

**MONITORING AND EVALUATION SYSTEMS,  
INSTITUTIONAL CULTURE AND PERFORMANCE OF  
CURRICULUM INSTRUCTIONAL PROGRAMS IN  
TECHNICAL VOCATIONAL EDUCATION AND TRAINING  
INSTITUTIONS IN BUNGOMA COUNTY, KENYA**

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## DECLARATION

This is my original work and has not been presented for any Academic award in any other university.

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## **DEDICATION**

This study is dedicated to my family for the love and support during my studies, my Father Rogers Sakaja and mother Rosemary Sakaja for their moral support, I am greatly indebted to you

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>AfrEA</b>	African Evaluation Association
<b>APR</b>	Annual Progress Reports
<b>CVI</b>	Content Validation Index
<b>ERS</b>	Economic recovery strategy
<b>ESIRP</b>	Education Sector Institutional Reform Program
<b>GER</b>	Gross Enrolment Rate
<b>GoK</b>	Government of Kenya
<b>ICT</b>	Information communication technology
<b>IFAD</b>	International Fund for Agricultural Development
<b>IIEP</b>	International Institute for Educational Planning (IIEP)
<b>IPMS</b>	Integrated performance monitoring system
<b>KII</b>	Key informant interviews
<b>KIU</b>	Kampala International University
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MLE</b>	Maximum likelihood estimation
<b>MoE</b>	Ministry of Education
<b>NACOSTI</b>	National Commission for Science and Technology
<b>NGOs</b>	Non-governmental organizations
<b>NIMES</b>	National Integrated Monitoring and Evaluation System
<b>OECD</b>	Organization for Economic Co-operation and Development
<b>RBM&amp;E</b>	Results-Based M&E
<b>RRI</b>	Rapid Results Initiatives
<b>RVTTI</b>	Rift Valley Technical Training Institute
<b>SPSS</b>	Statistical package for social sciences
<b>TVET</b>	Technical Vocational Education and Training
<b>UNDP</b>	United Nations Development Program
<b>UNESCO</b>	United Nations Educational Scientific and Cultural Organization
<b>VTCs</b>	Vocational Training Centers

## ABSTRACT

Since the introduction of technical vocational education and training (TVET) act 2013, which liberalized TVET training, TVET institutions in Kenya have increased in number, leading to an increased enrolment from 79,114 thousand to 297,505 thousand students from 2013 to 2022. This has led to variability in instructional service delivery. As a result, performance management has been introduced but nothing much has been reported on how it has influence performance, hence this study sought to establishing how monitoring and evaluation systems, institutional culture influence performance of curriculum instructional programs in technical vocational education and training (TVET) institutions in Bungoma county, Kenya. The study was guided by seven objectives; to establishing how monitoring and evaluation capacity influences performance of curriculum instructional program in TVET institutions in Bungoma County, Kenya, to determine how monitoring and evaluation work plan influence performance of curriculum instructional program in TVET institutions in Bungoma County, Kenya, to examine how routine program monitoring influences performance of curriculum instructional program in TVET institutions in Bungoma County, Kenya, to assess extent to which communication on M&E influences performance of curriculum instructional program in TVET institutions in Bungoma County, Kenya, to examine how monitoring and evaluation systems influences performance of curriculum instructional program in TVET institutions in Bungoma County, Kenya and to assess the extent to which institutional culture moderate the relationship between monitoring and evaluation systems and performance of curriculum instructional program in TVET institutions in Bungoma County, Kenya. The study was anchored on program theory propagated by Leonard Bickman and bonded on goal setting theory propounded by Edwin Locke and Gary Latham. Descriptive survey and correlation research design was used. Analysis for descriptive data were arithmetic mean and standard deviation while inferential statistics were Pearson's Product Moment Correlation ( $r$ ), simple regression, multiple regressions and stepwise regression ( $R^2$ ) and F-tests were used to test hypotheses in the study. A sample size of 214 was drawn from a target population of 462 using Yamane formula from a sample frame of head of departments and instructors. Questionnaires and interview schedules were used as data collection tools after pilot testing for validity through content validation index (CVI) method and reliability through split half method and Cronbach's Alpha Reliability Coefficient test which was found to be 0.972. The findings from the study provide strong indication that M&E systems which include M&E capacity, M&E work plans, routine program monitoring and communication on M&E had influence on performance of curriculum instructional program in TVET Institutions. The findings from this study also provide a strong indication that institutional culture do moderate the relationship between M&E and performance of curriculum instructional program in TVET Institutions. The study implies that, with the growing population of students enrolment that is likely to compromise teaching and learning, TVET institutions should build and implement M&E systems to improve performance of instructors. The study findings have demonstrated the importance of M&E systems on performance of instructional programs hence statistically significant in influencing performance of instructional programs. Given that this study focused on influence of M&E system on performance of instructional programs, a similar study can be done to find out how M&E systems influence performance of students in TVET institutions.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the study

Monitoring and evaluation(M&E) systems are expected to significantly influence performance of curriculum instructional programs. M&E systems which include monitoring and evaluation capacity, M&E workplan, routine monitoring and communication on M&E are needed to address the uncertainties of the environment by adopting the right strategies for performance of curriculum instructional program in TVET institutions (Owuor, 2016). While studies have revealed the positive influence of M&E systems on performance (Mwango, Mulwa, Akaranga, & Nyonje, 2019). Other studies show that their influence is insignificant. (Acharo, & Migosi, 2020) assert that in a dynamic environment, M&E systems must influence performance of curriculum instructional programs. Thus, M&E systems are among factors that could influence performance of curriculum instructional programs.

M&E systems and performance of curriculum instructional programs is anchored on program theory propagated by Leonard Bickman (1987) which posits that program theory has several functions that it seeks to achieve, one of the functions is its contribution to knowledge in social sciences whereby evaluation is considered as a source of social science information in which various inputs are utilized and the information from this evaluation used to determine the various effects caused by the area being studied hence being able to predicts the relationship between M&E systems and performance of curriculum objectives. Other assumption of program theory was the uncovering of unintended effects whereby further investigations need to be conducted to determine other effects that may affect the program in a negative or positive way. In addition, program theory assumes specification of intervening variables whereby there is need to have a linkage that operates between the program itself to the intervening proximity to the distance variable to measure their influence.

Conceptualization of the study was also bonded on goal setting theory propounded by Edwin Locke and Gary Latham in 1967. The theory was geared towards the enhancement of setting goals

and how they can contribute to performance. The purpose of goals was defined as the indication of providing direction to employees on what they needed to do and the amount of effort that was required to ensure that these activities were attained. Based on the proponents of the goal setting theory, it is evident that M&E systems, institutional culture and measurement of performance of curriculum instructional programs have an end goal of ensuring that the trainees that TVET institution produce have the knowledge and capacity to perform tasks or activity given to them.

In Kenya, there is desire to enhance the performance of curriculum instructional programs in the ministry of education in line with the requirements of government across all ministries and departments. Among the challenges to be addressed by the M&E department were the efficiency, effectiveness and quality of service delivery in teaching and learning programs, syllabus completion and transitional rates (Government of Kenya, 2003). The public service reforms and development secretariat (2006-2008) under the ERS era, was given responsibility for coordinating key educational reforms that in turn involved the TVET institutes and how these were performing in delivering teaching services, students completion rate and syllabus completion (Government of Kenya, 2003). The government of Kenya has also established a number of monitoring systems which include various tools of RBM&E such as planning with a strategic focus and yearly work planning in all departments and sections that fall under the ministry of education which included TVET institutions which resulted in performance contracting in 2004 and NIMES; rapid results initiatives in 2005 and development of service charters in 2008, and other sectoral reforms such as public financial management (Mwiranga, 2011) in order to improve performance of curriculum instructional programs. Despite all this reform there is no clear measurement report on performance of curriculum instructional programs in TVET Institutions. There was need, therefore, to establish the link between the monitoring and evaluation systems, culture and performance of curriculum instructional programs in TVET institutions in Kenya.

In 21<sup>st</sup> century, international organizations have increased demand for performance of curriculum instructional program which includes teaching and learning, examination and timely completion of coursework by learners which attributes to customer satisfaction through service delivery, this is not limited to private organizations but also public educational institutions that have signed performance contracts to guide in meeting specified targets, in American continent specifically the



United States of America (USA) measurement of performance of curriculum instructional program has been championed since 90s through implementation of educational policies and structures promoted as performance agreements(PAs) to guide in management and implementation of tertiary education (Schiavo-Campo, 2018). These policies have greatly improved performance in teaching and learning in technical vocational education and training institutions (TVET)

The strategy in public college sector reforms introduced in the United Kingdom (UK) was used to hold individual instructors accountable for their performance with reference to agree upon targets in various curriculum programs captured in monitoring and evaluation plans. Ear (2017) indicates that the UK tied government funding to developing nations to implementation of reforms in public organizations and pressurize public organizations in upcoming economies towards performance in service delivery in all government institutions including teaching and learning program in TVET Institutes in enhancing syllabus coverage and student's completion rate.

McKevitt and Millar (2019) observed that in the United Kingdom, reporting and measuring performance has always been a compulsory responsibility as given by their clients by checking how curriculum execution is achieved. In the United States, the measurement of performance by public educational institutions and organizations delivering public service has been put in the Act of 1993 on performance result on the basis of driving improvement efforts in performance of institution players including teachers in coverage of syllabus and timely completion of students (Saldanha, 2020). Evidence of success of institutions on performance improvements through monitoring and evaluation has been recorded in most countries (Thomas, 2014). It can therefore be said that monitoring and evaluation systems and relevant policies have led to a performance culture that is spreading through the public service in the developed world in performance of curriculum instructional programs.

Africa countries including Ghana, Tunisia, South Africa and Kenya have demanded frameworks of good leadership in governance and performance of curriculum instruction and syllabus completion in TVET Institutions (Saldanha, 2020). Donor efforts to introduce M&E systems that have seen the application of the results-based M&E concepts in developing countries over time (World Bank, 2001; Paul & Sekhar, 2017) which have been extended to TVET institutions.

In East Africa, influence of donors with regards to implementation of M&E systems with regards to educational policies and performance of curriculum instructional programs has necessitated the need for performance appraisals of instructors within institutions contributing to the developing of monitoring and evaluation indicators. According to Picciotto (2012) the demand for evidence from decision makers in African governance systems is weak. This is a clear indication that African governments including Kenya don't have proper follow up mechanism to check on performance of curriculum instructional programs in educational institutions despite having policy guideline on the same which is clearly opposite to what developed nations like USA and UK are doing.

### **1.1.1 Performance of curriculum instructional programs**

Satisfactory performance of curriculum instructional programs is the ability of an institution to meet performance indicators like content coverage, marking and submission of results, examination of students and timely feedback to supervisors, unsatisfactory performance in the public organization and educational TVET institutions in Africa has been due to poor governance especially on monitoring and evaluation of learning and teaching process frame work into actual out puts (Whitley & Kite, 2015).

Educational organization performance is influenced by the performance system in place to check on execution of curriculum instructional programs, (Joley 2013), this is critical to organizations like TVET that have M&E systems in place and face challenges on implementation and achievement of goals which translates to content coverage, marking and submission of results and examination of students performance, Balogun (2018) in a study suggests that, poor governance on management of M&E systems, negative attitude on part of instructors, lack of necessary M&E skills among evaluators and a culture of absenteeism among instructors contribute to unsatisfactory performance of curriculum instructional programs

Performance of curriculum instructional programs was conceptualized in terms of teaching and learning activities which entailed preparation of teaching aids by instructors, lesson plans and scheme of work and being able to administer teaching according to the laid down plans and a reflection of students' scores and transition rate, performance also entailed measurement of students transition rate, syllabus completion, output by their supervisors and timely feedback to

organization on area of improvement including training instructors where necessary.

### **1.1.2 Monitoring and Evaluation Capacity**

There is need to recognize the required capacity of persons needed for the monitoring and evaluation systems to work seamlessly (Gorgens and Kusek 2013), this can be achieved through continuous capacity building for those involved in the M&E systems and identifying the gap available through the development of well-structured programmes within the system. The success of any monitoring and evaluation system is determined by the staff available and their capacity in handling of the various monitoring and evaluation exercises and duties for an institution to achieve its performance targets. It therefore requires TVET institutions to enhance its capacity in developing Instructional staff who can play a critical role in sustaining the available monitoring and evaluation systems for organization performance of curriculum instructional programs.

Instructional staff should continuously be trained monitored and appraised on their ability to conduct monitoring and evaluation through class management in students class attendance records, examination and follow up on weak students (Acevedo, Krause, and Mackay 2012). M&E capacity was operationalized into the dimensions of training of instructional staff on pedagogy and andragogy which is critical in equipping them with necessary monitoring and evaluation skill for executing their teaching and learning successfully hence achieving their targets, including how supervisors and departmental heads monitor their instructional staff to make sure that the laid down policies and plans are achieved the way they are intended.

### **1.1.3 Monitoring and Evaluation Work Plan**

In his work, Mackay (2017) described M&E work plans as the document or manual that outlines all the activities that the entire M&E system will undertake. It outlines the measuring proponents obtained from the activities to be monitored, those who will be engaged in the process of collecting information and the various methodologies, apparatus used in the collection exercise and methods used by the organization to share the information obtained from this exercise. M&E work plan was operationalized into the dimensions of instructional staff plans and ability of instructors to know what they expect to cover in a whole semester through clearly identified objectives in their lesson

plans and scheme of work, this is critical in ensuring that targets are achieved to guarantee performance of curriculum instructional programs

The M&E work plan helps stakeholders both instructional staff and their supervisors arrive at a common consensus on the end results they want to achieve via the system, assessment of the system in capacity, development of capacity building and the introduction of the measures to monitor the system for the period it will be in existence (ADRA International, 2017). Additionally, availability of teaching and learning plans by instructional staff, how these plans are developed, approved, and monitored to ensuring they achieve the intended curriculum instructional programs objectives

#### **1.1.4 Routine program monitoring**

One of the most important aspects of implementing a successful education programme is the present of a suitable, laborious, complete, and constant monitoring and supervising of the available monitoring and evaluation system (Khawaja 2011). During the inception of a new program on education, there arises a need to determine its performance thus a monitoring system or mechanism is created. As denoted by Mishra (2015), the entire progression of collecting information and on certain periods assemble crucial pointers to gather different sets of information and provide the findings is referred to as monitoring. On this regard, there is a need for TVET institutions to employ good systems to monitor the progress of the institutions and provide the management with a vivid scenario of the happenings within these institutions and use the information at hand to make various decisions ((Marriott & Goyder, 2019).

According to Greaney and Kellaghn (2018), a sound valuation of the educational system is a key component in policy development to improve the development of human capital around the world and better performance in service delivery, routine program monitoring was operationalized into the dimensions of monitoring and evaluation tools available to supervisors, frequency of monitoring and evaluation to instruction staff, availability of M&E data, and how it is used to enhance performance and service delivery by instructional staff on achievement of curriculum instructional programs.

### **1.1.5 Communication on Monitoring and Evaluation**

Communication on M&E is giving feedback on M&E intervention through timely feedback on monitoring and evaluation exercise, it also concerns the policies and strategies in the organization that are required to support and promote M&E functions in TVET institution, this entailed frequency of meeting to disseminate information to instructional staff on how they are conducting their teaching and achieving their curriculum instructional programs objectives, it also entailed communication on institutions policies and guidelines on teaching, weekly, monthly and quarterly meetings geared at getting feedback from instructional staff and supervisors on the progress of teaching and learning process (Olwa 2014).

Olwa (2014) stated that the support of the organization's top brass in supporting tactics embraced in communication was important in the embracing of M&E functionalism being implemented. Further, the improvement of M&E processes including the development of procedures, policies and accessibility by all within institutions were among the few approaches adopted in ensuring that the communiqué and backing of M&E to enhance performance was attained (Olwa, 2014).

M&E communication is often an ongoing process and it involves communication plans that contain various aims and purposes that evolve during the communication process (WHO 2018). The designed plans need to be able to serve the functions assigned over an elongated period. Future planning involves coming up with and defining long term aims, ensuring that the various factions continue working together and developing a mechanism of assisting the instructional staff remember their roles in ensuring that required responses and results are attained through communication from their supervisors hence educational institutions (TVET) should design communication plans that are sustainable over time and should adjust the advocacy methods as situations change.

Communication on M&E was operationalized into the dimensions of frequency of M&E communication feedback to instructors, types of M&E communications available to instructors and number of M&E meetings with instructors on performance on curriculum instructional programs

### **1.1.6 Institutional Culture**

Culture of organizations is linked to the various values and beliefs that are shared between employees and the general organization (Yilmaz 2018). Through this, the organization is able to achieve its objectives thus improve on its performance. Internal environment of the organization is built on the values and cultures it bestows on its employees and the management who act as the supervisors. In TVET institutions the heads of departments are the supervisors while the instructors are the employees. In recognition, culture of the organization contributes to the indifferences between management activities. Therefore, instructional staff mission, values, attitude, and perceptions would play a major role in influencing their performance on curriculum instructional program objectives (Daniels Piercy 2014).

Cultures of organizations entail norms and virtues that "contribute to the unique social and psychological environment of an organization" With reference to Champy (2013). We can note that when the cultures of the organization are elaborated well and cascaded to all employees within the organization, their performance tends to improve whereas if the cultures are not well articulated compromises the performance of the employees thus the entire organization. Hence institutional culture was operationalized into the dimensions of instructional staff mission, values, attitude and perceptions and the way instructional staffs' culture is natured in TVET institutions and impact on how they perform. Therefore, culture has an active and direct role in moderating the relationship between M&E Systems and performance of instructional staff in TVET institutions and how instructional staff beliefs, values, attitude, and behaviors towards M&E systems influence performance of curriculum instructional programs

### **1.1.7 Technical vocational education and training institutions**

Technical and Vocational Education and Training (TVET) refers to education and training through non formal and formal learning that provides knowledge and skills for employment (UNESCO, 2015). Besides training new entrants, TVET institutions also provide in-service courses to those employed in the line ministry.

While citing the works of Kavinje et al, (2021), in yester years, vocational training institutes while initially established to produce individuals who provided quite several services that included

masonry, technicians, individuals with different traits who could perform different tasks within the community. They were developed to develop skills that would propel one to foster in any career of their choice. The main method of teaching was through apprenticeship where majority of the students were trained through practical and watching what their tutors were demonstrating. Through its methods of teaching, students who took their studies in vocational institutes were deemed to be high performers hence had high chances of being employed (Kavinje et al, 2021).

As of 2022, Kenya counted 620 Public Technical and Vocational Education Training (TVET) institutions, up from 76 in 2013. Consequently, students' numbers have grown from 79,114 thousand to 297,505 thousand from 2013 to 2022 indicating over 200% increment, (Government of Kenya, 2022).

## **1.2 Statement of the Problem**

Organizations are expected to continuously monitor and evaluate its operations and utilize available control measures to learn, improve and provide better services in pursuit of better performance. A number of studies have discovered a correlation between monitoring and evaluation systems and organizational performance (Beryl N Mutekhele 2018); Fredrick Owuor (2016).

Others contend little or no link between monitoring and evaluation systems and performance (Tidac & Pivac, 2014). With the apparent no consensus on between monitoring and evaluation systems and organizational performance linkage, institutional culture is hypothesized to have a substantial impact on the linkage. Hilman, Ali& Gorondutse, (2020) propose that institutional culture typologies that serve as conduits for practices leading to improvement in performance should be considered. Theoretically, the impact of monitoring and evaluation systems and institutional culture on performance, remains an on-going debate that is yet to be resolved. With this argument the current study sort to look into the missing gaps.

Since the introduction of Technical and Vocational Education Training (TVET) act 2013 which liberalized TVET training, TVET institutions in Kenya have increased in number, leading to an increased enrolment as compared to earlier years, with Bungoma county leading on number of increased enrollments as a percentage.

As of 2022, Kenya counted 620 Public Technical and Vocational Education Training (TVET) institutions, up from 76 in 2013. Consequently, students' numbers have grown from 79,114 thousand to 297,505 thousand from 2013 to 2022 indicating over 200% increment, (Government of Kenya [GoK], 2022). With increased enrollment, the poor results by instructional staff in TVET institutions is evident due to increased workload in execution of curriculum instructional programs which include syllabus completion, content coverage, examinations and students transition rate due to poor performance management (Government of Kenya, 2018). This necessitated the implementation of performance management through monitoring and evaluation by ministry of Education in TVET institutions to evaluate its performance. Despite the implementation of performing management in TVET institutions to monitor performance, there is limited, incomplete and inconsistent data and information that can guide in further research, evaluation, and policy formulation on performance of curriculum instructional programs in TVET institutions, it is expected that the pursuance of M&E systems under the mediating effect of institutional culture have an impact on performance.

Study conducted by Ochieng Owour (2016) using descriptive survey design with both quantitative and qualitative approaches, revealed that development of M&E capacity and adoption of M&E workplans was instrumental in allowing the learners make sense of the content they were being provided to and utilize this content in ensuring that they improved their overall performance especially with comparison to physical facilities. Looking at the same variables, a study conducted by Mutekhele (2018) on M&E systems and performance of educational building infrastructural projects in Bungoma County, using descriptive survey research design with a target population of 152, revealed that there was no significant linkage between M&E workplans and performance. The studies have presented mixed results that point to lack of a direct relationship between M&E systems and performance. Therefore, the researcher identified a knowledge gap in the reviewed literature, that was addressed by consideration of components of M&E systems that include M&E capacity, M&E plan, routine monitoring, and communication on M&E on performance of curriculum instructional programs among TVET institutions.



Prior research investigations reveal an apparent methodological gap. Most of the research were cross-sectional surveys using a substantial sample of the target population. Ochieng Owour (2016), Rumenya & Kisimbii (2020), Mutekhele (2018) and Acharo & Migosi (2020), had a small sample of less than 150 respondents, The same methodology was applied in the current study, but with a larger population of 462 respondents.

As shown, there are still unaddressed concerns in the areas of knowledge, evidence, methodology, and context in respect to the variables under investigation. This study was expected to fill up the gap by assessing and determining the relationship of monitoring and evaluation system components and performance of curriculum instructional programs in technical vocational education and training institutions in Bungoma County, Kenya

The researcher, guided by the emerging research gaps posed the question, "What is the influence of monitoring and evaluation systems, institutional culture and performance of curriculum instructional programs in technical vocational education and training institutions in Bungoma County, Kenya?"

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

The study's core purpose was to establish extend to which monitoring and evaluation systems influenced performance of curriculum instructional programs among TVET institutions in Bungoma County, Kenya. Further, the study sort to establish how institutional culture moderated the relationship between M&E systems and performance of curriculum instructional programs among TVET institutions.

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

The study was guided by the following objectives

- i.To establish how monitoring and evaluation capacity influences performance of curriculum instructional program in TVET institutions in Bungoma County, Kenya

- ii. To determine how monitoring and evaluation work plan influence performance of curriculum instructional program in TVET institutions in Bungoma County, Kenya
- iii. To examine how routine program monitoring influences performance of curriculum instructional program in TVET institutions in Bungoma County, Kenya
- iv. To assess extent to which communication on M&E influences performance of curriculum instructional program in TVET institutions in Bungoma County, Kenya
- v. To examine the extent to which institutional culture influences performance of curriculum instructional program in TVET institutions in Bungoma County, Kenya
- vi. To examine how monitoring and evaluation systems influences performance of curriculum instructional program in TVET institutions in Bungoma County, Kenya
- vii. To assess the extent to which institutional culture moderate the relationship between monitoring and evaluation systems and performance of curriculum instructional program in TVET institutions in Bungoma County, Kenya.

### **1.5 Research Questions**

The study sought to answer the following research questions

- i. How does M & E capacity influences performance of curriculum instructional program in TVET institutions in Bungoma County, Kenya?
- ii. To what extent does monitoring and Evaluation work plan influences performance of curriculum instructional program in TVET institutions in Bungoma County, Kenya?
- iii. How does routine programme monitor influence performance of curriculum instructional program in TVET institutions in Bungoma County, Kenya?
- iv. To what extent does communication on M&E influence performance of curriculum instructional program in TVET Institutions in Bungoma County, Kenya?

- v. How does institutional culture influence performance of curriculum instructional program in TVET institutions in Bungoma County, Kenya?
- vi. How do monitoring and evaluation systems influence performance of curriculum instructional program in TVET institutions in Bungoma County, Kenya?
- vii. To what extent does institutional culture moderate the relationship between monitoring and evaluation systems and performance of curriculum instructional program in TVET institutions in Bungoma County, Kenya?

## **1.6 Hypotheses**

The study sought to test the following hypotheses:

- i.  $H_0$  There is no significant relationship between M & E capacity and Performance of curriculum instructional program in TVET Institutions in Bungoma County, Kenya.
- ii.  $H_0$  There is no significant relationship between M&E work plan and Performance of curriculum instructional program in TVET Institutions in Bungoma County, Kenya.
- iii.  $H_0$  There is no significant relationship between Routine programme monitoring and performance of curriculum instructional program in TVET Institutions in Bungoma County, Kenya.
- iv.  $H_0$  There is no significant relationship between Communication on M & E and Performance of curriculum instructional program in TVET Institutions in Bungoma County, Kenya.
- v.  $H_0$  There is no significant relationship between Institutional Culture and Performance of curriculum instructional program in TVET Institutions in Bungoma County, Kenya.
- vi.  $H_0$  There is no significant relationship between Monitoring and evaluation systems and Performance of curriculum instructional program in TVET Institutions in Bungoma County, Kenya.

vii.H<sub>0</sub> There is no significant moderating influence of institutional culture on the relationship between combined Monitoring and evaluation systems and Performance of curriculum instructional program in TVET Institutions in Bungoma County, Kenya.

### **1.7 Significance of the Study**

It is expected that this study will address research community in project planning and management practice. Enhance policy framework to the government through the Ministry of Education for the purposes of planning and evaluation of the prevailing M&E systems. Through the study, policy makers in TVET institution at county level will be prompted to adopt information generated by the study to inform decision making in the use of Monitoring and evaluation systems to improve performance of Instructors. It is hoped that TVET institutions academic departments will also find the study useful for the reason that it is the evaluation parameters that enhance the necessary conditions for the delivery of satisfactory services by instructors and therefore guide on how to capacity build instructional staff in use of M&E, utilization of M&E work plan, continuously monitor the teaching process and communicate M&E feedback to instructors for purposed of improving their performance.

### **1.8 Assumptions of the study**

Based on the nature of study and the type of information required, it assumed that the respondents identified to participate in the study would provide unbiased information hence be truthful. Secondly, it was assumed that the size of the sample selected was sufficient enough to provide the study with the actual findings of the problems being investigated. Thirdly, an assumption was made that the instruments used in the collection of data and other information, were developed with high precision hence assist in collection of accurate data and information. The fourth assumption was that the variables being investigated were necessary hence provide a conclusion that can be used in making of robust decision with regards to M&E systems and its influence on performance.

## **1.9 Limitations of the Study**

The researcher forecasted limitations to the study. First, there was the time constraint from the respondents which implied that the researcher had to avail himself at the availability of the respondent convenience to collect data for analysis and be in position to deliver findings, however this was managed through rescheduling time and several visits to respondents. Further, not all instructors teaching in the TVET institutes in Bungoma County and the monitoring and evaluation officers were available within the given time frame of the study when collecting data, this was managed through several visitations to respondents before data collection. The researcher also anticipated the funding constraint due to the need to visit various respondents in the county, who were vastly spread and this demanded substantial financing through financial loan hence the respondents were met at respective institutions targeted.

## **1.10 Delimitations of the Study**

This study aimed at establishing the influence of M&E systems and performance of curriculum instructional program in TVET Institutions in Bungoma County. TVET institutions in Bungoma County were picked because they were amongst counties that have largest student population which results to huge work load to instructors that relatively would affect their performance, additionally, there were great concern about performance of TVET institutions in Bungoma County which was lower than other neighboring counties like Trans-Nzoia and Busia. In addition, the choice of M&E systems that included M&E Capacity, M & E work plan, routine program monitoring and Communication were justified by the fact that instructional staff performance can be influenced by these components (Baker, 2011). The choice of Bungoma TVET institutions was influenced by the fact that when they are compared with neighboring counties such as Kakamega, Eldoret and Busia their performance in terms of completion rate, transition rate is lower, students took long to complete the courses compared with statistics of other counties (Fredrick Ochieng, 2016)

The study was confined to five (5) TVET institutions in Bungoma County which were representative of the whole of TVET institutes in Kenya. The given institutes included: Sirisia TTI; Musakasa Technical Institute; Sangalo Institute of Technology; Matili TTI and Kisiwa TTI.

Further, the study was limited to a target population of 462, comprising of 58 departmental heads and 394 Instructors drawn from 5 public TVET institutions in Bungoma County, 5 principals and 5 deputy principals who provided important information for the study. The study measured performance of curriculum instructional program from the year 2018 to 2020

### **1.11 Definition of significant Terms used in the study**

#### **Performance of curriculum instructional program**

Denotes the ability of an institution to meet target indicators like content coverage, marking and submission of results, students' transition rate examination of students and timely feedback to supervisors

#### **Curriculum instructional programs**

Means the identified objects by the organization to be achieved by the instructors such as syllabus completion, content coverage, class attendance, examination and grading

**Monitoring and Evaluation Capacity** is the development of knowledge, skills to instructors through training, supervision and guidance, exposure to M&E literature and involvement in monitoring and evaluation activities in TVET institutes in Bungoma County

**Monitoring & Evaluation work plan:** work plan is a detailed accounting of how an individual or group proposes going about accomplishing a specific task. In this study, M & E work plan were measured in terms of; availability of teaching plans like lesson plans and scheme of work, adherence to these plans in teaching by TVET instructors and the level of achievement of activities outlined in the plan by instructors in TVET institutions in Bungoma County

**Routine programme monitoring** means regular tracking of progress by TVET Institution supervisor and instructors on teaching and learning process, it involves regular meetings to

discuss teaching process and sharing data and feedback on how to improve performance of curriculum instructional programs in TVET institutions

**Communication on monitoring and evaluation** indicates a set of interventions that support application of M&E goals and objectives at TVET institutional levels in Bungoma County. It implies having information communication system in place, information shared to Instructors on M&E, timely dissemination of information to Instructors and validation meetings on M&E systems that promote performance of curriculum instructional programs in TVET institutions in Bungoma County

**Monitoring and evaluation system:** Is the process that help TVET organizations assess and manage performances so that the right improvements can be made through communication process by which institution managers and trainers work together to plan, monitor and review their work objectives and overall contribution to the TVET organizations performance on curriculum instructional programs

**Institutional culture:** These are the patterns of shared values and beliefs over time which produces behavioral norms that are adopted in solving problems and improving performance. This study institutional culture was represented by instructors' mission, values, beliefs, behaviors, attitude and perception towards M&E systems and Performance of curriculum instructional programs

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The chapter concerned itself with reviewing various literature pertaining to area of study – Monitoring and Evaluation systems, institutional culture on performance of curriculum instructional programs in TVET institutes in Kenya. This chapter further reviewed theoretical framework that guided the research study and diagrammatical conceptualization of the entire study and summary of literature review and knowledge gaps.

#### **2.2 Performance of curriculum instructional programs in TVET institution**

With reference to (Rust, Danaher & Varki, 2019), performance is described as the ability of an individual offering a service or anything to the second party without the second party having the full ownership of the services or items being offered. Performance in education relates to the actual production or provision of services to students and other clients in an institution. In this case, performance of instructional staff in education sector means meeting targets set to be achieved with a view to improve education access, clear syllabus, and examine students in time, post good grades, reduce student's attrition rate and quality teaching. Mineruini (2013), argues that for continuous improvement of any organization, staff capacity requires development to allow the organization realize its goals and aims. For an organization to realize its objectives, staff require constant capacity building to continue in developing their skills and familiarize themselves with the ever-changing institutional performance matrixes.

With the liberalization of education sector especially within TVET institutes in Kenya to attract students, the need for these institutions to realize the prospects of the students is required. With reference to Thomas (2016), academic institutions have been obligated to ensure that they produce certain sets of quality which needs to supersede those providing the same services. The adoption of mechanisms that they use needs to be able to ensure that the performance attained is of high most quality compared to their competitors.



In regards to prerequisites for improved performance, Amadi and Promise (2018) identified service training courses, changes in the curriculum, development of superior methods of teaching, providing an environment that encourages performance and elevation of one's status as some of the triggers of improved performance. TVET institutes should invest in building capacity on instructional staff on how they can monitor their teaching process, collect data that will be useful in making them innovative in teaching methodologies as it improves performance by achieving set objectives. As noted by Nasreen and Mirza (2012), regular trainings of instructors especially in institutions that have no M&E systems is important in the improvement of and enhancing of instructor skill sets and acceptance as is the case with TVET institutions.

Stakeholders in the education system demand satisfaction and performance quality since they are functions of client's acuties and prospects. Performance quality is ensuring TVET clients, are satisfied with the outcomes they receive. Customer satisfaction can be referred to the sensation one derives from using a certain item to their satisfaction. This is achieved through various aspects of the products – quality of the product, the desired satisfaction, and options available to the consumer (Kajogbola, 2014). According to Soi (2017), performance of any institution hinge on what levels they utilize the various technological advancement i.e., ICT infrastructures etc., timely communication on M&E and giving feedback to instructors' performance can be enhanced by utilization of ICT communication in TVET Institutions. It can be noted that the proper utilization and wider usage of information and communication technologies in higher learning institutions results to better dissemination of services to all the people it serves hence achieving service delivery objectives. According to the researcher performance measures included timely completion of syllabus, examination of students and giving feedback, high transition rate of students, positive student's grades, and target achievement.

Benefits of adopting new technologies as positive and advantageous influence on the overall performance of instructors through resources conversation achieved through proper managing of these resources, involvement of the community, curricular tools, service to the community, analysis and evaluation of the programs hence utilization of educational media on Communication of M&E is important in target achievement, hence this study looked at how M&E information on performance improvement is communicated to instructors, (Yoon and Hoon 2019),

In Uganda, most institutions are experiencing under performance which is as a result of lack of innovation and lack of updating the content used by these instructors, poor class attendance by the instructors, and providing materials to students to replicate, lack of class monitoring sheets, failure to attend sessions are some of the items found to limit performance in these institutions. This clearly shows a gap on how teaching and learning is supposed to be conducted through proper planning and execution of plans in form of lesson plans and scheme of work as in TVET institutions, hence this study looked at how instructors plan, approve and utilize their plans in teaching. This study also looked at how instructors' class attendances are monitored, evaluated and feedback communicated back to them for service improvement and performance objectives (Mamdani 2017).

Kagaari, Munene and Ntayi (2013), argued that the performance of instructors in higher level of learning has many problems that attribute to poor teaching and low rates of publication are registered. Their study did not incorporate measures of performance such as quality, instructor's class attendance, timely syllabus completion examination and feedback, engagement, and responsiveness. The study area was on public universities and not TVET institutions, therefore findings on instructor's objective performance in TVET institutions were not captured in the study.

Also, Wilson and Neema (2014) revealed that there is absence of a coherent staff development system at Kampala International University (KIU). The challenges faced are lack of training and staff development. According to the researchers, over 70% of academic staff in Kampala International University (KIU) have no training on M&E and how to track academic performance which has contributed to reduced performance and how they deliver instructional content to learners over the years. As noted by Edabu and Anumaka (2014), service delivery is low at Kampala International University. The scholars opine that some of the academic staff had not assessed learners effectively, had failed to attend to their teaching, research, and outreach responsibilities while some had not adopted new technologies and methodologies of instructional delivery. Aspects of lecturers' service delivery such as engagement, experience were not incorporated in their studies hence most set objectives on service delivery were not achieved.

In order to improve performance, the international labour conference, 97th Session (2018) noted that skills development in M&E is a prerequisite to enhanced performance. According to Nzoka (2015), if TVET institutes managers provide an atmosphere for the growth of the instructors as per the mentioned prospects, the changes in performance will be experienced thus reduction in lecturer's turnover hence high institutional performance and productivity hence this study looked at how TVET Institution management capacity build on M&E and communicate to Instructors on M&E feedback to improve performance of curriculum instructional programs.

Performance in education was found to be measured through monitoring and evaluation as well as customer satisfaction surveys conducted annually (Kamara 2014). The study also revealed that school's rapid results initiative activities or programs included physical development, equipment, books and other learning materials and that performance in schools were rated as good. However, desired transition rates target set by the ministry have not been achieved in tertiary institutions. This is because although transition rate is an important performance indicator in the education sector, other factors other than results-based monitoring and evaluation influence it which the ministry did not consider hence this study looked at transition rates in TVET institutions and how it influences students' completion and institutional target achievement on transition rate objectives.

### **2.3 Monitoring and Evaluation Systems and Performance of curriculum instructional Programs in TVET institutions**

Monitoring and evaluation is associated with collaboration of all the various components and methods used to determine if an endeavor is carried out as per the specifications outlined to enable the endeavor achieve its purpose. Through monitoring and evaluation, the program team can implement various tasks without any problems of which it also contributes answerability to all the persons involved in the process and endeavors (Rogito 2015). Based on these analogies, all educational systems are associated with various systems that include guidelines, aims, scheduling and carrying out, and monitoring and evaluating of these components to ensure that the institutions goals, aims and objectives are realized. Furthermore, within the educational sector monitoring and evaluation systems are found to be the tools that are associated with the provision of data with

regards to accessibility to education, equality and the type of quality used in supporting the making of decisions by both institutions and government (Vos, 2016).

According to Bloom et al, (2016), monitoring and evaluation systems are Critical in the enhancement of accessibility to education and avenues concerned with the provision of know-how and contribution to the development of economies. This is attributed to low institutional capacity in terms of physical facilities and rapidly increasing enrolment (World Bank, 2017). Other studies done by the Kenya social protection sector review (2017) found that the very minimal programs had a fully working monitoring and evaluation system despite the fact it was attributed to the promotion of answerability and transparency. The findings found that 96% of the studied programs developed a monitoring and evaluation framework using certain pointers, 91% had done monitoring goings-on, 61% had a prearranged or currently undertaking an effect assessment while 39% did not have any monitoring and evaluation feedback for the public to have a look at. It was found that these was due to that fact that many of the organization allocated or did not allocate sufficient resources to the monitoring and evaluation activities, lack of consistency on the pointers used to measure performance. It was also noted that 16.7% of the programs provided logical frameworks to its teams. Although monitoring and evaluation had little impact in decision making, the data collected was utilized in making various changes within the program spectrum. The finding also found that the nation relied mostly on international monitoring and evaluation consultation firms thus need to develop capacity for those working in the public service as they tend to work in the public service for long. Hence this study established the level at which TVET institutions are using M&E systems and how they influence the performance on curriculum instructional programs.

Monitoring and Evaluation systems for education programmes have inbuilt indicators, which are exact, quantifiable, attainable, and worked within a specific time frame. Performance indicators can inform programme management and stakeholders about inherent problems thus necessitating the facilitation of improving on the final strategy and execution of instructive programmes (Carvalho & White, 1994; Vos, 2016). Monitoring and evaluation indicators for education programmes are majorly taxonomized based on their ability to dictate the methods of delivery, the

activities to be undertaken and the mechanisms and methods used to ensure that the desired results are achieved (Vos, 2016).

In this regard, the results are based on the pointers used to ensure that monitoring and evaluation is well carried out. Through these pointers, the efficiency of the guidelines and tactics are determined and weighed and their impact in the entire process. The pointers are majorly aimed at evaluating the accessibility to educational services and how satisfying these services are. The impact of these pointers has on certain programs and guidelines and how the impact the general public. Some of the pointers include; the rates of intakes, ratios of enrollment and rates of completion among others. In determining the actual impact of any educational institution, the number of graduands who have graduated from the institution and acquired the required skill sets and the end of the academic period are taken as the primary result of education (World Bank, 2014). With reference to (IIEP, 2017), education quality has main dimensions that include human resource, materials and financial, processes that are linked to teaching and learning and proper managing of these processes and evaluating the final output and the level of quality of these outputs.

It goes without mentioning that educational monitoring and evaluation systems in the developing countries faces a myriad of challenges such as underfunding, weak indicator frameworks, inability to use available M&E data to aid in making of decisions and under staffing (UNESCO, 2013). Besides, for robust M&E structures within the education programs to be articulated, there is a need for collaborative union between the different actors, accessibility to enough resources and a clear outline on how the collected facts are incorporated in decision making (GoK, 2012a). However, no empirical study has focused on the influence of M & E systems on performance of curriculum instructional programs among TVET institutes in Bungoma County hence creating a contextual gap.

### **2.3.1 Monitoring and Evaluation Capacity and Performance of curriculum instructional Programs in TVET institutions**

Monitoring and Evaluation capacity (M&E Capacity) is a major factor that influences success in organizations or institutions. With reference to White (2013) argued that many institutions

encounter various challenges when executing M&E activities. One of these challenges is inadequate Monitoring and Evaluation capacity, whereby the staff is overstretched with regional assignments leading to overstressing the M&E staff over several programs which restricts the expertise accessible to sustain M&E development. In the same way in TVET institutions, the human resource capacity in the M&E program is likely to have a huge impact on its performance. Having an under-staffed M&E system and that lacking in adequate skills can have negative effects on the intended purpose of the system. For TVET institutions, it gets hard to figure out what is working well and were to improve which in the end had diverse effects on its performance thus the need for a robust M&E system

The study of Tidac & Pivac, (2014), focused on influence of monitoring and evaluation system on performance of financial institution, the study focused on defining human resource “bundles” and its correlation with companies’ financial performances which highlighted the importance of having good human resource practices and need of having people that understood the tasks given and how these tasks were implemented. The study had a target population of 298 participants and it targeted firms that were listed on the Zagreb Stock Exchange market. The study utilized a sample size of 232 respondents, surveys design and questionnaires to collect its data. The study only looked at the aspect of human resource and how it contributed to the performance of financial institutions with little emphasis on how M&E capacity of human resource influenced performance. The study shortfalls were noted to have not detailed how capacity enhancement affected performance of the financial institutions. In addition, the context of the study was limited to financial institution and firms that were listed on the Zagreb Stock Exchange market and no clear theory anchoring the study.

According to Mulandi (2013), M&E systems proper function is curtailed by the lack of the right expert personnel to efficiently implement the necessary tasks. The study by Mulandi delves into factors that influence performance of M&E system, while putting into perspective the importance of skill and capacity for the success of the system. Gorgens and Kusek (2019) further states that conducting human capacity valuations and solving the human capacity inadequacies by implementing structured capacity expansion programs is of paramount importance to M&E success.

In educational programs the necessity to equip majority of the instructors with M&E skills in paramount as most of these institutions are mired with increment of leaners with low emphasis on increasing the capacity of those involved in ensuring that the programs are well undertaken and executed (World Bank, 2017). For example, UNAIDS (2018), the state that for an M&E system to be functional, it requires individuals who understand how to operate the systems and possess the required skills sets that will enable them drive the institutions towards its main objective. Further, when building human capacity for M&E, there is need for an environment that allows various activities such as formal training, job-related training, internships, and mentorships. The competence of the staff, their commitment to the bottom line, as well as their empathy towards their students all contribute to the success of the institution. When the staff is well-trained, educated, and motivated by decent working conditions and good pay, the chances of performance objectives are bound to be high. Staffing becomes a special point of concern for the effectiveness of M&E work.

Additionally, according to Riddell and Robinson (1992), capacity building is of paramount importance when implementing an effective M&E program. A wide range of activities such as coaching, formal training, mentorship, in-service training, and internships are needed in human resource capacity building for monitoring and evaluation (Pius, 2017). As noted by Acevedo et al. (2010), both formal training and on the job, training are forms of training that are needed by evaluators from the public sector, private sector, universities, professional associations, programs involving mentorship and job assignment. According to Pius (2017), coaching, formal training, mentorship, in-service training, and other forms of training should be carried out by trained and knowledgeable people because according to the researcher, lack of utilizing people who have skills in monitoring and evaluation results in poor results that are not sound practically and also consumes a lot of resources and time.

While conducting their studies in Meru North in Kenya on influence of monitoring and evaluation staff capacity on performance of programs funded by faith-based organisations, Kaberia and Mburugu (2019) used a target population of 347 participants with a sample size of 186 participants arrived at through stratified sampling technique. The study found that the development of human resource capacity was crucial on the performance of their faith-based programs being

implemented. Although the study looked at human resource with relation to M&E and how it contributed to performance of faith-based organizations, it did not look M&E capacity on performance of TVET institutions

As noted by CHRC (2011), for one to undertake M&E activities and run effectively the M&E system there is need for training enough number of people using individuals with enough knowledge on M&E systems. This is to ensure that those using the system understand how to carry out the various activities within the system and make prudent. On the other hand, Jones et al. (2009), opines that for evaluations to be of good quality then evaluators should possess the appropriate skills, have sufficient resources and there should be transparency in the whole monitoring and evaluation process. To achieve this, the researchers posit that effectiveness of M&E is achieved through training of personnel involved in the monitoring and evaluation exercise.

In South Sudan, Abalang (2016) findings from the researched conducted revealed that majority of the respondents acquired their skills through on job training and hence were not monitoring and evaluation professionals. The researcher opined that there is need for provision of professional monitoring and evaluation training to the employees, this is equally important to TVET instructors' who are supposed to be trained on how to monitor and evaluate their students as well as their teaching program activities and achieving set objectives hence this study established the level of skills and knowledge in monitoring and evaluation among TVET instructors in Bungoma County

In Zimbabwe, Hardlife et al. (2013) in their study found that M&E required persons who had the skill sets to perform the various activities within the M&E system. Thus, the need to build enough human capacity to manage these systems cannot be avoided. Hence if the available human capacity cannot be able to execute the required M&E activities, the results and objective achievement will not be accurate thus lack the importance it deserves.

According to Njuguna (2016) in his study in Muranga County, found that allocation of resources, involvement of stakeholders and capacity building of the monitoring and evaluation team influenced monitoring and evaluation systems of which it was found that the relation between capacity building and capability was strong. Therefore, any organization to achieve high levels of



competencies in achieving their objectives they need to invest in capacity building and stakeholder involvement should also be enhanced in all the monitoring and evaluation exercise.

### **2.3.2 M&E Work Plan and Performance of curriculum instructional Programs in TVET institutions**

Planning helps institution managers in the identification of various setbacks that may affect the implementation process of any endeavor. It also helps in creation of benchmarks for implementation (George, 2018). According to Zimmerer and Yasin (2011), clear work plan is important as it provides direction for the program team in achieving the program objectives set. Based on this purview, the staffs involved in monitoring and evaluation faces challenges if there is no presence of M&E guidelines in place hence no efficient facilitation of M&E processes (Simister, 2019). Hence this study established how TVET Instructors develop and approve their teaching plans, identify measurable indicators, and monitor their executions in achieving their curriculum program objectives and intended actions

As noted by Ahsan and Gunawan (2015), one of the major aspects of scheduling for M & E is approximation of cost, the staffs to be used, and other resources needed to carry out the M&E exercise. There is need for the M&E professionals to look at the resources allocated towards the exercise and utilize these resources based on the nature and importance of the exercises with the implementation framework of the M&E. For each M&E level the amount of assistance varies. The levels of assistance during the M&E exercise within institutions is linked to either the longevity of the exercise (long term or short term) etc. A range of different plans are needed by institutions at different levels to support M&E systems. This plan includes long term plans, tactical plans, work plans among others. According to Mackay (2017), work plan entails detailed data sourcing, quality control, processing, analysis, and reporting and dissemination activities among others. These aspects validate the authenticity of work plan indicators. A work plan indicator is a statement that tells us what will be measured to determine whether a goal in the plan has been accomplished (Lamhauge, Lanzi & Agrawala, 2013). Hence this study established different types of plans that TVET Instructors use to achieve their teaching goals and how these plans help them to achieve performance on curriculum instructional programs

The development of an effective M&E Workplan involves several steps (Duda, 2012). First, the goals and objectives of the system need to be identified. Then there was determination of evaluation questions, indicators, and their feasibility in the system. This was followed by the design of the methodology for monitoring the M&E process. Implementation issues such as who performed what task. Once this was done, the internal and external evaluation resources and capacity were identified and the M&E Workplan matrix and timeline developed.

According to Mackay (2017), in an M&E system, success depends on the value of indicators that capture various qualities that show outcomes through an evaluation of the performance of a given feature of governance. The quality of the indicators requires them to be unbiased and significant enough to effectively quantify the influence of a given input. In another study, Mackay (2017) states the importance of indicators in setting performance goals which helped to assess the progress made towards achieving them, and assist in comparing performance across different institutions.

According to Wagner and Kozma (2015) choosing work plan indicators in any M&E program such as the TVET tutor performance assessment program is crucial in determining the impact of new practices, new skills gained by the instructors, or change in overall at-work attitude. Effective understanding of the program outputs depends on the measurements on the inputs, such as tutor training, ICT resources implemented, improved tutor or student ratios, tutor-student relationship, pay increase, and changes in total work hours. The outputs were then measured relative to the same variables and the costs incurred. Additionally, sufficient data should be collected throughout the implementation lifetime of the program, which ensured that the conclusions were credible with the end consumer of the program report. Wagner and Kozma (2015) further states that uncertain objectives can aggravate a result alignment because in a case where different planning mechanisms, management tools, and M&E systems contain inconsistent objectives, the managers are at risk of getting confused as to what the significance goals are.

While conducting a study on how monitoring and evaluation systems influenced performance of educational programs sponsored by non-governmental organizations in Mombasa County, Rumenya & Kisimbii (2020), looked at how educational programs funded by NGO's improved their performance while incorporating M&E systems. The study utilized descriptive research

design and structured questionnaires in data collection. The study targeted 220 participants from the educational sector with a sample size of 69 participants. Although the study looked at the influence of M&E work plans within the educational sector its delimitation was within institutions funded by NGOs and the sample size was not adequately representative of the study

Acharo & Migosi (2020), on influence of M&E work plan on performance of fertilizer subsidy program in Uasin Gishu County, concentrated on how M&E work plans contributed to the performance of fertilizer subsidy program. The study adopted descriptive research design with a target of 302 participants which resulted into a sample size of 169 obtained using Krejcie and Morgan Table. The study utilized interview schedules and semi structured questionnaires to collect its data which was presented in a descriptive and inferential statistical manner. Although the study highlighted how M&E work plans contributed to performance of unfertilized subsidy programs, the study was delimited to Uasin-Gishu county and focused on fertilizer subsidy program and had no clear theory informing the study.

According to the study conducted by Mutekhele (2018), the findings revealed that there was no significant linkage between M&E work plans and performance of physical facilities. Although the study looked at M&E work plans against performance, it was not able to reveal how M&E work plans influence instruction delivery among the TVET institutions where the study was undertaken. Although there is presence of studies conducted on M&E work plans and how they contribute to performance, none has been linked to TVET institutions with regards to curriculum instructional programs in Bungoma County, Kenya

In Zimbabwe, a study by Kinell and Creaser (2011) revealed that access to buildings and other learning facilities in institutions of higher learning could be enhanced by the good programme and proper feedback by the set work plan indicators. The researchers further opined that feasible monitoring and evaluation work plans were based on programme performance indicators designed to check deviations from stipulated standards which could have constrained service delivery by the instructors. On the same note, Simister (2019) asserts that monitoring and evaluation work plans enables programme managers to conduct their activities within predetermined framework thus avoiding the possibility of gaps or overlaps. Also, Lahey (2015) opines that M&E work plans

enables programme managers to match their work with existing policies and guidelines; match intended performance with types of personnel in terms of possession of requisite skills and number, as well as match programme interventions with the needs of targeted beneficiaries. No empirical studies reviewed have assessed the influence monitoring and evaluation workplan indicators on performance on curriculum instructional programs that this study addressed.

#### **2.3.4 Routine Program Monitoring and Performance of curriculum instructional Programs in TVET institutions**

Monitoring involves collecting the essential information to enable healthier decision making which helps advance added-value creation (Guijt, Arevola & Saladores, 1998). The routine gathering of information helps measure advancement towards realizing the objectives using record-keeping and regular reporting. This means that monitoring ensures that any educational stakeholder is focusing on the ways that enhance their activities, achievement of curriculum objectives and the resulting outcomes. Marriott and Goyder (2019), argue that the flow of information should be undertaken at all levels of management so provide them with a vivid picture of the current scenario thus allow them to make appropriate decisions. Hence this study established how TVET instructors' performance is monitored and how the feedback is utilized in achievement of curriculum instructional programs

As noted by Kayani, Begum, Kayani and Naureen (2011), in the education sector, the need of monitoring and evaluation is tied to the need of providing real time response to the various stakeholders on the efficiency of the programmes being undertaken and how they are contributing in the achievement of the goals and purposes and whether they are saving on costs and if they are sustainable. The development of monitoring evaluation should be done both in summative and formative functionalism. Therefore, M&E purpose should be in supporting the various decisions made and work as an improvement tool on management and assist on the delivering of education to the masses. On the other hand, Mishra (2015) opines that monitoring was the systematic progression of congregating information on a frequency using identifiers that provide measures and data that is used in assisting in the making of decisions and determining whether these identifiers are giving a true reflection of the current status of the situation being implemented.

Hence this study established how data is collected to measure teaching objective achievement by TVET Management

According to Kayani et al. (2011), argues that for any successful execution educational program its dependent on passable, laborious, comprehensive, and constant monitoring and administration. However, the outcomes of monitoring are only part of the monitoring process. For a Monitoring and evaluation program in an educational institution to be effective in the transformation of the available skills and resources into educational improvements, it must monitor the execution and the process of effectively utilizing the resources (Wagner et al., 2015). Routine implementation monitoring tracks the planned and documented inputs, actions, and outputs in M&E programs for education work plans and finances applied to attain a specific result. Once the inputs, activities and expected outcomes have been laid down and agreed upon, the routine monitoring of implementation is stated. This routine monitoring enables the creation of a connection between execution monitoring and result monitoring using yearly work plans.

Programme monitoring process is an investigative arsenal, endlessly engendering data that permits programme administrators to make alterations throughout the execution phase (Hardlife & Zhou, 2013). Also, Bakewell, Adams, and Pratt (2014), opines that programme monitoring is an input process which is crucial for determining the quality of the information generated by an M&E system. Organizations or institutions which practice routine programme monitoring enhance responsibility among implementors and as such helps the management to detect problems in time to avoid challenges such as cost overruns and time delays (Izuka, 2010). But if the institutions management does not design well the programme monitoring systems, then they cannot accurately detect performance indicators. As noted by Njiru (2018), routine monitoring system is broadly categorized into two i.e., implanting of intensive monitoring and goal – oriented system.

In china, Cecil (2012) in his study, found that regular monitoring had no significance on the performance of educational programs. Contrary to the findings of Cecil (2012), Jefferson (2012) confirmed that effective routine monitoring has the potential of improving performance in government agencies, various programmes among others. In the case for TVET institutions, there is a necessity to conduct routine monitoring of the progress of the performance program to ensure

that it is realizing the objectives that were set into place when the program began. An improvement in the academic performance of students from the program initiation period and henceforth is important since, without the academic performance data, you can't tell whether the program is working or not. However, studies indicate that routine monitoring keeps the stakeholders on their toes to ensure the bottom-line objectives are achieved.

Institutions or organizations can benefit from routine programme monitoring if they avoid inaccurate programme monitoring as it is likely to lead to under estimation of performance which has financial and integrity implications (Hardlife & Zhou, 2013). The data used in routine programme monitoring should be complete, accurate, and accessible (UNDP, 2019). According to Mackay (2017), there is shortage of programme monitoring personnel in most public institutions with the appropriate skills and experience in developing countries.

In their study on unpacking routine program monitoring- sustainability of agricultural programs funded by non-governmental organizations in Bungoma county, Muli, Kyalo & Nyonje (2020), used descriptive survey, cross-sectional survey and correlational design with questionnaires and interviews schedules being tools of collecting data. Target population of 216 participants and a sample size off 140 obtained using Yamane formula of 1967 was used. The study was limited to performance within agricultural programs but did not look at how routine program monitoring affected the performance of curriculum instructional programs in the same geographical area of Bungoma County.

While conducting their study on how routine program monitoring influence performance of microfinance institutions funding entrepreneurial programs in Kisumu county Kenya, Mwangi, Mulwa, Nyonje & Akaranga (2018), used descriptive survey design and a target of 282 participants translating to a sample size of 196 participants drawn from microfinance institutions in Kisumu county, the study used structured questionnaires and interview schedules to collect data, and correlated routine program monitoring and performance of microfinance institutions. Although the study was able to find the relationship between routine program monitoring and how it influenced performance of microfinance institutions it did not look at how routine program monitoring

affected the performance of curriculum instructional program among TVET institutions and the study was limited to microfinance institutions in Kisumu County

According to (Ochieng, 2016) looking at influence of routine programme monitoring should help to improve performance through proper supervision and timely feedback to the learners and instructors. Although there is presence of studies conducted on M&E systems and how they contribute to performance, none has been able to discuss influence of routine programme monitoring on performance of TVET institutions with regards to curriculum instructional programs in Bungoma County that this study sought to investigate. In addition, despite having routine supervision of learning and teaching in various curriculum programs, there is still poor performance in TVET institutions (Government of Kenya, 2018) hence this study sought to establish extend to which M&E systems are used in TVET institutions.

According to Cecil (2012), on influence of routine monitoring on educational programs, the study found that performance of educational programs had no connection with routine program and the study did not clearly spell out programme monitoring activities that influence performance.

Routine monitoring of education programmes forms part of the Ministry of Educations' mandate in Kenya (GoK, 2012b). A myriad of challenges such as resource constraints, inadequacy of monitoring and evaluation technical personnel, lack of accurate data collection tools and methods and political influence in the management of education programme characterizes the education sector (GoK, 2012b). Although routine programme monitoring influences instructors goal achievement, no empirical study had focused on how routine monitoring influences Instructor's performance on curriculum instructional programs objectives in TVET institutions which this study sought to establish.

### **2.3.5 Communication on Monitoring and Evaluation and Performance of curriculum instructional Programs in TVET institutions**

Communication is the active promotion of a cause involving actions aimed towards a specific goal. It is an ongoing learning process of planning, reflecting, and acting (Chapman & Wameyo, 2012). The main use for Communication especially with the implementation of the TVET instructor's

performance assessment is to overcome the general lack of gratitude and a constructive attitude towards M&E. Going public with a communication promotional campaign may draw the attention of many people, some of whom might not agree with you. If the plan fails, future communication advocacy campaigns may end up failing. You need to know where the power of your opponent lies and ways in which you can influence that power (Starling, 2019). In the case of the performance-based service delivery among TVET Instructors, the government needs to create advocacy to communicate the importance of using such a system. This calls for careful planning to avoid opposition and ensure smooth implementation of the program, hence this study established who champions M&E Communication in TVET institutions for its use, frequency, and forms of M&E communications to instructors to help on achievement of curriculum instructional programs

According to UNICEF (2018), in M&E Communication, performance monitoring and formative evaluation predominate impact evaluation. Formative evaluation quantifies a strategy's value and effectiveness, probing actions that were taken and how well (Mebrahtu, Pratt & Lonngvist, 2017). Impact evaluation is less prevalent since most communication on evaluation concentrates on if the advocacy strategies realized their objectives, such as transforming the way instructors perform their duties, or improved academic performance by the students, rather than whether student or instructors are happier in the institution as a result of the communication on M&E effort. Hence communication on M&E should be done primarily before the start of a program to evaluate if instructors understand what they are supposed to achieve and formatively in the process of goal achievement to evaluate whether instructors are achieving what they are intended to achieve and summative at the end of the program to communicate to instructors on the level of curriculum goal achievement, learning experiences and how to improve performance in future

However, planning for the communication on monitoring and evaluation should be conducted while the strategy is being formulated. There are elements which distinguish M&E for advocacy including unpredictability of time frames, shifting of strategies and milestones, expectation for demonstration of contribution rather than attribution, the importance of assessing the progress instead of just impact, and consideration for context always (David, 1999). Achieving an advocacy



effort's goal usually takes several years, since M&E data is usually required before you can achieve your goals.

Okafor (2021), while conducting his study in Nigeria on how monitoring and evaluation systems influence performance of program, he employed descriptive survey research design and had at that target population of 32 participants hence adopting census technique which allowed for all the participants to be considered for the study. The study targeted the reading and numeracy activity (RANA) in Nigeria. Although the study looked at M&E systems and how communications played a role in enhancing performance within the program it did not highlight how communication on M&E contributed to performance of curriculum instructional in Kenya.

Additionally, communication on M&E concentrates on the advocacy journey instead of the destination. Having demonstrated progress reduces the risk of an evaluation concluding that the entire advocacy effort failed in case the advocacy targets are not attained within the stipulated period. Finally, the context matters when selecting communication strategies, and when picking M&E tactics and understanding data (Mebrahtu, Pratt & Lonngvist, 2017). Therefore, when developing the communication plan for the TVET Instructors on performance of curriculum instructional programs objectives, it is imperative to create a plan that monitors the progress and adapts to the necessary changes. Selling the idea that the program is what these institutions require demonstration of regular progress and appropriate adjustments to remain relevant and realistic within the context of the advocacy, M&E feedback must be communicated to instructors in time by their supervisors and discuss areas of improvement and how to improve if instructor's performance objectives must improve. Although M&E advocacy and communication influences instructors' performance objective, no empirical study has focused on how communication on M&E influences instructors' performance on curriculum instructional programs objectives in TVET institutions in Bungoma Kenya.

## **2.4 Institutional Culture and Performance of curriculum instructional Programs in TVET institutions**

Institutional culture is linked to the differences between different organization through the way they perform their tasks and present their results. Organization cultures differ for each organization

thus the tools used to measure the final performance (Zairi and Sinclair, 2015). We can note that differences between organizations is linked to the various customs and principles that each one practices. Piercy (2014) attributes the overall performance of institutions to the cultures practiced by the organizations thus instructors in many institutions must abide by these cultures to ensure that the final product is at its best. Therefore, heads of institutions and departmental heads play the part of custodians of these principals and customs thus in this study would be M&E supervisors who are departmental heads and instructors who are TVET employees.

According to (Davenport, 2013), culture was found to be a determining factor in the performance of any organization as those working for the organization developed their culture using proponents of the culture advanced to them by the organization hence instructors can perform better if they adopt a positive attitude which is a main factor of culture. Employee's attitude is influenced by organization policies and management, hence if instructors in TVET institution must have a positive attitude then their supervisors should adequately communicate to them about the organizations requirement, targets, and goals.

In his study Stewart (2017), stated that culture and norms of an organization had a higher impact on its overall performance as in this study this includes instructors in TVET Institution, supervisors who are departmental heads and principals and their deputies. It is noted that cultural norms can improve objective performance and profitability, hence cultural nor, attitude and beliefs are among the initial places one looks at. In many organizations staff belief and attitude linkers around the methodology that allows propels the organization to strive forward. Therefore, understanding of the organization culture and norms becomes a critical part of any employee as it allows them to understand what the organization expects of them. It can be noted that no leader, that is successful, can leave his organization culture that performs well to allow it perish soon.

In his study in South Africa, Jolise (2017) discovered that loyalty to organization by employees relied on the ethos being fostered by the organization. This allowed the employees to be part of the institutional culture and withhold the organizations values that contribute to their success. Further, it was noted that employee performance was linked to commitments made by the organization and culture that it adopted. The study found a huge difference between the cultures

the municipality upheld against those that it should uphold so was commitment. These sediments were supported by studies done by Olu (2012) which found that culture of organizations had direct influence on the objective performance of employees and their behavior. Furthermore, UIMujeeb (2011) in his study found that when employees are involved within the organization on various assignments, it improved their performance on objective achievement to greater heights.

Bertrand (2018) in study of performance, found that when individuals work together in unionism, they tend to accomplish a lot thus the improved performance. Furthermore, it was evident that the nature of duties the staff did determine the results thus the overall performance was tied to the cultures of the organizations thus played a critical role on the performance thus the study's aim at looking at how instructor's culture influence performance on curriculum instructional programs.

Owino & Kibera (2019), in their study on organizational culture and performance while targeting 55 microfinance institutions but ended up locating 54 with 53 of the 54 institutions participating in the study. There was a stout link among institutional culture and performance of microfinance institutions in Kenya. The study although examined how institutional culture affected performance it dwelled majorly on microfinance institutions and not TVET institutions.

According to (Champy, 2013), attributed culture to its uniqueness in both social and mental environs of the organizations as it entails the values and behavior linked with the organization. Hence the way instructors' culture is natured in TVET Institutions has a great impact on how they perform. Based on these findings it is prudent to attribute the influence of institutional culture as a moderating factor on performance and utilization of M&E systems to realize the desired performance. Instructors' beliefs, values, attitude and behaviors towards M&E Systems influence their performance and how it moderated association between M&E systems and performance.

## **2.5 M&E systems and performance of curriculum instructional programs in TVET institutions**

Monitoring and evaluation systems have been found to be the epitome of performance in many programs including curriculum instructional. According to Allan (2011) institutions are made up individuals who are tasked with different duties of ensuring that performance of curriculum

instructional programs is attained. They design the methods used to deliver the curriculum instructional program and plan how to deliver the same in structures that are well outlined. In his study Thimoty (2009) argued that M&E systems play an important role in acting as a performance frontier in many aspects within curriculum instructional programs. Allan (2011) further notes that M&E process is one of the most sort after methods that is used to make sure that the program activities are implemented according to the agreed upon standards and procedures. This shows that having M&E systems that are well designed contributes to better performance of the program being implemented.

With reference to Battisi (2018) M&E has various approaches that are used in the collection of information, assist in the development of indicators patterning performance, analytical frameworks among others. These approaches are also employed in the performance of curriculum instructional programs. Many institutions have developed approaches that they use to measure their performances. Some of the tools used within the M&E systems may act as complementary to the existing ones, while others have a narrow scope and other a huge scope. The M&E systems adopted by institutions to enhance its curriculum instructional programs is linked to the objectives, the institutions have the interest of the stakeholders – who are the instructors, students and the school management, the accuracy of the components adopted in predicting and assisting in improving performance and the costs associated with implementing the M&E systems (Ning (2017).

According to Koleros *et al.*, (2020), the usage of log frames or frameworks is important in the organization of the envisioned performance. This allows for the developing of M&E plans and assist in ensuring that they are consistency in assisting these TVET institution reach their desired performance levels. M&E systems are composed of M&E plans that visualize the road map that the institutions must assist them in achieving optimum performance. It stipulates the type of data that needs to be collected, how it will be analyzed and presented, it shows the roles played by each individual and the duties they have towards the performance of curriculum instructional programs. The system further has various processes and approaches that are used to monitor – the collection, analysis and presentation of information collected, allows for reviews of the findings accumulated from the analysis and presented information, allows for participatory and process monitoring – and evaluate – the overall impact of the corrective measures suggested and implemented,

efficiency of the system being used, the appropriateness of the performance indicators used and the systems put in place to ensure the smooth running of the system (Abedin, 2019).

According to Kala (2020), the emphasis of utilizing M&E systems within TVET institutions was based on the provision of quality education to the students in these institutions. Quality education cannot be realized when the systems are not working properly and the relationships between the stakeholders is not collaborative in nature. To enhance curriculum instructional programs performance, the available M&E systems need to look at the input aspects that include the instructors who are teaching the trainees, the materials used to deliver the curriculum instructional programs, the financial aspects, the processes involved that include curriculum content delivery, learning aspect by the learners and management approached used by the institutions.

With the introduction of performance indicators within the TVET institutions, many of the institutions have been tasked with the development of M&E systems that align with the indicators they have been given. The frameworks adopted comprises of stakeholders who deal with quality assurance, institutional management, guidelines provided to the institutions and the mechanisms provided ensure that they comply with using the M&E systems provided. The aim of the system is to ensure that the performance of curriculum instructional programs is enhanced through providing quality training to the trainees and provide atmospheres that encourage performance to be enhanced (Anudo & Orwa, 2020).

## **2.6 M&E systems, institutional culture, and performance of curriculum instructional programs in TVET institutions**

Institutional culture has been referred to as the ethos that an organization or institution adopts to aid its mission and vision. In many scenarios many institutions are being influenced by their culture which affects their overall performance. In many training institutions, learners utilize the power of institutional culture to experience the various changes and how they conduct their curriculum instructional program. The incorporation of monitoring and evaluation systems in measuring the performance of curriculum instructional programs has a direct link to institutional culture. According to Shahzad (2012) while analyzing various literature on institutional culture found a relationship that existed between M&E systems, institutional culture, and performance of their

various academic institutions. With reference to Burnes (2009), the utilization of M&E in monitoring and evaluating the various activities within the different institutions was found to have a direct linkage with how the culture of the organization was. In many institutions, most of its processes are developed with reference to its culture so are M&E systems.

With reference to Mutekhele (2018), organizational culture has been found to have positive influence on those within the organization through improvement of performance. It is therefore noted that performance is a function that is tied to the values and beliefs an organization has. If an organizations culture is not clearly outlined are not understood by all it will affect the overall performance the institution hence the same effects will be witnessed in its M&E systems (Mutekhele 2018).

According to Ravasi and Schultz (2006), while looking at influence of organization culture noted that cultivation of organizational culture was done through the sharing of a common mission which was inspired by its vision which in the end was reflected in its values and beliefs. It is therefore important for an institution to cultivate its institutional culture which allows both the trainers and trainees to be able to understand what is required of them in ensuring that the organizational performance is attained. To ensure these beliefs are meeting the intended objectives, the usage of M&E systems becomes an element that will enable the school determine whether its organizational culture is working or not. The main purpose of M&E systems is to make sure that the monitoring tools and techniques that the institution utilizes to measure its performance and improve in areas that have weaknesses are worked on and the necessary adjustments made to make sure that it does not deviate from its common objectives. While employing M&E systems it is important to run a contrast against the organizational culture to determine whether the values and beliefs are either working for the institution or against it.

With reference to Luttans (2009), stated that organizational culture in some instances may require revision to reflect the biographical variables which include the area of operations in which the people involved with the organization perform their duties, the level of education and how they conduct their duties on a day-to-day basis. If the organizational culture is not clearly embraced by all, it will affect the overall performance of the institution which in the end affects the M&E

systems in place making them ineffective because they will not be performing their intended purpose (Luttans, 2009).

The study conducted by Lindombo (2014), stated in ensuring that institutional culture was effective it was the responsibility of all those involved which includes the teachers, students and management. In ensuring that the organizational culture was effective, the collaboration of all those involved was necessary as it allows schools to develop environments that foster good performance. The same notion applies to M&E systems, which when cultivated as a culture it's involvement in enhancing performance of learners can be acceptable.

Collaborative workmanship, proper identifications of problems, sharing of individual and abilities, proactively appreciating the way of life of the organization and trusting fellow colleagues in ensuring that all those indicators that are used to measure and collect the requisite data are embraced by all. To achieve this the enhancement of organizational culture needs to be steady fast which in the end allows for M&E systems to thrive and become part of the organizational culture which in the end fosters and improved performance on the way curriculum instructional programs are implemented (Lindombo, 2014).

## **2.7 Theoretical Framework**

This section looks at program theory propagated by Bickman which clarifies the set of cause-and-effect relationship between variables and goal theory propagated by Latham & Locke who stated that goal setting theory predicts, explains, and influences an employee's job performance and satisfaction.

### **2.7.1 Program Theory**

The theoretical framework for this research was anchored on program Theory propagated by Leonard Bickman (1987) who Suggested a theory that is made up of a set of statements that are used to define a given program, explaining why, how, and under what circumstances the program outcomes happen, forecast the program's results, and stipulate the requirements that produce favorable outcome. The assumption of program theory was anchored on the issue of resource

identification, activities that were being undertaken within the program and the final outcomes that the program produced as well as the assumptions that connected them all, According to Bickman (1987), program theory has several functions that it seeks to achieve. One of the functions is its contribution to knowledge in social sciences whereby evaluation is considered as a source of social science information in which various inputs are utilized and the information from this evaluation used to determine the various effects caused by the area being studied. The evolution of programs has been found to make great contributions in measuring the program and measuring the processes and outcomes the program has

The second assumption of program theory was linked to assistances with policy making especially with keen interest on evaluators working within the academic sector. This reveals that the program that is being implemented needs to be able to assist the policymakers understand the difference operationalization's of their program and whether it will work in a similar fashion as compared to the previous program. Bickman (1987), argued that the main purpose of our program was to be able to explain in a clear manner how the program and the problem being investigated were related. Therefore, a program may be implemented to serve a specific purpose or a specific group of people.

The third assumption of program theory was the uncovering of unintended effects whereby further investigations need to be conducted to determine other effects that may affect the program in a negative or positive way. The fourth assumption is specification of intervening variables whereby there is need to have a linkage that operates between the program itself to the intervening proximity to the distance variable. According to Weiss (1972) defines intervening variables as bridging variables due to their ability to link the independent variables to the dependent variables.

While proposing this theory, Bickman conducted a study that involved analyzing the effects of offering schools a financial incentive to improve instruction performance. A total of 90 schools which were randomly picked to participate in the study and the teachers promised \$1000 per teacher if the performance of the school improved or achieved their test scores. Based on these, the development of program theory was found to explain how the awarding program will work. The purpose of this model was to explain to evaluators why the proposed intervention will work or not.



TVET institutions in Kenya have the obligation of providing instructional curriculum programs whereby learners are impacted with knowledge on various teaching and learning activities, to ensure that performance is attained, TVET institutions have developed various mechanisms to measure these performances as per the programs that they are providing through monitoring and evaluation. Program theory emphasizes on the needs of having evaluators that are used in the monitoring and evaluation of the program and assist in making of the program activities to make sure that they are measurable and attainable in the long run, this is in line with the first objective on influence of M&E capacity on performance of curriculum instructional programs. It also allows for their planning of activities before they are implemented and advocates for the incorporation of stakeholders during the entire planning process since it is not recommended for the evaluators to assume the entire responsibility. This is in line with objective two on influence of M&E plan on performance of curriculum instructional programs where it is assumed that M&E plans guide and influence performance. Communication being one of the most critical factors in the program implementation as stipulated by program theory which clearly outline where mechanisms and procedures are well outlined which allows the flow of information between the various stakeholders (teachers and learners together with the school management), this is in line with objective three on influence of communication on M&E on performance of instructional programs where it is assumed that communication of M&E outcome to stakeholders can influence their performance through improvement on previous deficiencies and mistakes made. Furthermore, program theory assists in linking the variables that are being studied- independent variables which is M&E systems and dependent variables which is performance of instructional programs and introducing an intervening variable of institutional culture and how it bridges the gap between monitoring and evaluation systems and the performance of curriculum instructional programs.

### **2.7.2 Goal-Setting Theory**

The goal setting theory was propounded by Edwin Locke and Gary Latham in 1967. The theory was propounded as the goal setting theory of motivation which was geared towards the enhancement of setting goals and how they can contribute to performance. The purpose of goals was defined as the indication of providing direction to employees on what they needed to do and the amount of effort that was required to ensure that these activities were attained.

In his study “towards a theory of task motivation and incentives” Locke stated that clarity of goals and obtaining of feedback that was appropriate had effect on the motivation of employees. He further stated that when employees walked towards a goal it acted as a source of motivation which affected their performance in a positive trajectory.

Edwin Locke and Gary Latham in 1967 conducted various studies and laboratory experiments to determine how setting of goals that were effectively contributed to performance and he found that 90% off the goals that was specific and moderately challenging contributed to better performance compared to those that were easy to implement. This shows that having goals that were hard to achieve resulted to more effort from those given the responsibility of implementing them which resulted in them developing mechanisms that assisted them complete these tasks hence improving the overall performance of the program or task that was given.

The findings of Locke well further supported by their works of Latham who conducted a study on the effectiveness of goal setting within the workplace and found out that the linkage between goal setting and work place performance was inseparable. The two authors – Locke and Latham – in 1990 worked together on an article titled” a theory of goal setting and task performance” in which they specified the need of having goals that were specific in nature and difficult. In the same context, they brought forth characteristics for setting up a successful goal.

The theory had assumptions that included the complexity of the tasks being given, clarity of the tasks being given, the challenges, commitment of those undertaking their tasks and provision of feedback. Based on the proponents, this study assumed that giving employees tasks that are easy does not contribute to better performance within the organization.

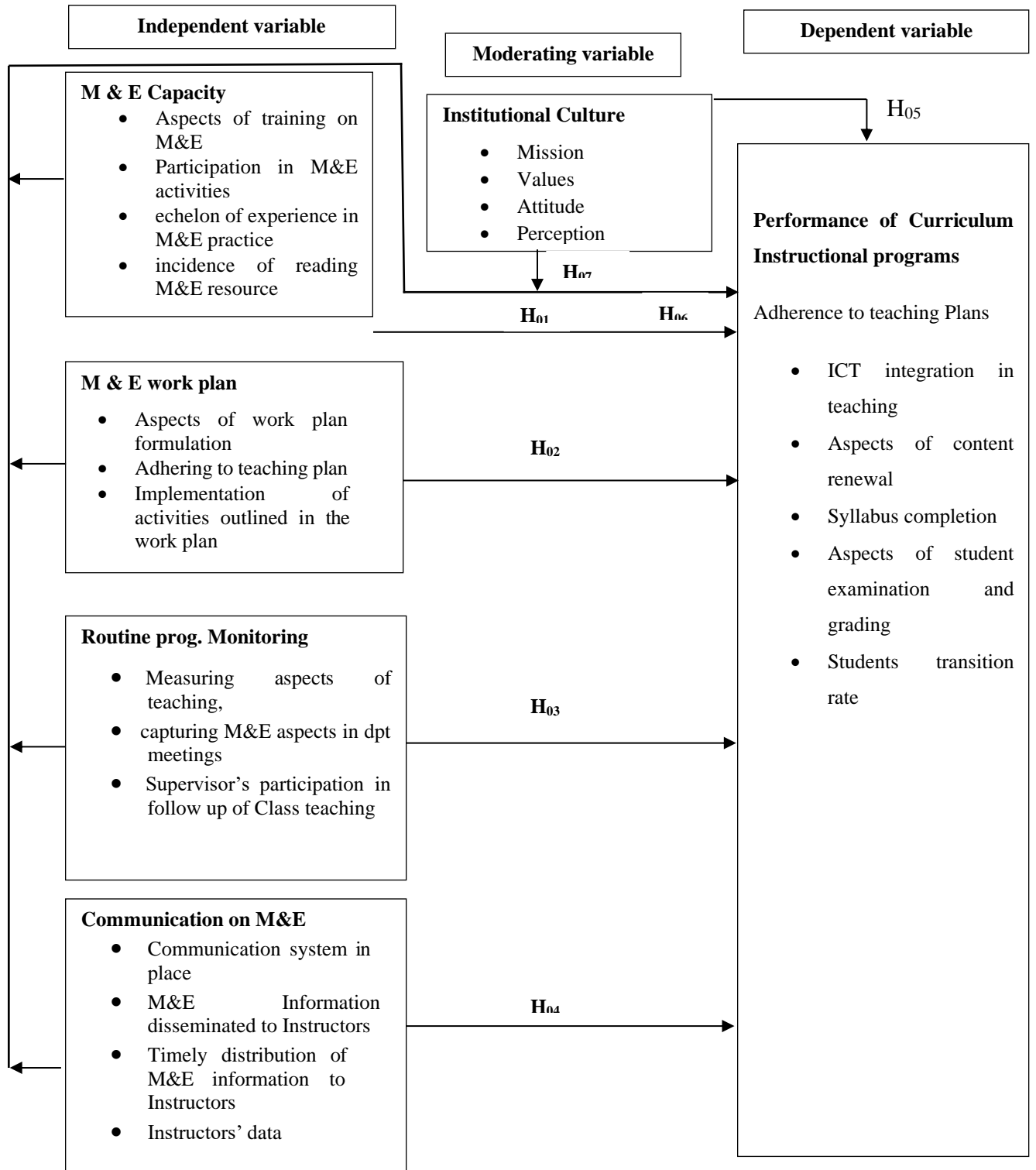
Based on the proponents of the goal setting theory, it is evident that M&E systems, institutional culture and measuring of curriculum instructional programs have an end goal of ensuring that the trainees that TVET institution produce have the requisite knowledge and capacity to perform any given task or activity that they are given. Goal setting highlights the importance of empowering M&E capacity by allowing those involved in the implementation of the programs to interact with the systems that are available and ensure that the tasks that they have been given are completed within the agreed upon time and the average scores that they agreed to attain are realized.

Through M&E work plans, the goals and objectives of curriculum instructional delivery are highlighted. These results in ensuring that the instructors in their TVET institutions carry out their activities as stipulated in the M&E work plans. M&E work plans act as a guideline on the activities that the instructors need to undertake and the period that is required to make sure that these activities are completed. It has been noted that through the proponents of the theory, Latham & Locke, (2012) that having clearly outlined work plans, obtaining feedback about the implementation of the work plans and the instructors committing themselves in ensuring that the work plans have been implemented contributes to the overall performance of curriculum instructional programs.

A program has activities that are undertaken at different intervals hence it allows for routine program monitoring to make sure that those tasked with the implementation of these activities are doing what is required of them- that is ensuring that curriculum content delivery programs are being implemented- and that through this routine monitoring that overall performance of the learners improves. Latham & Locke, (2007) believes that for program to run effectively there is need of constant information sharing through effective communication which assists the management in ascertaining if there are challenges within the implementation process and allow for consultation between the activity implementers and the management of the institution which is in line with this study variable on influence of M&E communication. In ensuring performance is attained, the culture of the institution has a role to play as it envisions what the institution stands for and what are its goals and objectives. For our program to be successful, it requires individuals that understand the culture of the organization and understand how the organization carries out its activities that are part of the programs it has. It is therefore prudent to state that goal setting theory allows for many institutions to develop programs that are specific, measurable, achievable, and realistic and time bound in nature to realize its potential and improve on its existing performance. (Latham & Locke, 2007)

## **2.8 Conceptual framework**

This was a diagrammatic representation exhibiting how the variables were associating themselves (dependent variables against independent variables).



**Figure 1:** Conceptual framework of monitoring and evaluation systems, institutional culture, and performance of curriculum instructional programs

## **2.9 Summary of Literature reviewed and Knowledge Gap**

From the literature reviewed it was evident that M and E systems had quite a significant influence on performance especially on curriculum instructional programs. M and E capacity, work plans, routine program monitoring and communication moderated by institutional culture had great influence on performance. However, despite having several literatures on these areas of M and E it was evident that there was limited number of scholars who had undertaken studies to find the linkage between these M and E system components and how they are related to affecting or influencing performance within the provision of curriculum instructional programs among TVET institutions in Kenya. From table 2.1, a summary of the literature review has been captured based on the objectives of the study as well as the missing gaps proposed by the relevant studies conducted.

**Table 2.1: Knowledge gap**

Thematic area	Author(s) & Year	Title	Methodology	Main findings	Knowledge gaps
M&E capacity and performance of instructional programs	Tidac & Pivac, (2014),	Defining human resources “bundles” and its’ correlation with companies’ financial performances.	The study had a target population of 298 participants and it targeted firms that were listed on the Zagreb Stock Exchange market. The study utilized a sample size of 232 respondents, surveys design and questionnaires to collect its data.	The study only looked at the aspect of human resource and how it contributed to the performance of financial institutions with little emphasis on how M&E capacity of human resource influenced performance.	The study shortfalls were noted to have not detailed how capacity enhancement affected performance of the TVET institutions.
	Abalang (2016)	Assessment of performance of monitoring and evaluation systems at CARITA Torit in South Sudan	The target population for the study was 1,464 people living in Torit County. Descriptive Survey design was used with a sample size of 146, where a purposive sampling procedure was applied to select 146 respondents. Primary data was collected using	From the study, it was evident that acquisitions of skills by the instructors was majorly done through on job training.	Issues on capacity of M&E officers were not adequately covered. The study looked fully at instructors’ capacity.

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questionnaires interview guides and focus group discussions while secondary data entailed the use of document analysis.

The study utilized descriptive research design and structured questionnaires in data collection. The study targeted 220 participants from the educational sector with a sample size of 69 participants.

The study adopted descriptive research design with a target of 302 participants which resulted into a sample size of 169 obtained using Krejcie and Morgan Table. The study utilized interview schedules and semi structured questionnaires

Although the study looked at the influence of M&E work plans within the educational sector its delimitation was within institutions funded by NGOs and the sample size was not adequately representative of the study

Although the study highlighted how M&E work plans contributed to performance of unfertilized subsidy programs, the study was delimited to Uasin-Gishu county and focused on fertilizer subsidy program and had no clear theory informing the study.

M &E work plan and performance of instructional programs

Rumenya & Kisimbii (2020), Influence of Monitoring and Evaluation Systems on Performance of Programs in Non-Governmental Organizations: A Case of Education Programs in Mombasa County, Kenya

Acharo & Migosi (2020), Influence of M&E work plan on performance of fertilizer subsidy program in Uasin Gishu County,

The study concentrated on how M&E work plans contributed to the performance of fertilizer subsidy program.

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<p>Routine program monitoring and performance of instructional programs</p>	<p>Muli, Kyalo &amp; Nyonje (2020),</p>	<p>agricultural programs funded by non-governmental organizations nexus. an empirical study in Bungoma County, Kenya</p>	<p>to collect its data which was presented in a descriptive and inferential statistical manner. The study employed descriptive survey, cross-sectional survey and correlational design with questionnaires and interviews schedules being tools of collecting data. Target population of 216 participants and a sample size of 140 obtained using Yamane formula of 1967 was used.</p>	<p>The findings revealed that there was a positive relationship between M&amp;E routine program and sustainability of agricultural programs funded by NGOs.</p>	<p>The study was limited to performance within agricultural programs but did not look at how routine program monitoring affected the performance of curriculum instructional programs in the same geographical area of Bungoma County.</p>
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	Mwango, Mulwa, Nyonje & Akaranga (2018),	Influence of routine programme monitoring on performance of microfinance institutions funding entrepreneurial programs in Kisumu County Kenya.	The study used descriptive survey design and a target of 282 participants translating to a sample size of 196 participants drawn from microfinance institutions in Kisumu County, the study used structured questionnaires and interview schedules to collect data	The findings found a strong and positive linkage between routine program monitoring and performance of microfinance institutions.	Although the study was able to find the relationship between routine program monitoring and how it influenced performance of microfinance institutions it did not look at how routine program monitoring affected the performance of curriculum instructional program among TVET institutions and the study was limited to microfinance institutions in Kisumu County
Communication on M&E and performance of instructional programs	Mwango, Mulwa, Nyonje & Akaranga (2019)	Influence of monitoring and evaluation communication on performance of microfinance institutions funding entrepreneurial programs	The study adopted descriptive cross-sectional survey research design with a target population of 308 respondents drawn from micro financial institutions in Kisumu County. The study employed the usage of sensors and the random sampling.	The study found that that there were good M&E communication practices in the most of the MFI organizations because communicated was a key concept to most of the organizations. M	Although the study looked at how communication influenced performance, the study was limited to microfinance institutions in Kisumu County hence did not justify how communication on M&E influence performance of TVET institutions
	Okafor (2021)	Influence of monitoring and	He employed descriptive survey research design	The findings from the study showed that	Although the study looked at M&E systems and how

		evaluation system on the performance of programs	and had at that target population of 32 participants hence adopting census technique which allowed for all the participants to be considered for the study. The study targeted the reading and numeracy activity (RANA) in Nigeria.	communication was a critical component that drove the expectations of the program to realization which contributed to performance of programs	communications played a role in enhancing performance within the program it did not highlight how communication on M&E contributed to performance of curriculum instructional in Kenya.
Institutional Culture	Aboramadan, Albashiti, Alharazin, & Zaidoune, (2020),	Organizational culture, innovation and performance: a study from a non-western context	The study targeted 320 participants from the Palestinian banking sector and using questionnaires as the mode of data collection,	They found a strong relation between organizational culture and performance within the Palestinian banking sector.	Although the study looked at the importance of organizational culture on performance, it did not justify how it influences the relationship between monitoring and evaluation systems and performance of TVET institutions in Kenya
	Owino & Kibera (2019),	Organizational culture and performance: Evidence from microfinance institutions in Kenya.	They used descriptive cross-sectional survey design and questionnaires were used as a model of data collection. This study targeted members of the	There was a strong correlation between institutional culture and the performance of microfinance institutions in Kenya	The study although examined how institutional culture affected performance it dwelled majorly on microfinance institutions and not TVET institutions.

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association of  
microfinance institutions  
in Kenya. The study  
targeted 55 microfinance  
institutions but ended up  
locating 54 with 53 of the  
54 institutions  
participating in the study.

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## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

In this chapter, methods adopted to collect and make meaning to the collected data were discussed. The criterion used in the analysis and presenting of the outcome were also discussed. Designs adopted by the study were discussed, the targeted population mentioned, the sample deriving method mentioned, the determination method of reliability and validation of instruments used in the collection of facts.

#### **3.2 Research Paradigm**

Paradigm of pragmatism as brought forth by Charles Sanders Peirce, William James, and John Dewey (1859-1952, 2018) was used. This had its importance due to its ability in supporting the researcher to bridge the various hurdles encountered while undertaking the study. With reference to Morgan (2013), a study that utilizes mixed methods of research can assist the researcher comprehend the various arguments that may come up when carrying out the study and come up with methods of handling these arguments within the demarcations of the study. Creswell and others (2013) agreed to Morgan's "point of view, since it supported the idea of utilizing a methodology that had the ability to resolve the various problems within the process of facts collection. Based on the nature of the study, the adoption of both sets of quantitative and qualitative data was eminent. The usage of both interview schedules with open – ended questions and questionnaires with questions that are closed – ended were utilized. The collected information and data sets was analyzed using the various themes highlighted in the study, descriptive statistics, correlation, regression was used for this purpose. Therefore the best process was the adoption of paradigm of pragmatism.

##### **3.2.1 Research Design**

Based on the definition propagated by Coopers and Schindler (2016), study designs are postulated as plans adopted by the person undertaking the study to aid in the collection, analyzing, tabulation and presentation of final outcomes. Due to this fact, the adoption of

descriptive survey and correlation design. The adoption of these designs allowed the study to use quantitative and qualitative methods of data collection and analysis. In addition, the correlation design was able to enable the researcher determine whether variables were correlated or not. Lastly, the design helped the researcher to perform analysis and interpretation of data that led to generalization and prediction of findings.

### 3.3 Target Population

The study had a target population of 462 respondents drawn from five (5) public Technical Vocational Education and Training (TVET), institutions in Bungoma County; according to County Education Records Office, Bungoma County, 2020 (educationnewshub.co.ke, 2020). Of the five (5) institution, the study further targeted 394 academic Instructors, departmental heads were 58. For qualitative data, ten (10) institutional managers, that included five (5) principals and five (5) deputy principals were targeted. Table 3.1 provides the information on the study participants targeted in this study.

**Table 3.1: Target population**

	Number of respondents	TVET Institutions	Total
Principals/deputies (Managers)	10	-	10
Departmental heads	58	-	58
Instructors	394	Musakasa Kisiwa Kibabii Sang'alo Matili	74 76 64 98 82
		<b>Total Instructors</b>	394
<b>TOTAL</b>			<b>462</b>

*Source (County Education Records Office, Bungoma County, 2020)*

### 3.4 Sample Size and Sampling Procedures

This segment the sampling procedures and size were determined.

### 3.4.1 Sample Size

A sample is a population sub-component (Bryman & Bell, 2016). In this study the sample size was determined using the Yamane formula (1967). The confidence level used was 95%, and the uncertainty level (p) was 5% (0.05).

The sample size was calculated at precision level of 5% (e = 0.05) and a target population of 462 in this study i.e.

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

N= target population (462)

e = margin error (5%)

$$\text{Sample size (n)} = \frac{462}{1 + (462 * 0.05^2)} = \mathbf{214}$$

### 3.4.2. Sampling Procedure

A simple random sampling was used to select the heads of departments and instructors considered in the study. Simple random sampling was used because it is one in which each member of the population has an equal and independent chance of being selected as a respondent (Fraenkel & Wallen, 2006). The nonprobability sampling method was used is purposive sampling of the principals and the deputy principals who participated in interviews.

**Table 3.2: Sample Size**

	<b>Proportional sample size</b>	<b>TVET Institutions</b>	<b>Total</b>
Principals/deputies (Managers)	10/462x214	-	5
Departmental heads	58/462x214	-	27
Instructors	394/462x 214	Musakasa 34 Kisiwa 35 Kibabii 30 Sang'alo 45 Matili 38 <b>Total Instructors</b>	182
<b>TOTAL</b>			<b>214</b>

Therefore, the study sampled 214 Respondents who included 182 instructors who were stratified according to their institutions and proportionately selected through simple random sampling, departmental heads were 27 proportionately allocated according to the number of populations in the chosen 5 TVET institution. For qualitative data, 5 respondents who were institutional manager (5 principals) were sampled purposively.

### **3.5 Data collection instruments**

Several instruments were adopted in the sourcing of information from the participants. The study adopted the use of interviews to aid in the collection of qualitative facts while survey questionnaires were for quantitative facts. The purpose for using multiple tools was for the need to acquire more valid and reliable facts as well as the reduction of biasness.

#### **Questionnaire**

The first instrument for data collection were questionnaires. The questionnaires were divided into different segments which were based on the objectives of the study. The questions on the questionnaires were closed ended whose main target were tutors within the selected TVET institutions as well as the HoDs for the specific departments within the institutions. Open – ended questions were also incorporated to source more facts about the areas being studied. Based on the structure of the questionnaire, it was in line with meeting the needs of pragmatism approach which was adopted by the researcher. The collected facts were used to measure the acceptability or rejection of the hypothesis of M&E systems and performance.

## **Key Informant Interview Guide**

The instrument was applied on key informants, including principals and their deputies. The interview was administered to each key informant to gather qualitative data. The tool sourced information on the monitoring and evaluation system and performance of curriculum instructional program. 1.0 captured the introductory part of the interview schedule which entails Name of the institution, Participant's gender, position held in the institution, level of education 2.0 how organization was committed to implementing any M & E system on performance of curriculum instructional program 3.0 discussed how departments endeavored to ensure implementation of any M & E system on performance of curriculum instructional program 4.0 contains interview questions covering how institutions were approaching the following in relation to M&E and performance of curriculum instructional program; monitoring and evaluation capacity, M & E work plan , routine program monitoring, communication and institutional culture 5.0 contained interview questions on performance of curriculum instructional program 6.0 contains interview questions on how regular is monitoring and evaluation was done in respective department 7.0 contains interview questions on the challenges encountered in the implementation of M & E systems in measurement on performance of curriculum instructional program 8.0 contains interview questions recommendations to strengthen M&E systems on performance of curriculum instructional programs in TVET institutions

### **3.5.1 Pilot Testing of Research Instrument**

This is a process undertaken to ensure that the selected tools for collecting facts are up to the task hence the suitability and ability to provide precise sets of information (Cooper & Schindler, 2011). This exercise was performed at the Rift Valley Technical Training Institute which is among the best performing TVET institutions in Eldoret. A population of 5% of the identified participants were nominated from the hierarchy of the institution. After the exercise, there were revisions made with the assistance of the supervisors and evaluation of the facts collected by the tools.

### **3.5.2 Validity of Research Instruments**

In order to ensure that the tools adopted for the collection of facts are accurate, validation needs to be undertaken (Frankfort-Nachmias & Nachmias, 1996). Based on the findings of (Mugenda & Mugenda,



2003), the validation of tools for data collection were dependent on experience of the person undertaking the study especially for cases involving social sciences.

For validation of the tools to be attained, the usage of content validation index (CVI) was adopted. The equation below was used in the validation of quantitative sets of facts.

$$CVI = \left( \frac{\text{Number of items rated as relevant per objective}}{\text{Total number of items in the questionnaire}} \right) * 100$$

From the validation criterion, it was noted that the CVI for the tools for collecting facts were 70% hence approving the usage of the tools to aid in the collection of facts. The scale of CVI indicated that if the index is below 50% the tool is inconsistent thus invalid but above 50% it is consistent and valid. In order to determine the suitability of the theoretical framework adopted, construct validity was selected (MacKenzie, Podsakoff and Podsakoff, 2011).

For construct validation to be achieved, sessions were made between the researcher and professions within the teaching circles of the University of Nairobi who provided guidance, corrections, and opinion on the tools for collecting facts. They also assisted in the adjustment of the questions and introduction of others to ensure that the areas being studied were well captured by the researcher. On the other hand, quantitative facts were scrutinized and grouped in portions that were manageable. The inspection of the collected facts was done while collecting the facts thus minimizing errors. After the collection consultative meetings were held with the supervisors to ensure the quality and adequacy were achieved.

### **3.5.3 Reliability of the Instruments**

For a study to be reliable, the tools used in the collection of facts need to be consistent to give the facts that are accurate and acceptable (UNESCO, 2014; Rambo, 2018). When tools for collection of facts becomes unreliable, it may be due to random errors which may occur during the facts gathering process (Mugenda & Mugenda, 1999; Frankfort-Nachmias & Nachmias, 1996; Leary, 2014). In order to ensure that the tools for collecting facts were reliable, the adoption of the split – half tactic was made with the usage of SPSS version 25 in aiding the determination of the spearman-brown split-half reliability

coefficient. The facts acquired through the test sampling at RVTTI produced feedback of 0.911 as portrayed in Table 3.3

<hr/>			
Cronbach's Alpha	Part 1	Value	0.943
		N of Items	49
	Part 2	Value	0.956
		N of Items	49 <sup>b</sup>
	Total N of Items		98
Correlation Between Forms			0.841
Spearman-Brown Coefficient	Equal Length		0.914
	Unequal Length		0.914
Guttman Split-Half Coefficient			0.911

Based on the scale mentioned by Garson (2019), a result of above 0.9 and beyond indicated a good reliability. Cronbach’s Alpha Reliability Coefficient was determined and the results were found to be 0.972 as indicated in Table 3.4. The showed that the tools for collecting facts were reliable thus gathered the much-needed facts. Since Cronbach’s Alpha Reliability coefficient is more confirmatory in correcting and improving on the items to ensure that they measure the construct as intended.

**Table 3.4: Cronbach Reliability Statistics**

Cronbach's Alpha	N of Items
0.972	98

### **3.6 Data collection procedure**

For the execution Of the study, a number of permissions were sought which included a permission from the National Commission of Science and technology and innovation (NACOSTI) before embarking on the exercise of gathering information about the areas being studied. After clearance from this university through the board of post graduate studies, the researcher proceeded with the activity of gathering facts about the area being studied. With this, tools that were used to collect facts were issued to the respective participants as well as conducting of interviews was also done.

### 3.7 Data analysis Techniques

After the collection of data, the final outcomes were presented in both descriptive and inferential statistics. This was achieved through the usage of frequencies as well as percentages due to the ability to be understood by majority of the population (Khan, 2000). Inferential statistics was presented through Pearson's Product Moment coefficient was used in the determination of relationships between the dependent and independent variables. Multiple regression was also conducted as well as coefficient of determination to aid in the analysis of quantitative information collected. This was the determine the extent to which the various variables coexisted between themselves. Interviews were listened to While having a keen interest to specific information pertaining to the areas of concern. Hypothesis testing was also conducted at confidence levels of 95%.

#### 3.7.1 Analysis of quantitative data

In the analysis of quantitative data, the usage of both descriptive and inferential statistics was adopted. The usage of regression analysis was adopted to analyze the objectives of the study.

1. To establish how monitoring and evaluation capacity influences the performance of curriculum instructional programs in TVET Institutions in Bungoma County, Kenya.

To test the null hypothesis of this variable, the following multiple regression equation was used to test to determine the beta coefficients of the sub-dimensions.

$$Z = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + u$$

*Where* Z = Performance of curriculum instructional program

X<sub>1</sub> = Aspects of training on M&E

X<sub>2</sub> = Participation in M&E activities

X<sub>3</sub> = Echelon of experience in M&E practice

X<sub>4</sub>= Incidence of reading M&E resource

$u = \text{random error}$

2. To determine how monitoring and evaluation work plans influence the performance of curriculum instructional programs in TVET Institutions in Bungoma County, Kenya

To test the null hypothesis of this variable, the following multiple regression equation was used to test to determine the beta coefficients of the sub-dimensions.

$$Z = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + u$$

**Where**  $Z$  = Performance of curriculum instructional program

$X_1$  = Aspects of work plan formulation

$X_2$  = Adhering to the teaching plan

$X_3$  = Implementation of activities outlined in the work plan

$u = \text{random error}$

3. To examine how routine program monitoring influences the performance of curriculum instructional programs in TVET Institutions in Bungoma County, Kenya

To test the null hypothesis of this variable, the following multiple regression equation was used to test to determine the beta coefficients of the sub-dimensions.

$$Z = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + u$$

**Where**  $Z$  = Performance of curriculum instructional program

$X_1$  = Measuring aspects of teaching,

$X_2$  = Capturing M&E aspects in dpt meetings

$X_3$  = Supervisor's participation in follow-up of Class teaching

$u$  = random error

4. To assess the extent to which Communication on M&E influences the performance of curriculum instructional programs in TVET Institutions in Bungoma County, Kenya

To test the null hypothesis of this variable, the following multiple regression equation was used to test to determine the beta coefficients of the sub-dimensions.

$$Z = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + u$$

*Where*  $Z$  = Performance of curriculum instructional program

$X_1$  = Communication system in place

$X_2$  = M&E Information disseminated to Instructors

$X_3$  = Timely distribution of M&E information to Instructors

$X_4$  = Instructor's data

$u$  = random error

5. To examine the extent to which institutional culture influences the performance of curriculum instructional programs in TVET institutions in Bungoma County, Kenya

To test the null hypothesis of this variable, the following multiple regression equation was used to test to determine the beta coefficients of the sub-dimensions.

$$Z = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + u$$

*Where*  $Z$  = Performance of curriculum instructional program

$X_1$  = Mission

$X_2 = \text{Values}$

$X_3 = \text{Attitude}$

$X_4 = \text{Perception}$

$u = \text{random error}$

6. To examine how monitoring and evaluation systems influence the performance of curriculum instructional programs in TVET institutions in Bungoma County, Kenya.

To test the null hypothesis of this variable, the following multiple regression equation was used to test to determine the beta coefficients of the sub-dimensions.

$$Z = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + u$$

*Where*  $Z = \text{Performance of curriculum instructional program}$

$X_1 = \text{M \& E Capacity}$

$X_2 = \text{M \& E work plan}$

$X_3 = \text{Routine prog. Monitoring}$

$X_4 = \text{Communication on M\&E}$

$u = \text{random error}$

7. To assess the extent to which institutional culture moderates the relationship between monitoring and evaluation systems and the performance of curriculum instructional programs in TVET Institutions in Bungoma County, Kenya.

To test the null hypothesis of this variable, the following multiple regression equation was used to test to determine the beta coefficients of the sub-dimensions.

$$Z = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + u$$

**Where**  $Z$  = Performance of curriculum instructional program

$X_1$  = M & E Capacity

$X_2$  = M & E work plan

$X_3$  = Routine prog. Monitoring

$X_4$  = Communication on M&E

$X_5$  = Institutional Culture

$u$  = random error

### **3.7.2 Testing of hypothesis**

While testing for hypothesis they're starting utilized variance analysis in the testing of the seven hypotheses. ANOVA was used due to its ability to assist in the comparison of various groups thus being able to scrutinize the difference in institutional culture. ANOVA provided the F statistic which is utilized in the testing of significance of the whole regression model with reverence to the dependent variable. In instances where F is bigger it explains more of the variation in Y rather than leaving it unexplained hence providing the required evidence showing the appropriateness of the model hence if F is larger, it supports the assumptions of linearity of the model and vice versa. Interesting for the significance of the predictor variables the T-test statistics and P values or used in their determination of the importance of the variables in explaining the variance in Y after not counting for the effect of the other variables within their model. If the t value is higher than 1.96 and the P value is less than 0.05 then it means that the independent variable is a significant predictor of the dependent variable leading to the rejection of the null hypothesis. The study also used the value of R – square and adjusted R – squared where are square provided us with the percentage of variance in which the independent variable could be explained by the independent variable. The values of R – squared are not consistent in all research areas and hence vary from one research to another and also are you on the type of study being used- longitudinal are cross-sectional. Depending on the study being conducted the conclusions drawn from R – squared can be described it was either substantial, moderate, or weak.

### **3.7.3 Qualitative data analysis**

In this study qualitative data was obtained through interviews due to the ability to provide more information on how curriculum instructional program performance is influenced by the other objectives of the study. The collected information was analyzed and interpreted in an objective manner using thematic analysis which was presented as narrative statements concerning the hypothesis that was already stated in the study. To measure the validity and reliability, triangulation was carried out on the data that was collected. The interview schedules were conducted on the school principals and deputy principals in charge of academic programs.

### **3.8 Ethical considerations**

The study ensured that the respondents were guaranteed full privacy, confidentiality and anonymity. The responses were used in aggregate form only, and we're not linked to specific respondents, or used for other purposes other than that for this study. Necessary research approvals were obtained to ensure that the study followed the laid down procedures and principles of ethical research. The collection of data commenced once the proposal was accepted. Various permissions were sort from different agencies – NACOSTI, MoE etc. Transmittal letters were advanced to the MoE offices with Bungoma County with the facilitation from University of Nairobi. The same letters were also forwarded to the various institutional heads within Bungoma County.

### **3.9 Operationalization of Variables**

The section gives the summarized items of each variable – independent, moderating and dependents variables that were utilized within the study of which they are operationalized and measured. The information on operational definition of terms is as tabulated in Table 3.2. Aspects included in Table 3.2 relates on the objectives, predictors, indicators, measurement scale, research approach, tools of data collection and types of analysis.



**Table 4: Operationalization of variables**

Objectives	Variable	Indicators	Measurement scale	Research approach	Tools of data collection	Types of analysis
To establish how M&E capacity influence performance of instructional curriculum program in TVET institutions in Bungoma County, Kenya	M&E capacity	-Frequency training on M&E -Frequency of participation in M&E activities - Experience in M&E practice -incidence of reading M&E resource	- Nominal - Ordinal - Interval	Quantitative and Qualitative	Questionnaire and Interviews	Descriptive statistics Inferential statistics
To assess how M&E work plan influence performance of instructional curriculum program in TVET	M&E work plan	-Regularity of work plan formulation -Adhering to teaching plan Implementation of activities outlined in the	- Nominal - Ordinal - Interval	Quantitative and Qualitative	Questionnaires and Interviews	Descriptive statistics and Inferential statistics

institutions in Bungoma County, Kenya		work plan					
To examine how routine program monitoring influence performance of instructional curriculum program in TVET institutions in Bungoma County, Kenya	Routine program monitoring	<ul style="list-style-type: none"> <li>-Frequency of measuring aspects of teaching,</li> <li>-Frequency of meetings and capturing M&amp;E aspects in dpt meetings</li> <li>-Level of supervisor's participation in follow up of Class teaching</li> </ul>	<ul style="list-style-type: none"> <li>- Nominal</li> <li>- Ordinal</li> <li>- Interval</li> </ul>	Quantitative and Qualitative	Questionnaires and Interviews	Descriptive statistics and Inferential statistics	
To determine how communication on M&E influence performance of instructional curriculum program in TVET institutions in Bungoma County, Kenya	Communication on M&E	<ul style="list-style-type: none"> <li>-Communication system in place</li> <li>-M&amp;E Information disseminated to Instructors</li> <li>-Timely distribution of M&amp;E information to Instructors</li> </ul>	<ul style="list-style-type: none"> <li>- Nominal</li> <li>- Ordinal</li> <li>- Interval</li> </ul>	Quantitative and Qualitative	Questionnaires and Interviews	Descriptive statistics and Inferential statistics	

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institutions in Bungoma County, Kenya			-Instructors data on teaching				
To investigate how institutional culture moderate relationship between M&E systems performance of instructional curriculum program in TVET institutions in Bungoma County, Kenya	Institutional Culture	Performance of instructional curriculum objectives in TVET institutions in Bungoma County Kenya	-Mission -Instructors Values -Instructors Beliefs -Instructors Attitude -Tutor Perception -Adherence to teaching Plans -ICT integration in teaching -Frequency of content renewal -Syllabus completion -Timely student examination and grading -Students transition rate	- Nominal - Ordinal - Interval   - Nominal - Ordinal - Interval	Quantitative and Qualitative  Quantitative and Qualitative	Questionnaires and Interviews  Questionnaires and Interviews	Descriptive statistics and Inferential statistics Descriptive statistics and Inferential statistics

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## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION, INTERPRETATION, AND DISCUSSION

#### 4.1 Introduction

The chapter highlighted the analysis of the collected data, presentation, interpretation as well as discussion. It also highlighted that feedback based on the number of questionnaires distributed as well as presenting the final outcomes as postulated by the collected information.

#### 4.2 Questionnaire Return Rate

A total of 204 questionnaires were distributed to various participants who undertook the study. A total of 186 questionnaires were returned signaling a 90.7% return rate as displayed in table 4.1.

**Table 4.1: Questionnaire Return Rate**

Institution	Sample	Percentage
Questionnaires administered	204	100%
Questionnaires returned	186	90.7%

With reference to Sanders et al, (2013), they state that a response of 50% is acceptable for studies; however, Fowler (2019) argued that no definitive percentage of response rates has been proved to be the minimum to validate the return rate of questionnaires or collected data but all agreed on an 80% which is deemed appropriate. Due to this the 90.7% response rate of the study is therefore acceptable to assist in validation of the study conclusion. For those not accounted for, some were not filled and surrendered by other participants. The study reserved the high response rate due to the time allocated to the participants to read through and understand the contents of the data collection tools as well as understanding of the area being researched on.

#### 4.3 Demographic characteristics of respondents

In understanding the general traits of the participants, it was important to determine the characteristics that brought up the composition and how these traits what were important for this study. General traits of the respondents were analyzed. The findings were presented in Table 4.2

**Table 4.2: General traits of the study participants**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	108	58.1
Female	78	41.9
Total	186	100.0

<b>Age of the respondents</b>		
	<b>Frequency</b>	<b>Percent</b>
18-25 Years	18	9.7
26-35 Years	78	41.9
36-45 Years	72	38.7
Above 46 Years	18	9.7
<b>Total</b>	<b>186</b>	<b>100.0</b>

<b>Level of education attained</b>		
<b>Level of education</b>	<b>Frequency</b>	<b>Percent</b>
Certificate/Diploma	54	29.0
Graduate	114	61.3
Post Graduate	18	9.7
<b>Total</b>	<b>186</b>	<b>100.0</b>

From Table 4.2, 108 (58.1%) of the respondents were male whereas 78 (41.9%) were female. It's an indication that all the genders were represented as it was important to ascertain the involvement of all genders in the study. Various studies have been able to provide us with the importance of determining the gender of respondents in any given study thus a key demographic characteristic (Howard, 2010; Kisimbii, 2018). It was also revealed that 18 (9.7%) of the respondents were aged between 18 – 25 years, 78 (41.9%) were between 26 -35 years, 72 (38.7%) were between 36 – 45 years while 18 (9.7%) were above 46 years. The results also revealed that majority of the participants were between the ages of 26 years to 45 years. It can therefore be noted that majority of the instructors in TVET institutions were between fall in this age brackets. The verdicts also indicated that 54 (29.0%) of the respondents had attained certificate/diploma level of education, 114 (61.3%) were graduates who possessed different degrees in different areas of studies while 18 (9.7%) had post graduate level of study. from the findings it was noted that majority of the instructors from the TVET institutions had attained

postgraduate level of education which showed their level of comprehension on the area under study.

#### 4.3.4 Attendance of monitoring and evaluation course

The findings in Table 4.5 show whether the respondents had at any point attended a monitoring and evaluation course.

**Table 4.3: Training in Monitoring and Evaluation**

	<b>Frequency</b>	<b>Percent</b>
Yes	165	88.7
No	21	11.3
<b>Total</b>	<b>186</b>	<b>100.0</b>

The finding in Table 4.3 shows that 165 (88.7%) of the respondents had attended a monitoring and evaluation training while 21 (11.3%) had not attendant any monitoring and evaluation training. The outcomes therefore reveal the presence of M&E trainings thus the instructors had an idea of what it entails and how it was done.

#### 4.4 Tests for Assumptions and Analysis of variables

For any study to be complete, the need to test the assumptions of normality and multicollinearity of the variables is important. The analysis of the questionnaires developed using the Likert scale was also undertaken and presented.

##### 4.4.1 Test for Normality

According Keya and Imon (2016) indicates that in statistics the whole framework is pegged on assumptions that when distorted the whole frameworks becomes dysfunctional. Statistics involves the hypothesis diagnostics of normality testing in which it is stated that variables are accurate if their skewness and kurtosis values fall between -1.0 and +1.0. For this study the normality tests were carried out using the Kolmogorov – Smirnov test (KS - Test). The study adopted both methods due to the number of groups present while undertaking the study. Based on the sample sized of the study, Kolmogorov – Smirnov test (KS - Test) was adopted due to the fact that the sample size was more than 50 participants. The findings of the test is represented in Tables 4.4. From Table 4.4 it can be derived that the variables are greater than 0.05 hence the rejection of null hypothesis thus concluding that the

sample being investigated was nominated from a population that was normal. The results of SW – tests approve of these as its results were between 0.922 and 0.941 which cements the results obtained through KS – Tests.

**Table 4.4: Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
M&E Capacity	0.108	186	0.000	0.936	186	0.000
M&E Work plan	0.167	186	0.000	0.941	186	0.000
Routine programme	0.180	186	0.000	0.921	186	0.000
Communication	0.125	186	0.000	0.935	186	0.000
Institutional culture	0.163	186	0.000	0.930	186	0.000
Performance	0.167	186	0.000	0.922	186	0.000

a. Lilliefors Significance Correction

#### 4.4.2 Test for Multi- Collinearity and Singularity

In statistics, multi – Collinearity is defined as the spectacle that causes estimates that are unstable and variances that are not accurate which have effects on the confidence levels and testing of hypothesis. The existence of multi – Collinearity contributes to inflated parameter variance estimates leading to results that are incorrect with regards to the association between the variables. The tests for Multi – collinearity and singularity and the findings presented in Table 4.5.

**Table 4.5: Test for Multi- Collinearity and Singularity**

Model	Coefficients <sup>a</sup>						Collinearity Statistics	
	Unstandardized		Standardized		Sig.	Tolerance		
	B	Std. Error	Beta	t				
(Constant)	2.147	.235		9.135	.000			
M&E capacity	.300	.090	.415	3.346	.001	.195	5.139	
M&E work plan	-.037	.097	-.045	-.375	.708	.207	4.832	
Routine programme	-.121	.095	-.127	-1.278	.203	.302	3.310	

Communication	.258	.105	.341	2.456	.015	.155	6.444
Institutional culture	.072	.074	.088	.975	.331	.368	2.720

**a. Dependent Variable: Performance**

The outcomes in Table 4.5 revealed that multi – Collinearity levels were less than 10 for all the variables and the levels of tolerance of the variables were higher compared to the designated minimum of 0.1. The VIF for independent variables were below seven hence indicating that the variables were highly correlating. In the findings, VIF was between 2.720 and 6.444 which concur with findings of Meyers (1990) Quoted by Kisimbi (2019) who stated that VIF value needs to be less than 10 which ment that the variables were less variance inflation thus the variables were not retantant to each other. Value of tolerance was between 0.155 and 0.368 which fits the proposed criteria by Menard (1995) Quoted by Kisimbi (2019) who proposed that value of tolerance less than 0.1 could deduce multi – Collinearity.

**4.5 M&E capacity and performance of curriculum instructional program in TVET institutions**

M&E capacity was the item to be looked at and how it influenced performance of curriculum instructional program in TVET institutions. The analysis of items linked to M&E capacity was carried out and outcomes presented in Tables 4.7 to 4.10. Composite mean and standard deviation was calculated and presented in Table 4.10.

**4.5.1 Training on implementing M&E processes in teaching and performance of curriculum instructional program in TVET institutions**

The participants in the study were requested to indicate if they had training on implementing M&E processes in teaching and the findings presented in Table 4.8;

**Table 4.6: Table 4.6 Training on Implementing M&E Processes in Teaching**

	<b>Frequency</b>	<b>Percent</b>
Yes	126	67.7
No	60	32.3
Total	186	100.0

From Table 4.6, the findings showed that 126 (67%) of the respondents acknowledged that they had training on the implementation of monitoring and evaluation processes for teaching processes whereas 60 (32.3%) did not acknowledge of the same. The monitoring and evaluation process included the



continuous utilization of control tools – class attendances, lecture class attendance sheets etc. – in the learning process in the respective institutions that the respondents were involved with. It therefore proves that majority of the TVET institutions in Bungoma County had instructors and personnel that had knowledge on monitoring and evaluation processes which affected the performance of curriculum instructional programs within the specified institutions. The findings are were in accordance by those of Gorgens and Kusek (2018) who recognized the need to build capacity for M&E for them to work well.

#### **4.5.2 Frequency of M&E activities and performance of curriculum instructional program in TVET institutions**

Respondents were also required to indicate how frequently M&E activities was conducted. Final feedback was presented in Table 4.7

**Table 4.7: Frequency of participation in M&E activities in relation to teaching**

	<b>Frequency</b>	<b>Percent</b>
Very Frequent	24	12.9
Frequently	66	35.5
Occasionally	36	19.4
Rarely	18	9.7
Very Rare	6	3.2
Never	36	19.4
<b>Total</b>	<b>186</b>	<b>100.0</b>

From Table 4.7, 24 (12.9%) of the respondents stated that they very frequent participated in monitoring and evaluation activities, 66 (35.5%) participated frequently, 36 (19.4%) occasionally participated, 18 (9.7%) rarely participated, 6 (3.2%) on a very rare occasion participated while 36 (19.4%) never participated in the M&E activities. It was evident that most of the instructors had taken part in M&E activities that were in line with teaching processes thus assisted them in the performance improvement. The findings agree with Acevedo, Krause, and Mackay (2017) who supported occasional training of staff both formally and on – the job to continue enhancing the M&E skills of the trainers.

#### **4.5.3 Level of experience in M&E practice and performance of curriculum instructional program in TVET institutions**

The study further looked at the level of experience of the respondents with regards on monitoring and evaluation practices in the institutions they provided their services in and the findings represented in Table 4.8

**Table 4.8: Level of Experience in M&E Practice**

<b>Level of experience</b>	<b>Frequency</b>	<b>Percent</b>
1 - 3 Years	108	58.1
3 - 6 Years	36	19.4
More than 6 Years	6	3.2
None	36	19.4
<b>Total</b>	<b>186</b>	<b>100.0</b>

It was evident from Table 4.8 out of 186 participants, 108 (58.1%) of the participants stated that they had 1 – 3 years of experience with monitoring and evaluation practices in the institutions they were involved with; 36 (19.4%) had experience of between 3 – 6 years, 6 (3.2%) had more than 6 years of experience with monitoring and evaluation practices, 36 (19.4%) had no experience at all with monitoring and evaluation practices in the institutions they worked in. It was evident from the results that most of the instructors had various levels of experiences with M&E systems which acted as a contributor on enhancing of performance of curriculum instructional programs within the institutions in which they were tutoring. These findings agree with CHRC (2016) who attributed that for M&E systems to function properly there was the need for employment and retention of individuals who had prose knowledge of M&E.

#### **4.5.4 Frequency of reading M&E resources and performance of curriculum instructional program in TVET institutions**

The study sort to establish the often the respondents read M&E materials. These outcomes were presented in Table 4.9

**Table 4.9: Frequency of reading M&E materials**

	<b>Frequency</b>	<b>Percent</b>
Never	48	25.8
Occasionally	126	67.7
Always	12	6.5
<b>Total</b>	<b>186</b>	<b>100.0</b>

From Table 4.9, out of 186 participants, 48(25.8%) of the respondents had never read any monitoring and evaluation materials, 67.7% had occasionally read M&E materials and 6.5% always read the M&E materials. It is evident that majority of the respondents 138 that is (74.2%) had knowledge of M&E and the way it was to be conducted within the institutions they worked in hence this shows that TVET instructor had knowledge on M&E which is critical in influencing performance of their duties that include keeping track of student performance and reporting the same to their supervisor on necessary improvements which is in line with the study done by Mulandi, N. M (2018) who found out that M&E knowledge is important in performance of non-governmental organizations

#### **4.5.5 M&E capacity and performance of curriculum instructional program in TVET institutions**

The study looked at the various items that constituted M&E capacity and its influence on performance of curriculum instructional program in TVET institutions of which opinions were sort and the feedback presented in Table 4.10

**Table 4.10: M&E capacity**

<b>Statement</b>	<b>SD</b> N (%)	<b>D</b> N (%)	<b>Not sure</b> N (%)	<b>A</b> N (%)	<b>SA</b> N (%)	<b>Mean</b>	<b>St. D</b>
a) There is monitoring and evaluation on teaching and learning at the institution	6 (3.2)	-	30 (16.1)	114 (61.3)	36 (19.4)	3.936	0.803
b) I am Trained on Monitoring and Evaluation on Teaching	6(3.3)	24(12.9)	54(29.00)	72 (38.7)	30 (16.1)	3.516	1.015
c) Training on M&E has increased my performance in Teaching	6(3.2)	6(3.2)	36(19.4)	102 (54.8)	36 (19.4)	3.839	0.886

d) I Participate in M&E activities	6(3.2)	12(6.5)	36(19.4)	102 (54.8)	30 (16.1)	3.742	0.917
e) Participation on M&E activities has increased my performance	-	12(6.5)	48 (25.8)	90 (48.4)	36 (19.4)	3.807	0.822
f) I am trained how to prepare lesson plans to fulfill the M&E functions and tasks.	6(3.2)	6(3.2)	18(9.7)	90 (48.4)	66 (35.5)	4.097	0.931
g) I have enough experience in M&E which has increased my performance	-	6(3.2)	48(25.8)	96 (51.6)	36 (19.4)	3.871	0.753
h) I have skills on Monitoring and Evaluation of Teaching	-	18(9.7)	30(16.1)	78 (41.9)	60 (32.3)	3.968	0.935
i) For evaluations to be of good quality then I should possess the appropriate skills by reading M&E literature	-	12(6.5)	24 (12.9)	84 (45.2)	66(35.5)	4.097	0.858
j) M&E Literature is available at the institute for reference	12(6.5)	30(16.1)	42(22.6)	66 (35.5)	36 (19.4)	3.452	1.163
<b>Composite Mean and standard deviation</b>						<b>3.833</b>	<b>0.908</b>

From Table 4.10, the respondents were requested to indicate whether M&E capacity was being undertaken during teaching and learning within their institutions. It was evident that a majority number of the respondents 114 (61.3%) agreed to the presence of M&E on teaching and learning in their respective institutions, 36(19.4%) strongly agreed while 6 (3.3%) strongly disagreed and 30 (16.1) were neutral. the mean and standard deviation for the item was 3.936 and 0.803. These findings proved that most of the instructors and departmental heads practiced M&E on teaching and learning in their institutions. These findings were collaborated by one of the principals who stated that;

*“We have monitoring and evaluation tools that are used; we have records of work or register where the teachers are able to indicate what they have covered, and at the same time take student attendance which at the end of the term the percentage attendance is calculated and on weekly or after three weeks that class register and work register is audited by the head of department (HOD), class teacher and eventually by the deputy in charge of academics. We also have another record that the students use*

*called quality control form and is filled by the class reps which informs especially the head of department and the deputy principal(DP) academics whether a certain lesson was taught or not if a lecturer attends class, then it is indicated, if assignment is given it is recorded and even if the lesson is missed is also recorded. So, on a weekly basis the report is submitted to the DP academics who then can be able to analyze and have feedback in terms of certain teachers who have not attended class then they can be followed up through the head of the department or the Deputy Academics to explain why the teacher has not attended class. In the event that a teacher is sick or has an official engagement, there is provision of makeup classes to ensure that the work has been covered. At the end of the term, the percentage attendance of the students is calculated and the course work marks are then computed and this forms the final marks that will be remitted to KNEC...*”

On item b, majority of the respondents 72 (38.7%) agreed that they had been trained on monitoring and evaluation on teaching, 30 (16.1%) strongly agreed while 54(29.0%) were not sure. The mean score and standard deviation were 3.516 and 1.015. The implication of this result to the study is that training on M&E on teaching influence performance of curriculum instructional TVET programs. The higher line-item standard deviation of 1.015 than composite standard deviation of 0.908 indicate that there was divergence view in opinion among the study participants. These findings are similar to the one by Abalang (2016) who observed that there is need of having professional training for employees to influence their performance

On item c, it was revealed that many of the respondents 102 (54.8%) agreed that training on monitoring and evaluation had contributed to increased performance in both teaching and from the learner’s perspective, 36(19.4%) strongly agreed to this statement. The mean score and standard deviation of the item was 3.839 and 0.886. These results indicate that the line-item mean score of 3.839 was higher than the composite mean of 3.833. The implication of this result to the study is that that training of instructors on monitoring and evaluation influence performance of curriculum instructional TVET projects positively. This shows that training of instructors on monitoring and evaluation increases their performance thus impacting the performance of the institution. According to Jones et al (2019), the need to have good M&E results, the evaluators need to possess the requisite skills that can only be acquired through M&E training.

On item d and e, it was found that 102 (54.8%) agreed and 30 (16.1%) strongly agreed that they had participated in monitoring and evaluation activities. The mean score and standard deviation of the item was 3.742 and 0.917. This showed that indeed the instructors participated in monitoring and evaluation activities. On item e, 90 (48.4%) agreed and 36 (19.4%) strongly agreed that their participation in monitoring and evaluation activities had played an instrumental role in the improvement of their performance. The mean and standard deviation of the item were 3.807 and 0.822 which showed that participation of the instructors in monitoring and evaluation activities increased performance of both the learners and the institution. Hardlife et al, (2018) findings support this by arguing that M&E requires persons who have the skill to execute the activities in M&E systems hence the participation of these people in the whole process of M&E is crucial in attaining the final results.

In item f, the respondents were requested to indicate if they were trained on how to prepare lesson plans to fulfill monitoring and evaluation functions and tasks. The study revealed that majority of the respondents 90 (48.4%) agreed and 66 (35.5%) strongly agreed that they had been trained on how to prepare lessons plans as part of monitoring and evaluation functions and tasks. This had a line statement mean of 4.097 and standard deviation of 0.931. These results indicate that the line-item mean score of 4.097 was higher than the composite mean of 3.833. The implication of this result to the study is that training on how to prepare lesson plans to fulfill the M&E functions and tasks influence performance of curriculum instructional program positively in TVET institutions. The higher line-item standard deviation of 0.931 than composite standard deviation of 0.908 indicate that there was divergence view in opinion among the study participants. However this shows that the instructors are indeed trained on the preparation of lesson plans which is one of the monitoring and evaluation tools used to enhance performance of instructors in institutions. The findings support study done by Njuguna (2016) who attributed the need of capacity building, resource allocation and stakeholder involvement on the success of M&E activities.

In item g, the respondents were asked whether they had enough experience in Monitoring and evaluation and whether this experience had contributed to increased performance. Study findings reveal that majority of the respondents 96(51.6%) agreed and 36(19.4%) strongly agreed that they had enough experience in monitoring and evaluation that has enabled them increase on their performance. A line statement means of 3.871 and standard deviation of 0.753. These results indicate that the line-item

mean score of 3.871 was higher than the composite mean of 3.833. The implication of this result to the study is that this line-item statement influences performance of curriculum instructional TVET projects positively. The lower line standard deviation of 0.753 than composite standard deviation of 0.908 indicate that there was convergence view in opinion among the study participants. It was noted that a huge number of the instructors acknowledged that the experience they had in monitoring and evaluation was key in assisting them in improving their performance which in the end contributed to the overall performance of the institution. The findings support studies done by Njuguna (2016) who attributed the need of capacity building, resource allocation and stakeholder involvement on the success of M&E activities.

In item h, majority of the respondents 78 (41.9%) agreed and 60(32.3%) strongly agreed that they had the skills in monitoring and evaluation with regards to teaching. The mean and standard deviation scores were 3.968 and 0.935. These results indicate that the line-item mean score of 3.968 was higher than the composite mean of 3.833. The implication of this result to the study is that skills in monitoring and evaluation with regards to teaching influence performance of curriculum instructional TVET program. The higher line-item standard deviation of 0.935 than composite standard deviation of 0.908 indicate that there was divergence view in opinion among the study participants. These findings revealed that most of the instructors in these TVET institutions utilized monitoring and evaluation tools which require skills to use to enhance their performance as observed by Fredrick Owuor (2016)

These findings are in line with those of one of the Deputy Principals who stated that:

*“There are records of work that the lecturers have to submit at the begging of the semester to the heads of departments. These records/schemes of work are then forwarded to my office for approvals together with a list of teachers as per the department of which after approval they are returned to the department where the head of department supervises the teachers for implementation of the curriculum. In their supervision, they are to ensure that the teachers use their schemes of work to train so that they have records of work of the teachers who offer training in their department. Apart from having the records of work, the teachers are required to have the attendance register of students in class to determine who is in class and who is not. Being guided by the syllabus developed by the government, there is a threshold of attendance to lessons which is 75% which the HOD and the class teacher on behalf of the*

*principal confirm that the students have attended to their lessons and these records are maintained in the deputy principal's office.”*

For item I, the respondents were asked if the quality of evaluation was based on them having the appropriated skill that they obtain through reading M&E literature and whether the M&E literature was available in their institutions. From the findings, majority of the respondents 84 (45.2%) agreed and 66 (35.5%) strongly agreed that the final results of evaluation were determined by their prowess in conducting monitoring and evaluation activities. This was achieved through reading various materials and literature on monitoring and evaluation. The mean and standard deviation scores were 4.097 and 0.858. These results indicate that the line-item mean score of 4.097 was higher than the composite mean of 3.833. The implication of this result to the study is that evaluations of good quality and possession of the appropriate skills by reading M&E literature influence performance of curriculum instructional program in TVET institutions. The lower line-item standard deviation of 0.858 than composite standard deviation of 0.908 indicate that there was convergence view in opinion among the study participants. This shows that majority of the instructors in these TVET institutions read M&E literature which assisted them in enhancing their M&E skills which contributed to improvement of evaluation thus improved performance.

On item j, majority of the respondents 66 (35.5%) agreed and 36 (19.4%) strongly agreed that M&E literature was available in their institutions for reference which enabled them improve on the M&E skills which enabled them to produce quality evaluation feedback thus contributing to increased performance of the institution. The mean and standard deviation scores were 3.452 and 1.163. This shows that most of the TVET institutions have M&E literature that the instructors use for reference purposes and also to improve their M&E knowledge and capacity. The finding agrees with those of Pius (2017), who articulated that for an institution to achieve its best results using M&E the need to have competent individuals who understand the contents of M&E and how to implement its activities. These results indicate that the line-item mean score of 3.452 was lower than the composite mean of 3.833. The implication of this result to the study is that M&E literature was available in their institutions for reference which enabled them improve on the M&E skills to produce quality evaluation feedback but does not influence performance of curriculum instructional programs in TVET institution, this might indicate that despite having M&E literature, the instructors might not be utilizing them. The



higher line-item standard deviation of 1.163 than composite standard deviation of 0.908 indicate that there was divergence view in opinion among the study participants. This finding agrees with Avecedo et al; (2015) who found that training was needed by evaluators to enable them realize the progress of M&E.

#### 4.5.2 Relationship between M&E capacity and performance of curriculum instructional program in TVET

In determining the relationship between the M&E capacity and performance of curriculum instructional program in TVET, pearson’s moment of correlation was used. Results of the correlations are presented in Table 4.13

**Table 4.11: Correlation between M&E capacity and performance of curriculum instructional program in TVET**

		M&E Capacity	Performance
M&E Capacity	Pearson Correlation	1	.648**
	Sig. (2-tailed)		.000
	n	186	186
Performance	Pearson Correlation	.648**	1
	Sig. (2-tailed)	.000	
	n	186	186

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

The outcomes in Table 4.11 disclose that the M&E capacity and performance of instructional programs in TVET institutions have a relationship that is strongly positive and significant ( $r=0.648$ ;  $p = 0.000$ ). correlation coefficient for M&E Capacity and performance of curriculum instruction programs in TVET was found to be 0.648 with a P-value of  $0.000 < =0.05$  ,implying that there is a significant relationship M&E capacity and performance of curriculum instruction programs in TVET leading to rejection of the null hypothesis ( $H_0$  : There is no significant relationship between M&E capacity and performance of curriculum instruction programs in TVET) and acceptance of the alternative hypothesis, and hence the research findings conclude that there is a significant relationship between M&E capacity and performance of curriculum instruction programs in TVET. Through the correlation,

we can safely state that there exists a strong and positive connection between monitoring and evaluation capacity and performance of instructional programs in TVET institutions

#### 4.5.3 Regression analysis of M&E capacity on performance of curriculum instructional program in TVET

The study looked at the various items that constituted M&E capacity and its influence on performance of curriculum instructional program in TVET institutions of which regression analysis was conducted and the outcomes presented in Table 4.12

**Table 4.12: Regression analysis of M&E capacity on performance of curriculum instructional Program in TVET**

<b>Model Summary<sup>b</sup></b>						
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>	<b>Durbin-Watson</b>	
1	0.648 <sup>a</sup>	0.419	0.416	0.42721	1.672	
a. Predictors: (Constant), Literature, Training, Experience, Participation						
b. Dependent Variable: Performance						
<b>ANOVA<sup>a</sup></b>						
<b>Model</b>		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	29.107	4	7.277	45.840	.000 <sup>b</sup>
	Residual	28.733	181	.159		
	Total	57.840	185			
a. Dependent Variable: Performance						
b. Predictors: (Constant), Literature, Training, Experience, Participation						
<b>Coefficients<sup>a</sup></b>						
<b>Model</b>		<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>		
		<b>B</b>	<b>Std. Error</b>	<b>Beta (β)</b>	<b>t- Statistics</b>	<b>Sig.</b>
1	(Constant)	2.367	0.151		15.682	.000
	Training	0.320	0.071	0.485	4.484	.000
	Participation	0.167	0.088	0.250	1.903	.059
	Experience	0.243	0.064	0.351	3.773	.000
	Literature	0.195	0.057	0.310	3.432	.001
a. Dependent Variable: Performance						

From the regression analysis in Table 4.12 revealed that  $r = 0.648$ , which was a strong and positive correlation between M&E capacity and performance of curriculum instructional programs in TVET institutions. The  $R^2$  was 0.419 which revealed that M&E capacity explained 41.9% of performance of curriculum instructional programs while the remaining percentage was by other variables. The Durbin – Watson score was found to be 1.672 which was below 2.5 hence the two variables were not autocorrelating. It was also found that at 5% levels of significance, aspects of training on M&E ( $p = 0.000$ ); participation in M&E activities ( $p = 0.059$ ); echelon of experience in M&E practice ( $p = 0.000$ ) and incidence of reading M&E resource ( $p = 0.001$ ). From these analyses three variables were significant while one - M&E activities ( $p = 0.059$ ) – was not significant as  $p > 0.05$ . The  $\beta$  coefficient of Aspects of training on M&E (0.485); Participation in M&E activities (0.250); Echelon of experience in M&E practice (-0.351) and incidence of reading M&E resource (0.310).

The  $\beta$  values reveal that one unit change in aspects of training on M&E contributes to 48.5% change in performance of curriculum instructional program in TVET institutions; one unit change in participation in M&E activities contributes to 25.0% change in performance of curriculum instructional program in TVET institutions; one unit change of experience in M&E practice contributes to 35.1% in performance of curriculum instructional program in TVET institutions and one unit change in incidence of reading M&E resource contributes to 31.0% change in performance of curriculum instructional program in TVET institutions. The ANOVA results revealed the acceptance of the model where significance of  $F = 45.840$  with  $p\text{-value} = 0.000$  which was below 0.05 hence rejecting the null hypothesis and accepting the alternative hypothesis which was the presence of a connection between M&E capacity and performance. The coefficients provide the necessary information to predict performance of curriculum instructional program in TVET institutions from M & E capacity. The results from the above analysis satisfied the following equation;

$$Y = 2.367 + 0.485X_1 + 0.250X_2 + 0.351X_3 + 0.310X_4$$

The findings from the regression model were approved by the principals in that when an institution has the capacity to implement monitoring and evaluation in its curriculum instructional programs, the results of the institution improve. This is brought about by having policies that govern monitoring and evaluation, conducting refresher trainings to the instructors and providing the necessary literature that will be able to improve the skills of all the instructors in these institutions. These findings support the

observation made by Fredrick Ochieng (2016) that employee capacity in terms of experience and skill development improves performance

#### 4.6 M&E work plan and performance of curriculum instructional program in TVET institutions.

On M&E workplans, the respondents were asked if they had a work plan for implementing M & E for their teaching process and also if they had these work plans to what level did, they conform to them and the findings presented in Table 4.16.

**Table 4.13: Implementation of M&E workplans in teaching process and level of conformity**

<b>Do you have a work plan for implementing M &amp; E for your Teaching process?</b>			
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>
Yes	132	71.0	73.3
No	48	25.8	26.7
Total	180	96.8	100.0
System (Missing)	6	3.2	
<b>Total</b>	<b>186</b>	<b>100.0</b>	
<b>Level of conformance to the work plan</b>			
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>
Below 50%	60	32.3	34.5
50%	78	41.9	44.8
fully compliance	36	19.4	20.7
<b>Total</b>	<b>174</b>	<b>93.5</b>	<b>100.0</b>
System (Missing)	12	6.5	
<b>Total</b>	<b>186</b>	<b>100.0</b>	

From Table 4.13, 132 (73.3%) revealed that they had work plans for implementing monitoring and evaluation in their teaching process while 48 (26.7%) did not have a work plan to implementing monitoring and evaluation in their teaching processes. A bigger number of the participants 78 (44.8%) designated that the level of conformity in their institutions was at 50%, 60 (34.5%) were below 50% while 36 (20.7%) were fully compliant. This shows that majority of the TVET institutions in Bungoma had conformed to using work plans in the implementation of monitoring and evaluation.

#### 4.6.1 M&E workplan and performance of curriculum instructional program in TVET institutions.

A total of ten questions were constructed for the questionnaire of which feedback was sort from the respondents and the feedback obtained presented in Table 4.14

**Table 4.14: M&E workplan**

	Statement	SD	D	Not sure	A	SA	Mean	Std. dev
		N (%)	N (%)	N (%)	N (%)	N (%)		
	The department has							
a)	M&E strategic plan on teaching	6(3.2)	12(6.5)	72(38.7)	84(45.2)	12(6.5)	3.452	0.838
	I have been inducted							
b)	on the departmental strategic plan	12(6.5)	30(16.1)	72(38.7)	60(32.3)	12(6.5)	3.161	0.990
	A teaching work plan is always formulated							
c)	in line with the Department strategic plan on teaching	12(6.5)	12(6.5)	60(32.3)	60(32.3)	18(9.7)	3.452	0.981
	Implementation of my teaching activities is in							
d)	line with the work Plan	-	30(16.1)	42(22.6)	78(41.9)	36(19.4)	3.645	0.971
	I am appraised against the department strategic Work plan targets							
e)		6(3.2)	24(12.9)	66(35.5)	60(32.3)	30(16.1)	3.452	1.014
	I have a teaching Plan							
f)	which guides me in teaching	-	6(3.2)	30(16.1)	108(58.1)	42(22.6)	4.000	0.720

g)	M&E Work plan has increased my performance	-	12(6.5)	54(29.0)	66(35.5)	54(29.0)	3.871	0.909
h)	Every decision made concerning lessons covered in particular topic is in reference to my Lesson work plan	-	12(6.5)	36(19.4)	90(48.4)	48(25.8)	3.936	0.842
i)	Decisions made according to Lesson work plans increase syllabus coverage	6(3.2)	6(3.2)	30(16.1)	72(38.7)	72(38.7)	4.065	0.984
j)	M&E work plans enable me to match program interventions with the needs of targeted beneficiaries.	6(3.3)	18(10.0)	36(20.0)	84(46.7)	36(20.0)	3.700	1.008
<b>Composite mean and standard deviation</b>							<b>3.673</b>	<b>0.926</b>

In item a and b, the participants were requested to indicate whether their departments had M&E strategic plan on teaching and if they had been inducted on this departmental strategic plan. On the item a, the outcomes revealed that a huge number of the participants 84 (45.2%) agreed and 12 (6.5%) strongly agreed, 72 (38.7%) were not sure, 12 (6.5%) disagreed while 6 (3.2%) strongly disagreed that the department had a strategic plan on teaching and delivery of instructional content. The mean and standard deviation scores were 3.452 and 0.838. This shows that most of the institutions have workplans for implementing monitoring and evaluation. On item b, outcomes revealed that a majority number of the participants 72(38.7%) were not sure if they were inducted in the departmental monitoring and evaluation strategic plan, however, 60 (32.3%) agreed and 12(6.5%) strongly agreed that they were inducted in the departmental M&E strategic plan. The mean and standard deviation scores were 3.161 and 0.990. The findings reveal that most of the instructors in these TVET institutions were not inducted on the M&E strategic plans of the departments hence knew little or nothing at all

about the contents the strategic plan had. These findings were supported by Olwa (2016) in his study where he attributed the importance of having workplans to enhance proper implementation of M&E hence improvements on performance of the set targets.

On item c and d, the respondents were asked to indicate whether a teaching workplan was always formulated in line with the departmental strategic plan on teaching and whether implementation of the teaching activities was in line with the work plan of the department. In item c, most of the respondents 60(32.3%) agreed and 18(9.7%) strongly agreed that teaching workplans were developed and formulated based on the departmental strategic plan on teaching. These findings show that most of the TVET institutions have department formulate strategic plans on teaching that is used by instructors to develop their workplans of teaching.

For item d, majority of the respondents 78 (41.9%) agreed and 36 (19.4%) strongly agreed that they implemented teaching activities that were in line with the workplan developed by their respective departments. The findings reveal conformity to teaching workplans by instructors in these TVET institutions which in the end contributed to timely completion of course work hence improvement on overall performance of the institutions. The findings were agreed upon by (CSNM, 2017) who stated that it was important to develop workplans as they contributed to enhanced performance, generation of shared understanding and knowhow, understand what should be done when and how it should be done and program how the performance will look like.

Based on focused group discussions, one of deputy principals agreed with the finds; he observed that;

*“Every department has various courses, with teachers assigned to various units in those courses. These teachers are expected to plan what to teach with the guidance of the curriculum established by the government. They prepare schemes of work. Those schemes of work come to my office for certification and ensure they have been prepared and they attached a list of teachers and taken back to the department for implementation. In their supervision, they are to ensure that the teachers are using their schemes of work to train so they build records of work for teachers who have been trained to offer training in the department. I also supervise the timetabling; timetabling is done by deputy heads of departments that comes with the workloads of the department. We have a timetable coordinator who sit and receive the workloads from the departments. They sit as a committee – deputy*

*heads of departments, timetable coordinator and deputy principal academics - deputy principal is the confiner of the meeting. Once it is prepared, it is taken back to the department for confirmation and then ready implementation by the teachers.”*

On item e, the respondents were requested to specify to what extent they were appraised against departmental workplan targets. From the findings 66 (35.5%) of the respondents were not sure if they were being appraised by their respective department against the workplans targets set by their departments, 60 (32.3%) agreed and 30 (16.1%) strongly agreed that they were appraised against the department workplans. The findings reveal that although majority of the instructors were not sure if they were being appraised against the departmental workplans, it was evident by majority of the respondents that indeed appraisals were being done against the workplans approved by the respective departments in which they are in. According to Aluko (2019) attributed the importance of appraising personnel based on sets of goals and objectives which enables them to gauge their performance hence have the ability to know which areas require more attention and improvement hence leading to better results.

These findings were supported by one of the deputy principals who asserted that;

*“We monitor the attendance of trainers in teaching using class attendance register, where we capture the percentage of teaching that the instructor is doing in class and then we calculate and give a report and capture the name of the teacher, the number of lessons missed – this is done by the quality assurance officer – who then passes the report to the deputy principal academics. We also monitor on the results per subject and the trainer involved with the subject. Assuming we notice that there is a tutor who is not attending to their lessons we try to establish why they have not taught and they are notified and they have to come up with mechanisms to cover up the missed lessons. Based on the reports that I get in my office; I analyze and compile the report and forward it to the principal for action.”*

On item f, the final outcomes revealed that a bigger number of the participants 108 (58.1%) agreed and 42 (22.6%) strongly agreed that they had teaching plans that guided them in executing their teaching roles. The average and standard deviation were 4.000 and 0.720. This finding was collaborated by Baron et al., (2016) who found that when individuals are provided with guidance, they tend to improve their performance hence when plans are introduced at the beginning of any activity



On item g, outcomes revealed that a huge number of the participants 66 (35.5%) agreed and 54 (29.0%) strongly agreed that due to M&E workplans their performances had increased. The items' mean and standard deviation scores were 3.871 and 0.909. On the item h, majority of the respondents 90 (48.4%) agreed and 45 (25.8%) strongly agreed with the ability of decisions being made with regards lessons covered in a particular topic was in reference to the lesson workplans. The items' mean and standard deviation scores were 3.936 and 0.842. From the finding it was evident that most of the instructors/instructors in the TVET institutions had teaching plans that they used to guide them in teaching. Further, most of the decisions made concerning lessons and the content to be covered were in line with the lesson plans developed by instructors with assistance from the departmental heads. The findings were supported by studies done by Montani, Odoardi and Battistelli, (2014) who argued that goal setting within any activity was crucial in assisting the participants to fully carry them out which contributed to their performance. Further, most of the participants used these goals and objectives as guidelines for measuring their performance hence contributed to either improved or dismal performance based on the manner the activities were carried out.

These findings were supported by one of the principals who stated that;

*“Every department in the institution has lessons that they teach. Through the heads of departments, the instructors forward their workplans for the term for approval. This is done at the beginning of the term where all the activities of the term are prepared. The activities are set in a way that they are done within the allocated time. The instructors are then informed of the term activities hence prepare their workplan as per the duration of the term. Lesson plans are then developed and forwarded to the heads of departments who then forward them to deputy principal academics for approval. The instructors then use the approved lessons to execute the teaching and learning process of the students. Initially, most of the instructors did not follow the lessons hence a lot of missed lessons and the performance of the students in some of the departments was dreary but after emphasizing on the need to stick to the lesson plans and holding the instructors accountable, the performance in the said departments has improved.”*

On item i, the respondents were asked whether the decisions made according to lesson workplans increased syllabus coverage. The findings showed that 72 (38.7%) agreed and 72 (38.7%) strongly agreed that decisions made in line with the lesson workplans enabled them complete the syllabus on

time thus allowing the learners to adequately prepare for their examinations. This shows that when decisions are made as per the lessons work plans the instructors are able to complete their syllabus on time which in the long run contributes to their performance both at departmental level and institutional level. These findings concurred with those of Kananura et al., (2017) who argued that decisions were made based on the activities that are to be implemented and these activities had targets that are to be met hence workplans been a set of activities has targets that need to be met hence its implantation relied heavily on decisions that would be adopted to execute them hence realizing the expected performance.

On item j, the respondents were asked to what extent M&E workplans had enabled them to match the program interventions with the needs of the target beneficiaries. The findings revealed that majority of the respondents 84 (46.7%) agreed and 36 (20.0%) strongly agreed that the M&E workplans had enabled them to match program interventions with the needs of the target beneficiaries. These findings collaborated those of Kananura et al., (2017) who attributed goal attainment to proper implementation of the set outlines that hence its contribution to improved outcomes of the institutions. From the composite mean of 3.673 and standard deviation of 0.926, it was evident that M&E workplans contributed to performance of curriculum instructional program in TVET institutions. These findings were supported by Zimmerer and Yasin (2016), who articulated that clear work plan was the key ingredient in ensuring the instructors were able to complete their workloads and assist the trainees in their instruction delivery thus influencing the overall outcomes of both the trainees and the institution.

#### **4.6.2 Relationship between M&E workplan and performance of curriculum instructional program in TVET**

In order to examine the relationship between M&E work plan and performance of curriculum instructional program in TVET institutions, pearson correlation coefficient was adopted to test the M&E work plan and performance of curriculum instructional program in TVET institutions, this was done at 95% level of confidence. The correlation results are presented in Table 4.15

**Table 4.15: Correlation between M&E workplan and performance of curriculum instructional Program in TVET**

		<b>M&amp;E Workplan</b>	<b>Performance</b>
M&E Workplan	Pearson Correlation	1	.496**
	Sig. (2-tailed)		.000

	n	186	186
Performance	Pearson Correlation	.496**	1
	Sig. (2-tailed)	.000	
	n	186	186

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

As per the findings in Table 4.15, it was revealed that the association between M&E workplans and performance had a moderately and positive association ( $r = 0.496$ ,  $p\text{-value} = 0.000$ ). This reveals that indeed M&E workplans influenced performance of curriculum instructional program among TVET institutions. Correlation coefficient for M&E workplans and performance of curriculum instructional program in TVET was found to be 0.496 with a P-value of  $0.000 < = 0.05$ , implying that there was a moderate positive relationship between M&E workplan and performance of curriculum instructional programs in TVET leading to rejection of the null hypothesis ( $H_0$ : There is no moderate relationship between M&E workplan and performance of curriculum instruction programs in TVET) and acceptance of the alternative hypothesis, and hence the research findings conclude that there is a moderate relationship between M&E workplan and performance of curriculum instruction programs in TVET.

#### 4.6.3 Regression analysis of M&E workplan and performance of curriculum instructional program in TVET

Regression analysis was conducted to test the null hypothesis and the results presented in Table 4.16

**Table 4.16: Regression analysis of on monitoring and evaluation workplan influence on performance of curriculum instructional program in TVET institutions**

Model Summary <sup>b</sup>					
Model	R	R Square	adjusted R Square	Std. Error of the estimate	Durbin-Watson
1	0.496 <sup>a</sup>	0.246	0.242	0.48683	2.150
a. Predictors: (Constant), Monitoring and Evaluation workplan					
b. Dependent Variable: Performance					
ANOVA <sup>a</sup>					
Model	Sum of Squares	df	Mean Square	F	Sig.

1	Regression	14.231	1	14.231	60.043	.000 <sup>b</sup>
	Residual	43.609	184	.237		
	Total	57.840	185			

a. Dependent Variable: Performance

b. Predictors: (Constant), Implementation, Formulation, Adhering

<b>Coefficients<sup>a</sup></b>						
Model		Unstandardized Coefficients		Standardized Coefficients	T - statistics	Sig.
		Beta	Std. Error	Beta(β)		
1	(Constant)	2.206	0.165		13.330	.000
	Formulation	0.008	0.036	0.014	0.237	.813
	Adhering	-0.194	0.047	-0.338	-4.120	.000
	Implementation	0.648	0.059	0.887	11.018	.000

a. Dependent Variable: Performance

Outcomes in Table 4.16 revealed that  $r=0.469$  which was a moderately positive association between M&E workplans and performance of curriculum instructional program in TVET institutions. It was also found that  $R^2 = 0.246$  which revealed that M&E workplan was explain 24.6% of performance while 75.4% of the variation on performance of curriculum instructional program in TVET institutions being explained by other factors. The Durbin – Watson test results were found to be 2.150 which was below 2.5 hence no automatic correlation between M&E workplan and performance. At 5% level, it was found that aspects of work plan formulation ( $p = 0,813$ ); adhering to teaching plan ( $p = 0.000$ ) and implementation of activities outlined in the work plan ( $p =0.000$ ). From these analyses two variables were significant while one - aspects of work plan formulation ( $p = 0.813$ ) – was not significant as  $p > 0.05$ . The  $\beta$  coefficient of aspects of work plan formulation was (0.014); adhering to teaching plan (0.338) and implementation of activities outlined in the work plan (0.887). The  $\beta$  values indicated that one unit change in aspects of work plan formulation contributes to 1.4% change in performance of curriculum instructional program in TVET institutions; one unit change in adhering to teaching plan contributes to 33.8% change in performance of curriculum instructional program in TVET institutions; and one unit change in implementation of activities outlined in the work plan contributes to 88.7% change in performance of curriculum instructional program in TVET institutions. The ANOVA results revealed that  $F = 60.043$  which was significant at  $p<0.000$  hence the significance of the model assured. Based on these results, the null hypotheses were rejected hence accepting the alternative hypothesis

which showed the presence of a connection between M&E workplans and performance. Based on these findings, the following equations was derived;

$$Y = 2.206 + 0.014X_1 - 0.338X_2 + 0.887X_3 +$$

From the equation it can be noted that, performance of curriculum instructional programs in TVET institutions affected monitoring and evaluation workplans as it was supported by majority of the principals and deputy principals who argued that through proper implementation of the workplans in there institutions influenced performances in most of the departments which had improved as most of the HODs had taken upon themselves to ensure that these workplans were implemented within the agreed upon timelines which at the end helped in improving the mean scores of various subjects hence performance. This finding agrees with Mutekhelo (2018) who found that planning and availability of workplans was needed by evaluators to enable them realize performance of implemented programs.

#### **4.7 Routine program monitoring and performance of curriculum instructional program in TVET institutions**

Routine program monitoring was the third independent variable. The variable was used to look at the; Measuring aspects of teaching; capturing M&E aspects in departmental meetings and supervisor’s participation in follow up of Class teaching.

The respondents were asked if they had apparatuses that they used to check their teaching performance and the findings are represented in Table in Table 4.19.

**Table 4.17: Presence of mechanisms to monitor and evaluate teaching performance**

	<b>Frequency</b>	<b>Percent</b>	
Yes	168	90.3	
No	18	9.7	
<b>Total</b>	<b>186</b>	<b>100.0</b>	
<b>Frequency of conducting M&amp;E</b>			
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>
Monthly	54	29.0	31.0
Quarterly	108	58.1	62.1
Semi-annually	6	3.2	3.4
Annually	6	3.2	3.4
<b>Total</b>	<b>174</b>	<b>93.5</b>	<b>100.0</b>

System (No feedback)	12	6.5	
<b>Total</b>	<b>186</b>	<b>100.0</b>	
<b>Presence of periodic class attendance reports</b>			
<b>Feedback</b>	<b>Frequency</b>	<b>Percent</b>	
Yes	168	90.3	
No	18	9.7	
<b>Total</b>	<b>186</b>	<b>100.0</b>	
<b>Capacity of reports held by instructors.</b>			
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>
Few	60	32.3	33.3
Many	96	51.6	53.3
Very many	24	12.9	13.3
<b>Total</b>	<b>180</b>	<b>96.8</b>	<b>100.0</b>
System (No feedback)	6	3.2	
<b>Total</b>	<b>186</b>	<b>100.0</b>	

Outcomes from Table 4.17 revealed that most of the instructors 168 (90.3%) had mechanisms in place to monitor and evaluate their performance with regards to teaching while 18 (9.7) had no know apparatus that they used to compare their performance with. These results show that most of the instructors in TVET institutions within Bungoma County monitored and evaluated their performances using various tools of M&E. Further, the study found that 54 (31.0%) performed the monitoring and evaluation of their teaching on a monthly basis, 108 (62.1%) did it on a quarterly basis, while 6 (3.2%) did it on a semi – annually and annually basis as shown in Table 4.17 this shows that there were mechanisms to monitor and evaluate teaching performance mostly done on monthly basis, this is in concurrence with a study done by Beryl N Mutekhele (2018) Utilization of Monitoring and Evaluation systems, organizational culture, Leadership and Performance of Educational Building Infrastructural Projects in Bungoma County where the study found out that frequent utilization of M&E influence performance. The respondents were asked if they had periodic class attendance reports and the findings in Table 4.17 shows that 168 (90.3%) of the respondents indicated that they had periodic class attendance reports while 18 (9.7%) stated that they did not have these reports. The respondents were also asked to indicated how many of these reports they had and from Table 4.17 the findings revealed that 60 (33.3%) had few of these reports, 96 (53.3%) had many reports while 24 (13.3%) had very many reports. Mutekhele (2018) indicated that periodic reports influenced performance of Infrastructural Projects.

#### 4.7.1 Routine program monitoring and performance of curriculum instructional program in TVET institutions

This objective had ten questions that were administered and feedback obtained. The final outcomes are presented in Table 4.18.

**Table 4.18: Routine program monitoring and performance of curriculum instructional program in TVET institutions.**

Statement	SD	D	Not sure	A	SA	Mean	Std. Deviation
	n (%)	n (%)	n (%)	n (%)	n (%)		
a) There is M&E policy that guide continuous monitoring of teaching	6(3.2)	24(12.9)	24(12.9)	102(54.8)	30(16.1)	4.129	0.661
b) I have been inducted on M&E policy that guide continuous monitoring of teaching	6(3.2)	36(19.4)	30(16.1)	90(48.4)	24(12.9)	3.677	0.999
c) I conduct continuous class teaching monitoring	-	12(6.5)	18(9.7)	96(51.6)	60(32.3)	3.484	1.046
d) I conduct regular class attendance register which helps in tracking instructor and student progress.	-	-	30(16.1)	90(48.4)	66(35.5)	4.097	0.820
e) Continuous class teaching monitoring has increased my performance objectives	-	-	30(16.1)	102(54.8)	54(29.0)	4.194	0.694
f) My department conducts meetings to track on class performance objectives	-	-	18(9.7)	114(61.3)	54(29.0)	4.194	0.593
g) Conducting regular departmental meetings on instructor student class attendance has helped me in syllabus coverage and timely course completion	-	6(3.2)	24(12.9)	114(61.3)	42(22.6)	4.032	0.697
h) Supervisors involve instructors during their periodic monitoring	-	12(6.5)	24(12.9)	102(54.8)	48(25.8)	4.000	0.805

	activities							
i)	Continuous monitoring feedback is used to help me improve performance Objectives	-	6(3.2)	24(12.9)	114(61.3)	42(22.6)	4.032	0.697
j)	Conducting program briefs is essential in restructuring and redirecting my teaching objective achievement	-	-	24(12.9)	114(61.3)	48(25.8)	4.129	0.610
<b>Composite mean and standard deviation</b>							<b>3.997</b>	<b>0.762</b>

On statement a and b, participants were asked to state if they were aware of an M&E policy guiding the process of M&E on teaching and learning and if they had been inducted on these M&E policies. Study findings revealed that most participants 102 (54.8%) agreed and 30 (16.1%) strongly agreed that there was a monitoring and evaluation policy that was used for continuous monitoring of teaching activities within the institutions. This shows that most of the TVET institutions had M&E guidelines that promoted the continuous monitoring of both the learners and instructors which influenced their performance. On the statement b, majority of the respondents 90 (48.4%) agreed and 24 (12.9%) strongly agreed that they were inducted on the institutions monitoring and evaluation guidelines that guided the continuous monitoring of teaching. These findings reveal that the instructors in the TVET institutions were inducted on the M&E policies that guided the monitoring of teaching which enabled the institutions achieve better performance. This was highlighted by one of the principals who stated that;

*“...in the institution we have policies that guide the day-to-day teaching of students. We have class attendance registers that the students are required to sign for each of the lessons they attend. Also, we have the control sheets which the class representatives have that are used to monitor the attendance of the teachers. Assuming a lesson is not attended to, the class representative has to indicate and vice – versa. These forms are then submitted to the HoDs every Friday and computed to determine how many lessons were missed during the week. The teachers concerned with the missed lesson will be communicated to and arrangements to cover the missed lessons.”*

Another principal shared similar experience:



*“In this institution we do have policies and guidelines as per the Ministry of Education which provides guidance on the type of tools, we need to ensure that students do not miss classes and trainers train the trainees. According to the MoE, a student has to attend a minimum of 75% class attendance for them to be allowed to sit for exams. To achieve this, we use class attendances to calculate the overall attendance of the student and if it is found that the student is not attending classes, we have to intervene at call the student to make sure that they are attending classes.”*

On statement c, the respondents were requested to indicate if they conducted continuous class teaching monitoring. The outcomes discovered that a larger number of the participants 96 (51.6%) agreed and 60 (32.3%) strongly agreed that they conducted continuous class teaching monitoring. The findings show that most of the instructors did continuous class monitoring. This shows that teaching and learning is monitored which influences performance. These findings were in line with those of Self (2021) who argues that continuous assessment and monitoring of learners was critical in ensuring that they performed as per the instructions they were given. This included monitoring the instructional activities they are given by their instructors and that monitoring is essential in ensuring accountability by all those involved in providing instructional activities and those implementing them.

On statement d, the respondents were to indicate if they carried regular class attendance register which helped in tracking instructor and student progress. Study findings showed that a larger number of the participants 90 (48.4%) agreed and 66 (35.5%) strongly agreed with the conduction of regular class attendance register which assisted in tracking the progress and performance of both the instructors and students. This revealed that in most of the institutions tracking of instructors and students in their commitment to train and be trained, the need to track how they were performing was key in ensuring that the performance of the institution was better than it is. These findings were collaborated by one of the principals who observed that;

*“In some of the departments the level of laxity among the instructors was high and the performance of these departments was very poor. The students were complaining of missed lessons and lack of attention and assistance from the instructors. The entire department performed poorly in last year’s KNEC examinations were 98% of the students in that department failed in various subjects. However, after reinforcing the usage of control tools like the records of work that are checked after every two weeks and class attendance sheets being given to the HoDs on a weekly basis, the performance of the*

*said department has greatly improved. I can therefore say that, when we use these control tools – class registers, schemes of work, record of work and quality control forms – then good performance is realized.”*

On statement e, most of the participants 102 (54.8%) agreed and 54 (29.0%) strongly agreed that due to continuous class teaching monitoring their performance objectives had increased. These scores show that due to regular and continuous class teaching monitoring; most of the instructors had seen their performance improve due to regularly monitoring the trainees work and providing them with the necessary support that they need to ensure that they perform better both in the institution assessments and the final assessment. In her study, Self (2021) emphasized on the importance of having continuous assessment and monitoring, it assisted in determining which areas require improvements and which ones need to be executed urgently hence affecting performance either upwards or downwards.

On statement f and g, the respondents were asked whether their departments had meetings to assess the class performance objectives and whether conducting regular departmental meetings on instructor student attendance had helped in syllabus coverage and timely course completion. From the study findings of statement f, it was found that majority of the respondents 114 (61.3%) agreed and 54 (29.0%) strongly agreed that their departments conducted meetings to track on class objectives. The findings show the presence of regular meeting to assess the various activities that contribute to performance of the classes and how to improve on the current performance. On statement g, the findings revealed that majority of the respondents 114 (61.3%) agreed and 42 (22.6%) strongly agreed that due to conducting regular departmental meetings, it had helped both the instructors and students to monitor their class attendance which in the end has contributed on timely completion on syllabus and course for the students. The findings therefore reveal that, due to continuous deliberation and regular reporting by both the instructors and students, the ability of the instructors to work together with the students as enabled them to complete the syllabus in time which in the end has enabled the students to prepare themselves thus contributing the improved performance of the institution. The study findings were supported by finding of Crockett, Billingsley and Boscardin, (2012) who stated that meeting played a crucial role in assisting instructors of schools in reviewing their performances and deliberating on methods and ways to effectively guide the learners to ensure that they perform better and also provide themselves with targets and periods they will take to accomplish them.

On statement h, the respondents were asked to specify to what extent they agreed that supervisors involve instructors during their periodic monitoring activities. Study findings revealed that majority of the respondents 102 (54.8%) agreed and 48(25.8%) strongly agreed that supervisors (Heads of departments) involved them during the periodic monitoring activities in the departments. These findings show that instructors were involved in the monitoring activities which were overseen by their supervisors who are the heads of departments in these institutions. These findings were also emphasized by one of the principals who stated that;

*“Some of the control tools we have include, schemes of work, timetables, records of work, class attendance registers and quality assurance forms that are used by both the trainers and trainees. The trainers in their respective department develop schemes of work that will be covered in that specific term and timetables are also developed by the HODs in conjunction with the timetable coordinator who then forward them to the Deputy Principal Academics for approval. After they have been approved, they are taken back to the departments where the HODs convey a meeting with the trainers and timetables and the approved workplans returned to the trainers to be used for teaching. Assuming that one of the trainers has not developed his/her scheme of work well, they are notified and together with the HOD, they correct the mistakes highlighted and then forwarded again to the Deputy Principal Academics for approvals. Through records of work, we are able to see what the trainer has covered and what is remaining. With the help of control sheets, we are able to determine which trainer is missing classes and necessary measures are taken to ensure that the trainees are assisted to cover the syllabus in time.”*

On statement i, the respondents were asked whether continuous monitoring feedback was used to help them improve their performance objectives. Study findings revealed that majority of the respondents 114 (61.3%) agreed and 42 (22.6%) strongly agreed that due to continuous feedback for monitoring, they had improved on their performance objectives. The mean and standard deviation for the statement were 4.032 and 0.697. The findings reveal that when monitoring is done continuously, and feedback provided on timely basis, then most of the shortfalls that are experienced or the setbacks witnessed are discussed and better methods of handling the problems found thus contributing to improvement of the performance objectives. Crockett et al., (2012) studies further agreed to these finding by supporting the

need of continuously providing feedback to learners as it enhances their performance as it provides them with the areas that they need to improve on.

On statement j, it was revealed that majority of the respondents 114 (61.3%) agreed and 42 (22.6%) strongly agreed that conducting of program briefs was essential in restructuring and redirecting teaching objectives as it showed them where the problems were and deliberate on new methods of solving the problems at that contributed to objectives not been met. The mean score and standard deviation for the statement were 4.129 and 0.661. The findings therefore show it is important to have continuous briefings between the instructors and the HODs to examine the current performance based on the activities of the department and evaluate each of the activity together with the person responsible with the execution to enhance their productivity hence improving on teaching objective achievement. Mwango, O., Mulwa, A., Akaranga, S., & Nyonje, R. (2018) Emphasized that conducting continuous briefs was important in comparing the performance of every evaluator within the program institutions and understanding the problems they face in executing their instruction duties thus leading to achievement of their teaching objectives.

#### **4.7.2 Relationship between routine programme monitoring and performance of curriculum instructional Program in TVET**

In order to examine the relationship between routine program monitoring and performance of curriculum instructional program in TVET institutions, pearson correlation coefficient was adopted to test the routine program monitoring and performance of curriculum instructional program in TVET institutions, this was done at 95% level of confidence. The correlation results are presented in Table 4.19.

**Table 4.19: Correlation between routine program monitoring and performance of curriculum instructional Program in TVET**

		<b>Routine programme</b>	<b>Performance</b>
Routine programme	Pearson Correlation	1	.341**
	Sig. (2-tailed)		.000
	n	186	186
Performance	Pearson Correlation	.341**	1
	Sig. (2-tailed)	.000	
	n	186	186

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

Results from Table 4.19 reveal that there is a significant positive relationship between routine programme monitoring and performance of curriculum instructional program in TVET ( $r = 0.341$ ,  $p$ -value = 0.000). correlation coefficient for routine program monitoring and performance of curriculum instruction programs in TVET was found to be 0.341 with a P-value of  $0.000 < \leq 0.05$ , implying that there is a weak positive relationship between routine program monitoring and performance of curriculum instruction project in TVET leading to rejection of the null hypothesis ( $H_0$  : There is no significant relationship between routine program monitoring and performance of curriculum instruction programs in TVET) and acceptance of the alternative hypothesis, and hence the research findings conclude that there is a weak positive relationship between routine program monitoring and performance of curriculum instruction program in TVET institutions.

This implies that the association between routine programme monitoring and performance of curriculum instructional program in TVET institution is positive and weak.

#### 4.7.3 Regression analysis of routine programme monitoring and performance of curriculum instructional Program in TVET

Regression analysis was conducted to determine the connection between routine program monitoring and performance of curriculum instructional programs, hence testing the null hypothesis. The results are shown in Table 4.20

**Table 4.20: Regression analysis of routine programme monitoring influence on performance of curriculum instructional Program in TVET Institutions**

<b>Model Summary<sup>b</sup></b>									
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>	<b>Change Statistics</b>				<b>Durbin-Watson</b>
					<b>R Square Change</b>	<b>F Change</b>	<b>Sig. F Change</b>	<b>F Change</b>	
1	0.341 <sup>a</sup>	0.117	0.112	0.52697	0.117	24.285	.000		2.369

a. Predictors: (Constant), Routine programme  
b. Dependent Variable: Performance

<b>ANOVA<sup>a</sup></b>						
<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>	
1	Regression	6.744	1	6.744	24.285	.000 <sup>b</sup>
	Residual	51.096	184	.278		
	Total	57.840	185			

a. Dependent Variable: Performance

b. Predictors: (Constant), Routine programme

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	Beta	Std. Error	Beta			
1	(Constant)	2.707	0.244		11.102	.000
	Measuring teaching	0.442	0.097	0.538	4.540	.000
	Capturing ME	0.266	0.082	0.312	3.224	.001
	Supervisor participation	0.515	0.125	0.575	4.116	.000

**a. Dependent Variable: Performance**

From Table 4.20, it was noted that the  $r = 0.341$  which was a weak connection between the routine program and performance. Further,  $R^2 = 0.117$  which revealed that the routine program monitoring was able to explain 11.7% of performance while the remaining percentage was explained by the other variables. The Durbin – Watson results was 2.369 which was below 2.5 hence no autocorrelation between routine programming and performance. At 5% interval, it was found that all the items were found to be statistically significant at  $p < 0.005$  – aspects of teaching, ( $p = 0.000$ ); capturing M&E aspects in departmental meetings ( $p = 0.001$ ) and supervisor’s participation in follow up of class teaching ( $p = 0.000$ ). From these analyses all variables were significant. The  $\beta$  coefficient of aspects measuring aspects of teaching was (0.538); capturing M&E aspects in departmental meetings (0.312) and supervisor’s participation in follow up of class teaching (0.575). The  $\beta$  values tell us that one unit change in measuring aspects of teaching contributes to 53.8% change in performance of curriculum instructional program in TVET institutions; one unit change in capturing M&E aspects in departmental meetings contributes to 31.2% change in performance of curriculum instructional program in TVET institutions; and one unit change in supervisor’s participation in follow up of class teaching contributes to 57.5% change in performance of curriculum instructional program in TVET institutions. The ANOVA results revealed that the model had a significance at  $F = 24.285$  with  $p$ -value = 0.000 which was below 0.05, hence rejection of the null hypothesis and acceptance of the alternative hypothesis. The findings satisfied the following equation;

$$Y = 2.707 + 0.538X_1 + 0.312X_2 + 0.575X_3$$

#### 4.8 Communication and performance of curriculum instructional program in TVET institutions

The study sought to establish whether the instructors had mechanisms in place to share and evaluate their performance with regards to teaching. The outcomes were presented in table 4. 21

**Table 4.21: Frequency of sharing M&E feedback**

	<b>Frequency</b>	<b>Percent</b>
Yes	134	72.0
No	52	28.0
<b>Total</b>	<b>186</b>	<b>100.0</b>

From table 4.21 , larger portion of the participants 134(72.0) indicated that they had mechanisms in place that they used to communicate their teaching performance whereas 52 (28.0%) indicated that they did not have these mechanism in place.

The participants were further requested to indicate how often the these communications were conducted and the finding from the outcomes tabulated in table 4.22

**Table 4.22: Frequency of communication M&E feedback**

<b>Frequency of communication M&amp;E feedback</b>			
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>
Monthly	54	29.0	31.0
Quarterly	120	64.6	62.1
Semi-annually	6	3.2	3.4
Annually	6	3.2	3.4
<b>Total</b>	<b>186</b>	<b>100.0</b>	<b>100.0</b>

From table 4. , the larger population of the participants 120(64.6%) indicated that communication of M&E feedback was conducted on a quarterly basis with 54(28.0%) indicating that it was done on a motherly basis whereas 6(3.2%) indicated that the exercise was done semi – annually with similar number indicating that the exercise was done annually.

Communication was the fourth independent variable. A total of ten questions were established based on the subdimensions identified. The obtained feedback was analyzed and the final outcomes presented in Table 4.21.

**Table 4.23: Communication and performance of curriculum instructional program in TVET institutions**

	Statement	SD	D	Not sure	A	SA	Mean	Std. Dev.
		n (%)	n (%)	n (%)	n (%)	n (%)		
a)	There is a policy on communication of M&E feedback	6 (3.2)	12 (6.5)	30 (16.1)	78 (41.9)	60 (32.3)	3.936	1.017
b)	I have been inducted on policy on communication of M&E feedback	6 (3.2)	24 (12.9)	30 (16.1)	84 (45.2)	42 (22.6)	3.710	1.056
c)	There is clear communication channel on my performance as Instructor in the department	-	6 (3.2)	48 (25.8)	78 (41.9)	54 (29.0)	3.968	0.825
d)	The act of having M&E Communication channels encourages me in adoption and use of M&E Systems	-	12 (6.5)	30 (16.1)	90 (48.4)	54 (29.0)	4.000	0.845
e)	The act of sharing M&E information about instructor's progress has increased my output	-	6 (3.2)	24 (12.9)	90 (48.4)	66 (35.5)	4.161	0.768
f)	Dissemination of information about my performance as Instructor is always communicated in time	-	12 (6.5)	18 (9.7)	96 (51.6)	60 (32.3)	4.097	0.820
g)	Timely distribution of information to me as Instructors on my performance has helped in managing and improving my teaching	12 (6.5)	-	18 (9.7)	90 (48.4)	66 (35.5)	4.065	1.017
h)	There is data storage and communication system in the department for reference and my performance as instructor	-	12 (6.5)	18 (9.7)	96 (51.6)	60 (32.3)	4.097	0.820
i)	Data storage and communication system increases my knowledge on conducting M&E	-	12 (6.5)	30 (16.1)	96 (51.6)	48 (25.8)	3.968	0.825
j)	Data storage and communication system increases my performance on curriculum program objectives	6 (3.2)	18 (9.7)	12 (6.5)	90 (48.4)	60 (32.3)	3.968	1.034
<b>Composite mean and standard deviation</b>							<b>3.997</b>	<b>0.903</b>

On item a, the results revealed that majority of the respondents 78 (41.9%) agreed and 60 (32.3%) strongly agreed that there was a policy on communication that was used to provide feedback to the



instructors. The mean and standard deviation scores for the item were 3.936 and 1.017. The findings reveal that in most of the institution feedback policies on monitoring was present and that both the learners and instructors were informed of the feedback through various channels. These findings were also supported by one of the Deputy Principals who observed that:

*“When we get the class attendance and the quality assurance forms from the class representatives, we analyze them to determine the percentage of attendance of the students and also determine the lessons that were missed and which instructor was to teach that lesson. The results are then shared with the principal who then might call the specific instructor or make and list of those who have been missing lessons and put them on the notice board. In some instances, I call the respective instructor to inquire why they missed the lesson but sometimes we face a lot of resistance from the instructor as they assume, we are micromanaging them. Sometimes I and the quality assurance officer sample out classes to verify that they are being taught a part from collecting the tools used to monitor teaching and learning activities.”*

On the item b, majority of the respondents 84 (45.2) agreed and 42 (22.6%) strongly agreed that they were inducted on the policy on communicating M&E feedback. The mean and standard deviation scores were 3.710 and 1.056. The findings reveal that most of the instructors were informed of the policy on communicating feedback on M&E in various settings. Masset et al., (2013) findings were who argued that good communication policy enables an organization achieve its goals and objectives hence if the policy that they organization has do not assist it in improving its performance then they need to be relooked at.

On item c, the respondents were asked if there was clear communication channel on their performance as instructors in the department. The findings showed that majority of the respondents 78 (41.9%) agreed and 54 (29.0%) strongly agreed that there was a clear channel of communication on their performance as instructors in their respective departments. The channels involved regular meetings convened by the heads of departments and the deputy academic principals in most cases where the issues pertaining performance as instructors are discussed and each individual instructor is given a chance to provide suggestions that they think will be useful in enabling improve on their performances. These findings were supported by one of the principals who alluded that;

*“Communication is done formally to the trainers that have been found not to be attending to classes, where they are called and informed of the reasons why they were called. At this point they have to commit in writing on how they intent to cover the lessons missed. So, it’s up to them to make time and agree with the class and we have to confirm that it’s done.”*

On item d, majority of the respondents 90 (48.4%) agreed and 54 (29.0%) strongly agreed that due to M&E communication channels they had been encouraged in adopting the M&E systems. From the analysis it was found that most of the instructors were impressed with the way communication was being handled with regards to M&E hence the need to adopt its usage. Kusek (2010) stated that having good mediums of communicating feedback was crucial in enabling and institution and its personnel contribute positively to its performance hence agreeing with the findings that good feedback communication channels were instrumental in enabling instructors adopt M&E systems.

On item e, the respondents were requested to indicate how the act of sharing M&E information about instructor’s progress has increased their output. The findings revealed that majority of the respondents 90 (48.4%) agreed, 66 (35.5%) strongly agreed, 24 (12.9%) neither agreed or disagreed and 6 (3.2%) disagreed. The mean score and standard deviation for this item was 4.161 and 0.768 respectively. These findings imply that sharing of M&E information with the instructors was critical in allowing them know their shortfalls and correct them before they grow out of proportion hence contributing to increased performance and their output as well as supported by Struyk, and Haddaway, (2012) who attributed the importance of sharing data and performance of programs.

On item f, the respondents were asked whether the dissemination of information about their performance as instructor was always communicated in time. From the findings majority of the respondents 96 (51.6%) agreed, 60 (32.3%) strongly agreed, 18 (9.7%) neither agreed nor disagreed while 12 (6.5%) disagreed with the statement. The mean and standard deviation scores for the item were 4.097 and 0.820. The findings therefore revealed that dissemination of the information to the trainers/instructors on timely basis was found to assist the trainers to improve on their work hence cover syllabus on time hence contributing increased performance. Zhao (2010) agrees with these findings where he argued that when information is disseminated on a timely basis, the concerned individuals will use it make decisions that will improve the overall objective of performance and also enable the consumers of the information to gauge themselves hence able to address the shortfalls experienced.

On the item g, the respondents were requested to state to what extent timely distribution of information to them had as instructors on their performance had helped in managing and improving their teaching. Study findings indicated that majority of the respondents 90 (48.4%) agreed, 66 (35.5%) strongly agreed, 18 (9.7%) neither agreed nor disagreed while 12 (6.5%) strongly disagreed. The mean and standard deviation scores for the item were 4.065 and 1.017. The findings show that when information is provided on timely basis, a lot of damage is avoided hence contributes to improved learning outcomes thus increased performance. These findings were in line with one of the principals who reported that:

*“Reporting is done formatively because summative will suicidal and the damage caused will be enormous. So usually between two to three weeks, we have a summary of what has happened for that specific class. So that if we find that a given trainer has not been attending to their classes, we ask them to commit in writing on how they will make up for the session they did not take up or any duty they did not perform.”*

On item h and item i, the respondents were asked to indicate if there is data storage and communication system in the department for reference on their performance as instructors and whether this data storage and communication system increases their knowledge on conducting M&E. On item h, majority of the respondents 96 (51.6%) agreed, 60 (32.3%) strongly agreed, 18 (9.7%) neither agreed nor disagreed and 12 (6.5%) disagreed to the statement. The mean and standard deviation scores for the item were 4.097 and 0.820. The findings show the institutions have data storage and communication systems that instructors use to gauge their performances hence contribute to the overall performance of the institution. On item i, it was found that majority of the respondents 96 (51.6%) agreed, 48 (25.8%) strongly agreed, 30 (16.1%) neither agreed nor disagreed while 12 (6.5%) disagreed. The average and SD scores for the questions were 3.968 and 0.825. The findings show that due to the institution storing data, most of the instructors utilize this data to make decisions that impact both the instructors and the learners and also contribute to increase in M&E knowledge for them which in the end assists in performance improvement. The findings were in line with those of Kemal (2019) who attributed that performance of instructors was linked to various factors including accessibility to information. Availability of information and data is useful in assisting them understand the various concepts of M&E hence gauge their performances and areas that need improvements.

On item j, majority of the respondents 90 (48.4%) agreed, 60 (32.3%) strongly agreed, 18 (9.7%) disagreed, 12 (6.5%) neither agreed nor disagreed and 6 (3.2%) strongly disagreed. The mean and standard deviation scores for this item were 3.968 and 1.034. From the findings it was found that storage of data and communication systems increased the performance of the instructors hence curriculum program objectives. Pal, and Pal, (2013).in their study argued that tutor evaluation is based on data that is collected through monitoring of all the activities they do hence storing of these sets of data becomes important in determining their performance through comparison of different activities carried within certain periods hence enable these instructors to rectify the shortfalls thus striving to improve their overall performances. The average scores for the variable were 3.997 and standard deviation of 0.903 as seen from Table 4.26 shows that communication of M&E feedback was critical to performance of curriculum instructional program in TVET institutions as it provided the instructors with the feedback, they need to continue implementing the instructional program. These findings were agreed upon by one of the principals who attributed improved performance in some of the departments within the institutions to proper communication and feedback systems that has enabled them provide the much-needed support to the instructors and address issues that contributed to ineffective implementation of instructional programs.

#### **4.8.1 Relationship between communication and performance of curriculum instructional program in TVET**

To determine the association between the communication and performance, pearson’s moment was used and the outcomes presented in Table 4.22.

**Table 4.24: Correlation between communication and performance of curriculum instructional Program in TVET**

		Communication	Performance
Communication	Pearson Correlation	1	.628**
	Sig. (2-tailed)		.000
	n	186	186
Performance	Pearson Correlation	.628**	1
	Sig. (2-tailed)	.000	
	n	186	186

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

Results from Table 4.22 reveal that there is a significant positive relationship between communication and performance of curriculum instructional program in TVET ( $r = 0.628$ ,  $p\text{-value} = 0.000$ ). correlation coefficient for communication and performance of curriculum instruction programs in TVET was

found to be 0.628 with a P-value of  $0.000 < \leq 0.05$ , implying that there is a significant positive relationship between communication and performance of curriculum instruction programs in TVET leading to rejection of the null hypothesis ( $H_0$  : There is no significant relationship between communication and performance of curriculum instruction programs in TVET) and acceptance of the alternative hypothesis, and hence the research findings conclude that there is a significant positive relationship between communication and performance of curriculum instruction project in TVET institutions. This implies that the association between communication and performance of curriculum instructional program in TVET institution is positive and strong.

#### 4.8.2 Regression analysis of communication and performance of curriculum instructional program in TVET

Regression analysis was conducted to determine the connection between communication and performance of curriculum instructional programs, hence testing the null hypothesis. The results are shown in Table 4.23

**Table 4.25: Regression analysis of communication influence on performance of curriculum instructional program in TVET Institutions**

<b>Model Summary<sup>b</sup></b>									
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>	<b>Change Statistics</b>			<b>Durbin-Watson</b>	
					<b>R Square Change</b>	<b>F Change</b>	<b>Sig. F Change</b>		
1	0.628 <sup>a</sup>	0.395	0.391	0.43627	0.395	33.143	.000	2.039	

a. Predictors: (Constant), Communication  
b. Dependent Variable: Performance

<b>ANOVA<sup>a</sup></b>						
<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>	
1	Regression	22.820	1	22.820	33.143	.000 <sup>b</sup>
	Residual	35.020	184	0.190		
	Total	57.840	185			

a. Dependent Variable: Performance  
b. Predictors: (Constant), Communication

<b>Coefficients<sup>a</sup></b>						
<b>Model</b>		<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>		<b>Sig.</b>
		<b>Beta</b>	<b>Std. Error</b>	<b>Beta</b>	<b>t</b>	
1	(Constant)	2.029	0.182		11.135	.000

Communications	.065	.044	.117	1.472	.143
Dissemination	0.060	0.075	0.083	0.798	0.426
Distribution	0.338	0.084	.448	4.006	0.000
Tutor data	0.143	0.080	0.211	1.783	0.076

a. Dependent Variable: Performance

Findings in Table 4.23 revealed that  $r = 0.628$ , which was moderately high and positive. The  $R^2$  was 0.395 showing that the communication was able to explain 39.5% of performance of curriculum instructional programs while the other variables explained the remaining percentage. The Durban – Watson score was found to be 2.039 which was below 2.5 hence proving that the two variables were not autocorrelating. From the hypothesis testing at 5%v significant levels it was found that communication systems in place, ( $p = 0.143$ ); M&E information disseminated to instructors ( $p = 0.426$ ); timely distribution of M&E information to instructors ( $p=0.000$ ) and Instructor’s data ( $p =0.076$ ). From these analyses three variables were insignificant while one was significant. The  $\beta$  coefficient of aspects communication systems in place were (0.117); M&E information disseminated to instructors (0.083); timely distribution of M&E information to instructors (0.448) and instructor’s data (0.211). The  $\beta$  values tell us that one unit change in communication systems in place contributes to 11.7% change in performance of curriculum instructional program in TVET institutions; one unit change in M&E information disseminated to instructors contributes to 8.3% change in performance of curriculum instructional program in TVET institutions; one unit change in timely distribution of M&E information to instructors contributes to 44.8% change in performance of curriculum instructional program in TVET institutions and one unit change in instructors data contributes to 21.1% change in performance of curriculum instructional program in TVET institutions. The ANOVA results revealed that  $F = 33.143$  which was significant at  $p<0.000$  hence the significance of the model assured. Based on these results, the null hypotheses were rejected hence accepting the alternative hypothesis which showed the presence of a connection between communication and performance of curriculum instructional programs. The coefficients provide the necessary information to predict performance of curriculum instructional program in TVET institutions from communication. The findings from the above analysis satisfied the equation below;

$$Y = 2.029 + 0.117X_1 + 0.083X_2 + 0.448X_3 + 0.211X_4$$

#### 4.9 Institutional culture and performance of curriculum instructional program in TVET

Acting as a moderating variable the study looked at how institutional culture influenced the performance of curriculum instructional programs. Ten questions were issued to the respondents and the feedback obtained represented in Table 4.24

**Table 4.26: Institutional culture and performance of curriculum instructional program in TVET institutions.**

Statement	SD	D	Not sure	A	SA		
	N (%)	N (%)	N (%)	N (%)	N (%)		
a) My institution has a mission statement that guide performance	6 (3.2)	6 (3.2)	30 (16.1)	90 (48.4)	54 (29.0)	3.968	0.935
b) My organization's mission influences my performance	-	6 (3.2)	24 (12.9)	84 (45.2)	72 (38.7)	4.194	0.782
c) I am aware of my organization core values	-	6 (3.2)	18 (9.7)	90 (48.4)	72 (38.7)	4.226	0.752
d) My organization core values guide my target achievement	-	12 (6.5)	18 (9.7)	84 (45.2)	72 (38.7)	4.161	0.848
e) Teamwork has helped me improve on my performance on teaching	-	6 (3.2)	18 (9.7)	78 (41.9)	84 (45.2)	4.258	0.881
f) My department has a vision that guide my teaching	6 (3.2)	24 (12.9)	18 (9.7)	78 (41.9)	60 (32.3)	3.871	1.103
g) My department vision has increased my performance	- -	24 (12.9)	24 (12.9)	66 (35.5)	72 (38.7)	4.000	1.019
h) The values treasured in my department has influenced our overall performance	6 (3.2)	18 (9.7)	30 (16.1)	72 (38.7)	60 (32.3)	3.871	1.073
i) My attitudes on my learners influence my performance	-	-	18 (9.7)	96 (51.6)	72 (38.7)	4.290	0.634
j) My Perception on M&E Influences my performance	-	12 (6.5)	36 (19.4)	84 (45.2)	54 (29.0)	3.968	0.863
<b>Composite mean and standard deviation</b>						<b>4.081</b>	<b>0.889</b>

On item a and b, findings revealed that majority of 90 (48.4%) agreed, 54 (29.0%) strongly agreed, 30 (16.1%) were not sure, while 6 (3.2%) disagreed and strongly disagreed. Average scores and standard deviation for the item were 3.968 and 0.935. The findings show that most of the institutions had mission statement that provided guidance on what levels of performance was expected by the instructors. On the item b, the findings revealed that majority of the respondents 84 (45.2%) agreed, 72 (38.7%) strongly agreed, 24 (12.9%) were not sure, 6 (3.2%) disagreed. Average scores and standard deviation for the item were 4.194 and 0.782. The findings showed that indeed the mission statement influenced the performance of the instructors in these institutions. The findings concurred with those of Lopez and Martin (2018) who argued that mission statements of organization provide the much-needed information about it, what it wants to achieve, the way it will achieve it hence all the strategies developed by an organization rely on its mission statement.

On item c and d, the respondents were asked if they were aware of their institution's core values and whether these core values guided them in achieving their targets. From the analysis of item c, it was found that majority of the respondents 90 (48.4%) agreed, 72 (38.7%) strongly agreed, 18 (9.7%) were not sure while 6 (3.2%) disagreed. These findings show that most of the instructors were aware of the core values of the institutions they were working with. On item d, the findings showed that majority of the respondents 84 (45.2%) agreed, 72 (38.7%) strongly agreed, 18 (9.7%) were not sure and 12 (6.5%) disagreed that they organization's core values guided them in achieving their targets. The findings show that most of the instructors were guided by the core values of their institutions to achieve the targets they had set hence improving performance. Slate et al., (2008) supported these findings by linked performance to core values as each institution had values that were required to be upheld in order for them to achieve there set targets hence performance.

On item e, the respondents were requested to indicate if teamwork has helped them improve on their performance on teaching. The findings revealed that majority of the respondents 84 (45.2%) strongly agreed, 78 (41.9%) agreed, 18 (9.7%) were not sure while 6 (3.2%) disagreed. This shows that most of the instructors used teamwork to ensure that they met the set targets on instructional programs hence improving on their performance. According to findings from studies done by de los Ríos Carmenado et al., (2012) they found that most programs were completed on time due to teamwork exhibited by the program hence supporting these findings.



On item f and g, the respondents were entreated to indicate whether their departments had a vision that guided their teaching and whether this vision had increased their performance. On item f, the findings revealed that majority of the respondents 78 (41.9%) agreed, 60 (32.3%) strongly agreed, 24 (12.9%) disagreed, 18 (9.7%) were not sure and 6 (3.2%) strongly disagreed. The mean and standard deviation for the item were 3.871 and 1.103. This shows that the departments in most of the institutions have departmental vision that guides instructors on teaching. On item g, majority of the respondents 72 (38.7%) strongly agreed, 66 (35.5%) agreed, 24 (12.9%) were not sure while 24 (12.9%) disagreed. The findings reveal that that due to availability of departmental vision, the performance of the instructors had increased. Slate et al., (2008) found that organization's vision was crucial in propelling it to realize its potential and purpose hence develop methods that will enable it achieve its final objective.

On item h, the respondents were required to indicate if the values treasured in their department has influenced their overall performance. It was revealed majority of the respondents 72 (38.7%) agreed, 60 (32.3%) strongly agreed, 30 (16.1%) were not sure, 18 (9.7%) disagreed and 6 (3.2%) strongly disagreed. It was evident from the findings that most of the instructors were guided by the values in their various departments to carry out instructional programs hence influencing the overall performance. Slate et al., (2008) in his study supported the findings by stating that when the values are honored by all those within the program then performance of the program will be realized.

On item i, the respondents were asked whether their attitudes on learners influenced their performance. From the findings it was noted that majority of the respondents 96 (51.6%) agreed, 72 (38.7%) strongly agreed and 18 (9.7%) were not sure. The findings reveal that instructor's attitude towards the learners influenced their performance. These findings were in line with one of the principals who stated that:

*“Majority of the instructors are positive about M&E although there are those who oppose it, but it also depends on how you handle it in a manner that is going to be interpreted with impunity then they will shy away from it. But when you encourage them that it is out of this that we are going to appreciate what each one of you has produced in writing, as evidence and that evidence goes a long way in determining one's career progression or upward mobility in terms of promotion. So, I think because of the benefits attached to it majority of our trainers have embraced it.”*

On item j, majority of the respondents 84 (45.2%) agreed, 54 (29.0%) strongly agreed, 36 (19.4%) were not sure while 12 (6.5%) disagreed that their perception on M&E had influenced their performance. This implies that perception of the instructors on M&E influenced their performance. The finding from composite means of 4.081 and standard deviation 0.889 show that institutional culture had a great influence on the performance of curriculum instructional program in TVET institutions. These findings show that when an institution has a culture that portrays its end goal, those within the organization will strive to ensure that the institution has achieved its objectives as guided by the culture within the institution as supported by Piercy (2004) who attributed organizational performance to its culture.

#### **4.9.1 Relationship between institutional culture and performance of curriculum instructional Program in TVET**

To determine the association between the institutional culture and performance, Pearson's moment was used and the outcomes presented in Table 4.25.

**Table 4.27: Correlation between institutional culture and performance of curriculum instructional Program in TVET**

		<b>Institutional culture</b>	<b>Performance</b>
Institutional culture	Pearson Correlation	1	.510**
	Sig. (2-tailed)		.000
	N	186	186
Performance	Pearson Correlation	.510**	1
	Sig. (2-tailed)	.000	
	N	186	186

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

Outcomes from Table 4.25 reveal that there is a significant positive relationship between institutional culture and performance of curriculum instructional program in TVET ( $r = 0.510$ ,  $p\text{-value} = 0.000$ ). This implies that the association between institutional culture and performance of curriculum instructional program in TVET institution is positive and moderately strong.

#### 4.9.2 Regression analysis of institutional culture and performance of curriculum instructional Program in TVET

Regression analysis was done on the fifth objective which was at how institutional factors influence performance with regards to curriculum instructional program in TVET institutions. The study tested the null hypothesis that stated as follows;

**Table 4.28: Regression analysis of institutional culture influence on performance of curriculum instructional Program in TVET Institutions**

Model Summary <sup>b</sup>								
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Durbin-Watson
					R Square Change	F Change	Sig. F Change	
1	0.510 <sup>a</sup>	0.260	0.256	0.48238	0.260	64.569	.000	1.948

a. Predictors: (Constant), Institutional culture

b. Dependent Variable: Performance

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.025	1	15.025	64.569	.000 <sup>b</sup>
	Residual	42.815	184	0.233		
	Total	57.840	185			

a. Dependent Variable: Performance

b. Predictors: (Constant), Institutional culture

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		Beta	Std. Error	Beta		
1	(Constant)	2.601	0.208		12.487	0.000
	Mission	0.168	0.074	0.210	2.255	.025
	Values	0.076	0.086	0.102	0.886	0.377
	Attitude	0.150	0.069	0.231	2.164	0.032
	Perception	0.444	0.101	0.587	4.417	0.000

a. Dependent Variable: Performance

In Table 4.26, r value was found to be 0.510 which was a moderate and positive correlation between institutional culture and performance. R<sup>2</sup> was found to be 0.260 which showed that the moderating variable was able to elucidate the dependent variable at 26.0% while the remaining 74.0% was explained by the independent variables and other factors. The Durbin – Watson score was found to be 1.948 which was within the limits of 1.5 and 2.5 hence revealing a positive correlation between the institutional culture and performance. From the analysis conducted at 5% level of significance revealed that mission, (p = 0.025); values (p = 0.377); attitude (p=0.032) and perception (p=0.000). From these

analyses three variables were insignificant while one was significant. The  $\beta$  coefficient of mission was (0.210); values (0.102); attitude (0.231) and perception (0.587). It was observed that the indicators under institutional culture – mission, values, attitude and perception – had different degrees of influence on performance based on their  $\beta$  vales of – Mission (21.0%), Attitude (23.1%), Values (10.2%) and perception (58.7%). From ANOVA findings F was 64.569 which was significant at  $p = 0.000$  which was below 0.05. Since  $p < 0.05$ , it led to the rejection of the null hypothesis thus accepting the alternative hypothesis hence institutional culture had significant influence on performance of curriculum instructional Program in TVET Institutions.

The analysis findings were able to satisfy the equation below;

$$Z = 2.601 + 0.210X_1 + 0.107X_2 + 0.231X_3 + 0.587X_4$$

#### 4.10 Monitoring and evaluation systems and performance of curriculum instructional program in TVET institutions

The study also examined the influence of M&E systems on performance of curriculum instructional Program in TVET institutions in Bungoma County, Kenya.

**Table 4.29: Correlations between M&E system and performance of curriculum instructional program in TVET institutions**

		<b>Correlations</b>				
		M&E capacity	M&E Workplan	Routine programme	Communication Performance	
M&E capacity	Pearson	1				
	Correlation					
	Sig. (2-tailed)					
	N	186				
M&E Workplan	Pearson	0.793**	1			
	Correlation					
	Sig. (2-tailed)	0.000				
	N	186	186			
Routine programme	Pearson	0.511**	.749**	1		
	Correlation					
	Sig. (2-tailed)	0.000	.000			
	N	186	186	186		
Communication	Pearson	0.820**	0.750**	0.699**	1	
	Correlation					
	Sig. (2-tailed)	0.000	0.000	0.000		
	N	186	186	186	186	
Performance	Pearson	0.648**	0.496**	0.341**	0.628**	1
	Correlation					

Sig. (2-tailed)	0.000	0.000	0.000	0.000
N	186	186	186	186

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

Findings in table 4.27 revealed correlation between all four independent variables which is positive and significant. M&E capacity had the strongest correlation of 0.648 at  $p < 0.01$ ; communication had 0.628 at  $p < 0.01$ ; M&E workplan had 0.496 at  $p < 0.01$  while routine programme had the lowest 0.314 at  $p < 0.01$ . The findings therefore prove that monitoring and evaluation influences the performance of curriculum instructional program in TVET institutions in Bungoma County, Kenya positively. Having all the indicators of M&E systems having a composite combine correlation of 0.606 at  $p < 0.05$  which was a strong correlation, results to the nullification of the null hypothesis as it is below  $p < 0.05$ .

#### 4.10.1 Regression analysis of monitoring and evaluation systems and performance of curriculum instructional program in TVET

The testing of the sixth hypothesis was conducted using the stepwise regression which was in line with suggestions proposed by Judd and Kenny (2010) who advocated for the utilization of the four-model hypothesis testing.

The hypothesis that was null was analyzed using the following equation;

$$Z = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \mu$$

Where: Z= Performance of curriculum instructional program in TVET institutions

$\beta_0$  = Constant (the intercept of the model);  $X_1$  = M & E Capacity;  $X_2$  = M & E work plan;  $X_3$  = Routine prog. Monitoring;  $X_4$  = Communication on M&E;

**Table 4.28: Regression analysis of monitoring and evaluation systems and performance of curriculum instructional program in TVET**

Model Summary <sup>b</sup>					
Model	R	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson	
1	0.606 <sup>a</sup>	0.367	.364	0.44599	2.084

a. Predictors: (Constant), M and E systems  
b. Dependent Variable: Performance

ANOVA <sup>a</sup>						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	21.242	1	21.242	38.387	.000 <sup>b</sup>
	Residual	36.598	184	.199		
	Total	57.840	185			

a. Dependent Variable: Performance

b. Predictors: (Constant), M and E systems

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t-statistics	Sig.
		Beta	Std. Error	Beta		
1	(Constant)	2.223	.222		10.015	.000
	M&E capacity	0.295	.090	.408	3.296	.001
	M&E Workplan	0.039	.097	0.048	0.398	.691
	Routine programme	0.114	.095	0.120	1.207	.229
	Communication	.312	.089	.413	3.517	.001

a. Dependent Variable: Performance

Findings in Table 4.28 revealed that,  $r = 0.606$  which indicated that monitoring and evaluation had a strong, high and positive relationship to performance of curriculum instructional program in TVET institutions. Furthermore,  $R^2$  was 0.367 which means monitoring and evaluation explained 36.7% of performance of curriculum instructional program in TVET. The tests of Durbin – Watson was found to be 2.084 hence proving that the variables were not correlating. Significant tests conducted at 0.05 shows that M&E capacity was 3.296; M&E workplan was 0.398; routine programme monitoring was 1.207 and communication on M&E 3.517. Based in the  $\beta$  values, a unit change in M&E capacity results in a 40.8% in performance; a unit change in M&E capacity results in a 4.8% change in performance; a unit change in routine programme results in 12.0% change in performance while a unit change in communication results in 41.3% in performance. The F-value on ANOVA results was  $F=38.387$  with  $p<0.000$  which was significant. The p-value was less than 0.05 resulting in the rejection of the null hypothesis hence accepting the alternative hypothesis. The findings there for found that M&E systems influenced performance of curriculum instruction project in TVET institutions.

. The findings therefore satisfy the regression equation below;

$$Z = 2.223 + 0.408X_1 + 0.048X_2 + 0.120X_3 + 0.413X_4 + \mu$$

Findings from the study are in line with those Mutehkele (2018) who found that M&E systems were important on ensuring that performance of academic through the enhancement of the systems adopted with each individual institution.

#### 4.12 Institutional culture influences the relationship between monitoring and evaluation systems and performance of curriculum instructional program in TVET institutions

The study also assessed extent to which institutional culture influences the relationship between monitoring and evaluation systems and performance of curriculum instructional program in TVET institutions in Bungoma County, Kenya.

**Table 4.30: Inferential analysis of institutional culture influences the relationship between monitoring and evaluation systems and performance of curriculum instructional program in TVET Institutions**

Model Summary <sup>c</sup>										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					
					R Square Change	F Change	df1	df2	Sig. Change	F Durbin-Watson
1	.606 <sup>a</sup>	.367	.364	.44599	.367	106.792	1	184	.000	
2	.614 <sup>b</sup>	.377	.370	.44364	.010	2.949	1	183	.088	2.003

a. Predictors: (Constant), M&E systems

b. Predictors: (Constant), M&E systems, Institutional culture

c. Dependent Variable: Performance

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	21.242	1	21.242	106.792	.000 <sup>b</sup>
	Residual	36.598	184	.199		
	Total	57.840	185			
2	Regression	21.822	2	10.911	55.436	.000 <sup>c</sup>
	Residual	36.018	183	.197		
	Total	57.840	185			

a. Dependent Variable: Performance

b. Predictors: (Constant), M&E systems

c. Predictors: (Constant), M&E systems, Institutional culture

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.890	.207		9.137	.000

	M&E systems	.545	.053	.606	10.334	.000
2	(Constant)	1.771	.217		8.159	.000
	M&E systems	.450	.076	.500	5.877	.000
	Institutional culture	.120	.070	.146	1.717	.088

**a. Dependent Variable: Performance**

From Table 4.29, the finding revealed on the first model (1)  $R^2$  was 0.367 meaning that monitoring and evaluation accounted for 36.7% of performance of curriculum instructional program in TVET institutions. However, in the second model (2) when the moderating variable introduced,  $R^2$  increases 0.377 meaning that it contributes to 37.7% of performance. The change experienced of 0.01 or 1% in  $R$  – squared is attributed to introduction of the moderating variable. Looking at the  $F$  – ratio decreased from 105.792 for model (1) one to 55.436 for model (2) two and was highly significant  $p < 0.005$ . This outcome revealed that the model was able predict the depend variable. These findings led to the nullification of the null hypothesis hence accepting the alternative – institutional culture had momentous influence on the relationship between monitoring and evaluation systems and performance of curriculum instructional program in TVET institutions in Bungoma County, Kenya. The following equation

$$Z = \beta_0 + \beta_1 X_1 + \beta_2 Z + \mu$$

Where: Y= Performance of curriculum instructional program in TVET institutions

$X_1$ = combined M & E systems;  $Z$  = Institutional Culture;  $\beta_1$  = coefficient relating the independent variable,  $X_i$ , to Y, when  $Z = 0$ ;  $\beta'_i$  = coefficient relating the moderator variable,  $Z$ , to Y, when  $X = 0$ ,

From the statistical findings we can now specify the following equation;

$$Z = 1.771 + 0.450X_1 + .120Z + \mu$$

The results from this equation concurred with findings from Piercy (2014) who attributed the overall performance of institutions to the cultures practiced by the organizations and how the culture acted as a guardian on enhancing the way instructors conducted their work leading to performance improvement.



## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

#### 5.1 Introduction

In this chapter, the summary of findings, conclusions and recommendations are made based on the study findings. A summary of both the descriptive and inferential findings are discussed based on the objectives of the study. Recommendations are also drawn from the findings on areas of policy formulation, research, and implementation. Areas of future research are also identified.

#### 5.2 Summary of the findings

The main purpose of the study was to look at how M&E systems, institutional culture influenced the performance of curriculum instructional programs in technical vocational education and training institutions in Bungoma County, Kenya. The study utilized seven objectives which were investigated and tested to determine their influence on the dependent variable.

##### 5.2.1 M&E capacity and performance of curriculum instructional program in technical vocational education and training institutions

From the first objective, on M&E capacity and performance of curriculum instructional program in technical vocational education and training institutions, the Cronbach's coefficient for items 10 items developed was 0.949 which shows that the internal consistence of the items was good. From the analysis it was found the average scores and standard deviation of the items were 3.833 and 0.908 which revealed that majority of the respondents agreed that M&E capacity had a great influence on the performance of curriculum instructional programs in technical vocational education and training institutions. On inferential statistics, the null hypothesis testing, there was no relation between M&E capacity and performance of curriculum instructional programs in TVET Institutions in Bungoma County. The value of R – square was 0.503,  $F(4,181) = 45.840$  and  $p < 0.05$ . The test of Durbin – Watson was found to be 1.681 which revealed that there was no auto – correlation as it was heading towards 2. On testing for significance at 0.05 for the four items, it was found that aspects of training on M&E ( $p = 0,000$ ); participation in M&E activities ( $p = 0.059$ ); echelon of experience in M&E

practice ( $p = 0.000$ ) and incidence of reading M&E resource ( $p = 0.001$ ). From these analyses three variables were significant while one - M&E activities ( $p = 0.059$ ) – was not significant as  $p > 0.05$ . The  $\beta$  coefficient of Aspects of training on M&E (0.485); Participation in M&E activities (0.250); Echelon of experience in M&E practice (-0.351) and Incidence of reading M&E resource (0.310). Based on these findings the null hypothesis was rejected hence concluding that indeed Monitoring and Evaluation capacity had significant influence on the performance of curriculum instructional programs in TVET institutions.

### **5.2.2 M&E work plan and performance of curriculum instructional program in TVET institutions.**

On the second objective, the reliability index for the ten items used for this objective was 0.912 which revealed the level of consistence of the items hence was higher and within the acceptable limits. Both the composite mean and standard deviation scores of 3.673 and 0.926 showed that the respondents agreed that M&E workplans influenced the performance of curriculum instructional programs in TVET institutions. Inferential statistics, the null hypothesis was tested and the scores show that R – square was 0.465,  $F(3,182) = 52.821$  while  $p < 0.05$ . The Durbin – Watson test was 1.787 which was heading towards 2 hence show that there was no autocorrelation between M&E workplans and the performance of curriculum instructional programs in TVET institutions. The significant levels tests at 0.05 of the three items under M&E capacity were found to be those aspects of work plan formulation ( $p = 0.813$ ); adhering to teaching plan ( $p = 0.000$ ) and implementation of activities outlined in the work plan ( $p = 0.000$ ). From these analyses two variables were significant while one - aspects of work plan formulation ( $p = 0.813$ ) – was not significant as  $p > 0.05$ . The  $\beta$  coefficient of aspects of work plan formulation was (0.014); adhering to teaching plan (-0.338) and implementation of activities outlined in the work plan (0.887). The findings therefore showed that the null hypothesis was rejected and that actually there is a significant relationship between M&E work plan and Performance of curriculum instructional Program in TVET Institutions in Bungoma County, Kenya.

### **5.2.3 Routine programme monitoring and performance of curriculum instructional program in TVET institutions**

On the third objective, on routine programme monitoring and performance of curriculum instructional program in TVET institutions, the reliability index (Cronbach's alpha) of the ten items used to collect

data was 0.916 which revealed that there was internal consistence for the items. The composite mean and standard deviation scores were 3.997 and 0.762, this shows that the respondents agreed that routine programme monitoring influenced performance of curriculum instructional program in TVET institutions. On inferential testing, the null hypothesis was tested and R – square was found to be 0.255,  $F(3,182) = 20.769$  while  $p$  – value  $<0.05$ . The Durbin – Watson score was 2.255 which was more between 1.5 and 2.5 which indicated that there was no autocorrelation between routine programme monitoring and performance of curriculum instructional program in TVET institutions. Three items were tested at significant level of 0.05 and the results were measuring aspects of teaching, ( $p = 0.000$ ); capturing M&E aspects in departmental meetings ( $p = 0.001$ ) and supervisor’s participation in follow up of class teaching ( $p = 0.000$ ). From these analyses all variables were statistically significant. The  $\beta$  coefficient of aspects measuring aspects of teaching was (-0.538); capturing M&E aspects in departmental meetings (0.312) and supervisor’s participation in follow up of class teaching (0.575). This analysis led to rejection of the null hypothesis this it was found that there was significant relationship between Routine programme monitoring and performance of curriculum instructional Program in TVET Institutions in Bungoma County, Kenya.

#### **5.2.4 Communication and performance of curriculum instructional program in TVET institutions**

On the fourth objective on communication and performance of curriculum instructional program in TVET institutions Cronbach’s reliability index for the ten items was 0.943 which showed that the internal level of consistency was good. Composite mean and standard deviation scores were 3.997 and 0.903 which showed that the respondents agreed communication influenced performance of curriculum instructional program in TVET institutions. Testing of null hypothesis was done and R – square was 0.423 and  $F(4,181) = 33.143$  while  $p$  – value  $<0.05$ . Durbin – Watson analysis was found to be 1.908 which revealed that the variables were not auto – correlating. The objective had three indicators that were tested at 0.05 significant level and the findings were communication systems in place, ( $p = 0.143$ ); M&E information disseminated to instructors ( $p = 0.426$ ); timely distribution of M&E information to instructors ( $p=0.000$ ) and instructor’s data ( $p = 0.076$ ). From these analyses three variables were insignificant while one was significant. The  $\beta$  coefficient of aspects communication systems in place were (0.117); M&E information disseminated to instructors (-0.083); timely distribution of M&E information to instructors (0.448) and instructor’s data (0.211). Based on these findings, the null

hypothesis was rejected and alternative hypothesis accepted hence there was significant relationship between communication on M & E and performance of curriculum instructional Program in TVET institutions in Bungoma County, Kenya.

### **5.2.5 Institutional culture and performance of curriculum instructional Program in TVET**

The fifth objective was on institutional culture and performance of curriculum instructional program in TVET institutions in Bungoma County, Kenya. The reliability examination found that the ten items had an index of 0.917 hence good internal consistencies. The composite mean and standard deviation were 4.081 and 0.889 which revealed that the respondents strongly agreed that institutional culture influenced performance of curriculum instructional Program in TVET. Null hypothesis testing was done and R – square was found to be 0.380 and  $F(4,181) = 27.706$  while  $p - \text{value} < 0.05$ . Tests of Durbin – Watson were found to be 2.206 which was within the margin of 1.5 and 2.5 hence the variables were not auto correlating. The objective had four indicators that were tested at 0.05 level of significant and were found to be mission, ( $p = 0.025$ ); values ( $p = 0.377$ ); attitude ( $p=0.032$ ) and perception ( $p =0.000$ ). From these analyses three variables were insignificant while one was significant. The  $\beta$  coefficient of mission was (-0.210); values (-0.102); attitude (0.231) and perception (0.587). Based on these statistics, the null hypothesis was rejected hence the alternative hypothesis which was there is significant relationship between Institutional Culture and Performance of curriculum instructional Program in TVET Institutions in Bungoma County, Kenya was accepted.

### **5.2.6 Monitoring and Evaluation Systems Influences performance of curriculum instructional Program in TVET institutions.**

The sixth objective was to examine how Monitoring and Evaluation Systems Influences performance of curriculum instructional Program in TVET institutions in Bungoma County, Kenya. Using inferential statistics, to test the null hypothesis,  $R^2$  was found to be 0.456 and  $F(4,181) = 38.387$ . The tests of Durbin – Watson was found to be 1.710 hence proving that the variables were not correlating. Significant tests conducted at 0.05 shows that M&E capacity was 3.296; M&E workplan was -0.398; routine programme was -1.207 and communication 3.517. Based in the  $\beta$  values, a unit change in M&E capacity results in a 40.8% in performance; a unit change in M&E capacity results in a -4.8% change in performance; a unit change in routine programme results in -12.0% change in performance while a unit change in communication results in 41.3% in performance. The null hypothesis was rejected and

the subsequent hypothesis accepted there is significant relationship between Monitoring and evaluation systems and Performance of curriculum instructional Program in TVET Institutions in Bungoma County, Kenya.

### **5.2.7 Institutional Culture influences the relationship between Monitoring and evaluation systems and performance of curriculum instructional Program in TVET Institutions in Bungoma County, Kenya.**

The seventh objective was to determine how institutional culture moderated the connection between M&E systems and performance of curriculum instructional Program in TVET Institutions in Bungoma County, Kenya. The Durbin – Watson score was 2.003 which is below 2.5 making the variables not to correlate. The finding revealed on the first model (1)  $R^2$  was 0.367 meaning that monitoring and evaluation accounted for 36.7% of performance of curriculum instructional Program in TVET Institutions. However, in the second model (2) when the moderating variable introduced,  $R^2$  increases 0.377 meaning that it contributes to 37.7% of performance. The change experienced of 0.01 or 1% in  $R$  – squared is attributed to introduction of the moderating variable. Looking at the  $F$  – ratio decreased from 105.792 for model (1) one to 55.436 for model (2) two and was highly significant  $p < 0.005$ . This outcome reveals that the new model with the moderating variable was better at predicting the performance of curriculum instructional Program in TVET Institutions. Based on the results obtained, the null hypothesis was rejected and the subsequent hypothesis accepted hence institutional culture has significant influence on the relationship between monitoring and evaluation systems and performance of curriculum instructional program in TVET institutions in Bungoma County, Kenya.

### **5.3 Conclusion**

The broader objective of the study was to look at the influence of monitoring and evaluation systems on Performance of curriculum instructional Program in technical vocational education and training institutions in Bungoma county Kenya. The main thematic areas it looked at were M&E capacity, M&E workplan, Routine programme and communication. The moderating variable was institutional culture.

The first objective was influence of monitoring and evaluation capacity on performance of curriculum instructional programs in TVET institutions. The objective looked at Aspects of training on M&E; Participation in M&E activities; echelon of experience in M&E practice and incidence of reading M&E

resource. Coefficients from the analysis conducted was able to predict the relationship between M&E capacity and performance of curriculum instructional programs in TVET institution. Descriptive analysis was conducted and it revealed that M&E capacity was crucial in the attaining of performance of TVET institutions as it provided the technical know-how of conducting monitoring and evaluation. From inferential statistic, the training had the highest impact, followed by reading of M&E literature, then Participation in M&E activities and echelon of experience in M&E practice. From the findings it was evident that training was instrumental as it contributed to building of capacity for the instructors hence allowing them to understand how to carryout M&E which enables them to understand how to utilize its components to achieve instructional program performance. Further provision of literature on M&E was found to improve the knowledge of the instructors as it equipped with methods and ways of conducting M&E, when it should be conducted and who should conduct it. The study therefore concluded that M&E capacity had a significant influence on the performance of curriculum instructional programs in TVET institutions.

The second objective was on the influence of monitoring and evaluation workplans on the performance of curriculum instructional programs in TVET institutions. The objective looked at aspects of work plan formulation; adhering to teaching plan and implementation of activities outlined in the work plan. It was found that most of the institution had M&E workplans and they conformed to these workplans. Descriptive statistics revealed that most of the TVET institutions had workplans and they used these workplans in M&E. workplans were found to play an important role in the execution of M&E plans hence contributing to performance. Inferential statistics showed that implementation of activities outlined in the work plan had the highest influence on performance, followed by adherence to teaching plan then aspects of work plan formulation. The study concluded that M&E workplans had significant influence of the performance of curriculum instructional Program in TVET Institutions.

The third objective was on the influence of routine programme monitoring on the performance of curriculum instructional Program in TVET Institutions. The objective had three areas of study which were measuring aspects of teaching; capturing M&E aspects in departmental meetings and supervisor's participation in follow up of class teaching. From descriptive analysis it was evident that routine programme monitoring was been carried out by the instructors. Inferential statistics showed that supervisor's participation was the one with the highest influence then measuring aspects of teaching

then capturing M&E aspects in departmental meetings. It was found that routine programme monitoring had been instrumental in ensuring that monitoring and evaluation aspects with the institutions was being carried out by instructors. The importance of routine programme monitoring had enabled some of the institutions to post better results compared to previous years. The study there concluded that routine programme monitoring significantly influenced the performance curriculum instructional Program in TVET Institutions.

The fourth objective was the influence of communication on M&E on the performance of curriculum instructional Program in TVET Institutions. The objective had four thematic areas that included communication system in place; M&E information disseminated to instructors; timely distribution of M&E information to instructors and tutor's data. Findings from descriptive statistics revealed that communication of M&E feedback was crucial in assisting the instructors know the outcomes of the M&E exercise thus influencing their overall performance. From inferential statistics revealed that timely distribution of M&E information to instructors had the highest influence, followed by tutor's data, then communication system in place and finally M&E information disseminated to instructors. It was evident that distribution of M&E feedback was useful to the instructors as it allowed them to gauge their performance hence know which areas required attention and work. Most of the deputy principals agreed that when data was provided on timely basis, it assisted the HODs to know how their departments were performing hence engaged with the instructors to compare notes and come up methods and plans on how to improve the departmental performance hence contributing to overall instructional performance. The findings therefore concluded that communication had a significant influence on the performance of curriculum instructional Program in TVET Institutions

The fifth objective was to examine how institutional Culture influences Performance of curriculum instructional Program in TVET Institutions. From the findings it was found that institutional factors – Mission, values, attitude, and perception contributed to the performance of institution as they provided the guidance to the instructors on which direction to take the institution. Descriptive findings revealed that the adoption and incorporation of the institutional culture among the instructors and trainees was key in enabling both parties to achieve the set goals and objectives of instructional programs. Inferential statistics found that perception was the highest influencer of performance, which was followed by values, then mission and finally attitude. From this it was found that perception by the instructors and

trainees was one of the major contributors of performance since they had to perceive what targets they wanted achieved and come up with ways of ensuring the targets were achieved. The study hence concluded that institutional culture significantly influenced performance of curriculum instructional program in TVET Institutions.

The sixth objective was to examine how Monitoring and Evaluation Systems Influenced performance of curriculum instructional Program in TVET institutions. The correlation analysis revealed that M&E capacity had a strong correlation with performance; communication had a strong correlation with performance, M&E workplans had moderate correlation with performance while routine had a weak correlation with performance of curriculum instructional Program in TVET institutions. From inferential statistics it was found that communication had the highest impact on performance, followed by M&E capacity, then routine performance and finally M&E workplans. The findings led to rejection of the null hypothesis hence acceptance of the alternative hypothesis. The study therefore concluded that M&E systems influenced the performance of curriculum instructional Program in TVET institutions

The seventh objective was to assess extent to which institutional Culture influences the relationship between Monitoring and evaluation systems and performance of curriculum instructional Program in TVET Institutions. From inferential analysis results, it was revealed that the moderating variable moderated the relationship between independent and dependent variable hence leading to the rejection of the null hypothesis thus concluding the study by revealing that institutional culture influenced the relationship between M&E systems and performance of curriculum instructional Program in TVET Institutions.

#### **5.4 Suggestions for Further Research**

The study suggests further research in the following areas;

1. Assess influence of Monitoring and Evaluation system on performance of students in TVET Institutions in Kenya
2. Assess influence of Monitoring and Evaluation activities, Organization culture on Performance of students with disabilities in TVET Institutions in Kenya



## **5.5 Contribution to body of knowledge**

From Table 5.1, a summary of the study's contribution to knowledge is provided based on the seven objectives

**Table 5.1: Contribution to body of knowledge**

Objectives	Study Findings	Conclusions	Contribution to Knowledge
To establish how M&E capacity influence Performance of Instructional Curriculum Program in TVET Institutions in Bungoma County, Kenya	There was significant relationship between M & E capacity and Performance of curriculum instructional Program in TVET Institutions	From the findings it was found that building of M&E capacity for instructors played an important role in assisting them understand how to carry out M&E and how to use its knowledge to improve both their own performance and that of the institution.	The findings therefore support the importance of having M&E capacity within institutions and how it contributes to performance.
To assess how M&E work plan influence Performance of Instructional curriculum Program in TVET Institutions in Bungoma County, Kenya	There was significant relationship between M&E work plan and Performance of curriculum instructional Program in TVET Institutions in Bungoma County, Kenya.	Workplans provided the much-needed guidance on instruction programs hence enabled the instructors in both planning and execution of the activities within these workplans which assisted them in measuring their performance based on	The study findings have demonstrated the importance of workplans on performance of instructional programs hence statistically significant in influencing performance of instructional programs.

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the workload they had completed and the duration they took to complete these tasks.

To examine how Routine program monitoring Performance of Instructional curriculum Program in TVET Institutions in Bungoma County, Kenya

There was significant relationship routine programme monitoring and tutor's performance in TVET Institutions

From descriptive analysis it was evident that routine programme monitoring was been carried out by the instructors. Inferential statistics showed that supervisor's participation was the one with the highest influence then measuring aspects of teaching then capturing M&E aspects in departmental meetings. It was found that routine programme monitoring had been instrumental in ensuring that monitoring and evaluation aspects with the institutions was being carried out by instructors.

The empirical findings revealed that regular monitoring and evaluating of programs was key in ensuring that the set indicators of performance are being achieved within the prescribed manner hence contributing to performance thus routine programme monitoring is statistically significant to performance of instructional programs.

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<p>To determine how Communication on M&amp;E influence Performance of Instructional Curriculum Program in TVET Institutions in Bungoma County, Kenya</p>	<p>There was significant relationship between Communication on M &amp; E and Performance of curriculum instructional Program in TVET Institutions.</p>	<p>Findings from descriptive statistics revealed that communication of M&amp;E feedback was crucial in assisting the instructors know the outcomes of the M&amp;E exercise thus influencing their overall performance. From inferential statistics revealed that timely distribution of M&amp;E information to instructors had the highest influence, followed by tutor's data, then communication system in place and finally M&amp;E information disseminated to instructors. It was evident that distribution of M&amp;E feedback was useful to the instructors as it allowed them to gauge their performance hence know which areas</p>	<p>The findings proved that communication, especially provision of feedback on a regular basis was important to assisting the instructors to know their shortfalls hence improve on them thus improving their performance in the long run. It can therefore be noted that communication is statistically significant to performance of instructional programs.</p>
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required attention and work.

To investigate how Institutional Culture moderate relationship between M&E systems and Performance of Instructional Curriculum Program in TVET Institutions in Bungoma County, Kenya.

Bungoma County, Kenya

From the findings it was found that institutional factors – Mission, values, attitude, perception – contributed to the performance of institution as they provided the guidance to the instructors on which direction to take the institution. Descriptive findings revealed that the adoption and incorporation of institutional culture among the instructors and trainees was key in enabling both parties to achieve the set goals and objectives of instructional programs. Inferential statistics found that perception was the highest influencer of performance, which was followed by values, then Institutions need to develop a culture that is acceptable by all its employees hence guide them on the direction in which they institution wants to be directed. If the culture is not well outlined, it will affect the overall performance. It is therefore noted that institutional culture statistically influences performance of instructional programs in TVET institutions.

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mission and finally  
attitude.

To examine how Monitoring and Evaluation Systems Influences performance of curriculum instructional Program in TVET institutions in Bungoma County, Kenya

There was significant relationship between Institutional Culture and Performance of curriculum instructional Program in TVET Institutions

The correlation analysis revealed that M&E capacity had a strong correlation with performance; communication had a strong correlation with performance, M&E workplans had moderate correlation with performance while routine had a weak correlation with performance of curriculum instructional Program in TVET institutions. from inferential statistics it was found that communication had the highest impact on performance, followed by M&E capacity, then routine performance and finally M&E workplans.

The findings show that monitoring and evaluation systems are the backbone of performance in many programs as it helps the program know the direction it is taking hence its performance route. It is therefore found that monitoring and evaluation systems are statistically significant to performance of instructional programs.

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<p>To assess extent to which institutional Culture influences the relationship between Monitoring and evaluation systems and performance of curriculum instructional Program in TVET Institutions in Bungoma County, Kenya.</p>	<p>Institutional Culture has significant influence on the relationship between Monitoring and evaluation systems and Performance of curriculum instructional Program in TVET Institutions</p>	<p>From inferential analysis results, it was revealed that the moderating variable did a good job of moderating the dependent variable and the dependent variable hence leading to the rejection of the null hypothesis thus concluding the study by revealing that institutional culture influenced the relationship between M&amp;E systems and performance of curriculum instructional Program in TVET Institutions.</p>	<p>The empirical evidence demonstrated that the institutional culture as a model was better at predicting performance of instructional program than M&amp;E systems.</p>
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## 5.6 Recommendations

Based on these findings it is recommended that performance of curriculum infrastructural programs can be achieved successfully if;

1. Education Program instructional managers on Monitoring and Evaluation system should build capacity in M&E among instructors since it influences performance of curriculum instructional programs in TVET institutions

2. Monitoring and Evaluation Managers should ensure adherence to M&E work plan by instructors for better Performance of curriculum instructional Program
3. Routine programme monitoring as a component of Monitoring and Evaluation system lays a critical role in performance of curriculum instructional Program in TVET Institutions hence Monitoring and evaluation managers should routinely supervise the teaching programs for better performance
4. Communication influenced performance of curriculum instructional program in TVET institutions, hence M&E information disseminated to instructors is critical and should be timely distributed to instructors and instructors for timely decision making and performance of instructional objectives and goal achievement



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## APPENDICES

### APPENDIX I: Letter of Transmittal

Yona Sakaja

P.O BOX 594

Eldoret

Date: .....

Dear Respondent,

#### **RE: DATA COLLECTION**

I am a postgraduate student of the University of Nairobi pursuing a program leading to doctor of philosophy (PhD) in program planning and management (Monitoring and Evaluation). As part of the course, I am expected to conduct research on **MONITORING AND EVALUATION, INSTITUTIONAL CULTURE AND PERFORMANCE OF CURRICULUM INSTRUCTIONAL PROGRAM IN TVET INSTITUTIONS IN BUNGOMA COUNTY, KENYA**

This is to humbly request you to participate in the exercise as a respondent. The information provided for this research will be purely for academic purposes and the recommendations made will be important to TVET Institutions, the County as well as the Country as a whole. The information provided will be treated with utmost confidentiality. Thanks in advance for your cooperation.

Yours Faithfully

PhD Student

University of Nairobi

[yonasakaja@uonbi.ac.ke](mailto:yonasakaja@uonbi.ac.ke)

TEL. +254 723 687 483

**Appendix II: Questionnaire to the Respondents**

Questionnaire for Instructors and Head of departments, in TVET Institutions, in Bungoma County

**SECTION A: BACKGROUND INFORMATION OF RESPONDENTS**

Kindly tick in the boxes as appropriate ( )

Name of stakeholder (Optional) Telephone Number (Optional)

1. Gender:  
Male( ) Female( )
2. Age:  
18-25 ( ) 26-35( ) 36-45( ) Above46 ( )
3. Level of education attained  
O’Level ( ) Certificate/Diploma( ) Graduate( ) Post Graduate ( )
4. Have you ever attended a course in Monitoring and Evaluation?  
Yes ( ) No( )

**SECTION B: M&E CAPACITY**

5. Do you have a training on implementing M & E for your Teaching process?  
Yes ( ) No ( )
6. How often do you participate in M&E activities in relation to teaching?  
Very frequently [ ] frequently [ ] occasionally [ ] rarely [ ] Very Rarely [ ] Never [ ]
7. What is your level of experience in M&E practice in the institution? [Mention in the space provided below]  
.....  
.....
8. How often do you read M&E resources?  
Never [ ] occasionally [ ] always [ ]

**Instructions:** By ticking in the spaces provided, indicate the extent to which you feel the following statements reflect your opinion on how M & E work plan influence your performance as an instructor, where: 1-Strongly Disagree 2- Disagree 3-Notsure 4- Agree 5-Strongly Agree

Q/No.	Statements	5	4	3	2	1
a)	There is monitoring and evaluation on teaching and learning at the institution					
b)	I am Trained on Monitoring and Evaluation on Teaching					

c)	Training on M&E has increased my performance in teaching					
d)	I Participate in M&E activities					
e)	Participation on M&E activities has increased my performance					
f)	I am trained how to prepare lesson plans to fulfill the M&E functions and tasks.					
g)	I have enough experience in M&E which has increased my performance					
h)	I have skills on Monitoring and Evaluation of Teaching					
i)	For evaluations to be of good quality then I should possess the appropriate skills by reading M&E literature					
j)	M&E Literature is available at the institution for reference					

**SECTION C: M&E WORK PLAN**

9. Do you have a work plan for implementing M & E for your Teaching process?

Yes ( ) No ( )

If yes, kindly tick the level of conformance to the work plan

Below 50% ( ) 50% ( ) fully compliance( )

**Instructions:** By ticking in the spaces provided, indicate the extent to which you feel the following statements reflect your opinion on how M & E work plan influence your Performance on curriculum instructional Program, where:

1-Strongly Disagree 2- Disagree 3-Notsure 4- Agree 5-Strongly Agree

Q/No.	Statements	5	4	3	2	1
a)	The department has M&E strategic plan on teaching					
b)	I have been inducted on the departmental strategic plan					
c)	A teaching work plan is always formulated in line with the Department strategic plan on teaching					
d)	Implementation of teaching activities is in line with the work Plan					
e)	I am appraised against the department strategic Work plan targets					
f)	I have a teaching plan which guides me in teaching					
g)	M&E Work plan has increased my performance					
h)	Every decision made concerning lessons covered in particular topic is in reference to my Lesson work plan					
i)	Decisions made according to Lesson work plans increase syllabus coverage					
j)	M&E work plans enable me to match program interventions with the needs of targeted beneficiaries.					

**SECTION D: ROUTINE PROGRAMME MONITORING**

10. Do you have any mechanisms in place to periodically monitor and evaluate your performance in teaching?

Yes ( ) No ( )

If yes, kindly tick how often;

Monthly ( ) Quarterly( ) Semi-annually( ) Annually( )

11. Do you have periodic class attendance reports?

Yes ( ) No ( )

If yes, tick appropriately Few ( ) Many( ) Very many( )

**Instructions:** By ticking in the spaces provided, indicate the extent to which you agree with the following aspects of routine program monitoring strategy in influencing your Performance of curriculum instructional Program to your learners:

1-Strongly Disagree 2- Disagree 3-Notsure 4- Agree 5-Strongly Agree

Q/No.	Statements	5	4	3	2	1
a)	There is M&E policy that guide continuous monitoring of teaching					
b)	I have been inducted on M&E policy that guide continuous monitoring of teaching					
c)	I conduct continuous class teaching monitoring					
d)	I conduct regular class attendance register which helps in tracking instructor and student progress					
e)	Continuous class teaching monitoring has increased my performance objectives					
f)	My department conducts meetings to track on class performance objectives					
g)	Conducting regular departmental meetings on instructor student class attendance has helped me in syllabus coverage and timely course completion					
h)	Supervisors involve instructors during their periodic monitoring activities					
i)	Continuous monitoring feedback is used to help me improve performance Objectives					
j)	Conducting program briefs is essential in restructuring and redirecting my teaching objective achievement					

### **SECTION E: COMMUNICATION ON M&E**

12. Do you have any mechanisms in place to periodically communicate on performance in teaching?

Yes ( ) No ( )

If yes, kindly tick how often;

Monthly ( ) Quarterly( ) Semi-annually( ) Annually( )

**Instructions:** By ticking in the spaces provided, indicate the extent to which you feel the following statements reflect your opinion on how Communication influences the Performance of curriculum instructional Program in TVET Institutions.

where: 1-Strongly Disagree 2- Disagree 3-Notsure 4- Agree 5-Strongly Agree

Q/No.	Statements	5	4	3	2	1
a)	There is a policy on communication of M&E feedback					
b)	I have been inducted on policy on communication of M&E feedback					
c)	There is clear communication channel on my performance as Instructor in the department					
d)	The act of having M&E Communication channels encourages me in adoption and use of M&E Systems					
e)	The act of sharing M&E information about instructor's progress has increased my output					
f)	Dissemination of information about my performance as Instructor is always communicated in time					
g)	Timely distribution of information to me as Instructors on my performance has helped in managing and improving my teaching					
h)	There is data storage and communication system in the department for reference and my performance as instructor					
i)	Data storage and communication system increases my knowledge on conducting M&E					
j)	Data storage and communication system increases my performance on curriculum program objectives					

## **SECTION F: INSTITUTIONAL CULTURE**

By ticking in the spaces provided, indicate the extent to which you agree with the following aspects of institutional culture in moderating the relationship between monitoring and evaluation systems and Performance of curriculum instructional Program in TVET Institutions

1-Strongly Disagree 2- Disagree 3-Notsure 4- Agree 5-Strongly Agree

Q/No.	Statements	5	4	3	2	1
a)	My institution has a mission statement that guide performance					
b)	My organization's mission influences my performance					
c)	I am aware of my organization core values					
d)	My organization core values guide my target achievement					
e)	Teamwork has helped me improve on my performance on teaching					
f)	My department has a vision that guide my teaching					
g)	My department vision has increased my performance					
h)	The values treasured in my department has influenced our overall performance					
i)	My attitudes on my learners influence my performance					
j)	My Perception on M&E Influences my performance					



**SECTION G: PERFORMANCE OF CURRICULUM INSTRUCTIONAL PROGRAM IN TVET INSTITUTIONS**

**Instructions:** By ticking in the spaces provided, indicate the extent to which you agree with the following aspects of Performance of curriculum instructional Program strategy as influenced by M&E Systems:

1-Strongly Disagree 2- Disagree 3-Notsure 4- Agree 5-Strongly Agree

<b>Q/No.</b>	<b>Statements</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
a)	Iam involved in achievent of curriculum instructional targets in my institution					
b)	ICT integration in teaching influence achievement of curriculum instructional targets					
c)	Teaching content is renewed regularly and improves learners performance					
d)	Instructors who renew their teaching contents are more relevant to their learners					
e)	Teaching syllabus is completed in time before learners examination					
f)	Lack of syllabus completion affects achievement of curriculum instructional Program objectives					
g)	Instructors fail to complete their syllabus in time due to lack of discipline in implementing their lesson plans					
h)	Learners are examined and graded in time before progression to the next level					
i)	Learners don't transit to the next level due to delayed syllabus completion and examination by Instructors					
j)	Adherence to teaching Plans increases achievement of curriculum instructional Program objectives					


### **Appendix III: Interview Schedule for Key Informants**


Interview Guide for Principals and Deputy Principals, in TVET Institutions, in Bungoma County

Background information

1. Name(optional)
2. Gender: Male    ( ) Female    ( )
3. Name of Institution.....
4. Position held in the Institution.....
5. Level of education.....
6. In your own opinion, is your organization committed to implementing any M & E system for Performance of curriculum instructional Program objectives?
7. Give a brief account on how your department endeavors to ensure implementation of any M & E system for Performance of curriculum instructional Program
8. How is your Institution approaching the following in relation to M&E and Performance of curriculum instructional Program?
  - a) Monitoring and Evaluation Capacity
  - b) M&E Capacity
  - c) M & E work plan
  - d) Routine Program monitoring
  - e) Institutional culture
  - f) Performance of Instructors
9. How regular is monitoring and evaluation done in your respective department?
10. Describe the challenges encountered in the implementation of M & E systems in measurement on Performance of curriculum instructional Program.
11. What are your recommendations to strengthen M&E systems in Performance of curriculum instructional Program in TVET Institutions?


**Appendix IV: Research Permit**


  
**REPUBLIC OF KENYA**


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

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**Date of Issue: 18/March/2021**


**RESEARCH LICENSE**




**This is to Certify that Mr. YONA SAKAJA MANG'USHO of University of Nairobi, has been licensed to conduct research in Bungoma on the topic: MONITORING AND EVALUATION SYSTEMS, INSTITUTIONAL CULTURE AND PERFORMANCE OF CURRICULUM INSTRUCTIONAL PROJECT IN TECHNICAL VOCATIONAL EDUCATION AND TRAINING INSTITUTIONS IN BUNGOMA COUNTY KENYA for the period ending : 18/March/2022.**

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