with the statement. The idea that there is sufficient time allocated by authorities for M&E

expertise development had a mean of 2.25; meaning that respondents disagreed with the statement.

In relation to the third idea that read, there is sufficient time allocated by authorities for M&E meetings, the idea attracted a mean of  $M = 1.74$  indicating that the respondents disagreed with the idea. As per the fourth statement that read, there is sufficient time allocated by authorities for M&E research, a mean of 1.5 was calculated meaning that over 70% of the respondents disagreed with the idea. Finally, the statement that read, time for data collection has been sufficiently allocated, and a mean of 1.71 was calculated meaning that over 65.8% of the respondents disagreed with the idea.

#### **4.8 Item on Implementation of M&E in School Infrastructure Projects**

The respondents were asked whether they supported the idea that the implementation of M&E of school infrastructure projects has been influenced by the said factors.

**Table 4.12: Response on Implementation of M&E in School**

Respondents were asked a question on whether they thought that the said factors influence the implementation of M&E in School Infrastructure Projects in Mombasa County and the responses below in Table 4.12 were arrived at:

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	64	98.46%
No	1	1.54%
<b>Total</b>	<b>65</b>	<b>100%</b>

From the responses, 64 respondents supported the idea that the said factors influence the implementation of M&E in School Infrastructure Projects in Mombasa County while 1 of the respondents went against the idea. This represented 98.46% and 1.54% respectively. When asked to give their open views, the respondents argued that, with enough expertise, financial resources,



time allocated for M&E, the process is likely to be successful; although other factors also come into play.

**Table 4.13: Rating of Implementation of M&E in School**

Respondents were asked to indicate to what extent the following factors influence M&E. Using a scale of 1-5 where, 1= strongly disagree; 2 = disagree; 3 =weakly agree; 4 =agree; 5 = strongly agree. The results are shown in Table 4.13 below:

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>
The implementation of M&E in School Infrastructure Projects has been successful.	12	15	20	14	4	<b>2.74</b>
The implementation of M&E in School Infrastructure Projects has been terminated /failed regularly.	0	5	5	30	25	<b>4.15</b>
The implementation of M&E in School Infrastructure Projects has been delayed over time.	0	0	4	26	35	<b>4.5</b>

On average, the results indicated that: Respondents weakly agreed with the idea that the implementation of M&E in School Infrastructure Projects has been successful with a mean score of 2.74; Respondents agreed with the idea that the implementation of M&E in School Infrastructure Projects has been terminated/failed regularly with a mean score of 4.15; and respondents strongly agreed with the idea that the implementation of M&E in School Infrastructure Projects has been delayed over time with a mean of 4.5.

**4. 9 Testing the First Hypothesis as Per the Objective and Discussions**

**H<sub>1</sub>:** Stakeholder participation has an influence in the implementation of M&E in infrastructure projects in public secondary schools in Mombasa County, Kenya.

**Table 4.14: Chi-Square Testing**

<b>f</b>	<b>f<sub>e</sub></b>	<b>f<sub>d</sub></b>	<b>(f<sub>d</sub>)<sup>2</sup></b>	<b>(f<sub>d</sub>)<sup>2</sup>/f<sub>e</sub></b>
4	13	-9	81	6.23
3	13	-10	100	7.69
10	13	-3	9	0.69
23	13	10	100	7.69
25	13	12	144	11.1
				$\sum (f_d)^2/f_e = 33.4$

$\chi^2_c = 33.4 > \chi^2_{0.05} = 9.488$  at 4 degrees of freedom and 5% level of confidence.

Since the calculated chi-square value of 33.4 is greater than the critical chi-square value at 5% level of confidence, we accept the alternative hypothesis. Thus, stakeholder participation has an influence in the implementation of M&E in infrastructure projects in public secondary schools in Mombasa County, Kenya.

#### 4.10 Testing of the Second Hypothesis as Per the Objective and Discussions

**H<sub>1</sub>:** Financial resources have an influence in the implementation of M&E in infrastructure projects in public secondary schools in Mombasa County, Kenya.

**Table 4.15: Chi-Square Testing Second Hypothesis**

<b>f</b>	<b>f<sub>e</sub></b>	<b>f<sub>d</sub></b>	<b>(f<sub>d</sub>)<sup>2</sup></b>	<b>(f<sub>d</sub>)<sup>2</sup>/f<sub>e</sub></b>
5	13	-8	64	4.92
5	13	-8	64	4.92
10	13	-3	9	0.69
20	13	7	49	3.77
25	13	12	144	11.1
				$\sum (f_d)^2/f_e = 25.4$

$\chi^2_c = 25.4 > \chi^2_{0.05} = 9.488$  at 4 degrees of freedom and 5% level of confidence.

Since the calculated chi-square value of 25.4 is greater than the critical chi-square value at 5% level of confidence, we accept the alternative hypothesis. Thus, financial resources have an influence in the implementation of M&E in infrastructure projects in public secondary schools in Mombasa County, Kenya.

#### **4.10 Testing of Third Hypothesis as Per the Objective and Discussions**

**H<sub>1</sub>**: Human capacity has an influence in the implementation of M&E in infrastructure projects in public secondary schools in Mombasa County, Kenya.

Since the calculated chi-square value of 12.4 is greater than the critical chi-square value at 5% level of confidence, we accept the alternative hypothesis. Thus, human capacity has an influence in the implementation of M&E in infrastructure projects in public secondary schools in Mombasa County, Kenya.

**Table 4.16: Showing Chi-Square Testing for the Third Hypothesis**

<b>f</b>	<b>f<sub>e</sub></b>	<b>f<sub>d</sub></b>	<b>(f<sub>d</sub>)<sup>2</sup></b>	<b>(f<sub>d</sub>)<sup>2</sup>/f<sub>e</sub></b>
19	13	6	36	2.8
20	13	7	49	3.8
12	13	-1	1	0.1
8	13	-5	25	1.9
6	13	-7	49	3.8
				$\sum (f_d)^2/f_e = 12.4$

$\chi^2_c = 12.4 > \chi^2_{0.05} = 9.488$  at 4 degrees of freedom and 5% level of confidence.

#### 4.11 Testing of the Fourth Hypothesis as Per the Objective and Discussions

**H<sub>1</sub>**: Time allocation has an influence in the implementation of M&E in infrastructure projects in public secondary schools in Mombasa County, Kenya.

**Table 4.17: Testing of the Fourth Hypothesis as Per the Objective and Discussion**

<b>f</b>	<b>f<sub>e</sub></b>	<b>f<sub>d</sub></b>	<b>(f<sub>d</sub>)<sup>2</sup></b>	<b>(f<sub>d</sub>)<sup>2</sup>/f<sub>e</sub></b>
5	13	-8	64	4.92
8	13	-5	25	1.92
9	13	-4	4	0.31
20	13	7	49	3.77
23	13	10	100	7.69
				$\sum (f_d)^2/f_e = 18.61$

$\chi^2_c = 18.61 > \chi^2_{0.05} = 9.488$  at 4 degrees of freedom and 5% level of confidence.

Since the calculated chi-square value of 18.61 is greater than the critical chi-square value at 5% level of confidence, we accept the alternative hypothesis. Thus, time allocation has an influence

in the implementation of M&E in infrastructure projects in public secondary schools in Mombasa County, Kenya.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter presents the summary of the study findings, discussions, conclusions and recommendation of the research in relation to the findings arrived at in chapter four. The chapter also contains suggestions of future related studies.

#### **5.2 Summary of Findings**

A number of issues have been realized from the responses in the field in relationship to the implementation of M&E in school infrastructure programs in Mombasa County. This has been shown from the 65 respondents who answered the questionnaires effectively. From the study, the basic information indicates that male respondents made majority of the respondents at 60% while the female respondents who participated in the study made 40%, and the teachers with degree education dominated while the ages of 28 to 38years dominated.

Findings from the various questions asked in the questionnaire indicate that, in relation to the first objective that touched on the role of stakeholder participation in M&E implementation, respondents were asked whether they supported the idea that stakeholders have a role they play in relation to M&E of school infrastructural projects. From the responses, 45 respondents supported the idea, while 20 went against the idea. This represented 69.23% and 30.77% respectively. When asked to give their reasons for the above responses in another separate open ended question, on average, over 70% of the respondents argued that stakeholders like the government through the ministry of education, the parents, teachers, boards of school management have a significant influence on the implementation of M&E since they are the ones who allocate resources and at times hire/request for the required personnel. on a rating scale, the idea that the government has been in the forefront in effectively monitoring and evaluating school projects in the County had a calculated of 1.71 showing that on average, respondents disagreed with the statement. The idea that the school staff has been a major stakeholder in M&E had a mean of 2.26, meaning that over 54% of the respondents disagreed with the idea.

Generally, the overall score for this idea of stakeholders being well involved in M&E and being active throughout the school infrastructure projects scored a mean of 2.16 that is equivalent to disagreeing.

The second objective sought to examine the influence of financial resources in the implementation of M& E in infrastructure projects in public secondary schools and from the responses, 55 respondents who represented 84.6% supported the idea that financial resources have an influence on M&E while the remaining 15.4% went against. When asked to support their answer, over 84% of the respondents argued that, financial resources are very important because they are used to hire the right people for M&E, facilitate the exercise through salaries and allowances for stakeholders who participate, train the teams that are to be involved in monitoring and evaluation etc. On a rating scale, the idea that sufficient finances have been provided for M&E staff hiring attracted a calculated mean was 2.15; meaning the respondents disagreed with idea. This indicates that 57% of the respondents did not support the idea. Generally, an average of 2.23 was associated with this statement and it indicates that over 55.35% of the respondents felt that there have been no sufficient financial resources for M&E of schools construction projects.

The objective that sought to establish the influence of human capacity in the implementation of M& E in infrastructure projects in public secondary schools in Mombasa County had 60 respondents who supported the idea that human capacity has an influence in M&E of school infrastructure projects. This represented 92.7% and 7.7% respectively. When asked to give their reasons for the above responses in an open-ended question, those who argued for the idea said that, with proper numbers of employees for M&E, well trained personnel, and, continuous training of the personnel, M&E can be successfully achieved throughout the projects implementation in the County secondary schools. On a rating scale, 55.46% of the respondents did not support the idea that there has been effective development, provision and training of human capacity that is required for Monitoring and Evaluation.

Finally, responses on the objective that sought to examine the influence of time allocation in the implementation of M&E in infrastructure projects in public secondary schools in Mombasa County attracted 62 respondents who supported the idea that time allocated for projects M&E influenced the implementation of M&E in school infrastructure projects in Mombasa County

while 3 of the respondents went against the idea. This represented 95.38% and 4.62% respectively. When asked to give their reasons for the above responses in an open-ended question, those who argued for the idea said that with sufficient time allocated for expertise training, time for research, time for meetings etc., M&E can be successfully achieved throughout the projects implementation in the county secondary schools.

### **5.3 Discussion of the Research Findings**

From the field information, in relation to the first objective that touched on the role of stakeholder participation in M&E implementation, 45 respondents supported the idea that stakeholder participation influences the M&E implementation. This represented 69.23%. When asked to give their reasons for the above responses in another separate open-ended question, on average, over 70% of the respondents argued that stakeholders like the government through the ministry of education, the parents, teachers, boards of school management have a significant influence on the implementation of M&E since they are the ones who allocate resources and at times hire/request for the required personnel. According to study done by International Finance Corporation [IFC] (2011) in 110 schools development projects in India, Pakistan, Kenya, Tanzania and Mauritius in 2008 to 2010 , involvement of school staff, parents, students and community members like the local leaders, elected leaders and board of management will be required for a successful M&E in various school programs. In many instances in India and north eastern Kenya for example, parents volunteer to operate school feeding programs, check the process of various projects that they feel are owned by them, allocate some required resources like finances through paying school levies and contributions etc. Therefore, Programs that involve parents, staff and students in the operation and management often have greater success; however care must be taken to ensure that abuses do not occur.

The second objective sought to examine the influence of financial resources in the implementation of M& E in infrastructure projects in public secondary schools and from the responses, 55 respondents who represented 84.6% supported the idea that financial resources have an influence on M&E .When asked to support their answer, over 84% of the respondents argued that, financial resources are very important because they are used to hire the right people for M&E, facilitate the exercise through salaries and allowances for stakeholders who



participate, train the teams that are to be involved in monitoring and evaluation etc. World Bank (2011) argues that human capital, with proper recruitment and scrutiny, training and experience, proper working environment and many more 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, and this is greatly tied to finances for acquisition (World Bank, 2011).

The objective that sought to establish the influence of human capacity in the implementation of M& E in infrastructure projects in public secondary schools in Mombasa County had 60 who respondents supported the idea . This represented 92.7%. When asked to give their reasons for the above responses in an open ended question, they said that, with proper numbers of employees for M&E, well trained personnel, and, continuous training of the personnel, M&E can be successfully achieved throughout the projects implementation in the county secondary schools. According to World Bank (2013) for example, 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. This is because incompetent employees are also a major constraint in selecting M&E systems.

Finally, responses on the objective that sought to examine the influence of time allocation in the implementation of M&E in infrastructure projects in public secondary schools in Mombasa County attracted 62 respondents who supported the idea. This represented 95.38%. When asked to give their reasons for the above responses in an open ended question, those who argued for the idea said that with sufficient time for expertise training, time for research, time for meetings etc. , M&E can be successfully achieved throughout the projects implementation in the county secondary schools. In another study and justification as to why time is important in projects M&E, Ramothamo (2013) argues that each monitoring and evaluation entity that functions at different levels and each function should be tied to specific time. Examples of activities taking place in projects being monitored by NGOs include: setting up systematic monitoring frameworks and developing an evaluation plan, meeting regularly with key partners and stakeholders to assess progress towards achieving the results, conducting joint field monitoring

and evaluation missions to assess achievements and constraints, identifying any lessons or good practices, reflecting on how well the results being achieved are addressing gender, and the interests and rights of marginalized and vulnerable groups in the society, identifying additional capacity development needs among stakeholders and partners, reporting regularly to the lead individuals or agencies for the particular result areas and seeking opportunities to influence policy and decision-making processes, ensuring the quality of monitoring and evaluation work and providing guidance as needed, and, assessing the relevance of the M&E framework on a regular basis based on emerging development priorities and changing context. This for example sees a number of NGOs set a set time for the activities so as to run the projects M&E process effectively and can be adopted to school projects M&E.

#### **5.4 Conclusions**

Based on the results from the field, the literature reviewed and the observations made during the field study, the research concludes that:

- i. Stakeholders like the government, school bodies, donors, concerned teachers and parents have not been effectively involved in infrastructure projects M&E in public secondary schools in Mombasa County despite their significant role. It is the stakeholder participation that provides the goodwill, the human resources and the financial resources required in almost all the stages of M&E.
- ii. Sufficient financial resources for M&E have not been allocated to the bodies concerned with M&E in public schools infrastructure projects in Mombasa County; despite the fact that M&E is greatly influenced by financial resources at all levels.
- iii. The influence of human capacity in the implementation of M&E in infrastructure projects in public secondary schools in Mombasa County is very significant. However, training, hiring, retraining and development of human resources tend to be a challenge in almost 78% of the projects implemented by public secondary schools in Mombasa County.
- iv. Finally, the research concludes that time allocation for planning for M&E, training personnel, attending meeting for M&E, time for research and many more is very important but this seems to be performing poorly in Mombasa county public schools. However, there is no time consideration of the role of time in M&E in the county.

## **5.5 Recommendations**

Based on the findings of the study it is recommended that:

- i. The Ministry of education and that of finance should come up with measures that should involve stakeholder participation in the M&E of school projects for better results.
- ii. Almost 10 to 20 percent of project budget finances should be allocated for M&E; more specifically when dealing with school infrastructure projects that are ever failing from time to time.
- iii. Finally, the bodies concerned with projects M&E should concentrate on employing qualified personnel for M&E and set aside time that can allow better training, research and planning of M&E.

## **5.6 Suggestions for Future Research**

1. A similar study can be carried out in other counties in Kenya.
2. A similar study can be carried out but at primary schools.
3. Finally, a study can be done to establish the effects of M&E on the performance of school infrastructural projects in Mombasa County's secondary schools.

## REFERENCES

- Aden (2011). *Participatory Monitoring and Evaluation of Community Projects. Community Based Project Monitoring, Qualitative Impact Assessment and People Friendly Evaluation Methods*. Journal, August 2008 edition Vol.6.
- African Monitoring and Evaluation Systems. (2012). Graduate School of Public and Development Management. Johannesburg: University of the Witwatersrand.
- Agevi, (2013). *Resource Requirements and Environmental Dependency*. European Scientific Journal, August 2013 edition Vol.12.
- Ashley & Barney (2010). *Role of Project Managers in Effective Monitoring and Evaluation Process*. Economics Working Papers paper.200542 on [www.digitalcommons.ucon.edu](http://www.digitalcommons.ucon.edu) accessed on 18th March 2014.
- Ayarkwa, J., Ayirebi, D., and Amoah, P. (2010). *Barriers to implementation of EMS in construction industry in Ghana*. In Proceedings: Fourth International Conference on Scientific and Industrial Studies, April 14 – 15, 2010, Abuja, Nigeria.
- Ayarkwa, J., Dansoh, A. and Amoah, P. (2010). *Barriers to implementation of EMS in construction industry in Ghana*. International Journal of Engineering Science, Vol. 2 (4). pp. 37 – 45
- Ballard et al. (2010). *Management of Behavioral and Psychological Symptoms in People Projects* Management. <https://www.nhqualitycampaign.org/files/CliveBallardPresentation.pdf>
- Barney .(2010). *Strategic Management and Competitive Advantage: Concepts and Cases*. [https://books.google.co.ke/books/about/Strategic\\_Management\\_and\\_Competitive\\_Adv.html?id=A4hNPgAACAAJ&redir\\_esc=y](https://books.google.co.ke/books/about/Strategic_Management_and_Competitive_Adv.html?id=A4hNPgAACAAJ&redir_esc=y)
- Buertey, J. T. I, Adjei-Kumi, T. and Amoah, P (2011). *Construction cash flow prediction model in Ghana: A case study of the District Assembly Common Funded Project*. PENTVARS Journal, Vol. 5, No. 2, pp. 87 – 101.
- Briceno, B. and Gaarder, M. 2009). *Institutionalizing Evaluation: Review of International Experience*. Research Paper. London.
- Chitere, O.P & Ileri, O.N (2004). *District Focus for Rural Development in Kenya: It's Limitations as a Decentralization and participatory planning strategy and prospects for the future*. Nairobi: Institute for Policy Analysis and Research.

- Constituencies Development Fund Board (2011). *2010 – 2014 Strategic Plan, Equitable Development for Kenyans*, Government Press.
- Cooper, D.R., & Schindler, P.S. (2003). *Business Research Methods*. (8th ed.). Boston: McGraw-Hill Irwin.
- Crawford P. & Bryce P. (2010). *Project Monitoring and Evaluation: A method of enhancing the efficiency and effectiveness of aid project implementation*. International Journal of Project Management, 21(5): 363 – 37319.
- Dansoh, A., and Amoah, P. (2010). *Relationship and Knowledge flows in Innovation by manufacturing suppliers to construction Projects*. Proceedings of Construction and Building Research Conference (COBRA – 2010) RICS, Paris.
- Davies, P., Newcomer, K., & Soydan, H. (2006). *Government as structural context for evaluation*, In Shaw, I.F, Greene, J.C. and Mark, M.M (Eds) The SAGE Handbook of Evaluation. London. Sage Publishers. pp. 163-183.
- Donaldson, S. & Lipsey, M. (2003). *Roles for Theory in Contemporary Evaluation Practice: Developing Practical Knowledge, Evaluating Social Programs and Problems*
- Gay, L.R. (1992). *Educational Research: Competencies for analysis and application* (4th Ed.). New York: Macmillan Publishing Company. 217-22.
- Gladys, L. A., Katia, R., Lycia, L. & Helena, H. (2010). *Challenges in Monitoring and Evaluation: An Opportunity to Institutionalize M&E Systems*
- Government of Kenya (2014). *Constituencies Development Fund Act 2003*.[http://www.cdf.go.ke/images/docs/revised%20cdf%20act%2\\_annotatedversion.pdf](http://www.cdf.go.ke/images/docs/revised%20cdf%20act%2_annotatedversion.pdf)  
<http://www.cdf.go.ke>. Retrieved 11th April 2011.
- Government of Kenya [GoK]. (2010). *Kenya Vision 2030*. Nairobi: Kenya
- Government of Kenya [GOK]. (2012). *District Annual Monitoring and Evaluation Reports*.
- Government of Kenya [GOK]. (2013). *Medium term plan cycle (2013-2017). Whose theme is —Transforming Kenya: Pathways to Devolution, Socio-economic Development, Equity and National Unity*
- Gyorkos, T. (2003). *Monitoring and Evaluation of large scale Helminth control programs*. Acta Tropic, 86(2): 275-282
- Hulme, D. (2000). *Impact Assessment Methodologies for Microfinance: Theory, Experience and Better Practice*. World Development, 28(1):79-98.

- International Fund for Agricultural Development [IFAD]. (2002). *A Guide for Project M&E*. IFAD, Rome.
- International Finance Corporation [IFC]. (2011). *Protecting People and Profitability*. Retrieved January 09, 2015 from [www.ifc.org](http://www.ifc.org)
- Jaszczolt K., Potkanski T., Stanislaw A. (2010). *Internal Project M&E System and Development of Evaluation Capacity – Experience of the World Bank – Funded Rural Development Program*. World Bank.
- Jha, Abhas K.; Barenstein, J. D.; Phelps, P. M.; Pittet, D.; Sena, S. (2010). *Safer Homes, Stronger Communities: A Handbook for Reconstructing after Natural Disasters* (pp. 269-284). World Bank.
- Jones, N. et al. (2011). *Improving Impact Evaluation Coordination and Use*. A Scoping study commissioned by the DFID Evaluation Department on behalf of NONIE ([www.odi.org.uk/resources/download/3177.pdf](http://www.odi.org.uk/resources/download/3177.pdf)). Retrieved June 15, 2011.34.
- Katia et al. (2010). The Use of Stakeholder Analysis in Integrated Watershed Management. <http://dx.doi.org/10.1659/MRD-JOURNAL-D-12-00031.1>
- Kelly & Magongo,( 2004). *Factors Affecting The Effectiveness Of Monitoring And Evaluation Of Constituency Development Fund Projects in Changamwe Constituency, Kenya*. Unpublished.
- Kenya Human Rights Commission (KHRC, 2010). *Social and Public Accountability Network (SPN, 2010) – Harmonization of Decentralized Fund in Kenya, Towards Alignment, Citizen Engagement and Accountability*. Government Press.
- Kombo, D. K. and Tromp, D. L. A. (2006). *Proposal and Thesis Writing: An Introduction*. Paulines Publications' Africa, Nairobi.
- Kothari (2004). *Introduction to Business Research*. New Deli, India.
- Mark, T. (2010). *A Balanced Approach to Monitoring and Evaluating Capacity and Performance: A proposal for a framework*. Discussion paper no. 58E, ECDPM
- Mars Group report (2012). *Public Finance Reforms in Kenya*. Society for International Development
- Montaño, Arce & Louman. (2006). *Factors influencing implementation of monitoring and evaluation processes on donor funded projects; a case of gruppo per le relazioni transculturali -grt project in Nairobi, Kenya.pdf*

- Mugenda A. & Mugenda, O., (2003). *Research Methods: Quantitative and Qualitative Approaches*. Acts Press, Nairobi.
- Mugenda, O. & Mugenda A. (1999). *Research Methods: Quantitative and Qualitative Approaches*. African Centre of Technology Studies, Nairobi.
- Mugenda, A.G., (2008). *Social science research, theory and principles*. Published by Applied Research and Farmer Training Services, Acts press.
- Musomba, K.S., Kerongo, F.M., Mutua, N.M., & Kilika, S. (2013). *Factors Influencing the Effectiveness of Monitoring and Evaluation of Constituency Development Fund (CDF) in Changanwe Constituency, Kenya*. Journal of International Academic Research for Multidisciplinary, 1(8): 2320-5083
- Mwangi & Kimenyi S., (2011). *Efficiency and Efficacy of Kenya's Constituency Development Fund: Theory and Evidence*. Economics Working Papers. 200542 [www.digitalcommons.ucon.edu](http://www.digitalcommons.ucon.edu) Retrieved April 23, 2011.
- Mwangi Wanjiku (2015). *Monitoring and Evaluation: Factors Influencing the Performance of Road Infrastructural Projects: A Case Study of Nyandarua County, Kenya*.
- Ndulu, B. (2011). *Infrastructure, Regional Integration and Growth in Sub-Saharan Africa. Dealing with the Disadvantages of Geography and Sovereign Fragmentation* Journal of African Economies, 15(2): 212-244
- Ochieng M. F., & Tubey, D. (2013). *Effectiveness of Monitoring and Evaluation of CDF Projects in Kenya: A case of Ainamoi Constituency*. International Journal of Arts and Commerce.
- OECD (2010). *Quality Standards for Development Evaluation*. DAC Guidelines and Reference series, OECD Publishing, Paris.
- OECD. (2012). *Glossary of Key terms in Evaluation and Results based Management*. Paris: OECD.
- Orodho J. A. (2004). *Techniques of Writing Research Proposals and Reports in Education and Social Sciences*. Nairobi, Masola Publishers.
- Ochieng, F. O. & Tubey, R., (2013). *Factors Influencing Management of CDF Projects A Case of Ainamoi Constituency, Kericho County*.
- Olembo, J. O, Wanga P. E & Karagu N. M. (2012). *Management of education*. Nairobi: Educational Research and Publications.

- Onderi, H. & Makori, A. (2013). *Secondary school principals in Nyamira County in Kenya Issues and challenges*. Educational Research International, 1(1), 67 – 90.
- Organisation for Economic Co-operation and Development [OECD]. (2011). *Glossary of Keyterms in Evaluation and Results based management*. Paris: OECD.
- Orodho, A. J. (2004). *Technologies of writing Research proposals and report in Education and Social Science*. Nairobi: Masola publishers
- Oso, W.Y & Onen, D. (2005). *A general guide to writing research proposal and reports. A hand book for beginning Researchers*, (2nd ed.). Kampala: Makerere University press
- PASSIA. (2013). *Civil Society empowerment: Monitoring an Evaluation*  
[www.passia.org/seminars/2002/monitoring.htm](http://www.passia.org/seminars/2002/monitoring.htm) (Accessed on 21/4/2011)59.
- Pilcher, R (2012). *Preicoles of Construction Management(3rd Edition)*. McGraw-Hill Books Company, Berkshire, England
- Patton, M. Q. (2008). *State of the Art in Measuring Development Assistance*. Address to the World Bank Independent Evaluation Group, 10 April, Washington, DC
- Project Management Body of Knowledge. (2013). *Project management - an introduction*. Third Edition. <http://knowledge.apm.org.uk>
- Proudlock, K., Ramalingam, B. and Sandison, P. (2009). *Improving humanitarian impact evaluation: Bridging theory and practice in ALNAP (ed.), ALNAP 8th Review of Humanitarian Action: Performance, Impact and Innovation*. London: Overseas Development Institute
- Ramothamo, S.S. (2013). *Monitoring and evaluation of HIV/AIDS donor funded projects in Maseru: An analysis of six organizations*. Stellenbosch University
- Republic of Kenya. (2012). *African Monitoring and Evaluation Systems Workshop Report: Centre for Learning on Evaluation and Results (CLEAR)*. University of Witwatersrand, Johannesburg. Sept, 2012: [www.theclearinitiative.org](http://www.theclearinitiative.org)
- Republic of Kenya. (2011). *Second Annual Progress Report on the Implementation of the First Medium Term Plan (2008-2012), May 2011*. Nairobi: Republic of Kenya.
- Rogers P., (2009). *Matching Impact Evaluation Design to the Nature of the Intervention and the purpose of the Evaluation in Designing impact evaluations: different perspectives*. 3ie Working paper 4. London: 3ie ([www.3ieimpact.org/admin/pdfs\\_papers/50.pdf](http://www.3ieimpact.org/admin/pdfs_papers/50.pdf)).
- Trochim (2002). *Research Methods Knowledge Base*. books.google.com ›



- United Nations. (2011). *Unlocking the Human Potential for Public Sector Performance*. World Public Sector Report 2011.
- UNDP. (2002). *Handbook on Monitoring and Evaluation for Results*. UNDP, Evaluation office
- UNDP. (2009). *Handbook on Planning, Monitoring and Evaluating for Development Results*. UNDP, USA.
- UNDP, (2015). *Handbook on Monitoring and Evaluation for Results*. UN: Millennium Development Goals Report 2015.
- Vanesa, W. & Gala, D. (2011). *Sound Expectations: From Impact Evaluations to Policy Change*. Center for the Implementation of Public Policies Promoting Equity and Growth (CIPPEC)
- William R. (2009). *The History of Project Management*. (PowerPoint slides) <http://www.screencast.com/users/BillRaymond/folders/TheHistoryOfProjectManagement/media/346d6112-0814-4b7b-a441-bb18608d9545>
- Willoughby, C. (2010). *Infrastructure and the MDGs*. DFID.
- World Bank. (2014). *Monitoring and Evaluation. Some Methods, Tools and Approaches*. World Bank: Washington DC
- World Bank (2013). *Monitoring & Evaluation: some tools, methods and approaches*. The World Bank, Washington, D.C.
- Work, (2015). *Overview of Decentralisation Worldwide: A stepping stone to improved Governance and Human Development*. A paper presented at 2nd International Conference on Decentralisation Federalism: The Future of Decentralizing States? 25–27 July 2002 Manila, Philippines

## **Appendix I**

### **Transmittal Letter**

**Dear Respondent,**

RE: REQUEST FOR DATA COLLECTION

You have been randomly selected to participate in this study which is investigating the determinants of effective monitoring and evaluation implementation in public secondary schools in Mombasa County, Kenya". I kindly request you to fill the attached questionnaire to generate data required for this study. This information will be used purely for academic purposes and will be treated in confidence and will not be used for publicity. Neither your name nor the name of your institution will be mentioned in the report.

Your assistance and cooperation will be highly appreciated.

Thank you in advance.

Yours faithfully,

---

**Mary Sanganyi**

University of Nairobi

## Appendix II

### Research Questionnaire

#### Section A:

##### Background Information

1. Indicate your gender:

Male

Female

2. Indicate your age bracket in years

18-30yrs

31 - 40 Years

41 - 50 years

51- 60 years

3. What is your highest education level achieved? (**Tick as applicable**)

Primary certificate

Secondary certificate

Diploma/certificate

Bachelors' degree

4. What is your work experience?

a) Less than 5 year

b) 5-10 years

c) 10-15 years

d) 15 years and above

##### Section B: Stakeholders participation

1. Do you think that stakeholders have a role that they play in relation to M&E of school infrastructural projects?

Yes  Not Sure  No

2. Support your answer in question (1) above while giving relevant examples.

- I. ....
- II. ....
- III. ....
- IV. ....
- V. ....

3. On a scale of 1 – 5 (1= strongly disagree and 5 = strongly agree), indicate to what extent you agree or disagree with the following statements.

1=strongly disagree 2 = disagree; 3 =weakly agree; 4 =agree; 5 = strongly agree

Statement	1	2	3	4	5
The government has been in the fore front in effectively monitoring and evaluating school projects in the County.					
The school staff has been a major stakeholder in M&E.					
The parents are very active in M&E of school projects.					
The contractors are very effective in participating in M&E.					
School board chair people are very effective in advocating for M&E of school projects.					

**II. Financial Resources**

1. Do you think that financial resources are essential and have a significant influence in the M&E of projects in the school?

Yes [ ]

No [ ]

1. Support your answer above with at least four relevant listed examples.

-----  
 -----

2. To what extent do you agree or disagree with the following statements? Use a scale of 1-5 where **1= strongly disagree; 2 = Disagree; 3 =weakly agree; 4 =Agree; 5 = strongly agree.**

Statement	1	2	3	4	5
Sufficient Finances have been provided for M&E Staff Hiring.					
Finances for M&E Staff training have been availed as required.					
Money for M&E Equipment environment setting has been prioritized by project handlers.					
Fees and travel expenses have been accommodated well by M&E team in the projects.					

**III. Human capacity and its influence in M&E success**

1. Do you support the idea that M&E is influenced by human capacity and skills held?

Yes [ ]

No [ ]

2. Suggest reasons for your response in question (1) above.

I.....

II.....

III.....

3. On a likert scale with: (1= **strongly disagree**; 2 = **disagree**; 3 =**weakly agree**; 4 =**agree**; 5 = **strongly agree**), show how you agree or disagree with the following.

Statement	1	2	3	4	5
Number of M&E staffing in the projects is sufficiently provided.					
Human capacity training is greatly and regularly achieved.					
Human capital in servicing is an ongoing exercise that runs throughout the projects life.					

**IV. The Influence of Time Allocation.**

1. Do you support the idea that time allocation is a factor that is influencing the success of M&E of projects in schools in Mombasa County today?

Yes [ ]

No [ ]

2. With relevant example, can you explain and support your answer in (1) above.

-----

-----

.....

.....

3. On a scale with: (1= **strongly disagree**; 2 = **disagree**; 3 =**weakly agree**; 4 =**agree**; 5 = **strongly agree**), show how you agree or disagree with the following.

Statement	1	2	3	4	5
There is sufficient time allocated by authorities for M&E Resources mobilization					
There is sufficient time allocated by authorities for M&E Expertise development.					
There is sufficient time allocated by authorities for M&E meetings.					
There is sufficient time allocated by authorities for M&E research.					
Time for data collection has been sufficiently allocated.					

**V Item on Implementation of M&E in School Infrastructure Projects**

1. Do you support the idea that the implementation of M&E of School Infrastructure Projects has been influenced by the said factors above?

**Yes** [    ]

**No** [    ]

2. Give other ways that one could say the M&E of projects has been influenced by the factors.

.....

.....

.....

.....

3. On a scale with: (1= **strongly disagree**; 2 = **disagree**; 3 =**weakly agree**; 4 =**agree**; 5 = **strongly agree**), show how you agree or disagree with the following.

Statement	1	2	3	4	5
The implementation of M&E in School Infrastructure Projects has been successful.					
The implementation of M&E in School Infrastructure Projects has been terminated /failed regularly.					
The implementation of M&E in School Infrastructure Projects has been delayed over time.					