

**INFLUENCE OF PROJECT MONITORING AND
EVALUATION ACTIVITIES ON THE PERFORMANCE OF
EARLY CHILDHOOD DEVELOPMENT
INFRASTRUCTURE IN TRANS NZOIA WEST SUB
COUNTY, KENYA**

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**A Research Project Submitted in Partial Fulfillment of the Requirement for the
Award of the Degree of Master of Arts in Project Planning and Management of the
University of Nairobi**

2017

DECLARATION

I declare that this research project report is my original work and has not been presented to any other university.

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Date

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

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Date

DEDICATION

My dedication goes to my father Nyang'au Onyambu who invested heavily in my education, gave me moral support and prayed for me.

ACKNOWLEDGEMENT

I would like to acknowledge the University of Nairobi, for having given me the opportunity to pursue this masters degree. My special appreciation goes to my supervisor Prof. Charles Rambo for constant guidance and support throughout my research project writing process. I am also grateful to fellow students at the School of Continuing and Distance Education of the University of Nairobi, Kitale for their cooperation in assisting me with vital information that was useful for my study. I would like to register my appreciation to all respondents; board of management members, teachers and head teachers in the selected schools. I too would like to thank all members, friends, colleagues and classmates; Bii and Hellen who were always close to me during my report writing process. My heartfelt gratitude to my beloved wife Judith, daughters; Gloria and Brinner and son, Justin for their encouragement and inspiration.

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ABBREVIATIONS AND ACRONYMS

ECDE: Early Childhood Development Education

EFA: Education for All

FPE: Free Primary Education

M&E: Monitoring and Evaluation

MOE: Ministry of Education

NCCS: National Council for Children's Services

PPD: Public Procurement and Disposal

SPSS: Statistical Package for Social Sciences

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNFPA: United Nations for Population Activities

UNICEF: United Nation Children Education Fund

ABSTRACT

This study sought to investigate the influence of project monitoring and evaluation activities on the performance of Early Childhood Development Education infrastructure projects in Trans Nzoia West sub county primary schools. This study further explored other ways in which monitoring and evaluation processes could be used to improve in facilitating timely completion of projects. The study was confined to Trans Nzoia County, and targeted fifteen schools both private and public sampled from different sub counties that make up the larger Trans Nzoia County. The study adopted descriptive and ex post facto designs. The dependent variable of the study was the performance of ECDE infrastructure projects. The independent variables were needs assessment, inputs monitoring; monitoring project implementation and outputs evaluation. The theoretical framework that guided the study was the Classical Scientific Management Theory that emphasizes on the application of scientific methods of study, analysis and problem solving in organizations. The respondents were school head teachers, deputies, teachers and representatives of boards of management that serve in infrastructure committees. Members of the board of management in the infrastructure committee were selected using simple random sampling method. The total population for this study was 1099 respondents which consisted of 200 members of the boards of management, 890 teachers, and 9 head teachers; the sample size was 480 respondents. Primary data collected through library research, policy documents, educational journals, thesis books and the internet were used to inform and back the findings. Primary data was collected using questionnaires, interviews and documentary analysis. Data was classified, tabulated and analyzed using SPSS. Both descriptive and inferential statistics was used. Descriptive statistics was analyzed using frequencies, means and percentages and presented in tables and figures. The hypothesis was tested at $\alpha = 0.05$. Analyzed data was interpreted and conclusions drawn. All factors under investigation on the performance of ECDE infrastructure development projects had influence in varying proportions. A regression equation showed $r = 0.80$ accounting for the need for ECDE, 0.64 for provision of funds, 0.41 for pilot survey activities and 0.71 index accounted for number of completed ECDE classes. Findings indicated that monitoring and evaluation activities are not wholesomely embraced during the life cycle of ECDE infrastructure development projects, hence the factors under investigation had varying influence on the performance of ECDE infrastructure development projects. Need for ECDE had the highest influence (88%), followed by provision of funds (84%), pilot surveys activities (72%), number of completed ECDE classes had the least influence (64%). It was also found out that most head teachers in Trans Nzoia West Sub County are male (88.05%) as compared to female (11.02%); similar to teachers, female (34%) and male at (66%). The study recommends a sensitization programme and training of institution managers to ensure an all inclusive approach of all stakeholders that embraces monitoring and evaluation activities to help

Complete projects as scheduled.

CHAPTER ONE

BACKGROUND TO THE STUDY

1.1 Introduction

Project monitoring is a continuous and periodic review and of overseeing of the project to ensure that input deliveries, work schedules, target outputs and other required action proceed according to plan (UNFPA, 1990). On the other hand, Alkin (2005) looks at evaluation as a process of ascertaining systematic collection, analysis and interpretation of project related data that can be used to understand how the project is functioning in relation to the project objectives.

The International Convention on Human Rights (1948), Article 26 states that everyone has the right to education and that education shall be free for all at least in the basic education. The Kenya Constitution (2006) placed Early Childhood Development Education under the devolved governments, hence the channeling of resources for the construction of infrastructure for children at this level. A follow up of these ECDE projects indicates substandard and to some extent incomplete facilities in Trans Nzoia west Sub County. Institutions need a continuous improvement of monitoring and evaluation processes and managerial skills to survive and prosper in today's competitive world which requires accountability and transparency .Personal and organizational enhanced performances are key to gaining competitive monitoring, evaluation and managerial advantage. Project performance evaluation shows challenges in completion in many Western and Eastern Europe, Asia and North American countries.

The negative perception of ECDE infrastructure development projects in most countries in Africa is deep rooted (United Nations Children Education Fund UNICEF, 2000). Africa lags behind the rest of the world in performance of ECDE infrastructure development projects and are vulnerable to stall. National Council for Children's Services (NCCS) study shows ECDE infrastructure projects in Zimbabwe missing an average 65 days per schedule in a year because of lack of transparency and accountability. United Nations Children Education Fund (UNICEF) arrived at similar conclusions in Rwanda showed that not much emphasis is put in ECDE infrastructure development projects. Africa (and Asian) ECDE infrastructure development projects are not seen as an important level in education as many children provide labour for subsistence farming. In Kenya the situation is the same or even worse. Millennium Educational Goals launch (1995) showed disparities in economic and educational opportunities, with ECDE infrastructure development projects being disadvantaged. However, the support of ECDE infrastructure projects is seen as essential to achieve equality and equity education for all.

Improving the performance of ECDE infrastructure development project's performance, with the aim of attaining project's quality and completion is a critical component of promoting development and meeting the Millennium Development Goals (2000) in Kenya and across sub Saharan Africa. Kenya like any other developing countries invests in education with the belief that an educated person with quality ECDE foundation will offer skilled labour force is a necessary condition for sustainable economic growth (Nderitu, 1999). Education at ECDE level is supposed to be bedrock and a strong foundation towards lower primary level. The role of EDCE basic education lays a strong foundation for a fruitful primary education, and if a

good foundation is laid at this level, there would be success at subsequent levels with minimal challenges.

In Africa, several countries established free basic education program, in efforts to resuscitate the deteriorating participation in education. This was why the Republic of Kenya (2007) has been providing Free Primary Education (FPE) and Free Secondary Education (FSE) since 2003 and 2008 respectively. Despite the efforts being made to improve the performance of ECDE infrastructure development projects to their completion over the last five years, the completion rate is still low.

To address the low participation and poor performance of ECDE infrastructure development projects at the national level, the government as provided grants through School Infrastructure Funds to boost their completion levels (The ministry of Education Manual for Infrastructure Funds 2017). A research gap seems to exist on the completion of ECDE infrastructure projects affecting their rate of completion.

1.2 Statement of the problem

Many of the researches conducted have focused on mega projects which have massive allocation of resources. Not much is understood about the challenges facing small and middle size projects like ECDE infrastructure development projects (Infrastructure workshop, 2017). The few studies in African setting have primarily focused on funding challenges and donor apathy; but not on the extent to which monitoring and evaluation activities like needs assessment, provision of funds, pilot surveys, and number of completed ECDE classes activities influence the performance of ECDE infrastructure projects. Efforts to boost performance of ECDE projects have been made by governments, international organizations

and NGOs; however there are still performance disparities. This study is therefore critical in providing information that is likely to influence the formulation of policies on the impact of socio-economic factors on the performance of ECDE infrastructure development projects.

In Kenya, a critical analysis of the performance of ECDE infrastructure projects depicts a worrying trend, through: socio economic practices, lack of transparency and accountability which leads to corruption and other related malpractices (UNESCO 2005). This scenario is likely to affect the performance of ECDE infrastructure development projects and more so those living in rural areas. Incomplete projects, triggers a vicious cycle wherein substandard ECDE infrastructure development projects are constructed and this in turn discourages potential funders. Although studies have been done on factors affecting tendering and procurement for the construction of infrastructure projects, no specific study has been done on to investigate the continued nonperformance of infrastructure in schools, especially the ECDE infrastructure in Trans Nzoia West Sub County despite the massive financial resources allocated and channeled towards the same infrastructure projects. In earlier studies, procurement management processes were used in securing equipment and materials for construction. This study is therefore interested in the assessment of the influence of monitoring and evaluation activities in relation to the performance of ECDE infrastructure development projects to their completion in Trans Nzoia West sub county.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of monitoring and evaluation activities in relation to the performance of ECDE infrastructure development projects in Trans Nzoia West sub county to their completion.

1.4 Objectives of the Study

The following objectives were used to guide the study:

- i. To determine to what extent need for ECDE influence the performance of early childhood development projects.
- ii. To determine how provision of funds influence the performance of early childhood development projects.
- iii. To assess the extent to which pilot survey activities influence the performance of early childhood development projects.
- iv. To determine how the number of completed ECDE classes influence the performance of early childhood development projects.

1.5 Research questions

The study sought to answer the following research questions:

- i. To what extent does needs assessment influence the performance of early childhood development projects?
- ii. How does provision of funds influence the performance of early childhood development projects?

- iii. To what extent do pilot survey activities influence the performance of early childhood development projects?
- iv. How does the number of completed ECDE classes influence the performance of ECDE infrastructure development projects?

1.6 Significance of the Study

Early Childhood Development Education infrastructure projects are an important aspect in laying a formidable foundation of basic education and other subsequent levels in education ladder for the Kenyan child. A strong academic foundation is a commitment in empowering the child with a good spring board which will be a tower of our economic development at the grassroots. Therefore it's hoped that the study will shade light to the Ministry of Education (MOE) and Kenya as a whole in recognition that Education has a crucial role in addressing issues of equity and sustainable development.

The study will generate viable knowledge, which will be useful to educators and teachers, administrators and scholars. The research findings will help the head teachers and teachers in improving issues to do with project development in their institutions. The findings and recommendations of the study will be useful to the Ministry of Education, school administrators and all stakeholders in order to improve the rate of project completion in their schools. The research will also help stakeholders and teachers recognize the significant role played by teachers in the improvement of monitoring and evaluation activities to spice up the performance of ECDE infrastructure development projects in primary schools.

1.7 Delimitations of the study

The study narrowed down to Trans Nzoia West sub county ECDE infrastructure development projects. Since the researcher comes from and teaches in this area, he had a good rapport with the informants with whom he easily socialized. The performance of ECDE infrastructure projects was not only affected by the factors highlighted in the objectives but by many factors beyond reach. It is to be confined to a small area of the county hence its best treated as a case study though the findings will be generalized to the entire county. Some aspects of the study are sensitive and may receive resistance, but if adopted can improve performance of ECDE infrastructure development projects and adoption of best practices in other related disciplines.

1.8 Limitations of the study

The researcher dug deep into the non performance of ECDE infrastructure projects, but most head teachers were not willing to talk freely on the causes of substandard and incomplete ECDE infrastructure development projects, therefore the researcher sought to ask questions indirectly. Accessibility to some schools was a problem hence used motorcycles and at times walked on foot due to the poor states of the feeder roads. The study is to be confined to primary schools within Trans Nzoia west Sub County. However, since the county is small, the school characteristics are homogeneous and therefore the results may be applicable to other schools.

1.9 Assumptions of the study

In the study the researcher assumed the reasons for the performance of ECDE infrastructure development projects were the ones enumerated in the objectives of the study. Other factors had negligible influence on the performance of ECDE infrastructure development projects to their completion.

1.10 Definition of significant terms

Evaluation: The process of systematic collection, analysis and interpretation of project related data that can be used to understand how the project is functioning in relation to the project objectives.

Head teacher: For the purpose of this study the term will be used to mean the immediate person within the school set up in charge of the day to day management of the school.

Management: The process of designing and maintaining the environment in which individuals working together in groups to accomplish selected goals of an institution. Functions of management include planning, directing; controlling, influencing and evaluating.

Monitoring: A continuing function that uses systematic collection of data on specified indicators to provide management and the main stakeholders of an ongoing development intervention with indications of the extent of progress and achievement of objectives and progress in the use of allocated funds.

Performance: The degree to which a development intervention or a development partner operates according to specific criteria/standards/guidelines or achieves results in accordance with stated goals or plans.

Procurement: The process involved in buying or purchasing or acquisition of goods works and services to meet a specifically identified need.

Project: A unique process that consists of a set of coordinated and controlled activities with start and finish dates undertaken to achieve an objective conforming to specific requirements, including the constraints of time, cost and resources.

School management: The process of designing, developing and effecting educational objectives and resources to achieve pre-determined school goals.

Teacher: An instructor in the school under the management of the head teacher .Includes the assistant teacher, heads of departments and the deputy head teacher.

Tendering: The process of inviting bids for a project. It includes all the procurement management required.

1.11 Organization of the study

This study was organized in five chapters. Chapter one dealt with: the background to the study, statement of the problem, purpose of the study, objectives of the research, research questions, significance of the study, assumptions of the study, limitations, delimitations, definition of the significant terms and chapter summary.

Chapter two consisted of: literature review organized according to objectives of the study, theoretical and conceptual framework of the study. Chapter three included: research methodology which consisted of research methodology, research design, target population, sample size, sampling procedure, methods of data collection, research instruments reliability and validity, methods of data analysis, operation definition of variables, and ethical issues.

Chapter four included: data analysis, presentation, interpretation, and discussions. Chapter five dealt with: summary of findings, conclusions and recommendations

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter consists of related literature. The chapter contained: introduction, monitoring and evaluation activities, performance of ECDE infrastructure, influence of need for ECDE, provision of funds, pilot surveys, and number of completed ECDE classes on the performance of ECDE infrastructure development to their completion, theoretical framework and conceptual framework. It examines what other scholars and practitioners have written about monitoring and evaluation.

2.2 Concept of Monitoring and Evaluation

Monitoring is a continuous function that uses the systematic collection of data on specified indicators to provide management and the main stakeholders of an ongoing development intervention with indications of the extent of progress and achievement of objectives and progress in the use of allocated funds. Evaluation is the systematic and objective assessment of an on-going or completed project, program, or policy, including its design, implementation, and results. The aim is to determine the relevance and fulfillment of objectives, development efficiency, effectiveness, impact, and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision making process of both recipients and donors Singh and Nyandemo (2004:International Standard Organization (ISO) 10006). According to NCCS (2010), there is overwhelming evidence that there is a direct relationship that a strong foundation in EDCE infrastructure development projects and development and that monitoring and evaluation completed projects

directly contributes to sustainable development. They further argue that a strong and quality ECDE basic education is an important investment that yields optimum returns for development. The infant mortality rate decreases, children have a higher a probability of getting good education and the most important issue in any country is the number of children that have access to education where the quality of education they receive is measured by levels of retention and performance (NCCS 2015; UNICEF 2010).

United Nations Children Education Fund (UNICEF, 2015) indicates that as a tool for empowerment and sustainable development, education in particular can serve as a door to poverty reduction with the child's education as a key to unlocking its transformative potential. "The clamor for greater government effectiveness has reached crisis proportions in many developing countries where the state has failed to deliver even such fundamental public goods as property rights, roads, and basic health and education and especially the need for ECDE infrastructure projects " (World Bank, 1997). In short, government performance has now become a global phenomenon. Governments and organizations all over the world are grappling with internal and external demands and pressures for improvements and reforms in public management. These demands come from a variety of sources including multilateral development institutions, donor governments, parliaments, the private sector, NGOs, citizens' groups and civil society, the media, and so forth. "Good government is not a luxury it is a vital necessity for development."(World Bank, 1997).

The experiences of the developed countries are instructive, and can provide important lessons for developing countries.

Developed countries have chosen a variety of starting points for implementing results-based M&E systems, including whole-of-government, enclave, or mixed approaches that may also be applicable to developing countries.

The MDGs are among the most ambitious of global initiatives to adopt a results based approach toward poverty reduction and improvement in living standards. The eight comprehensive MDGs were adopted by the U.N. member countries and numerous international organizations. They consist of a series of goals for the international community involving both developed and developing nations where universal basic education in which ECDE basic education is embraced. It was to be achieved by the year 2015.

M&E systems at the country and donor levels will be key to measuring and monitoring achievement of the MDGs. The 2002 Monterrey, Mexico, conference specifically addressed means of achieving the MDGs. A new international consensus was forged whereby developed countries would provide increased levels of aid in conjunction with better governance, reform policies, and a greater focus on development effectiveness and results on the part of developing countries. This was done in order to boost the attainment of basic education where ECDE basic education is pertinent. The socio economic challenges in monitoring and evaluation include: need for ECDE, provision of funds, pilot surveys and number of completed ECDE classes. The developing world therefore has a challenge of overcoming negative perception of monitoring and evaluation to effectively improve the performance of EDCE infrastructure development projects to their completion.

2.3 Influence of Need for ECDE on the Performance of ECDE Infrastructure Development Projects

Need for ECDE is the process of gathering information to find out the needs of a target group and the best ways of meeting them. In line with the need for ECDE infrastructure development projects, a determination of immediate and future needs is done by projecting the enrolment of ECDE learners. Different stakeholders will have different requirements; hence it's important to involve all stakeholders of the community in the planning process (Educational Infrastructure Capacity building 24-27 April 2017).

The ministry of Education Workshops report held in Kilifi, Busia, Kisumu and most North Eastern counties indicated the target communities for the ECDE infrastructure development projects had negative attitude towards monitoring and evaluation activities hence poor standards and incomplete units of ECDE infrastructure development projects. The County Government ECDE Infrastructure Committees in Nandi, West Pokot and Kakamega Counties recorded the same findings.

According to World Bank (2002) reports on need for ECDE in the course of implementing the ECDE projects, Bangladesh posed a considerable challenge with respect to its readiness to design and build a results based M&E system. There is hope on the horizon for Bangladesh. Subsequent to the readiness assessment, the government developed a National Poverty Reduction Strategy that will include M&E components. The readiness assessment recommended five strategies to donors and NGOs working in Bangladesh to strengthen some of their capacity and work in small, targeted ways (World Bank 2002).

In the education sector in the government of Romania; the need for ECDE revealed other barriers to moving toward M&E. These included a lack of understanding within Romania's public sector as to what is entailed in the development of a performance oriented management culture, and conflicts with other overall government priorities. Finally, the need for ECDE suggests a number of opportunities to support the introduction of results based M&E. The ongoing performance budgeting effort and other government reforms could provide a significant focus on, and catalyst for, results. There is also sufficient high level political leadership to jump start M&E (World Bank 2001).

Research findings in the government of Sri Lanka's National Evaluation Policy sought to: create an evaluation culture and to use evaluations to manage for results; promote evaluation through capacity building with respect to staff, institutions, tools, and methodologies; enable learning of lessons from past experiences; improve the design of development policies and programs through integration of evaluating findings; and establish accountability, transparency, and good governance.

On the other hand studies done in the education sector, exposed structural flaws in the system; Brazil did try to stimulate management use of performance information. The planning office of the Ministry of Planning, Budget, and Management used the information system for quarterly performance updates. The planning office used this information to evaluate each priority program with respect to national plan targets and financial performance relative to a given year's budget. Programs performing poorly, or not likely to fully use that year's resources, would lose resources that would then be transferred to other priority programs deemed to be performing better.

This was an attempt to use performance information for management and resource decisions, and give added imperative to performance improvement (Dorotinsky, 2003).

In conclusion, any ECDE infrastructure development project seeking to provide improved quality of life, greater quantity of services, and enhanced overall quality of customer services must have a vision and a mission, set goals and objectives, and must measure results where need for ECDE should be embraced as an important activity in the life cycle of a project (Channah, 2003).

2.4 Influence of Provision of Funds on the Performance of ECDE Infrastructure Development Projects

Provision of funds and implementation requires human, natural and financial resources. Of these three, probably funds are the most critical. Funds are needed for capital development, hiring labour, equipment and materials, training skilled manpower, project initiation, monitoring, documentation and evaluation. Even where materials are locally available, this does not mean that they will be obtained free of charge. No ECDE infrastructure development project planning and design is complete without serious consideration of how the project will be funded. Similarly, no project can be implemented without adequate funding. Thus all the costs of the project must be worked out carefully as part of project planning and as part of writing a proposal for funding the project. According to Controller of Budget, Nakuru county allocated Sh158 million for building ECDE centres in financial years 2013/14 and 2014/2015. In Kabatiki ward, nursery classrooms started in 2013/14, including in Muriundu, Murungaru, St John's and Limuko primary schools, have stalled at the lintel stage.

Barely two years since construction started, have some classrooms already had cracking walls and chirped floors that need immediate attention for welfare of learners. Ireland, has adopted a third, blended approach to M&E. While some areas are comprehensively monitored and evaluated (projects financed by the EU Structural Funds, for example), other areas receive more sporadic attention. The government of Ireland has moved in the direction of a more comprehensive evaluation approach with respect to government expenditure programs (Lee,1999). The blended approach may also be a plausible alternative for some developing countries. Piloting of M&E systems is often recommended, regardless of which approach is adopted. The best strategy to introduce an M&E system into an ECDE infrastructure development projects is to first test a program in two or more pilot ministries. Egypt has selected six performance pilots to explore how performance oriented budgeting could work before applying the approach to the government as a whole. Yet a third strategy for applying a results oriented program is a focus on a particular customer group .The government of Egypt wanted to improve its programs and services to advance women's issues. Each line ministry was expected to identify its current programs related to ECDE projects issues and assess the performance of the programs (World Bank, 2011). Results-based systems are similar to traditional M&E systems, but move beyond them in their focus on outcomes and impacts rather than simply ending with a focus on implementation, that is, inputs, activities, and outputs. A study done by the Bomet County ECDE infrastructure projects indicates substandard work. The floor of Kapkechui ECDE classroom built in 2013/14 is already cracking and the roofing materials used are not of the recommended standard and have not been installed correctly. "Painting has not been done as required.

In addition, furniture, teaching materials and ECDE teachers have not been made available to commence learning. In sum, these systems have many applications, and can be used at the project, program, or policy level. There are many political, institutional, and technical challenges in building results based M&E systems. Furthermore, countries should choose whether to adopt a whole-of-government approach in instituting such systems, or to begin by implementing an enclave approach at only one level in a government, or within a single ministry or small cluster of ministries. Experiences differ between developed and developing countries in how they have chosen to approach the design and construction of results-based M&E systems. Designing and building a reporting system that can produce trustworthy, timely, and relevant information on the performance of government projects, programs, and policies requires experience, skill, and real institutional capacity. This is just one of the ways in which M&E systems pose a political more than a technical challenge. By comparison with the politics of instituting results-based M&E systems, technical issues are relatively less complex to address and solve reporting system has to include, at a minimum, the ability to successfully construct indicators; the means to collect, aggregate, analyze, and report on the performance data in relation to the indicators and their baselines; and managers with the skill and understanding to know what to do with the information once it arrives. Building such capacity in projects for these systems is a long term effort. The input, activity, output (implementation), outcome, and impact (goal) levels. Technically trained staff and managers, and at least basic information technology, are also a must. In some cases, donor supported technical assistance and training will first be necessary for the country to produce a minimum of information and data, and start to build an M&E system.

For example, a recent assessment found that capacity building for key national officials in Results based M&E and performance based budgeting will be needed in the Arab Republic of Egypt (World Bank, 2001). In the case of Colombia, government officials have commissioned an external evaluation of major projects while simultaneously building internal evaluation capacity. Sometimes great deals of data are collected in a country, but there may not be much understanding of how to use the data. Even without perfect data, though, if the M&E system can provide some analytic feedback, it will help policymakers make better informed decisions.

2.5 Influence of Pilot Surveys on the Performance of ECDE Infrastructure Development Projects

To implement is to accomplish or put a plan into effect, or operationalize a plan. Project implementation is a key step in the project cycle and therefore must not be taken lightly. Project identification and planning would have no meaning unless the plans can be translated into action. Project implementation provides the means for translating the project plans into action that leads to success. The implementation approach focuses on monitoring and assessing how well a project, program, or policy is being executed, and it often links the implementation to a particular unit of responsibility. However, this approach does not provide policymakers, managers, and stakeholders with an understanding of the success or failure of that project, program, or policy (World Bank, 2010). A recent study examined the development of an evaluation culture in five different U.S. government agencies: the Administration for Children and Families, the Coast Guard, the Department of Housing and Urban Development, the National Highway Traffic Safety Administration, and the National Science Foundation. The five agencies used various strategies to develop and improve evaluation. Agency evaluation culture, an institutional commitment to learning from evaluation, was developed to support

policy debates and demands for accountability. The study found that key elements of evaluation capacity were an evaluation culture, data quality, analytic experience, and collaborative partnership (U.S. GAO, 2003). In the county government of Vihiga, thirty ECDE centers have been constructed to promote early childhood education. He further argued on the need of quality ECDE infrastructure to provide a conducive learning environment to our children and that is why the county has built modern ECDE centers. The report adds that floors of classrooms at Atebwo ECDE centre are also cracking. The staircase is also too steep and risky for little children. The school further lacks furniture, teaching aids and sanitation facilities such as latrines. The project is said to have been done hurriedly. Because of these inefficiencies, there is need of implementation activities to standardize quality of ECDE infrastructure development projects. Developing countries face a variety of unique challenges as lack of demand for and ownership of M&E systems, weak institutional capacity, lack of bureaucratic co-operation and coordination, lack of highly placed champions, weak or nonexistent legal and regulatory frameworks, a traditional M&E culture, lack of workforce capacity, political and administrative cultures not conducive to M&E implementation, and so forth. Despite these obstacles, many developing countries have made impressive progress in developing results-based M&E systems. The challenges are difficult, but good governance is essential for achieving economic, social, and human development (World Bank, 2010). A report by the Nakuru County Assembly says most ECDE classrooms initiated by the county government are incomplete and some are substandard. The report by the Sectoral Committee on County Roads, Transport and Public Works on financial year 2014/15 report states that the committee undertook site visits to various public work projects, with a target on incomplete and shoddy roads and health and ECDE projects implemented by the Public Works department. According to Controller of Budget, the county allocated Sh158 million for

building ECDE centers in financial years 2013/14 and 2014/2015. In Kabatiki ward, nursery classrooms started in 2013/14, including in Muriundu, Murungaru, St Johns and Limuko primary schools, have stalled at the lintel stage. Barely two years since construction started, some classrooms already have cracking walls and chirped floors that need immediate attention for welfare of learners; hence a call for pilot surveys activities. For these reasons, governments and organizations are turning to results-based M&E in the hope that this public management tool can help them devise appropriate policies, manage financial and other resources, and fulfill their mandates and promises to internal and external stakeholders. Results-based M&E moves beyond the traditional input output-focused M&E, and, when used effectively, helps policymakers and decisionmakers focus on and analyze outcomes and impacts. After all, inputs and outputs tell little about the effectiveness of a given policy, program, or project. While traditional M&E remains an important part of the chain of results-based M&E, it is the outcomes and impacts that are of most interest and import to governments and their stakeholders. Building and sustaining results based M&E systems is admittedly not an easy task. It requires continuous commitment, champions, time, effort, and resources. In Soini ward, the county built an ECDE classroom in Mosop Primary School, but challenges still facing pupils include lack of a fence around the school compound, congestion in the classrooms and lack of offices and staff room for the teachers. The report says the school needs furniture and teaching aids because teachers have a hard time buying chalk and other materials on their own. Another challenge is lack of toilets. Durability of the classrooms is also questionable. The floor of Kapkechui ECDE classroom built in 2013/14 is already cracking and the roofing materials used are not of the recommended standard and have not been installed correctly. The report further reports that Painting has not been done as required. In addition, furniture, teaching materials and ECDE teachers had not been made available to commence learning. There may

be many organizational and technical challenges to overcome in building these systems. Political challenges are usually the most difficult. And it may take several attempts before the system can be tailored to suit a given governmental or organizational policy, program, or project. But it is doable. And it is certainly worthwhile in light of the increasingly common demands for and conditions attached to demonstrating good performance. Good M&E systems also build knowledge capital by enabling governments and organizations to develop a knowledge base of the types of policies, programs, and projects that are successful and more generally, what works, what does not, and why. Hence, pilot surveys play a significant role in results-based M&E systems to help promote greater transparency and accountability, and may have beneficial spillover effects in other parts of a government or organization as in completion of ECDE infrastructure development projects.

2.6 Influence of Number of Completed ECDE Classes on the Performance of ECDE Infrastructure Development Projects

Evaluation information can also be relevant at all phases of a given policy, program, or project cycle. The timing of evaluations is another consideration. Evaluative information is essential when: regular measurements of key indicators suggest a sharp divergence between planned and actual performance; performance indicators consistently suggest weak or no results from an initiative; resource allocations are being made across policies, programs, or projects; and similar projects, programs, or policies are reporting divergent evidence of outcomes. There are seven different types of evaluation: performance logic chain, pre-implementation assessment, rapid appraisal, case study, meta-evaluation, impact evaluation, and process implementation. Each is appropriate to specific kinds of evaluation questions. Quality evaluations can be characterized by impartiality, usefulness, stakeholder involvement, value for money, feedback

and dissemination, and technical adequacy. There are a wide range of uses of performance findings. For example, performances based budgets to outputs, but also help decision makers manage to outcomes. Another noteworthy phenomenon is that if performance information is asked for, improved performance will occur. Using continuous findings can also help to generate knowledge and learning within governments and organizations. Building a credible knowledge management system is another key component of using findings. There are a variety of strategies that can be used to share information. A good communication strategy is essential for disseminating and sharing information with key stakeholders. Sharing information with stakeholders helps to bring them into the business of government and can help to generate trust.

This is, after all, one of the purposes of building a results-based M&E system. Finally, to sustain the M&E system, there is need to embrace the role played by number of completed ECDE classes. Results-based M&E systems are a powerful public management tool that can be used by governments and organizations to demonstrate accountability, transparency, and results. They can help to build and foster political and financial support and harmony for common policies, programs, and projects. And they can help the government build a solid knowledge base. Importantly, results-based M&E systems can also bring about major political and cultural changes in the way governments and organizations operate leading to improved performance, enhanced accountability and transparency, learning, and knowledge. Results-based M&E systems should be considered a work in progress. Continuous attention, resources, and political commitment are needed to ensure the viability and sustainability of these systems. Building the cultural shift necessary to move an organization toward a results orientation takes time, commitment, and political will. In the absence of the efforts to undertake this

transformation, the only way an organization can coast is downhill! Building and sustaining a results-based M&E system takes time and effort. No system is perfect, and there are many different approaches, but the journey is worth the effort, and the rewards can be many (TI Investment Workshop, 2015).

2.7 Theoretical framework

The study was based on the Classical theory of scientific and administrative management. This theory was developed by Fredrick Taylor (1856-1917) through his thoughts where practicing managers in economic production should examine the causes of inefficiency in production. The application of scientific management theory uses scientific methods of study to analyze problems in organizations and seek solutions. The classical scientific and administration management theory was appropriate for this study because it challenges practicing managers to examine the causes of inefficiency in ECDE infrastructure development projects and after a scientific analysis of the situation the problems are solved. It emphasizes on the efficiency of workers in relation to existing property relationships between workers and owners of organizations. He suggested the development of a true science of management where methods for performing each task could be determined. He advocated a mental revolution by both management and workers. In this case monitoring and evaluation activities on the performance of ECDE infrastructure projects are crucial. Taylor's principles will guide the management to monitor and evaluate ECDE infrastructure development projects to be completed as scheduled and reach the required standards. It was also a relevant theory for this study because it captured almost all the variables.

In an institution like a primary school, which is headed by the head teacher who is professionally trained; and roles assigned to the head are defined by the employer; are expected

to be professional managers hence should ensure that the ECDE infrastructure development projects are build to the stipulated standards. Each worker should have a clearly defined daily task and established standard conditions to ensure the task is more easily accomplished. Managers should take more supervisory responsibility, arguing that workers preferred to be given a definite task with clear-cut standards. He emphasized planning and greater control by managers. He believed adoption of scientific approach to management would lead to prosperity for both managers and workers.

2.8 Conceptual framework

The conceptual framework as presented in Figure 1.1 shows the relationship between variables in the study and their relationships. The conceptual framework helps to point out relationships proposed. It also tests the significance of the proposed relationships.

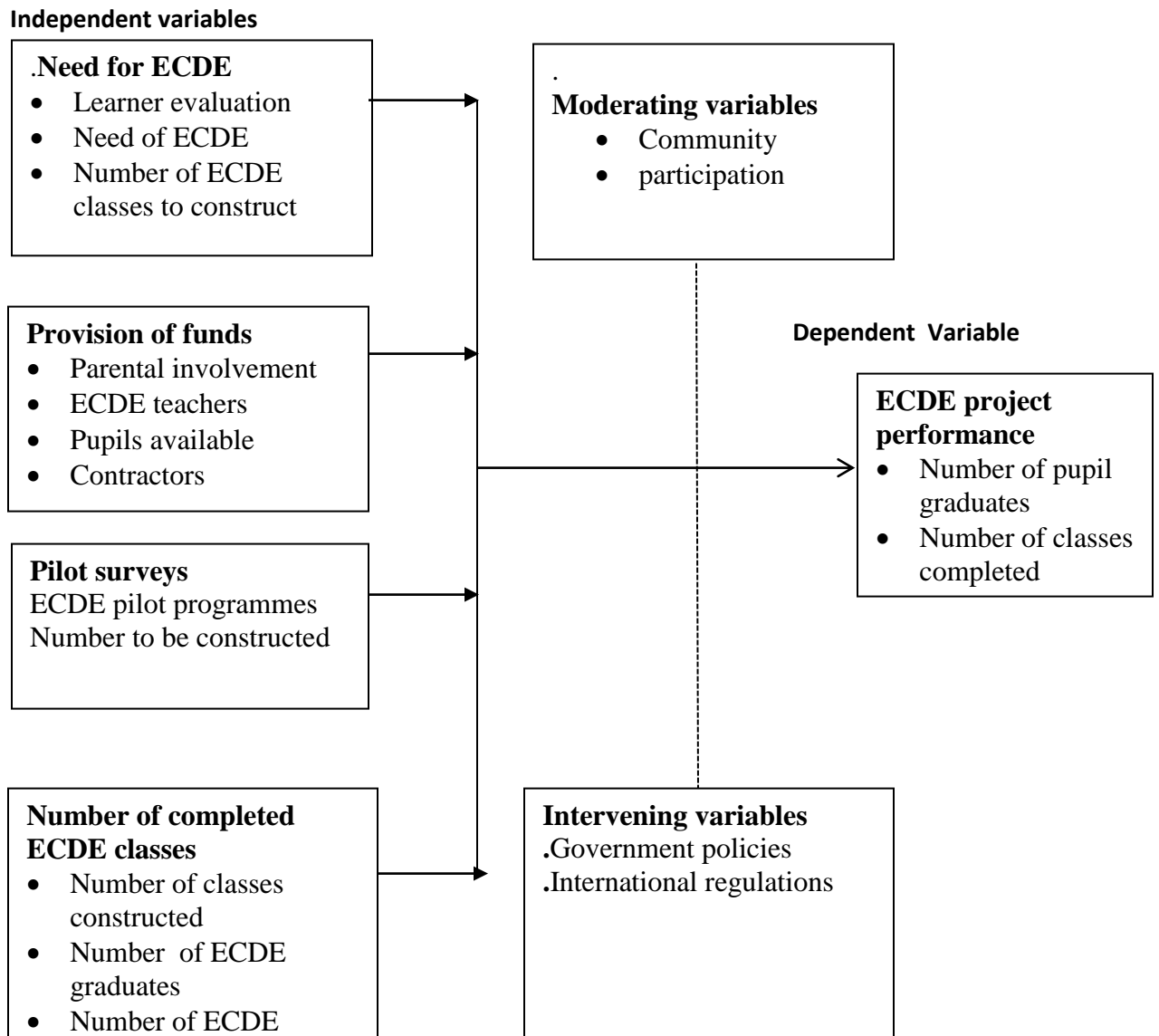


Figure 2.1 Model for the relationship between monitoring and evaluation activities and the performance of ECDE infrastructure development projects

Source: Researcher's own

2.9 Summary of Review of Related Literature

From the literature review above it is clear that studies have been done regarding the performance of ECDE infrastructure development projects in primary schools. The independent variables discussed have influence on the performance of ECDE infrastructure development projects. In a competitive society where there is need for transparency and accountability, on the meager resources allocated to ECDE infrastructure development projects; monitoring and evaluation activities are paramount. Different studies have shown that monitoring and evaluation activities are seen as a lesser management tool as unscrupulous stakeholders would go to the extent of using substandard building materials and semi-skilled labour in order to corruptly save money for their personal use. When the projects fail, the involved stakeholders resort to blame game hence the poor performance of ECDE infrastructure development projects.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology that the researcher adopted in order to achieve the objectives of the study. According to Mugenda and Mugenda (2003), research methodology outlines the techniques, methods and tools used in data analysis. The chapter highlights the research design, target population, sampling techniques, sample size, research instruments, reliability and validity of the instruments, data collection procedure and data analysis.

3.2 Research Design

A research design according to Zikimund (2003) is a framework for conducting the business research project. It details the conditions necessary for the information needed to structure or solve (Kombo& Tromp, 2006). Engelhart (1972) argues that the survey method is widely used to obtain data useful in evaluating present practices and providing basis for decisions. This is also stated by Borg (1989) who says that survey collects data about variables or subjects as they are found in a social system or society.

Descriptive research and ex-post-facto designs were used in the study. Mugenda and Mugenda(1999), observes that, descriptive research is appropriate because of its specific nature and facts that it facilitates a general understanding and interpretation of the problem. Ghauri and Granhaug (2002) agree that in descriptive research, the problem is structure and how well

it's understood. The major purpose of descriptive research is to provide information on the characteristics of a population or a phenomenon.

Kerlinger (2007) states that ex-post-facto is a systematic, empirical inquiry in which the researcher does not have direct control of independent variables because their manifestation has already occurred. According to Newman (1991), ex-post-facto design has limitations because the techniques do not establish cause and effect in a relationship but it merely suggest it, and the results may not be easily reproducible.

3.3 Target Population

Mugenda and Mugenda (1999) describes target population as a complete set of individual cases with some common characteristics to which researchers want to generalize the results of the study. (Borg and Gall (2000) stated that target population is all members of real or hypothetical set of people, events or objects to which we wish to generalize the results of our research. The study was carried out in homogenous mixed primary schools in Trans Nzoia West Sub County. The total population for this study was 1285 respondents which consisted of 200 members of the board, 890 teachers, and 9 head teachers.

3.4 Sampling procedure

Sample table size was used of Morgan (1970) table.

The sample size was tabulated as follows.

Table 3.1

Sample Size

Categories	Target population	Sample size	Percentage
Teachers	880	342	27.3
Head teachers	9	9	1.9
Members of the board	200	132	27.3
Total	1099	483	100

Source

Researcher's Own (2017)

The study adopted stratified random sampling technique to select the study respondents. According to Mugenda and Mugenda(2003), in stratified random sampling, subject are selected in such a way that the existing sub-groups in the population are more or produced in the sample. Kerlinger (2007) observed that samples drawn randomly are biased in a way that no number of the population has any chance of being selected more than the other. In stratified sampling, the population is first subdivided into or more mutually exclusive segments called strata; based on categories of one or a combination of relevant variables randomly drawn

from each stratum and these sub-samples are joined to form complete samples (Orodho, 2005). A random sample is then selected from each stratum (Mugenda & Mugenda 2003).

In this study, there are two strata made up of mixed primary schools. Five schools will be selected out of the 20 schools. The selected schools were from Trans Nzoia West Sub County, using stratified random sampling from the stratum. Teachers across the classes from ECDE classes to standard eight were selected to give varied opinions.

3.5 Data Collection Procedure

In order to address the research objectives and research questions, data was collected by use of interview schedule and questionnaires. Interviews provide an in-depth data which is not possible to get by using questionnaires (Mugenda & Mugenda). It is also possible to get more information using probing questions (Orodho, 2005). According to Foddy (1994), a questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Questionnaires are commonly used to obtain important information about the population. Each item in the questionnaire was developed to address a specific objective, research question or hypothesis of the nature of information required, and so that it may not leave out important information required in the study. The respondents will be given an opportunity to think more about the requirements in the questionnaire. The question had both structured (closed-ended) and open ended (unstructured) questions.

The questionnaires were self-administered by the research by hand delivering them to the organization under study and collecting them after a few days. The advantage is that the researcher personally introduced the study to the respondents and clarified any doubts or

questions that were raised. The questions were focused on the perspectives of teachers, head teachers, and board of management members on the influence of monitoring and evaluation activities on the performance of ECDE infrastructure development projects to their completion, in the respective primary schools. Other variables included factors that hinder the completion of ECDE infrastructure development projects, local suggestions, and mitigation measures for addressing these problems.

3.6 Piloting

Piloting was done test-retest method after writing the questionnaires and before starting the actual data collection. Two schools were selected through stratified random procedure. A total of 10 teachers, 2 board of management members, and 1 head teacher were used for piloting. Pre-testing was done to enable the researcher modify, restructure and remove any ambiguous items. The instruments were pre-tested in two schools in Trans Nzoia West Sub County. Piloting was done with the sole purpose of detecting any weaknesses and find out if the questionnaires were clear to the respondents. Problems and any unclear questions that arose during the pre-testing were sorted out by reframing the questions. This helped the researcher to establish the validity and the reliability of research instruments.

3.7 Validity of Instruments

Validity is the degree to which results obtained from the analysis of data actually represent the phenomenon under study (Kerlinger, 2007).Mugenda and Mugenda (1999) define validity as the accuracy and meaningfulness of inferences, which are based on the research results. According to Orodho (2005), validity refers to the extent to which an instrument measures what it was supposed to measure. The instruments were evaluated for content validity; that is

the extent to which the questionnaire content; which includes the use of appropriate vocabulary, sentence structure and whether they were suitable for the intended respondents. According to Huck (2000), content validity is done by expert judgment. The instrument was scrutinized by my supervisors and lectures in the department to determine whether the items in the instruments adequately address the objectives of the study and other questions were borrowed from previous studies which had been validated.

3.8 Instrument's Reliability

Reliability according to Mugenda and Mugenda (2003) is the degree to which a research instrument can yield consistent results after repeated trials. Reliability of the questionnaire will be ascertained through a pilot study in which the questionnaires were pre-tested to a sample group similar to the actual sample. This was important in finding out any deficiencies in the questionnaire and rectifying them before the actual questionnaire were issued out. To establish the reliability, ten questionnaires were given to a few respondents before the actual study. This was aimed at determining whether the respondents understood the questions. The data collected was then analyzed with the aim of testing the research instruments to be used as well as the research questions to determine whether they achieved the desired objectives of the study.

3.9 Data Analysis Techniques

Data collected was subjected to qualitative and quantitative analysis. Qualitative data comprised of answers to open-ended questions, while quantitative data comprised of closed-ended questions and categorized data. Quantitative data was coded and analyzed using SPSS (Statistical Package for Social Sciences) software and generated descriptive statistics such as

percentages and frequency tables where applicable. This enabled the data to be presented in an organized and meaningful data, and data simplified so that general trend can be seen (Orodho,2005) while qualitative data was categorized according themes and objectives in relation to the opinions, views and perception of the respondents. This method is also faster when applied in analyzing transcripts of oral interviews and interview schedules as well as questionnaires which were the major instruments in data collections for the study. The qualitative data was analyzed by being very objective to ensure that there are no biases or subjectivity. Both multiple regression analysis and Pearson moment correlation coefficient for pilot surveys, need for ECDE, and discrepancy from scheduled timeline performance completion levels will be computed.

3.10 Ethical Considerations of the Study

Participants were given the assurance that their identity would be anonymous in order to uphold privacy so as to avoid any repercussions that can bedevil any of the study's respondent's private life. Therefore they were asked not to write any of their names on the questionnaire. The participants were assured that all information obtained from them was confidential because it would only be handled by the researcher and such information would only be used for the intended purpose.

The researcher obtained a research authorization permit from the County Education Office (CEO's) office in Trans Nzoia County.

A copy of the permit was submitted to the County Commission (CC) and the head of schools in the selected schools. The researcher pre-visited all the 10 schools to establish good rapport with the head teachers, and the teachers before the actual data collection date. This was to

make him familiar with the respondents to allay any fears. The questionnaires were personally administered by the researcher.

Adequate time was accorded to each respondent to obtain appropriate answers to the questions. The researcher requested one of the teachers in each of the selected schools to assist him in collecting of data. Informed consent; that is the personal right of choice of the participation in the study was of paramount importance in this study. Therefore to ensure collection of unbiased data, informed consent was emphasized through seeking of the participant's permission to participate in the study before administering the questionnaire to him.

3.11 Operational Definitions of Variables

Table 3.2

Operation Definitions of variables

Objectives	Variables	Indicators	Measurement	Scale	Data collection method	Tool of Analysis	Type of Analysis
Establish how Monitoring and evaluation influence the performance of ECDE infrastructure Projects	Dependent Variable: Performance of ECDE Infrastructure	Different levels of ECDE infrastructure development projects	Disparity in performance of ECDE Infrastructure development projects	Ordinal	Questionnaire and Interview	SPSS	Quantitative
Determine Whether need for ECDE influence the performance of ECDE infrastructure development projects	Independent variables: Need for ECDE	Number of ECDE classes to be constructed -Learner evaluation -Need of ECDE	Number of ECDE classes compared to earlier incomplete ones	Ordinal and percent ages	Questionnaires	SPSS	Quantitative
Determine whether provision of funds activities influence the performance of ECDE infrastructure development projects	Provision of funds	Resources allocated to the construction of ECDE infrastructure development classes -Parental	Number of ECDE infrastructure development classes	Nominal	Questionnaires	SPSS	Quantitative

Determine the influence of implementation monitoring activities on the performance of ECDE infrastructure development projects	the of	Pilot surveys	Number of ECDE infrastructure classes	Number of classes completed	Nominal	Questionnaires	SPSS	Quantitative
To determine the influence of completed ECDE classes activities on the performance of ECDE infrastructure development projects	the of	Number of completed ECDE classes	Number of incomplete ECDE teachers	Number of constructed	Ordinal	Questionnaires	SPSS	Quantitative

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRATATION AND DISCUSSION

4.1 Introduction

This chapter covers data presentation, analysis and interpretation. This study sought to investigate the influence of monitoring and evaluation activities on the performance of Early Childhood Development infrastructure in Trans Nzoia West sub county, Kenya. The information gathered from head teachers, teachers and board of management members was analyzed and laid out in tables. This was followed by a detailed analysis of both multiple regressions and multiple correlation analysis. Data was analyzed using descriptive statistics, linear multiple regression and factor analysis methods using Statistical Package for Social Sciences (SPSS). Most early childhood development infrastructure had the following factors affecting their performance to completion: the society's need for the project, community's involvement implementation activities, and the benefits of the project to the target community.

4.2 Demographic information

4.2.1 Questionnaire Return Rate

Out of the 480 questionnaires dispatched to teachers and board of management, 400 were returned while complete and only 45 were returned incomplete, translating to 84.6% responses. The entire interview for the head teachers of the schools were conducted at the rate of 100%. Therefore the data collected was very reliable and acceptable as Mugenda & Mugenda (2003) a response rate of 60% is good and a response rate of 70% or more is even better for

social research. The response rate and demographic characteristics of the study were first presented. This was then followed by presentation of findings based on the study.

Table 4.1

Questionnaire Return Rate

Categories	Sample size	Responses	Return rate
Teachers	343	282	59.3
Board of management			
Members	133	122	25.2
Total	475	400	84.5

From table 4.1 above we are shown that out of the 343 questionnaires administered to teachers, only 282 were returned which represents a 59.3%. Of the 133 questionnaires issued to the BOM members, only 122 were returned which represents 25.2% giving a total of 84.5% of the return rate.

4.2.2 Demographic Characteristics of the Respondents

This section presents the demographic characteristics of the respondents in terms of age, gender, classes, categories of schools, and their perception on the performance of ECDE infrastructure development projects. It highlighted the major characteristics of the target population which includes head teachers, teachers and board of management members in the study which were necessary in shedding light on the school characteristics and their background.

Table 4.2

Highest academic qualification for the head teachers

Respondent's Academic Qualifications	Frequency	Percentage
Masters	0	0.00
Degree	11	10
Diploma	33	30
P1	66	60
Total	110	100

Majority of the head teacher have P1 certificate at 60%, followed by 30% who had a diploma, and only 10% who had a degree.

Table 4.3

Gender of the head teachers

Gender of respondents	Frequency	Percentage
Male	8	80
Female	2	20
Total	10	100

From the table 4.3 above, it's clear that most of the head teachers in the sub county are male at 80% as compared to female at 20%.

The study further investigated on the teacher's length of stay in their stations. Their responses are shown on table 4.4.

Table 4.4

Teacher's length of stay in their school

Length (Years)	Frequency	Percentage
Below 1 year	50	37.88
2-5 years	56	42.42
6-10 years	16	12.12
Above 10 years	10	7.58
Total	132	100

Table 4.4 reveals that the majority of the teachers respondents 56(42.42%) had stayed at their station between 2-5 years. Most of these teachers below 1 year and between 2-5 years are those were newly recruited or transferred to their stations from other schools. The table further showed that the teachers who had stayed above 6 years were of a small percentage; these are the teachers who had stayed long enough to understand the school working environment. From the findings most of the teachers are relief teachers employed by the school Board of Management (BOM) as compared to those employed by the government.

Table 4.5

Teachers' gender

Gender	Frequency	Percentage
Male	86	66.15
Female	46	34.85
Total	132	100.00

The table reveals that the majority 86(65.15%) of the teachers involved in the study were males.

The female comprised of 46(34.85%) of the teachers. This was attributed to the fact most of the teachers in primary schools in Trans Nzoia West Sub County are males.

Table 4.6

Response on the teachers' highest qualification

Qualification	Frequency	Percentage
Certificate	74	56.06
P1	28	21.21
Diploma	25	18.93
B. Ed	5	3.78
Masters	0	0.00
Total	132	100

Table 4.6 shows that teachers with the highest qualification involved in the study had certificates; teachers who teach in primary schools are holders of P1 certificate education hence their highest number of their involvement in the study.

4.3 Influence of Need for ECDE on the Performance of Early Childhood Development Projects

The study sought to establish the extent to which need for ECDE activities influence the Performance to completion of ECDE infrastructure projects. Findings from the table 4.7 indicates that 88.8% of the respondents strongly agreed that need for ECDE influenced the Performance of ECDE infrastructure projects 8.8% agreed that need for ECDE influenced Project performance, 0.3% of the respondents were undecided, while a total of 0.6% of the respondents disagreed and 2.3% strongly disagreed that need for ECDE had influence on the

performance of the ECDE infrastructure projects. These findings reveal that need for ECDE has the greatest influence on the performance of ECDE infrastructure projects to their full completion.

Table 4.7

Influence of need for ECDE on the performance of ECDE infrastructure projects.

Perception	Frequency	Percentage
Strongly agree	300	88.8
Agree	21	8.8
Undecided	2	0.3
Disagree	3	0.6
Strongly disagree	8	2.3
Total	334	100

4.4 Influence of Provision of Funds on the Performance of ECDE Infrastructure Development Projects to Their Completion.

The study sought to establish the extent to which provision of funds activities influence the performance of ECDE infrastructure projects. Table 4.8 indicates, 73.4% of respondents strongly agreed that provision of funds activities influenced ECDE infrastructure projects' performance, 3.8% agreed that provision of funds activities influenced project performance, 3.5% of the respondents were undecided, while a total of 14.3% disagreed, and 5% strongly disagreed that provision of funds activities had influence on the performance of ECDE

infrastructure projects. These findings reveal that provision of funds activities have influence on the performance of ECDE infrastructure development projects to their completion to a very great extent.

Table 4.8

Influence of monitoring activities on the performance of ECDE infrastructure

Perception	Frequency	Percentage
Strongly agree	252	73.4
Agree	15	3.8
Undecided	14	3.5
Disagreed	47	14.3
Strongly disagree	18	5.0
Total	342	100

4.5 Influence of Pilot Survey Activities on the Performance of ECDE Infrastructure Projects.

The findings of the study in table 4.9 indicated that 81.6% strongly agreed that pilot surveys influenced the performance of ECDE infrastructure projects, 11.7% agreed that pilot surveys influenced the performance of ECDE infrastructure projects, 0.0% of the respondents were undecided, a total of 5.5% of the respondents disagreed and 1.2% strongly disagreed that pilot surveys had influence on the performance of ECDE infrastructure projects to their completion.

These findings reveal that respondents strongly agreed that pilot surveys has influence on the completion of ECDE infrastructure projects.

Table 4.9

Influence of pilot surveys on the performance of ECDE infrastructure projects

Perception	Frequency	Percentage
Strongly agree	280	81.6
Agree	40	11.7
Undecided	0	0.0
Disagree	19	5.5
Strongly disagree	3	1.2
Total	342	100

4.6 Influence of Number of Completed ECDE Classes on the Performance of ECDE Infrastructure Development Projects.

The study sought to establish the extent to which number of completed ECDE classes influences the performance of ECDE infrastructure to their completion. From the findings in table 4.10 below, 86.8% strongly agreed that number of completed ECDE classes influenced the performance of ECDE infrastructure projects to their completion, 3.5% agreed that number of completed ECDE classes influenced the performance of ECDE projects, 0% of the respondents were undecided, while a total of 4.7% of the respondents disagreed and 5% strongly disagreed that number of completed ECDE classes had influence on the performance

of ECDE infrastructure development to completion. These findings reveal that number of completed ECDE classes has influence on the performance of ECDE development projects to their full completion.

Table 4.10

Influence of number of completed ECDE classes on the performance of ECDE infrastructure development projects.

Perception	Frequency	Percentage
Strongly agree	299	86.8
Agree	10	3.5
Un-decided	0	0.0
Disagree	16	4.7
Strongly disagree	17	5.0
Total	342	100

A further analysis was done using one-way ANOVA to investigate on the influence number of completed ECDE classes on the performance of ECDE infrastructure development projects as indicated in table 4.11 below.

Table 4.11

Summary of one-way ANOVA results of the regression analysis

Model	Sum of	df	Mean	F	Sig
	Squares		Square		
Regression	6.61	4.000	1.655	4.710	0.002
Residual	32.60	190.000	0.35		
Total	39.130	196.000			

From the ANOVA table 4.11, the regression model predicting the relationship between the dependent and independent variables is significant at $F= 4.710$ and $P=0.002$. Regression Coefficients.

4.7 Monitoring and evaluation activities on the performance of early childhood development infrastructure in Trans Nzoia West sub county.

This study sought to determine the influence of the various monitoring and evaluation activities on the performance to completion of early childhood development infrastructure projects in Trans Nzoia West Sub County. All the respondents in the three categories of head teachers, teachers and board of management members were asked to indicate the influence of these activities on the performance of the ECDE infrastructure development projects.

Table 4.12

Goodness of fit of the model

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.901	0.815	0.616	0.97110

Table 4.12 above is a model fit which establish how fit the model equation fits the data. The adjusted R² was used to establish the predictive power of the study model and it was found to be 0.616 implying that 61.6% of the variations in the performance of ECDE infrastructure development projects to their completion are explained by influence of need for ECDE, provision of funds, pilot surveys, and number of completed ECDE classes leaving 38.4% percent unexplained. Therefore, further studies should be done to establish the other factors (38.6%) affecting the performance to completion of ECDE infrastructure development projects in Trans Nzoia West sub county.

Table 4.13

Coefficients of Regression Equation

	Unstandardized		Standardized	T	Sig.
	B	Std	Beta		
(Constant)	1.18	0.431	7.45	2.76	0.01
Need for ECDEX1	0.80	0.108	0.145	3.87	0.02
Provision of funds X2	0.64	0.142	0.125	4.85	0.02
Pilot surveys X3	0.41	0.125	0.146	2.56	0.03
Number of completed ECDE classes X		40.71	0.123	0.1113.	560.02

Dependent Variable: Completion performance of ECDE infrastructure development projects

The established model for the study was:

$$Y=1.191 + 0.804 X1 + 0.646 X2 + 0.412 X3 +0.715 X4 +0.615X5$$

The regression equation above has established that taking all factors into account (need for ECDE, provision of funds, pilot surveys, and number of completed ECDE classes) constant at zero, performance of ECDE infrastructure development projects to completion will be 1.191. The findings presented also show that taking all other independent variables at zero, a unit increase in monitoring activities related to need for ECDE would lead to a 0.804 increase in improved performance to completion of ECDE infrastructure development projects and a

unit increase in pilot surveys would lead to a 0.646 increase improved performance to completion of ECDE infrastructure development projects.

Further, the findings show that a unit's increase in activities of number of completed ECDE classes would lead to a 0.412 increase in performance of ECDE infrastructure development projects to their completion. In addition, the findings show that a unit increase in improved positive activities would lead to a 0.715 increase in improved performance of ECDE infrastructure development projects and finally the findings show that an increase in objective monitoring and evaluation activities would lead to a 0.615 increase in improved performance to completion of ECDE infrastructure development projects. All the variables were significant as their P-values were less than 0.05. In terms of magnitude, the findings indicated that need for ECDE had the highest influence on performance to completion of ECDE infrastructure development projects, followed by provision of funds, followed by pilot surveys, followed by number of completed ECDE classes, while objective monitoring and evaluation activities had the least influence on performance of ECDE infrastructure development projects to their completion.

Table 4.14

Percentage influence of independent variables on the performance of ECDE infrastructure development projects

Variables	Percent
Need for ECDE	90.5
Provision of funds	64
Pilot surveys	82
Number of completed ECDE classes	72

Table 4.15

Trend of ECDE infrastructure development projects in Trans Nzoia West Sub County for the last five years

Aspects	Mean	Std Dev.
Community perception	4.0369	.60172
Teacher qualification	4.0702	.59780
Resource availability (funding)	3.8465	.69769

The study also sought to determine the trend of various aspects that have influenced the completion of ECDE infrastructure projects in Trans Nzoia West Sub County for the last five years. From the findings, majority of the respondents were of the view that community perception and involvement, teacher qualification and resource availability (funding) in regard

to the performance to the completion of ECDE infrastructure development projects improved as shown by a mean performance of 4.0369, 4.0702, and 3.8465 respectively.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the findings of the study, discusses the findings, and gives the conclusion on the influence of monitoring and evaluation activities on the performance of ECDE infrastructure development projects in Trans Nzoia West sub county. It also outlines the recommendations for improved performance of ECDE infrastructure projects in Trans Nzoia West Sub County and recommendations for further research.

5.2 Summary of the Study

Findings indicated that need for ECDE before initiating a project in the target community is often overlooked although it's a crucial requirement in a successful project cycle. It also has the highest influence on the performance of ECDE infrastructure development projects ((90.5%) followed by provision of funds(84%)pilot surveys (72%) while number of completed ECDE classes (64%)

Head teachers in Trans Nzoia West Sub County are male at 88.65% as compared to female at 11.02%, similar to the teachers female at 34% and male at 66%. There is a shortfall of female leaders in the areas as most leaders within vicinity of the schools and the surrounding were men. Out of the nine head teachers only one is female and also teachers as the study has found out that there are more male teachers than female teachers. The study recommends sensitization programmes to equip school managers on the significance of following all the activities of monitoring and evaluation activities during the life cycle of a project.

In response to objective one which sought to investigate the extent need for ECDE activities influence the performance of ECDE infrastructure development in Trans Nzoia West Sub County; teachers, board of management members, and head teachers strongly believed that need for ECDE activities influenced the performance of ECDE infrastructure development projects. 90% of the teachers suggested that performance of ECDE infrastructure development projects could be improved by assessing the needs of the target group by involving them. 100% of the head teachers interviewed admitted that need for ECDE on the target institutions is not done. Similar results were obtained from members of the board of management. The study showed that development projects that overlooked needs assessment performed poorly compared to projects that embraced needs assessment as an important aspect in the life cycle of a project.

In regard to objective two which sought to find out how provision of funds activities influenced the performance of ECDE infrastructure development projects to their completion; head teachers, teachers, and board of management members agreed on the great influence provision of funds activities have on the performance of ECDE infrastructure development projects. 75% of the head teachers strongly agreed that provision of funds activities influence the performance of ECDE infrastructure development to their completion. Similar views were given by the teachers at 65% while the members of board of management at 72%. There are no clear cut policies to guard against institution managers who do not complete development projects that have been funded in their institutions. Those involved in overseeing the completion of these ECDE infrastructure projects fail to make viable follow ups. Parents who have children in school are involved in blame games. Most head teachers in Trans Nzoia West sub county lack financial management skills hence do not value the need of monitoring and

evaluation activities. Some members of the board too are semi illiterate and do not even know what is happening in schools.

In an attempt to achieve objective three which sought to establish whether pilot surveys activities had influence on the performance of ECDE infrastructure development projects to their completion; head teachers was at 90%, teachers at 80.4%, and the board of management members at 78% agreed that pilot surveys activities affected the performance of ECDE infrastructure development projects to their completion. Most head teachers felt that more influence comes from lack of close follow up of activities

For objective four which sought to establish whether number of completed ECDE classes activities influence the performance of ECDE infrastructure development projects to their completion; it was found out from teachers 86.4% strongly agreed, head teachers at 80% and members of the board at 60%.

5.3 Conclusion

The extent and results of poor performance of ECDE infrastructure development projects to their completion calls for serious concern especially in Trans Nzoia West sub county. This is why this study turned a beam of light on the subject matter. In regard to objective one, the study linked the lack of knowledge on need for ECDE to poor performance of ECDE infrastructure development projects. Majority of the respondents strongly agreed that need for ECDE was not given a chance in the life cycle of development projects leading to the poor performance of ECDE infrastructure development projects to their completion. Most respondents reported that many stakeholders had interest in the ECDE infrastructure development projects for their skewedness towards financial gains; therefore leading to poor

performance of ECDE infrastructure development projects to their completion. Allocation of resources during the pilot surveys processes for instance; in piloting expenses and the long legal procedures that spend the little financial resources which would otherwise have been used in construction of the projects, leading to poor performance of the ECDE infrastructure development projects. It was therefore concluded that the performance of ECDE infrastructure development projects to their completion in Trans Nzoia West Sub County is influenced by all the discussed factors. All these factors should be put into consideration when implementing ECDE infrastructure development projects to their completion. Educationists and the target community should be fully involved during the life cycle of ECDE infrastructure development projects if they desire to have the projects completed.

5.4 Recommendations

In the view of the above findings, the following recommendations were made to help improve the performance of ECDE infrastructure development projects in Trans Nzoia West Sub County.

1. A sensitization programme was recommended to educate school managers on the importance of embracing need for ECDE in the life cycle of ECDE infrastructure development projects. School managers should be trained on matters of managing project finances; for the projects to be completed as stipulated. Legal bureaucracies and other constraint procedures to be reduced to have project friendly policies to be formulated and implemented by the Ministry of Education.
2. The government should put in place sound policies to safeguard ECDE development infrastructure projects from stalling; those who float the policies should be taken severe

action especially in rural schools in Trans Nzoia West Sub County. Through infrastructure funding of ECDE projects; the Ministry of Education should train project monitors and evaluators who should work closely with infrastructure committees in schools to ensure that projects initiated by the ministry of education are completed as scheduled and of the required standards.

3. All stakeholders should strive to work together as a team by embracing monitoring and evaluation activities by upholding their importance in ensuring ECDE infrastructure development projects are completed as scheduled.
4. Stakeholders' attitude towards ECDE infrastructure development projects should change not to view their involvement in projects as a source of financial gains, but as a way of giving back to the society as an appreciation of building a better community through education.

5.5 Recommendations for Further Research

The research recommends that further research to be conducted in the following areas:

1. The cause of resistance to change among education stakeholders, beliefs, practices, and philosophies that have negative impact on the performance of ECDE infrastructure development projects in Kenya.
2. How deep-rooted procrastination practices influence the performance of ECDE infrastructure development projects.
3. The effect of other socio economic practices on the performance of ECDE infrastructure development projects.
4. An investigation into the motivating factors that contributed to the success of development projects that faced the same challenges.

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APPENDICES

Appendix I

Introductory letter

GEORGE NYANG'AU TAI,

P.O BOX 1129,

KITALE.

TO.....

Dear Sir/Madam

REF: REQUEST FOR PARTICIPATION IN RESEARCH STUDY

I am a final year student studying Master of Arts Degree in Project Planning and Management in the University of Nairobi. I am currently undertaking study in the “**Influence of Project Monitoring and Evaluation Activities on the Performance of Early Childhood Development Infrastructure in Trans Nzoia West Sub County, Kenya**”

I would be grateful if you could spare some time and complete the enclosed questionnaires. Your identity will be treated with utmost confidentiality. Your timely response will be highly appreciated.

Yours Faithfully,

George Nyanga'u Tai

L50/85108/2016

Appendix II

Questionnaire for teachers

Instructions

The information provided in this questionnaire will be used for the purpose of this study and will be treated with utmost confidentiality. Kindly answer the questions as truthfully as you can. The confidentiality of the information you will provide will be adhered to. Do not indicate your name anywhere.

Section A: Background information

1 What is the type of your school?

Day []

Boarding []

2 Indicate your gender.

Male ()

Female ()

3 What is your age?

20-30 years ()

31-40 years ()

41-50 years ()

Above 50 years ()

4 For how long have you worked in this school?

0- 3 year ()

4- 6 year ()

7- 9 years ()

Above 10 years ()

5 What is your highest qualification?

Certificate ()

S1 ()

Diploma ()

B. Ed ()

Masters ()

Any other(Please specify).....

7. How long did you take to pursue education to this level?

1-3 Years ()

4-6 Years ()

7 Years and above

Section B: Performance of ECDE infrastructure development projects

1.How is the performance of ECDE infrastructure development project in your school?

Excellent []

V. good []

Good []

Fair []

Below average []

Poor []

V. poor []

2. What are the economic factors that affect the performance of ECDE infrastructure development projects?

Lack of funds ()

Embezzlement of funds by the administration ()

3. What are the behavioral factors that affect the performance of ECDE infrastructure project?

4. (a) In your school do ECDE infrastructure projects embrace monitoring and evaluation activities?

Yes []

No []

(b) If yes, how can you rate their performance?

Excellent []

V. good []

Good []

Fair []

Below average []

Poor []

V. Poor []

Section C: Performance perception on ECDE infrastructure project

1 What is your perception on ECDE infrastructure projects?

Positive []

Negative []

a) Is the local community putting any effort to improve the performance of ECDE infrastructure projects?

Yes []

No []

b) If the answer to the above question is yes, how?

Participation in class construction ()

Contribution of funds for development ()

Section D: Challenges and way forward

1. What are the key challenges that hinder the performance of ECDE infrastructure projects?

Poor management ()

Uncooperative stakeholders ()

Any other.....

2. In your own opinion, what do you think should be done to improve the performance of ECDE infrastructure projects by:

(a) Teachers.....

- (b) Headteachers.....
- (c) Board of management.....
- (d) Parents.....
- (e) Community.....

Thank you

End.

Appendix III

Interview schedule for head teachers

Please feel free to answer the questionnaire as frankly as possible. Responses to these questions will be treated with confidentiality. Do not write your name anywhere on this paper. Please tick (✓) on the appropriate choice(s) which you think is the answer (s) or more correct response(s) to the questionnaire.

Section A: Bio data

What is the type of your school?

Day []

Boarding []

How old are you?

21-25 Years ()

26-30 Years ()

31-35 Years ()

41-45 Years ()

Above 46 Years ()

What is your highest academic level?

Certificate () S1 () Diploma () Degree () Masters ()

What were your feelings upon transfer/ posting to this school?

Excited []

Scared []

Disappointed []

Section B: Need for ECDE and performance of ECDE infrastructure project

Statement	SA	A	U	D	SD
1 Need of ECDE classes affect the performance of ECDE infrastructure projects					
2 Learners' evaluation affects the performance of ECDE infrastructure project.					
3 The level of community support affect performance of ECDE infrastructure project					
4 Number of ECDE pupils affects the performance of ECDE infrastructure projects					

Section C: Information on provision of funds and the performance of ECDE infrastructure

Project

Statement	SA	A	U	D	SD
1 Parental involvement consumes a lot of time meant for project implementation.					
2 Contractors need close supervision during the implementation of ECDE infrastructure development projects.					
3 Number of ECDE pupils affects the performance of ECDE infrastructure development projects.					
4 The rigorous checks on the standards of building materials for ECDE infrastructure development projects spend the much needed time for project implementation.					

Section D: Information on pilot surveys and the performance of ECDE

infrastructure project

Statement	SA	A	U	D	SD
1 Pilot surveys are tiresome tasks for Stakeholders.					
2 Community support affect the timely performance of ECDE projects					
3 Supervision of ECDE infrastructure project is affected by resource funding.					
4 Resource allocation not given by funders in time affect the performance of ECDE infrastructure development projects					

Section E: Number of completed ECDE classes and influence on performance of ECDE infrastructure projects

Statement	SA	A	U	D	SD
1 Number of ECDE teachers affect the performance of ECDE infrastructure development projects					
2 Number of ECDE infrastructure classes completed affects the performance of ECDE infrastructure projects.					
3 Number of ECDE graduants affects the performance of ECDE infrastructure development projects					
4 Performance of ECDE pupils affects the performance of ECDE infrastructure development projects.					

Section F: Status of ECDE infrastructure projects

1. How many infrastructure units are there in the school?

1-4 ()

5-10 ()

Above 10 ()

(a) How many of these project units have been completed?

.....

(b) If none give reasons.....

.....

.....

2. How many of these ECDE project units have been affected by non-compliance to monitoring and evaluation activities?

3. How many ECDE infrastructure projects have been completed in:

(a) In your village.....

(b) In your school.....

(c) If they are their how can you rate their standards

Excellent ()

V. good ()

Good ()

Fair ()

Below average ()

Poor ()

4. Do you fail to complete your administrative work because of pressure of work from ECDE

infrastructure projects?

Yes ()

No ()

5. Do ECDE infrastructure financial funders treat you differently from other beneficiaries?

.....

If yes, why and in which

way(s).....

.....

6. How many team colleagues do you have?

1-7 ()

8-14 ()

15-23 ()

24-31 ()

Above 31 ()

7. What do you like doing together?

Discussing development ()

Handling matters relating to the school discipline ()

Partying ()

Do they influence your decisions? Yes () No ()

8. In your opinion, what needs to be done to improve the performance of ECDE infrastructure development projects by:

- (a) The parents.....
- (b) The teachers.....
- (c) The board of management.....
- (d) The head teachers.....
- (e) The community.....
- (f) The ministry of education.....
- (g) The county government.....
- (h) The government.....

Thank You

End

Appendix IV

Questionnaire for members of the board

The findings of this study will be used to meet the requirements of Masters of Project Planning course. The responses to meet questions will be treated confidentially and will only be used for the purpose of the research.

Section A: Performance of ECDE infrastructure projects

1. (a) In your opinion, how would you rate the performance of ECDE infrastructure development project in the institution as a board of management?

.....

- (b) If unsatisfactory what are the main causes?

.....

Section B: Factors that affects the performance of ECDE infrastructure development projects

2. In your own opinion what are the socio economic factors that affect the performance of ECDE infrastructure projects?.....

.....

.....

(b)What are the social factors that affect the performance of ECDE infrastructure projects in this

school?.....
.....
.....
.....

(c)Have you noticed any behavioral factors that contribute to the performance of ECDE infrastructure project in the school?.....

.....
.....

Section C: Performance perception of ECDE infrastructure development projects.

- 1. What is the attitude of parents and the community at large towards ECDE infrastructure development projects?

Positive []

Negative []

Explain (a) How?.....

(b)Why?.....

Section D: Key challenges and way forward

- 2. What are the key challenges that hinder the performance of ECDE infrastructure projects to be completed?.....

.....

3. How does school administration influence the performance of ECDE infrastructure project in the school you are serving as a member of the board

.....
.....

4. What are the steps taken to improve the performance of ECDE infrastructure development projects in your school?.....

.....

5. What challenges has the school encountered in trying to improve the performance of ECDE infrastructure development projects?.....

.....

6. In your own opinion what needs to be done?.....

.....
.....

Thank you

Appendix V

Research Authorization



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349,3310571,2219420
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Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utaki House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No **NACOSTI/P/17/32302/16721**

Date **2nd May, 2017**

George Tai Nyangau
University of Nairobi
P.O. Box 30197-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of project Monitoring and Evaluation activities on the completion of Early Childhood Development Education infrastructure in Trans Nzoia West Sub County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Trans Nzoia County** for the period ending **28th April, 2018**.

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

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

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Trans Nzoia County.

The County Director of Education
Trans Nzoia County.

Appendix VI

Research Permit


THIS IS TO CERTIFY THAT:
MR. GEORGE TAI NYANGAU
of UNIVERSITY OF NAIROBI , 4380-30200
KITALE,has been permitted to conduct
research in Transzoia County

on the topic: INFLUENCE OF PROJECT
MONITORING AND EVALUATION
ACTIVITIES ON THE COMPLETION OF
EARLY CHILDHOOD DEVELOPMENT
EDUCATION INFRASTRUCTURE IN TRANS
NZOIA WEST SUB COUNTY, KENYA

for the period ending:
28th April,2018

(Signature)
Applicant's
Signature


Permit No : NACOSTI/P/17/32302/16721
Date Of Issue : 2nd May,2017
Fee Received :Ksh 1000




(Signature)
Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

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



REPUBLIC OF KENYA



National Commission for Science, Technology and Innovation

RESEACH CLEARANCE PERMIT

Serial No.A 13924

CONDITIONS: see back page