

**INSTITUTIONALIZATION OF MONITORING AND EVALUATION
PRACTICES IN COUNTY GOVERNMENTS AND THEIR INFLUENCE
ON SERVICE DELIVERY: A CASE OF MOMBASA COUNTY, KENYA**

**BY
OMAR ADAN MOHAMUD**



**A Research report submitted in partial fulfilment of the requirements for
the award of degree of Master of Arts in Project Planning and
Management of the University of Nairobi**

2018

DECLARATION

This research report is my original work and has not, in part or in whole, been presented to any University or college for any award whatsoever.

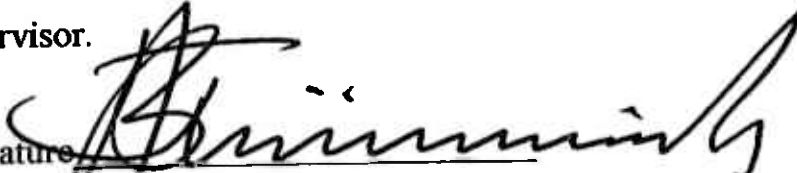
Signature  _____

Omar A Mohamud

Reg. L50/90094/2016

Date 27 Aug 18

This research project report has been submitted with my approval as the University supervisor.

Signature  _____

Mr. John Bosco Kisimbii

Lecturer, School of Open and Distance Learning

University of Nairobi

DEDICATION

This research report is dedicated to my dear mother Ebla Buthul and my lovely wife Hayat for their love and patience.

ACKNOWLEDGEMENTS

I am grateful to the University of Nairobi for according me the opportunity to undertake my course in the University. I am equally grateful to my supervisors, Mr Johnbosco Kisimbii for the precious scholarly guidance he accorded me throughout the study period. I would also like to thank my course lecturers. I am further highly indebted to a multitude of scholars and researchers, most of who naturally are not personally known to me. Their works, which are cited in this study, were quite invaluable. Friends and colleagues including Mr Maalim Mohammed encouraged me to take the course.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	v
LIST OF FIGURES	ix
ABBREVIATIONS	x
ABSTRACT	xi
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Purpose of the Study	4
1.4 Objectives of the study	4
1.5 Research Questions	5
1.6 Research Hypothesis	5
1.7 Significance of the Study	6
1.8 Delimitations of the Study	6
1.9 Limitations of the Study	6
1.10 Assumptions of the Study	7
1.11 Definition of Significant Terms	7
1.12 Organization of the Study	7
CHAPTER TWO	8
LITERATURE REVIEW	8
2.1 Introduction	8

2.2 Role of County Governments in Kenya..... 8

2.3 Institutionalization of Monitoring and Evaluation 9

2.3.1 Institutional Pressures and Institutionalization of monitoring and evaluation 10

2.3.2 Leadership Styles and Institutionalization of Monitoring and Evaluation practices 11

2.3.3 Resource Characteristics and Institutionalization of Monitoring and Evaluation practices 12

2.3.4 Top management Support and Institutionalization of Monitoring and Evaluation practices 13

2.4 Theoretical Framework..... 14

2.4.1 Institutional Theory 14

2.4.2 Leadership Theory 15

2.4.3 Resource Based View (RBV) 16

2.5 Conceptual Framework..... 17

2.6 Research Gaps 18

2.7 Summary of Chapter..... 19

CHAPTER THREE..... 20

RESEARCH METHODOLOGY 20

3.1 Introduction..... 20

3.2 Research Design 20

3.3 Target Population..... 20

3.4 Sample Size and Sampling Design 21

3.5 Data Collection Instruments 22

3.5. 1 Pilot Study 22

3.5.2 Validity of Research Instrument..... 22

3.5.3 Reliability of the Research Instrument 23

3.6 Data Collection Procedure..... 23

3. 7 Data Presentation and Analysis 23

3.8 Ethical Issues	23
3.9 Operationalization of Variables	24
CHAPTER FOUR.....	26
DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS	26
4.1 Introduction.....	26
4.2 Questionnaire Return Rate.....	26
4.3 Demographic Characteristics of Respondents	27
4.4 Institutionalization of Monitoring and Evaluation	28
4.4.1 Association between Institutional Pressures and Institutionalization.....	29
4.5.2 Association between Leadership Styles and Institutionalization.....	31
4.5.3 Relationship between Resource Characteristics and Institutionalization	32
4.5.4 Association between Top Management and Institutionalization.....	34
CHAPTER FIVE.....	36
SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS	36
5.1 Introduction.....	36
5.2 Summary of the Research Findings	36
5.3 Discussions of Research Findings	37
5.4 Conclusion	38
5.5 Recommendations.....	38
5.6 Suggested Areas for Further Research.....	38
REFERENCES	39
Appendix 1: LETTER OF TRANSMITAL.....	43
Appendix 2: Questionnaire	44

LIST OF TABLES

Figure 2.1 Conceptual Framework	17
Table 2.1. Research Gaps	18
Table 3.1: Sample Size	22
Table 3.2. Operationalization of Variables	24
Table 4.1 Questionnaire Response Rate	26
Table 4.2. Experience in Years and Gender Cross Tabulation	27
Table 4.3. Education level and Position Cross tabulation	28
Table 4.4. Descriptive Statistics	29
Table 4.5. Association between Institutional Pressures and Institutionalization	30
Table 4.6 Leadership Styles and Institutionalization	31
Table 4.7 Correlations Between Resource Characteristics and Institutionalization	33
Table 4.8 Correlations Between Top Management Influence and Institutionalization ...	34
Table 4.9 Top Management Influence	35

LIST OF FIGURES

Figure 2.1 Conceptual Framework.....	17
---	-----------

ABBREVIATIONS

M&E: Monitoring and Evaluation

RBV: Resource Based View

I-PRSP: Interim Poverty Reduction Strategy Paper

IBRD: The International Bank for Reconstruction and Development

ABSTRACT

Studies have indicated a situation where despite the existence of monitoring and evaluation in various countries including Brazil, Colombia, and South Africa and in Kenya, the practice has not been fully institutionalized. The purpose of this research was to establish the factors that contributed towards the institutionalization of M&E system in county governments with a special reference to Mombasa County. This was because current literature on M&E had not fully explored how to have a sustainable and fully institutionalized monitoring and evaluation system by way of ignoring some fundamental issues such as institutional pressures and leadership styles. The research was founded on four research objectives; establishing the relationship between institutional pressures and institutionalization of monitoring and evaluation practices in Mombasa County, establishing the relationship between leadership styles and institutionalization of monitoring and evaluation practices in Mombasa County as well as examining the relationship between resource characteristics and institutionalization of monitoring and evaluation practices in Mombasa County. Further, the research sought to establish if top county management support had a bearing on institutionalization of monitoring and evaluation practices in Mombasa County. Institutionalization is an aspect deeper than mere implementation. The research is descriptive in nature. Data was collected by means of questionnaires through filling Likert type items. Analysis was done by SPSS software and MS excel. The findings on the first objective were that both internal and external pressures are associated with institutionalization of monitoring and evaluation and this is congruent with other studies. On the second objective it was established that transformational leadership style was more appropriate than transactional leadership style in support of some studies and contrast to others. On the third objective, both resources were appropriate but tangible resources were more relevant in institutionalization of monitoring and evaluation practices. Top management moderated the effect. It's recommended that adequate pressure should be exerted onto the institution by the stakeholders, transformational leadership style should be dominant, and adequate resources should be made available and top management of the county must positively influence the process of M&E institutionalization.

Key Words; *Normative pressures, coercive pressures, mimetic isomorphism, transactional leadership styles, transformational leadership, resource characteristics, institutionalization.*

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Monitoring and Evaluation (M&E) is considered as an essential and crucial aspect in projects and programmes management. The process of monitoring and evaluating projects is a key practice for managing projects and programmes performance in terms of planning, decision making and as an economic policy management tool (Mugo and Oleche, 2015). Monitoring and evaluation play a significant role of improving project effectiveness, accountability and transparency on the use of public resources (IFRC, 2010). Leautier (2005) observed that monitoring and evaluation is apparently indispensable for it allowed for tracking of projects for corrective purposes thereby learning on the job as is also beneficial in the long term.

For monitoring and evaluation benefits to be realized, the monitoring and evaluation processes need to have matured. According to Gomes and Romão (2015) maturity is whereby there exist repeatable processes and systems which lead to project success. For these repeatable processes to exist there need to be a full institutionalization of such a process. Institutionalization of monitoring and evaluation therefore implies establishing monitoring and evaluation as part of its culture or social system so that it flows naturally. According to World Bank (2005), institutionalization is concerned with implementing systems that do perpetuate sustainable policies. It mainly answers the questions that include first, the degree to which the information commissioned by the primary stakeholders is useful to other stakeholders and the barriers therein if any, secondly, the kind of tools used i.e. type of performance indicators, frequency of reviews, performance audits, thirdly the issue of data reliability and validity and fourthly the sustainability of the monitoring and evaluation system. This is in tune with monitoring and evaluation adhering to the Project Management Maturity Model that considers the use of a common language, application of common processes, use of a similar methodology, benchmarking and continuous improvements as part of monitoring and evaluation (Kerzner, 1998). There is little evidence from the reviewed literature that these aspects of monitoring and evaluation institutionalization have been attained.

Cases of attempted institutionalization of monitoring and evaluation are well captured in studies. According to Mackay *et al* (2006), Brazil has done quite well in institutionalization

of monitoring and evaluation. The country did introduce a systematic monitoring and evaluation system way back in 2003. In addition, its evaluations are mainly focused on results. The system has further identified the implementation problems and does promote organizational learning. However, the evaluations are not detailed as they lack depth in linking expenditure management through the budget cycle. In addition incorporation of evaluation results into the revision of the next plan is usually partial. There are poor quality standards for results based information and lack of technical capacity in the line ministries. Further, the timing of the information for management purposes is poor.

According to Manuel (2008), in Colombia institutionalization has fairly progressively developed and endured the countries' institutional, political and fiscal problems to attain one of the highest levels of development. Based on its accomplishments in improving the country's economic performance, it has been held up as an example by multilateral organizations, donor agencies and other governments. However, the challenges in institutionalizing monitoring and evaluation in Colombia are that the evaluation practice rarely involves independently genuine evaluations from external evaluators. Colombia evaluation also falls short by not centralizing all its evaluations into the government's budget decisions. In addition, there are no guidelines and quality standards for evaluation.

In Africa, several countries have made good progress in institutionalizing monitoring and evaluation. South Africa is considered one of African countries with established M&E systems, established between 1980 and 1994(Eitu, 2016). According to Charline (2010), this followed the increase in need for accountability from the South African public sectors. In 2009, the South African government introduced the outcome approach whose cardinal focus was to ensure improved performance through measurement of outcomes (Eitu, 2016). In Ghana, the monitoring and evaluation system focuses on direct observation of program results. The monitoring and evaluation system recognizes the entire results chain from inputs to outputs and includes indicators. In this system the results are the outputs or changes that may be attributed to a specific program. Thus, only where a causal link can be established is the observed change attributable to the program. In Tanzania performance management systems were mainstreamed between 2000 and 2006 in public sector institutions and monitored every six months. The tool was however not fully utilized for as in 2008, the tool was achieving 75% success. However, according to UNDP (2004), the information generated

by tradition and participatory monitoring and evaluation do not demonstrate value for donor funds being invested to benefit poor communities.

In Kenya early attempts at institutionalizing M&E are basically associated with the Interim Poverty Reduction Strategy Paper (I-PRSP) introduced by the IMF in year 2000. However, this program was not effectively implemented as the government transformed it into Economic Recovery Strategy for Wealth and Employment Creation (ERSWEC). Finally, despite the efforts made under the National Integrated Monitoring and Evaluation System (NIMES). Kenya's M&E system still faced numerous challenges. Kenya's Constitution has basically changed central and devolved governance systems and provides an opportunity for strengthening the country's M&E system. By emphasizing on timely and accurate information sharing to support policymaking, the Constitution is calling for a stronger M&E system. Further, Nduati (2011) contend that the monitoring and evaluation in Kenya has not been systematic and furthermore any attempt at institutionalizing M&E has created information that was not implementable for the information came out far out of timeline. Musomba (2013) indicate that for a long time various government programs have had to run through challenges due to failure of the Kenya government to institutionalize M&E. This provides the greatest strength and opportunity for institutionalized M&E systems in both government levels Kenya for the realization of the Kenya Vision 2030.

The implication of this scenario is that monitoring and evaluation has hardly been fully institutionalized in various functions in organizations. According to Casley and Kumar (2008) and UNICEF (2009) there are very little monitoring and evaluation achievements in Sub-Saharan Africa pointing to the fact that the main issues with the implementation of M&E have not been identified by these policy measures. Mackay (2007) indicate that sub Sahara Africa encounter three main challenges. First, most heavily depend on very poor quality administrative data. Second, most of the collected data is gravely underutilized. Third, there is often a surplus of uncoordinated sector and sub-sector data systems, defining data differently. Mackay (2006) contends that most African countries are simply too poor to be able to conduct evaluations and reviews, relying mostly on donors for such work. The problem with donors is that they create burdens on these countries by creating haphazard evaluation criteria from donors (OED, 2003).

1.2 Statement of the Problem

When monitoring and evaluation is institutionalized there was the benefits of having a regular monitoring and evaluation program. This program would be a useful tool for regularly tracking and evaluating budgetary planning and expenditure of the county funds as well as tracking and evaluating the process of policy formulation. Management of county resources was improve as accountability and openness begin to be appreciated. Further, the monitoring and evaluation system was made sustainable through its institutionalization.

Despite this realization, the current literature on M&E has not fully explored how to have a sustainable and fully institutionalized monitoring and evaluation system. Though many studies have considered the stakeholder perspective in monitoring and evaluation institutionalization, they have apparently left out the institutions self evaluation so as to appear legitimate in the eyes of other operatives in the sector. In addition, current studies concentrate on the implementation of monitoring and evaluation only whereas institutionalization is an aspect deeper than mere implementation. There is therefore no adequate information on drivers of institutionalization of monitoring and evaluation practices.

Poor or lack of institutionalization of monitoring and evaluation practices in counties has persisted despite several studies on the same. Apparently, the studies have mainly concentrated on factors influencing monitoring and evaluation performance but not on the integration or institutionalization aspect. The studies have also not interrogated whether pressures combined with leadership styles and resource availability have any influence on institutionalization of monitoring and evaluation. Hence this study attempted to determine the factors that were relevant for institutionalization of monitoring and evaluation in Mombasa County.

1.3 Purpose of the Study

The purpose of this study was to establish the factors that contribute towards the institutionalization of Monitoring and Evaluation system in county governments with a special reference to Mombasa County.

1.4 Objectives of the study

The study was guided by the following objectives;

- i. To establish the relationship between institutional pressures and institutionalization of monitoring and evaluation practices in Mombasa County
- ii. To establish the relationship between leadership styles and institutionalization of monitoring and evaluation practices in Mombasa County.
- iii. To examine the relationship between resource characteristics and institutionalization of monitoring and evaluation practices in Mombasa County
- iv. To establish relationship between top county management support and institutionalization of monitoring and evaluation practices in Mombasa County

1.5 Research Questions

Based on the research objectives, the study sought to answer the following questions;

- i. Is there a relationship between institutional pressures and institutionalization of monitoring and evaluation practices in Mombasa County?
- ii. Is there a relationship between leadership styles and institutionalization of monitoring and evaluation practices in Mombasa County?
- iii. Is there a relationship between resource characteristics and institutionalization of monitoring and evaluation practices in Mombasa County?
- iv. What is the relationship between top county management support and institutionalization of monitoring and evaluation practices in Mombasa County?

1.6 Research Hypothesis

The study tested the following hypotheses at the 95% level of significance;

- i. H_0 ; There is no relationship between institutional pressures and institutionalization of monitoring and evaluation practices in Mombasa County.
 H_1 ; There is a positive relationship between institutional pressures and institutionalization of monitoring and evaluation practices in Mombasa County.
- ii. H_0 : Leadership styles and institutionalization of monitoring and evaluation practices are not related in Mombasa County.
 H_1 : Leadership styles and institutionalization of monitoring and evaluation practices in Mombasa County are positively related.
- iii. H_0 : Resource characteristics and institutionalization of monitoring and evaluation practices in Mombasa County are not related.

H₁: Resource characteristics and institutionalization of monitoring and evaluation practices in Mombasa County are positively related.

iv. H₀: There is no relationship between top county management support and institutionalization of monitoring and evaluation practices in Mombasa County

H₁: There is a positive relationship between top county management support and institutionalization of monitoring and evaluation practices in Mombasa County

1.7 Significance of the Study

The current study was useful in advancing both practice and theory. From a practice viewpoint it provided insights for County managers to aid in the institutionalization of quality monitoring and evaluation systems. From a theoretical dimension the study sought to advance the theoretical linkages between internal pressures, internal capabilities and performance and in addition, the study contributed to project management body of knowledge. The linking of the independent and dependent variables would provide better underpinnings for county efforts into building operational capabilities and capacities in response to various external pressures and forces, especially institutional pressures.

1.8 Delimitations of the Study

As the case in social studies, this study had delimitations. The proposed sample for use was the entire population of 32 respondents. The study would cover all departments and sub counties in Mombasa County only and would take about 3 months to complete. The study had three research variables; institutional pressures, leadership styles and resource characteristics. The study period covers from its inception December 2017 to July 2018. It targeted the management of the county, the employees and the stakeholders. The County is chosen because it involved in many projects in development and a lot of funds have been allocated for monitoring and evaluation but there have been concerned about the seriousness with which M&E is done.

1.9 Limitations of the Study

This study mostly relied on self reporting. As a consequence some bias was expected. However it is planned that this would be mitigated by clearly explaining to respondents that the needed data was for academic purposes only and therefore there would be no need of exaggerating any figures or situations. The challenge of low response rate might have surfaced. Low response rate was reduced by follow up reminders and promises of anonymity

(Cooper & Schindler, 2014). The study was further limited as to generalizability as it was a case of one county.

1.10 Assumptions of the Study

The study assumed that some form of monitoring and evaluation of programs or project indeed took place in the county. It further assumed that the respondents were mature enough and therefore would have no reason to give misleading responses. In addition, the researcher assumed that the questionnaire items were devoid of ambiguity so as not to attract wrong responses.

1.11 Definition of Significant Terms

The following are the significant terms as used in this study.

Institutionalization – Institutions attaining a status of centrally run processes, the process having a strong acceptance from stakeholders and presence of a clear methodology to undertake the activity. Further, there is focus on capacity development.

Institutional pressures – Stringent demands and requirements that an organization must adhere to.

Leadership styles – The various dynamic processes by which one individual, the leader creates influences to followers in order to achieve a set of group goals.

Top management support level – A situation where the upper echelons of management offer support to the project in terms of offering materials as well as moral support.

1.12 Organization of the Study

The study report consists of five chapters. The first chapter is the study background, the problem statement as well as the study objectives. Further, chapter one explains study significance. Limitations and delimitations and study assumptions are well covered here. Chapter two reviews conceptual and empirical literature related to the study. Chapter two in addition has the study gaps that informed the study and therefore its conceptualization. Chapter three is the research methodology; research design, target population and sample size and data collection instruments. Chapter three further carries the data collection procedure and data analysis. Ethical issues as well as operationalization of study variables are also discussed in chapter three. Chapter four explains the data analysis and presentation while chapter five is a summary of study findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews current literature on institutionalization of monitoring and evaluation. As such it analyzes both empirical and theoretical studies. Various theories that attempt to explain factors that determine institutionalization of monitoring and evaluation do exist. The study would review the institutional theory, leadership theory and resource based theory. Additionally, the empirical literature would study the relationship between institutional pressures and performance of institutionalization of monitoring and evaluation practices, leadership styles and performance of institutionalization of monitoring and evaluation practices as well as resource characteristics and performance of institutionalization of monitoring and evaluation practices

2.2 Role of County Governments in Kenya

In 2010, Kenya promulgated a devolved government structure where power cascaded downwards to counties. According to the Kenya Law Reports, (2012), county governments are an arm of the government the other being the national government. Counties governments are therefore tasked with the responsibility of developing their respective counties with the people in each county exercising their sovereign authority. Among the roles of each county government are to enact legislation that suits the county, receive and approve plans as well as policies, and undertake executive functions. The departments that were devolved to counties from the national government include agriculture, health, culture, transport, trade development and pre- primary education development. County public works were also put under county governments.

To facilitate the running of the departments, county governments therefore do need and therefore receive huge sums of money from the national government to facilitate their functions. As such county governments are expected to be accountable to stakeholders for the use of the funds. They must therefore develop sustainable monitoring and evaluation practices. This calls for institutionalisation of monitoring and evaluation practices.

As for the county of Mombasa, the constitution of Kenya expects it to put development at the disposal of the common man. The county with a population of about 939,370 people as per

the 2009 census need therefore to be accountable to all these people as far as use funds is concerned. There is need therefore to have adequate checks and balances as far as the monitoring of the county projects is concerned. The checks and balances need to be institutionalized.

2.3 Institutionalization of Monitoring and Evaluation

Monitoring and evaluation are crucial parts in the life of a project or programme. The UNDP (2010) characterizes monitoring as being participatory and regular on establishing whether or not activities are as per plan. Evaluation complements monitoring by being a periodic analysis to establish the worth of an activity or a process (IFRC, 2010). The two practices are thus are vital as they aid in accountability to stakeholders, identification of challenges and rectification of the same. Many monitoring and evaluation experts agree that monitoring and evaluation is valuable to the organization. Kusek and Rist (2010) contend that monitoring and evaluation supports projects by gathering reliable and valid data for correct decision making, it's a way of sharing vital knowledge, and monitoring and evaluation ensures compliance to the industry norm as well as ensuring that donor requirements are met. Monitoring and evaluation make available opportunities for all players to air their feelings. Monitoring and evaluation lets people celebrate their achievements.

Studies indicate that the institutionalization of monitoring and evaluation is a process whose objective is to have a sustainable monitoring and evaluation system. Mackay (2006) *define institutionalization as* the development of a valuable M&E system in the eyes of key stakeholders. Such a system creates monitoring and evaluation information and findings that are used to improve governance. The International Bank for Reconstruction and Development (IBRD) defines institutionalization as developing systems that push forward state policies so that they continue, even when the political administration of a country changes (IBRD, 2006). Bamberger (2009) further clearly state that monitoring and evaluation institutionalization is an end situation where any monitoring or evaluation activity is well organized and run centrally, the system has strong acceptance from stakeholders, has clearly laid out methodologies and is focussed on monitoring and evaluation capacity development. This study would therefore define performance in institutionalization as having achieved centrally organized monitoring and evaluation processes, system having key stakeholder acceptance,

system having a clear methodology and the system incorporating capacity building for the people involved.

2.3.1 Institutional Pressures and Institutionalization of monitoring and evaluation

Zhu, Cordeiro and Sarkis (2013) did a study so as to establish the extent to which ISO 9000 mediates the relationship between domestic and international institutional pressures on one hand and the adoption of ISO 14001 management systems on the other. From a sample of 600 questionnaires to Chinese manufacturers from six main industrial sectors including chemical, electronic, automobile and pharmaceutical industries in various cities, 377 were returned duly filled. The sectors were chosen for their relatively high resource consumption levels as well as high level waste production. The questionnaire items were in form of Likert scales which are easy to analyze. A logic regression model was employed to test the mediating relationship. A logic regression model is suitable in the case of binary variables.

The findings were that both domestic and international institutional pressures lead to the successful implementation of ISO 14001. The findings concurred with the theory of institutionalization in that it indicated a relationship between internal capabilities and varied external pressures an organization faces. The research findings are significant in that it indicates that institutional pressures play a crucial role in driving organizational performance. However, the study was concerned with adherence to environmental issues and not monitoring and evaluation issues. Further, this study was based on private sector which is continuously embroiled in strict competitions.

Similarly, Chrisman and Taylor (2001) did a study on Chinese manufacturers to establish whether or not Chinese manufacturers exporting to developed countries with strict environmental regulations do make efforts on adherence to domestic environmental requirements. The study sampled 543 manufactures spread across the nation. The findings were that 75% of them had not while the rest were in the process. The study therefore does not support the institutional theory as external pressure is not bearing much result from the domestic dimension. Cordeiro, Zhu and Sarkis (2009) studied the impact of international as well as domestic normative pressures, coercive pressure and mimetic pressures on the possibility of adopting environmental practices in textile manufacturing. The study was carried out in Chinese export oriented manufacturing organizations. A total of 342 manufacturers were sampled through systematic sampling. The findings were that coercive

pressures did not significantly affect manufacturers of third world country bound textiles were not.

From the studies therefore, contradictions may be evident in terms of whether or not institutional pressures have any influence on adoption of practices. In addition, there is no clarity on which particular institutional pressure has is most effective. Further the studies are concerned with environmental issues only.

2.3.2 Leadership Styles and Institutionalization of Monitoring and Evaluation practices

Kusek and Rist (2004) note that successful implementation of a program is dependent on the type of leadership. Kissi, Dainty and Tuuli (2013) analyzed the impact of a manager's transformational leadership style on project success. The study used a sample of 350 project managers in the United Kingdom. The findings were that transformational leadership has a positive relationship with project performance. The study was however, based on a single case study which has a limited generalizability. In addition data was collected from project managers only.

In a similar study Tabassi and Babar (2010) examined the leadership style employed in construction industry. A sample of 107 sets of questionnaires respondent analyzed indicated that transformational leadership style is the common style in the Iranian construction industry. However, these results in contrast to the findings of Walker and Kalinowski (1994). Further, the study was done on contractors only and hence suffers problem of generalizability. In 2005, Prabhakar (2005) examined the effect of transformational leadership style upon project performance. By use of data from 153 project managers out of 400 the study established that project manager's experience led to over half variance in the project performance. Even though the research observed that the project leader changes leadership styles during project execution, there was no indication of any relationship between the leadership styles adopted and project performance. In addition, project manager's years of experience positively correlated with project performance. The challenge on the study was that the data came from the project managers only and therefore left out the rest of the project team's views a situation that introduces the risk of overrating performance.

Kariuki (2015) did a study to establish the correlation between leadership types, extent of teamwork and project characteristics and their impact on project performance in Kenyan water sector projects. Kariuki (2015) used a descriptive cross-sectional research design. Data was collected from project managers and from files. Linear regression analysis was used to analyze the relationship between the primary and secondary data. The findings were that there is a statistically significant correlation between the leadership style employed by the project manager and project time performance among other relationships. However, the relationship was found to be indirect as it was mediated by teamwork. Further, the study indicates that there is a moderating effect of the project characteristics on the aforementioned relationship. In addition, the study findings single out transformational leadership style as the most effective leadership style in projects.

From the cited studies, it is evident that there is no clarity on whether leadership styles are singularly effective. There is no consensus on the kind of leadership style between transactional and transformational is appropriate in improving the probability of an intervention being successful.

2.3.3 Resource Characteristics and Institutionalization of Monitoring and Evaluation practices

Eitu (2016) conducted a research so as to establish the institutional factors that were responsible for successful implementation of Results based Monitoring and Evaluation in Uganda. The study had the specific objectives of first, examining how institutional factors determined the establishment of results based M&E, secondly to explore the relationship between organizational resources and the establishment of results based M&E and thirdly to establish how the organizational capacity affects the establishment of results based. The research employed a descriptive study design as the interest was only to understand the situation on the ground. The study used a sample of 34 from a population of 36. The study findings were thus; institutional factors had positive and a significant influence on the establishment of a results based monitoring and evaluation. The identified factors were carrying out baseline surveys, employee involvement, creation of indicators and top leadership support. These research results further established that the existence of a positively significant relation between organizational resources and the establishment of a results based monitoring and evaluation system. The resources were listed thus; availability of skilled

M&E professionals, the availability and adequacy of the monitoring and evaluation budget and the presence of a fully functional monitoring and evaluation department. The study was however limited in generalizability because it was a case study.

Katou (2008) did a study to establish the influence of human resource development on organizational performance. Structural Equation Modelling (SEM) methodology was used to test the relationship between human resources, attitudes and behaviour on organisational performance. Data was gathered from the Greek manufacturing sector. The findings were that human resource development has a positive and significant impact on organisational performance. However, the relationship was mediated by attitudes, skills and behaviour. Thus, the study generally supports that intangible resources such as human skills have a positive impact on organisational performance. However, this conclusion is based on one respondent per organisation. This may be prone to bias. However, the study importantly tests theoretical assumptions in small organizations especially outside the west.

Ibanga (2016) did a study on the effects of both human and non human resources on Project Monitoring and Evaluation institutionalization in Nigeria. The human resources were listed as skills and knowledge while the non human resources were funding and materials. Data was gathered through questionnaires. Data analysis was done using correlation between the independent and dependent indicators. From the study, it was determined that both human and non human resources had effect on institutionalization. The study however did not indicate if both had same magnitude of effect or not.

2.3.4 Top management Support and Institutionalization of Monitoring and Evaluation practices

Support from top management is expectedly a crucial factor in achieving project performance. Top management support is a critical success factor in project performance (Young & Jordan, 2008). Several studies have concurred on the value of top management support as an essential ingredient of project performance. According to Meredith and Mantel (2010) top management moderates the relationship between leadership styles and project performance. Boonstra (2010) observe that top management defines project scope. Iqbal (2014) contend that the influence of top level management in projects has not yet been accorded adequate. Kandelousi, Abdollahi and Ooi (2011) indicated that support from top management support is in various forms. Assisting teams when faced with hurdles,

demonstrating dedication to a task and persuading the subordinates are the forms of support from the top management. Top management support lead to adequacy of resources needed for project performance, delegation of power to project leaders and project teams for performance. Iqbal, Long, Fei and Bukhari (2015) investigated the moderating influence of top management support on project performance. A total of 125 project managers were systematically sampled for the study. It was the finding of this study that top management has a positive relationship with project performance. The study however, just used the project manager's views which may have weakened the validity of the findings.

Kanda (2014) did a study with an objective of investigating the impact of organization's top management on project performance. The study was done in the construction industry in Uganda. The study was a census survey of all administrators involved in the construction work. Data was therefore collected from the organizational chief executive officers and their deputies, various project managers and their assistants and from site supervisors as well. Analysis was done by SPSS and the findings were that top level management did influence the performance of the project. Active top level management had a positive influence while inactive or lukewarm management did not have a significant influence on project performance.

2.4 Theoretical Framework

Any precise study is founded on an appropriate theory. According to Coopers and Schindler (2014) a theory explains the mechanisms through which concepts, constructs and propositions do relate. The current study is study is therefore premised relevant theories including the institutional theory, leadership theory and the resource based view (RBV).

2.4.1 Institutional Theory

This relevance of this theory to institutionalization of monitoring and evaluation practices is as confirmed by Zhu et al., (2013) when they employed the theory to study the impact of institutional pressures on organizational performance. The theory contends that that the likelihood of an organization institutionalizing monitoring and evaluation principles and practices is based on the three aspects; need for legitimacy, coercion from authorities and copying successes. The Institutional theory gathered impetus in the 1970s after studies on the influence of institutional contexts on the structures of an institution (Meyer & Rowan, 1977).

The theory got expounded so as to envelop a wide range of social researches. The theory is a framework for examining organizational phenomena. The theory contends that pressures from both inwards and outwards are the key drivers of an organization's move towards success. The theory suggests that for an organization to perform it must conform to their field's main practices (Scott, 2002).

The three central means employed to ensure conformity with industry practices according to Jennings and Zandbergen (1995) are normative practices, coercive practices and mimetic isomorphism. Normative mechanisms are mechanisms that make a firm to conform to as a way to gain legitimacy in the industry. Coercive pressures are external forces that make the organization comply with organizational standards while mimetic pressures are those acts of aping good practices from other players.

2.4.2 Leadership Theory

Cole (1996) defines leadership as a process whereby an individual influences followers towards contributing to the achievement of the group objectives. Kariuki (2015) studied the how various leadership styles influence project performance. A leader would influence followers by communicating his views, getting acceptance of the same and motivating the followers so that they support the implementation of the agreed views. According to Dulewicz & Higgs, (2005) leaders influence followers in different ways therefore a leader should have a combination of traits and skills.

Six schools of leadership theory exist; trait, behavioural, contingency, visionary, and emotional and competency school (Turner & Muller, 2005). This study is founded on the visionary theory which there is transactional and transformational leadership styles. The transactional leadership style puts on emphasis contingency rewards and management by exception. Contingency reward is whereby the leader agrees with follower's aspects such as goals, responsibilities, operating structure and reward to be received upon performance (Bass & Avolio, 1994). On the other hand, management by exception is whereby the leader actively monitors progress and initiates corrective action or he simply waits passively and would only takes action whenever a problem arose (Bass, 1985).

In transformational style the leader motivates through improving their level of awareness and motivation. A transformative leader would influence followers through involving the 4 Is namely; Idealized Influence (II), Inspirational Motivation (IM), Intellectual Stimulation (IS) and Individualized Consideration (IC) (Avolio, 1994). Idealized influence is whereby the leader exerts power by behaving as a role model while Inspirational Motivation implies the ability of the leader to create and lucidly express a vision of success to followers. On the other hand, Intellectual Stimulation is about arousing intelligence by encouraging innovation whereas Individualised consideration stresses on the necessitate of the leader treating team members humanely. Inasmuch as they leadership styles are critical in organizational performance Turner and Muller (2005) established that there was not adequate study of the same and how it relates to project performance.

2.4.3 Resource Based View (RBV)

According to Almarri and Gardiner (2014), Resource Based View of the firm got expounded in the 1980s through scholarly debates from various quarters including from Selznick in 1957. This theory contends that an organization's performance dependent on the exclusivity and rarity of the resources at the firm's disposal (Hart, 1995; Hart & Dowell, 2011). The RBV of the firm as a theory is widely used by project managers for it allows them to realign organizational resources strategically, identify the value of such resources and needful capabilities for the competitive advantage. It provides to project managers a snapshot of strength of an intervention. As applied in M&E institutionalization, the performance of the implementation of M&E process is a function of the resources; quality and quantity of human skills available, technology and funds. According to Musomba (2013) an organization's strength depends on her human skill capabilities. The UNDP (2009) handbook on planning, monitoring and evaluation for development results, emphasizes that human resource is vital for an effective monitoring and evaluation, by stating that staff working should possess the required technical expertise in the area in order to ensure high-quality performance. Institutionalizing an effective M&E requires staff with the requisite skills (Nabris, 2002). Further, Robinson (2008) contends that it is only the intangible human skills that create advantage to the firm as only these are uniquely valuable, rare and inimitable.

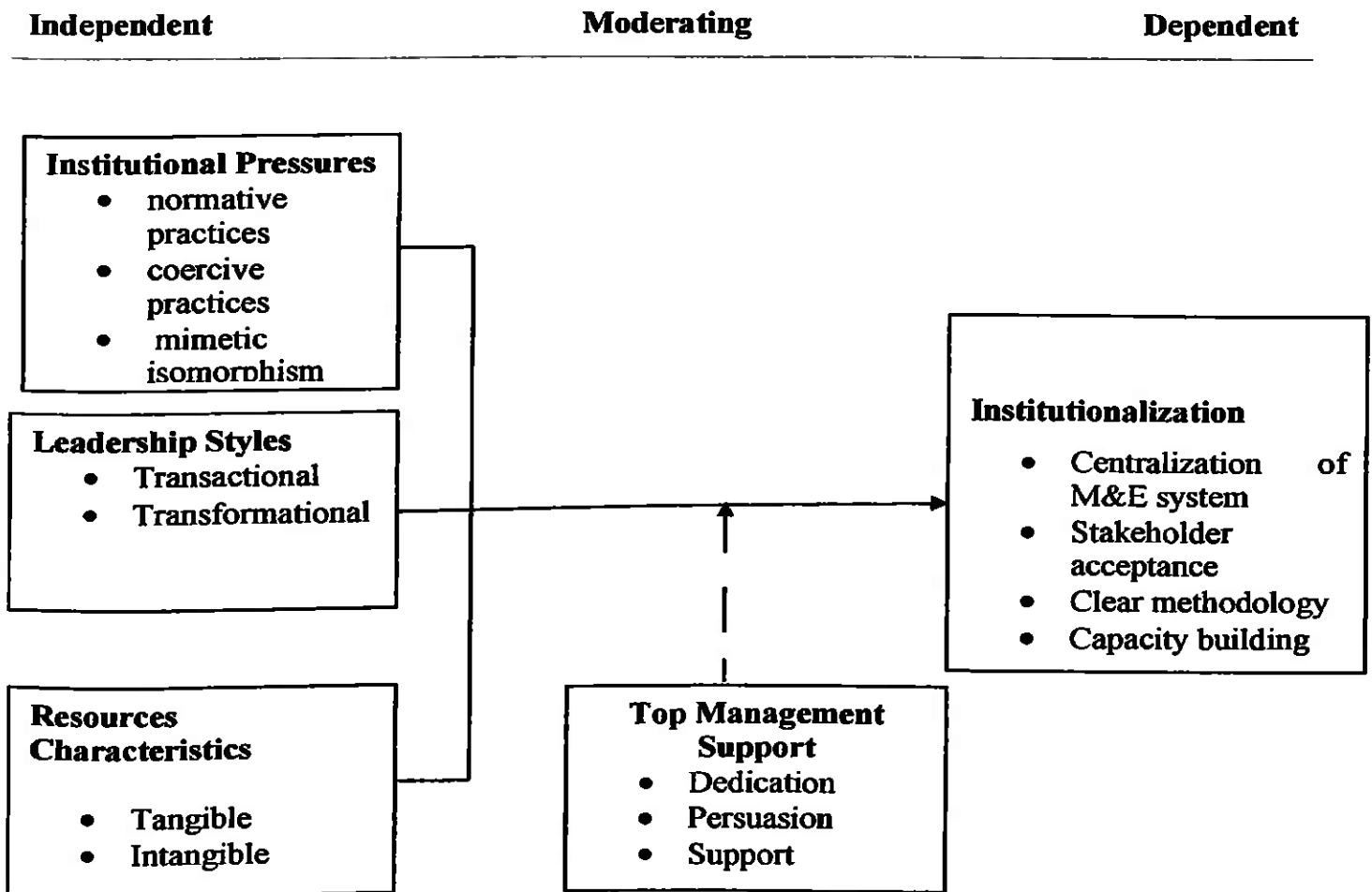
This theory is therefore applicable in M&E institutionalization for it emphasizes on the irrefutable worth of resources in an organization as a driver for institutionalization of a practice. The RBV concentrates on the human skills and processes and this perfectly supports

the nature of M&E institutionalization as being multi-skill dependent (Jugdev, 2004). The tangible project management resources include the applicable methodologies and practices (know what) while the intangible resources are the knowledge sharing process (know how).

2.5 Conceptual Framework

This study is founded on institutionalization of monitoring and evaluation practices and the literature studied. The relationship between the discussed variables is as conceptualized in figure 1.

Figure 2.1 Conceptual Framework



The dependent variable in this study is institutionalization of monitoring and evaluation. Institutionalization was measured in terms of the level of centralization of the monitoring and evaluation system, level of stakeholder acceptance of the system, clarity of the methodology and level of capacity building. The independent variables are institutional pressures operationalized as normative practices, coercive practices and mimetic isomorphism.

Leadership styles was measured in terms of transactional aspects including contingency reward, management by exception-active and management by exception-passive. It was also measured transformative whereby idealized influence, inspirational motivation, intellectual stimulation and individualized consideration measures employed. Resources are classified as either tangible or intangible. The top management influence was taken as the moderator of the relationship. It was measured as level of dedication, level of persuasion and level of support.

2.6 Research Gaps

Literature review came up with the research gaps as summarized in table 2.1.

Table 2.1. Research Gaps

Variable	Author	Title of Study	Findings	Gap
Institutional Pressure	Zhu, Cordeiro and Sarkis (2013)	Institutional pressures, dynamic capabilities and environmental management systems	Institutional pressures directly linked to environmental performance and mediated by ISO 9000	Study considered pressure on environmental aspects only
Institutional pressure	Christmann and Taylor (2001)	Impact of international environmental requirements adherence to domestic environmental requirements by Chinese exporters.	No significant relationship between international pressures and domestic environmental adherence	Findings not generalizable as they are based on Chinese manufacturers only
Leadership Styles	Kissi, Dainty and Tuuli (2013)	Analysis of impact of manager's transformational leadership style on project success	transformational leadership style is positively related to project performance	Data used biased towards project managers and does not captures other stakeholders views
Leadership Styles	Kariuki (2015)	The relationship between leadership, teamwork and project characteristics and	There exists an indirect but statistically significant correlation	Findings based on self reporting

		their impact on project performance	between the leadership style project time performances. No effect on project cost performance	
Resource types	Eitu (2016)	The institutional factors responsible for successful implementation of Results based Monitoring and Evaluation in Uganda	Institutional factors positively and significantly influenced the establishment of a results based monitoring and evaluation	Case study limited to generalizability
Top Management Support	Iqbal, Long, Fei and Bukhari (2015)	The moderating influence of top management support on project performance	Top management has a positive relationship with project performance	Relied on self reporting from managers only

2.7 Summary of Chapter

The chapter reviewed the main theories of the study including the institutional theory, the leadership theory and the RBV. The theories were appropriate in explaining the influence of institutional pressures, leadership styles, resources and the moderating effect of top level management on institutionalization of monitoring and evaluation practices and principles. Guided by the stated study objectives, this chapter further reviewed similar studies. Finally, the relationship was conceptualized into a relationship referred to as a conceptual framework in figure 1.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section describes data types and sources used in this research. In addition, the study discusses the research type to be employed, the population of target as well as the size of sample. The chapter further describes the sampling techniques, the data collection instruments and how the data was both presented and analyzed.

3.2 Research Design

This research adopted a descriptive and a cross-sectional study design. A descriptive design is appropriate for it describes the situation or phenomenon it is (Cooper and Schindler, 2014). Additionally, a cross sectional research design is appropriate since the study investigates a phenomenon that is static through the period of study. The design is suitable for it allows for the gathering of data at various points in time. The study entailed mainly the quantitative research methods. It is a systematic process to describe and test the relationship and also examine cause and effect interactions among variables. The current study attempts to explain the institutional pressures, leadership styles and types of resources that may determine performance of institutionalizing monitoring and evaluation in the county of Mombasa. It also seeks to establish the moderating influence of top management support on institutionalization.

3.3 Target Population

According to Mombasa County website (2018), the county has ten departments namely Finance and Economic Planning department; Youth, Gender and Sports department; Tourism and Culture department; Trade, Investment & Industry department and Health department. Other departments include Education and Children; Agriculture, Livestock and Fisheries; Water & Natural Resources; Lands, Planning & Housing and Transport & Infrastructure. The county further has six administrative sub counties namely Mvita, Jomvu, Chagamwe, Kisauni, Nyali, and Likoni.

Based on the definition of a population by Kothari (2004), these serve as the population of study. The study findings were therefore generalized to this population. All departmental

heads and their deputies are to be considered the population to make up a total of twenty (20). The sub county heads and their deputies as well spread over the expanses of the county was in addition be considered for study to make a total of 32. These units are deliberately chosen because they are expected to have all the knowledge about how monitoring and evaluation is conducted in their respective departments and sub counties and the extent of centralization of the monitoring and evaluation system in the county.

3.4 Sample Size and Sampling Design

According to Mugenda and Mugenda (2009) undertaking sampling ensures that the right sample is attained and this reduces the cost of data collection, improves preciseness and leads to speedy data collection and analysis. This study therefore used an appropriate sample as guided by Krejcie and Morgan (1970). Accordingly the study is based on probability of committing type I error of less than 5 %, (i.e. $p < 0.05$). The Krejcie and Morgan (1970) formula regularly used in social science studies is;

$$S = \frac{(X^2 NP(1-P))}{d^2 (N-1) + X^2 P(1-P)}$$

Where;

S = Sample size

X^2 = table value of chi-square for 1 degree of freedom at the desired confidence level of 0.05 ($X^2 = 3.841$).

N = *population size*.

P = *population proportion* (assumed to be 0.50 since this would provide the maximum sample size).

d = *degree of accuracy* expressed as proportion (0.05).

Stratified sampling was adopted so as that all cadres of participants are represented. Based on Krejcie and Morgan (1970) formula, a population of 10 would give a sample size of 9.77109 which is adjusted upwards to 10. Similarly, the population of 6 for sub county heads and 6 for sub county deputy heads would give a sample of 5.92291 adjusted upwards to 6 per stratum. This formula would retain the entire population as sample of study as recommended by Mugenda and Mugenda (2003). The calculation for each stratum therefore gives the samples as indicated in table 3.1.

Table 3.1: Sample Size

Strata	Population(N)	Sample (S)
Departmental Heads	10	10
Departmental Deputy Heads	10	10
Sub county Heads	6	6
Sub county Deputy Heads	6	6
	32	32

3.5 Data Collection Instruments

Data was collected through both structured and semi structured questions. The major focus was to establish the factors affecting institutionalization of monitoring and evaluation practices in the opinion of the major players. A Likert Scale whose range is between “strongly agree (SA) to strongly disagree (SD)” would be employed. A Likert scale is suitable for attitudinal measures (Serra and Kunc, 2014). A middle scale of neither agree nor disagree is included for respondents who are unsure and also in cases where the aspect was not considered. The use of a semi structured questionnaire is advantageous since for it allows the respondent to give extra details and is fairly easy for analysis (Cooper & Schindler, 2014). The use of a questionnaire is easy and relatively cheap to administer (Kothari, 2004).

3.5.1 Pilot Study

Piloting was undertaken in order to identify and remedy weaknesses in the instrument of data collection. In order to avoid running the risk of running the supply of respondents out, 10 subjects from the population randomly selected for pilot testing. Their responses were useful in rephrasing the ambiguous questions. Coopers and Schindler (2013) observes that the number for pilot testing need not be significant.

3.5.2 Validity of Research Instrument

The instrument was subjected to content validity, face validity as well as to construct validity examinations. Content validity was ensured through the use of getting expert opinion and guidance from the study supervisor as suggested by Mugenda and Mugenda, (2008). Face validity was ensured by same supervisor and conducting and getting feedback from the pilot group (Coopers & Schindler, 2013). Finally, construct validity shall be attained by ensuring

that operationalisation of the variables is founded on sound theory as explored in chapter two of this paper (Coopers & Schindler, 2013).

3.5.3 Reliability of the Research Instrument

Cooper and Schindler (2014) indicate that reliability of a tool the degree to which the instrument is not affected by random errors. Reliability is therefore concerned with providing consistent results. As for this instrument, its reliability was established through the split half method whereby the items in the questionnaire was framed in such a manner that they counter checked one another. After collecting responses from the pilot study, a correlation analysis was carried out with results of a Cronbach Alpha of 0.7372. This was deemed sufficient since it was above the thresh hold of 0.7.

3.6 Data Collection Procedure

Data was gathered by means of a set of Likert scale questions in a questionnaire. A Likert scale is a commonly used and therefore appropriate in this case because a respondent is given the leeway to give his view on an issue. It contains a middle ground item for those who are not sure or do not want to commit themselves. Kothari (2014), state that a Likert scale is far more reliable than the other data collection instruments. The study employed questionnaires on drop-and-pick-later basis.

3.7 Data Presentation and Analysis

The IBM statistical software SPSS version 16 will mainly be used data analysis. This programme has been found reliable over many years and is easy to use. Data was presented as summaries in tables. A correlation analysis would then follow. A correlation analysis aims at describing the strength of an association between two variables by testing the degree of scatter of the data values. The less scattered the data values are the stronger the correlation is said to be (Kothari, 2014). Karl-Pearson's coefficient of correlation approach was employed for it is reliable and gives an indication of the strength of the relationship between the independent variable and the dependent variable.

3.8 Ethical Issues

Ethics are moral ideologies that govern an individual's behaviour when undertaking an activity. Ethics in research is about adhering to moral maxims in the course of the research work (Coopers & Schindler, 2014).The rationale behind ethics in research is to safeguard the rights of the respondents, ensure data is fairly collected and processed. This study intends to

adhere to ethics by ethically handling respondents and all concerned parties such as by explaining to participants the research benefits, explaining to them their rights and then asking for their consent. No respondent was coerced or bribed into giving responses.

3.9 Operationalization of Variables

The table summarizes how the variables are being operationalized.

Table 3.2. Operationalization of Variables

Objective of Study	variable	Indicator	Measure	Scale	Tool of Analysis
Establish relationship between institutional pressures and institutionalization of monitoring and evaluation practices	Institutional Pressure	<ul style="list-style-type: none"> • normative practices • coercive practices • mimetic isomorphism 	Likert mean	ordinal	Karl Pearson correlation Coefficient
Establish relationship between leadership styles and institutionalization of monitoring and evaluation practices	Leadership Styles	<ul style="list-style-type: none"> • Transactional • Transformational 	mean	interval	Karl Pearson Correlation Coefficient
Examine relationship between resource characteristics and institutionalization of monitoring and evaluation practices	Resource Characteristics	<ul style="list-style-type: none"> • Tangible • Intangible 	mean	ordinal	Karl Pearson Correlation Coefficient
To establish relationship between top county management support and institutionalization	Top Support	<ul style="list-style-type: none"> • Dedication • Persuasion • Support 	Mean	Ordinal	Karl-Pearson Correlation Coefficient

of monitoring and
evaluation
practices

**Institutionali
zation
Success**

- Centralization of Mean
- Stakeholder acceptance
- Clear methodology
- Capacity building

Ordinal

**Karl Pearson
Correlation
Coefficient**

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS

4.1 Introduction

This chapter is a presentation of the synthesized data in relation to the research objectives that are stated in chapter one. This research investigated the factors responsible for success in institutionalization of monitoring and evaluation practices in Mombasa County, Kenya. The first presentation is on the response rate.

4.2 Questionnaire Return Rate

Sets of questionnaires were distributed to 32 respondents divided as 10 departmental heads and a similar number of their deputies. In addition 6 sub county heads and 6 of their deputies are also used. Questionnaire follow up was done through telephone calls and text messages to subjects as a way of persuading them to participate. Follow up is a tactic of attempting to improve the response rate. Inasmuch as this was done not all subjects returned the questionnaires filled. As per the respondents distribution, the departmental heads response rate was at 70% (N = 7), deputy departmental heads rate was at 80% (N=8). The sub-county heads response rate was at a high of 83.333(N = 5) with sub-county deputies at 100 %(N = 6). The general response rate was therefore at 81.257% (N = 32). This response rate together with the response rate for each category of stakeholders is as summarized in table 4.1.

Table 4.1 Questionnaire Response Rate

	Sample	Response	Response Rate (%)
Department Head	10	7	70.00
Department Deputy	10	8	80.00
Sub county Head	6	5	83.33
Sub county Deputy	6	6	100
	32	26	81.25

A response rate of 81.25% is far much above the thresh hold of 70 percent suggested by Kerlinger, (2012) as being sufficient. The response rate meant that it was possible to perform further analysis on the data. The first to be carried out was a demographic profiling of the respondents.

4.3 Demographic Characteristics of Respondents

This section sought to establish the respondents' profiles. First years' experience is cross tabulated with gender representation and then the education level is cross tabulated with position. The results are indicated below.

Table 4.2. Experience in Years and Gender Cross Tabulation

		Gender		Total	
		F	M		
Experience in Years	0 - 4	Count	3	5	8
		% within Gender	11.54%	19.23%	30.77%
	5 - 9	Count	4	7	11
		% within Gender	15.38%	26.93%	42.31%
	10 -14	Count	0	3	3
		% within Gender	00%	11.54%	11.54%
	15 +	Count	1	3	4
		% within Gender	3.85%	11.54%	15.38%
Total		Count	8	18	26
		% within Gender	30.77%	69.23%	100.0%

The table 4.2 shows that about 60 percent of the respondents fall in the category of 5 - 9 and 10 - 14 experience of involvement in monitoring and evaluation thus indicating that the respondents were appropriate due to their immense experience in similar work This is deemed so because experience in project work is seen to have a significant influence in projects (Kariuki, 2015).

In addition to these findings, gender representation and experience was found to be favouring the male gender at 69.23% for male gender for 30.77% for the female gender. Table 4.2 therefore indicates that women are far less than men across the experience levels. The table paints a picture of women being barely a third of the entire population.

Table 4.3. Education level and Position Cross tabulation

			Position				Total
			Dept Hd	Dept Deputy	Scounty Hd	Deputy Scounty Hd	
Education Level	High School	Count	0	0	0	0	0
		% within Position	0.00%	0.00%	0.00%	0.00%	0.00%
	Diploma Certificate	Count	0	1	0	1	2
		% within Position	0.00%	3.85%	0.00%	3.85%	7.69%
	Degree	Count	2	6	4	3	15
		% within Position	7.69%	23.08%	15.4%	11.54%	57.7%
	Masters Degree	Count	5	1	1	2	9
		% within Position	19.23%	3.85%	3.85%	7.69%	34.6%
Total		Count	7	8	5	6	26
		% within Position	26.92%	30.77%	19.23%	23.08%	100%

Table 4.3 indicates that there was no single respondent who had either a PhD or just a high school qualification. Majority of the respondents have a bachelor's degree followed by masters. Only two respondents have a diploma papers.

4.4 Institutionalization of Monitoring and Evaluation

Institutionalization of monitoring and evaluation was measured in terms of the extends of ccentralization of the M&E system, the extend of stakeholder acceptance, the presence of clear methodology as well as the levels of ccapacity building that take place in the organization. These dimensions of institutionalization were measured using the 5 point Likert scale and analyzed using descriptive statistics. Descriptive statistics simply indicate the characteristics of variables. Table 4.4 is an outline of the descriptive statistics concerning the four measures of institutionalization of monitoring and evaluation practices.

Table 4.4. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Centralization	26	3.00	5.00	4.3583	.64625	-.443		.163
Acceptance	26	2.00	5.00	3.7594	.91945	-.234		.163
Clarity of Methodology	26	1.00	4.00	3.2332	.70849	-.371		.163
Capacity building	26	2.00	5.00	4.0533	.89716	-.323		.163

Table 4.4 shows that centralization had a mean of 4.3583, acceptance 3.7594, methodology 3.2332 and capacity building 4.0533. This implies that on average most respondents choose to either “agree” or “strongly agree” that institutionalization is represented by the four dimensions above. This situation is also indicated by the negative skewness of the data.

4.4.1 Association between Institutional Pressures and Institutionalization

Based on the research objectives the relationship between institutional pressures and institutionalization was done. The findings are as depicted in table 4.5.

Table 4.5. Association between Institutional Pressures and Institutionalization

		Normative Pressures	Coercive Pressures	Mimetic Isomorphism	Centralization	Acceptance	Methodology	Capacity Building
Normative Pressures	Pearson Correlation	1	.592**	.210**	.055	.246**	.005	.003
	Sig. (2-tailed)		.000	.004	.452	.001	.944	.734
	N	26	26	26	26	26	26	26
Coercive Pressures	Pearson Correlation	.592**	1	.171*	.068	.061	-.134	-.240**
	Sig. (2-tailed)	.000		.020	.353	.412	.067	.001
	N	26	26	26	26	26	26	26
Mimetic Isomorphism	Pearson Correlation	.210**	.171*	1	.056	.051	.045	.581**
	Sig. (2-tailed)	.004	.020		.450	.497	.543	.000
	N	26	26	26	26	26	26	26
Centralization	Pearson Correlation	.055	.068	.056	1	.013	-.017	-1.01
	Sig. (2-tailed)	.452	.353	.450		.721	.813	.896
	N	26	26	26	26	26	26	26
Acceptance	Pearson Correlation	.246**	.061	.051	.013	1	-.023	-1.11
	Sig. (2-tailed)	.001	.412	.497	.721		.957	.988
	N	26	26	26	26	26	26	26
Methodology	Pearson Correlation	.005	-.134	.045	-.017	-.023	1	-1.46
	Sig. (2-tailed)	.944	.067	.543	.813	.957		.991
	N	26	26	26	26	26	26	26
Capacity Building	Pearson Correlation	.003	-.240**	.581**	.057	-1.11	-1.46	1
	Sig. (2-tailed)	.734	.001	.000	.896	.988	.991	
	N	26	26	26	26	26	26	26

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

* . Correlation is significant at the 0.05 level (2-tailed).

Table 4.5 indicates a correlation coefficient of $r = 0.246$ and -0.240 for normative pressures and stakeholder acceptance respectively ($r = .246, p < 0.010$; $r = -.240, p < 0.010$). Mimetic isomorphism had a coefficient of $r = 0.581$ with institutionalization ($r = .581, p = 0.000$). The results from the study were that the three indicators of institutional pressure i.e. normative pressures, coercive pressures and mimetic isomorphism were significantly correlated to institutionalization of monitoring and evaluation in Mombasa County. There was a positive

and significant correlation between the independent variables and institutionalization of monitoring and evaluation. The findings therefore led the study into rejecting the null hypothesis and accepting the alternative that institutional pressures were deemed to have a correlation with institutionalization of monitoring and evaluation practices in Mombasa County. These findings do not support Chrisman and Taylor (2001) to some extent but are in concurrence with Zhu, Cordeiro and Sarkis (2013) who established that domestic and international institutional pressures do positively influence implementation of ISO 1400 practices

4.5.2 Association between Leadership Styles and Institutionalization

Based on the second objective leadership styles were correlated with institutionalization. Table 4.6 displays the correlates of the association.

Table 4.6 Leadership Styles and Institutionalization

		Transactional	Transformational	Acceptance	Capacity Building
Transactional	Pearson Correlation	1	.199**	.237	.393**
	Sig. (2-tailed)		.000	.442	.001
	N	26	26	26	26
Transformational	Pearson Correlation	.199**	1	.741**	.462**
	Sig. (2-tailed)	.000		.001	.001
	N	26	26	26	26
Acceptance	Pearson Correlation	.237	.741**	1	.056
	Sig. (2-tailed)	.442	.001		.450
	N	26	26	26	26
Capacity Building	Pearson Correlation	.393**	.462**	.056	1
	Sig. (2-tailed)	.001	.001	.450	
	N	26	26	26	26

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

* . Correlation is significant at the 0.05 level (2-tailed).

Table 4.6 shows that transformational style correlates with acceptance ($r = .741, p = 0.001$) and with capacity building ($r = .462, p = 0.001$). The research hypothesis tested was that there

was a relationship between leadership style and institutionalization of monitoring and evaluation in Mombasa county. The findings were that both types of leadership were positively and significantly related to institutionalization of monitoring and evaluation. However, transformational leadership had a stronger association with institutionalization. Again the researcher rejected the null hypothesis on the second objective and accepted the alternative hypothesis. Leadership style had a relationship with institutionalization of monitoring and evaluation in Mombasa County. Transformational leadership had a higher association with institutionalization. The findings are consistent with Kusek and Rist (2004) assertions that leadership influences institutionalization of monitoring and evaluation. They are also consistent with Tabassi and Babar (2010) and Kissi, Dainty and Tuuli (2013) on transformational leadership being related to institutionalization to some extent.

4.5.3 Relationship between Resource Characteristics and Institutionalization

The next objective was geared at finding out any association between resource characteristics and institutionalization. Resource characteristics are indicated by whether they are tangible or they are intangible. The indicators of institutionalization used are centralization, acceptance, and capacity building. Table 4.7 summarizes the analysis.

Table 4.7 Correlations Between Resource Characteristics and Institutionalization

		Tangibility	Intangibility	Centralization	Acceptance	Capacity Building
Tangibility	Pearson Correlation	1	.256**	.496**	.530**	.690**
	Sig. (2-tailed)		.000	.000	.001	.000
	N	26	26	26	26	26
Intangibility	Pearson Correlation	.256**	1	.388**	.430	.472
	Sig. (2-tailed)	.000		.001	.076	.958
	N	26	26	26	26	187
Centralization	Pearson Correlation	.496**	.388**	1	.351**	.333
	Sig. (2-tailed)	.000	.001		.000	.637
	N	26	26	26	26	26
Acceptance	Pearson Correlation	.530**	.430	.351**	1	.294
	Sig. (2-tailed)	.001	.076	.000		.046
	N	26	26	26	26	26
Capacity Building	Pearson Correlation	.690**	.472	.333	.294	1
	Sig. (2-tailed)	.000	.958	.637	.046	
	N	26	187	26	26	26

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

Table 4.7 displays that tangible resources were significantly and highly correlated to centralization of monitoring and evaluation($r = 0.496, p = .000$), to stakeholder acceptance ($r = 0.530, p = .001$) as well as to capacity building($r = 0.690, p = 0.000$). Intangible resources are also correlated to institutionalization ($r = 0.388, p = 0.000$) for centralization. The alternative hypothesis that there is a relationship between resource characteristics and institutionalization is therefore accepted. However the correlations for intangible resources were weaker than those of tangible resources. These findings were partly consistent with Eitu (2016) who established a relationship between intangible resources and implementation of Results Based Monitoring and Evaluation and Katou (2008) who found a positive relation between human resource and performance.

4.5.4 Association between Top Management and Institutionalization

Top level management is a moderating variable as per several studies. Top level management is indicated by three indicators; dedication to institutionalization by the top level management, levels of persuasion by the management as well as the kind of support top management offer. Respondents were asked to indicate by the Likert scale the extend of top level dedication, persuasion and support have on institutionalization. The responses are summarized in table 4.7.

Table 4.8 Correlations Between Top Management Influence and Institutionalization

		Management Influence	Institutional Pressures	Leadership Styles	Resource Characteristics
Management Influence	Pearson Correlation	1	.274**	.289**	.324**
	Sig. (2-tailed)		.000	.000	.001
	N	26	26	26	26
Institutional Pressures	Pearson Correlation	.274**	1	.058	.130
	Sig. (2-tailed)	.000		.433	.076
	N	26	26	26	26
Leadership Styles	Pearson Correlation	.289**	.058	1	.592**
	Sig. (2-tailed)	.000	.433		.000
	N	26	26	26	26
Resource Characteristics	Pearson Correlation	.324**	.130	.592**	1
	Sig. (2-tailed)	.001	.076	.000	
	N	26	26	26	26

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

Table 4.8 indicates that management influence has a positive and significant relationship with the three independent variables; institutional pressures ($r = .274$, $p < 0.000$), leadership styles ($r = .289$, $p < 0.000$) and resource characteristics ($r = .324$, $p < 0.000$). The same findings are mirrored by the descriptive analysis in table 4.8. The findings imply that top management moderated the relationship between the independent and the dependent variable. The alternative hypothesis is therefore accepted that top management moderates the relationship

between the independent variables and institutionalization of monitoring and evaluation in Mombasa county projects.

Table 4.9 Top Management Influence

Participation Type	Responses						Mean(μ)
	N	Never Freq(%)	Little extend Freq(%)	Unsure Freq(%)	Great extend Freq(%)	Very Great Extend Freq(%)	
Dedication	26	0 (0%)	1(2.6%)	4(15%)	11(43.6%)	10(38.8%)	4.07712
Persuasion	26	5(18.5%)	4(18.1%)	7(27%)	5(25.1%)	5(25.1%)	3.03846
Support	26	1(0.04%)	1(4.8%)	3(10.%0)	12(44.5%)	11(41%)	4.42308

According to the summary in Table 4.8 management influence has a bearing on the three independent variables. Dedication as well as support influences were gauged as being above great extent while persuasion is at least above unsure. On average all dimensions of management have a more than average impact on the independent variables. The findings captured here reflect Meredith and Mantel (2010) claim that top management is a moderator of leadership styles and performance. The findings also support Iqbal, Long, Fei and Bukhari (2015) who established that top management influence was indeed a moderating variable.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Chapter five is a summary of the entire research study findings. The chapter further synthesizes the findings in chapter four and makes conclusions based on the findings. In addition, the chapter outlines some recommendations as per the findings of the research.

5.2 Summary of the Research Findings

The main purpose of this study was to establish the factors responsible for success in institutionalization of monitoring and evaluation practices in Mombasa county government. Descriptive research study was adopted in an attempt to attain the research objectives and goal. Research data was gathered from 26 officers out of a target of 32; county departmental heads and their deputies together with sub county heads and their deputies. These officers were chosen because it is believed that they had adequate knowledge on the subject of research. The research had a response rate of above 80 percent.

Monitoring and Evaluation (M&E) is considered as an essential and crucial aspect in projects and programmes management. The process of monitoring and evaluating projects is a key practice for managing projects and programmes performance in terms of planning, decision making and as an economic policy management tool (Mugo and Oleche, 2015). Monitoring and evaluation play a significant role of improving project effectiveness, accountability and transparency on the use of public resources (IFRC, 2010). Leautier (2005) observed that monitoring and evaluation is apparently indispensable for it allowed for tracking of projects for corrective purposes thereby learning on the job as is also beneficial in the long term.

For monitoring and evaluation benefits to be attained the processes need to have matured. There must exist a repeatable processes and systems which lead to project success. These therefore calls for institutionalization of such a process. When monitoring and evaluation is institutionalized there was the benefits of having a regular monitoring and evaluation program. This program would be a useful tool for regularly tracking and evaluating budgetary planning and expenditure of the county funds as well as tracking and evaluating the process

of policy formulation. Management of county resources will improve as accountability and openness begin to be appreciated. Further, the monitoring and evaluation system was made sustainable through its institutionalization.

However, literature on M&E has failed to completely explore the factors responsible for institutionalization. Several researches have mostly leaned on the stakeholder perspective in monitoring and evaluation as the main factor for success. In addition, extant literature concentrate on the implementation of monitoring and evaluation only. There was therefore no adequate information on drivers of institutionalization of monitoring and evaluation practices.

5.3 Discussions of Research Findings

Objective one was intended to establish the relationship between institutional pressures and institutionalization. The valid research hypothesis assessed the relationship between these institutional pressures and institutionalization. The result was that institutional pressures are related to institutionalization of monitoring and evaluation practices in the county of Mombasa. These results fully concur with are in congruence with Zhu, Cordeiro and Sarkis (2013) but partly with Chrisman and Taylor (2001). Accordingly this study assets that pressures exerted on an organization from both within and outside increases its chances of success. Thus, when adequate pressure is exerted, monitoring and evaluation institutionalization will certainly improve.

The second objective was to establish relationships between leadership styles and institutionalization. The hypothesis was intended to test the relationship between the leadership styles and institutionalization. The findings were that both leadership styles are related to institutionalization but transformational leadership has a far closer relationship to institutionalization of monitoring and evaluation than transactional leadership style. These results concur with Kissi, Dainty and Tuuli (2013). Accordingly transformational leadership is the right leadership style so as to attain institutionalization of monitoring and evaluation.

The third objective was to examine the resource types-institutionalization of monitoring and evaluation association. The hypothesis test indicated that both tangible and intangible resources were related to monitoring and evaluation institutionalization though tangible resources had a far stronger relationship with the dependent variable. This implies that

tangible resources are much more relevant than intangible resources in attaining institutionalization of monitoring and evaluation in Mombasa County.

The fourth objective was to establish if top management influence moderated the independent variables. The hypothesis tests found that top management moderates the relationship between the independent variables and the dependent variable. The alternative hypothesis is accepted that top level management moderates the relationship between the independent variables and institutionalization of M &E in Mombasa county projects.

5.4 Conclusion

The research aimed at establishing the relationship between various variables and institutionalization of monitoring and evaluation using various research objectives. Based on results of the relevant hypothesis tests the research concludes as follows; that first both internal and external pressures are associated with institutionalization of monitoring and evaluation and therefore it is beneficial to have pressure to an organization. Second, transformational leadership style as well as tangible resources areas relevant in institutionalization of monitoring and evaluation practices. Third top management moderates the effect of the independent variables on the dependent variable.

5.5 Recommendations

Based on the study findings this research recommends that for monitoring and evaluation practices to be meaningful by way of becoming mature, adequate pressure should be exerted onto the institution by the stakeholders. In addition, transformational leadership style should be dominant as far as monitoring and evaluation issues are concerned. Further, resources must be availed. The research also concludes that top management of the county must positively influence the process of M&E institutionalization.

5.6 Suggested Areas for Further Research

This research as expected is not perfect. The following suggested studies may improve on it. Firstly the research recommend for involvement of beneficiaries to monitoring and evaluation. A second recommendation is to carry out a detailed case study on the same area. Thirdly, this study was undertaken in just a single county and this may limit the generalizability of the findings. Consequently the research advocates for a broader representative sample from a number of counties in Kenya.

REFERENCES

- Bamberger, M. (2009). *Institutionalizing Impact Evaluation within the Framework of a Monitoring and Evaluation System*. Washington, D.C. Independent Evaluation Group, World Bank
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press, Collier Macmillan.
- Casley, D. and Kumar K., (2008). The collection, Analysis and use of Monitoring and Evaluation Data. Maryland: World Bank.
- Charline Mouton. (2010). The history of program evaluation in South Africa, MPhil thesis, University of Stellenbosch, South Africa
- Christmann, P., Taylor, G., (2001). Globalization and the environment: determinants of firm self-regulation in China. *Journal of International Business Studies*, 5(7), 23 – 29
- Cole, G. A. (1996). *Management: Theory and practice*, 5th Ed. Ashford Color Press: London
- Cooper, D., & Schindler, P. (2014). *Business Research Methods* (12th ed.). New York: McGraw-Hill, Inc.
- Cordeiro, J.J.*et al.* (2009). International and Domestic Pressures and Chinese Organizational Responses to Greening. *Academy of Management Best Papers Proceedings*, 2(6), 52 - 66)
- Eitu, I. (2016). Success Factors for Establishment of a Results Based Monitoring and Evaluation System at Advocacy for Vulnerable Children’s Rights (AVCR), Uganda; M.A Thesis
- Gomes, J & Romão, M, (2015). Maturity, Benefits and Project Management Shaping Project Success. *International Journal of Project Management*, 5(7), 1 - 14.

- Ibanga, G. V. (2016). Effect of Human and Non Resources Monitoring and Evaluation institutionalization in Nigeria. *International Journal of Social Science and Humanities Research*, 4(2), 334- 349
- IFRC. (2011). *IFRC (2011). Project/programme monitoring and evaluation (M&E) guide. International Federation of Red Cross and Red Crescent Societies, Geneva. Geneva: IFRC.*
- Iqbal, J., Long, C.S., Fei, G.C. & Bukhari (2015). Moderating Effect of Top Management Support on Relationship between Transformational Leadership and Project Success. *Pakistan Journal of Commerce and Social Sciences*. 9 (2), 540-567
- Jugdev, K. (2004). Through the looking glass: examining theory development in project management with the resource-based view lens. *Project Management Journal*, 35(3), 15–26.
- Kanda, E. (2014). Impact of Top Level Influence on Project Performance in Community Projects. *International Journal of Innovative Research and Development*, 2(7), 7 - 13.
- Kandelousi, N. S., Ooi, J., & Abdollahi, A. (2011). Key success factors for managing projects. *World Academy of Science, Engineering and Technology*, 59, 1826-1820.
- Kariuki, J. (2015). Project manager leadership style, teamwork, Project characteristics and performance of Water projects in Kenya; PhD Thesis.
- Kerlinger, Fred N. (2012). *Foundations of Behavioural Research*, 7th ed. New York: Holt, Rinehart and Winston.
- Kerzner, H. (1998). *Applied Project Management: Best Practices on Implementation*. New York: John Wiley & Sons, Inc.
- Kissi, J., Dainty, A., & Tuuli, M. (2012). Examining the role of transformational leadership of portfolio managers in projects performance. *International Journal of Project Management*, 31(4), 485-497.
- Kothari, C. (2004). *Research Methodology: Methods and Techniques*. New Delhi: New Age International Publishers.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement*, 30, 607 - 610.
- Kusek, J. Z., & Rist, R. (2010). *A Hand Book for Development Practitioners; Ten Step to a Results Based Monitoring and Evaluation Systems*. Washington D.C: World Bank.

- Mackay, Keith. (2007). *How to Build monitoring and evaluation Systems to Support Better Government*. Washington D.C: World Bank.
- Mackay, K. Rojas, F. & Saavedra, J. (2006). Towards the institutionalization of monitoring and evaluation systems in Latin America and the Caribbean: *proceedings of a World Bank/inter-American Development bank conference*
- Manuel Fernando Castro (2008), *Building a Results-Based Management and Evaluation System in Colombia*, Independent Working Group , World Bank. Revised No. 1, South America
- Meredith, J. R., & Mantel, S. J. (2010). *Project Management A Managerial Approach* (7th ed.): John Wiley & Sons, Inc.
- Mugenda, O. M., & Mugenda, A. G. (2008). *Research Methods: Quantitative and Qualitative Techniques*. Nairobi: ACTS Press.
- Mugo, P. M., & Oleche, M. O. (2015). Monitoring and Evaluation of Development Projects and Economic Growth in Kenya. *International Journal of Novel Research in Humanity and Social Sciences*, 2(6), 52 - 63.
- Musomba, T.(2013). Factors Influencing the Effectiveness of Monitoring and Evaluation of Constituency Development Fund (CDF) in Changamwe Constituency Kenya. *JIARM*, 1(8), 32- 37.
- Nduati, R. N (2011)., "Development Plans in Kenya: Factors influencing Monitoring and Evaluation of Development Projects," M.A Economics Thesis. Nairobi: University of Nairobi Press.
- OECD. (2003) *Glossary of Key Terms in Evaluation and Results Based Management*. Paris: OECD.
- Serra, C.E. M & Kunc, M. (2014). Benefits Realisation Management and its Influence on Project Success and on the Execution of Business Strategies. *International Journal of Project Management*, 5(7), 1 - 14.
- Tabassi, A. A., & Babar, S. (2010). Towards assessing the leadership style and quality of transformational leadership. The case of construction firms of Iran. *Journal of Technology Management in China*, 5 (3), 245-258.

- Turner, J. (2009). *The Handbook of Project-Based Management — Leading Strategic Change in Organizations* (Third ed.). London: The McGraw-Hill.
- Turner, J. R., & Muller, R. (2005). The project manager's leadership style as a success factor on projects: A literature review. *Project Management Journal*, 36 (2), 49-61.
- UNICEF (2003). *Inclusive Education Initiatives for Children with Disabilities- Lessons from the East Asia and Pacific Region*. Thailand: Darnsutha Press Co. Ltd.
- UNDP. (2010). *Handbook on Planning, Monitoring and Evaluating for Development Results*. New York.
- Walker, A., & Kalinowski, M. (1994). An anatomy of a Hong Kong project organization, environment and leadership. *Construction Management and Economics*, 12, 191 – 216.
- Young, R., & Jordan, E. (2008). Top management support: mantra or necessity? *International Journal of Project Management*, 26(7), 713-725.
- Zhu, Q. Cordeiro, J. & Sarkis, J (2013). Institutional pressures, dynamic capabilities and environmental management systems: Investigating the ISO 9000 Environmental management system implementation linkage. *Journal of Environmental Management*. 4(6), 56 – 60

Appendix 1: LETTER OF TRANSMITAL

Dear Respondent,

My name is Omarr A Mahamud an MPPM student at the University of Nairobi, ODeL Mombasa Campus. I am currently working on my thesis on institutionalization of Monitoring and Evaluation in county governments with special reference to Mombasa County. I am undertaking this paper as a requirement for the award of my degree. I am under the supervision of Mr. Johnbosco Kisimbii. Your responses will be very useful to me in compiling data for writing my thesis.

Best regards,

Omar Adan Mohamud

Reg No. L50/90094/2016

University of Nairobi

Appendix 2: Questionnaire

Section A; Background Information

1. Name of participant (optional) _____

2. Kindly indicate your gender. [] Male [] Female

3. Kindly indicate your age bracket in years

Below 25

25 to 34

35 to 44

45 to 54

55 to 60

Above 60

4. Please indicate your highest level of education attained so far.

PhD

Master's degree

Bachelor degree

Diploma

Certificate

High school

Others (please specify.....)

5. Kindly indicate your work experience.

Below 3 years

3 to 5 years

6 to 10 years

11 to 15 years

Above 15 years

6. Kindly indicate your position in the project work or county

Section B; Institutional Pressures

Scale	1	2	3	4	5
	SD	D	N	A	SA

Kindly indicate your level of disagreement or disagreement with the statements given.

INSTITUTIONAL PRESSURE and INSTITUTIONALIZATION					
	SD	D	N	A	SA
1. The county is under pressure from other counties that have successfully institutionalized monitoring and evaluation (mimetic pressure)					
2. The county is copying other counties so as to appear legitimate (normative pressure)					
3. The county is facing coercion from the national government (coercion pressure)					
4. The county is intent on satisfying county residents (mimetic)					
5. The county simply intend to adhere to standards in monitoring and evaluation (normative pressure)					
6. The county is adhering to government regulations (coercion)					

Section C; Leadership Styles

LEADERSHIP STYLES and INSTITUTIONALIZATION					
	Not at all	To some extent	Not Sure	To a great extent	To a very great extent
1. The county top leadership always talk about his/her most important values and beliefs					
2. The county leadership emphasizes the importance of having a collective sense of mission					
3. The county leadership instils pride in members for being associated with county projects					
4. The county leadership displays a sense of power and confidences of his/her decisions					
5. The county leadership articulate a compelling vision of the County future					
6. The county leadership expresses confidence that the county goals would be achieved					
7. The county leadership seeks differing perspectives when solving problems					
8. The county leadership suggests new ways of looking at how to complete county project activities					
10. The county leadership helps team members to develop their strength/skills					

Section D; Resource Characteristics

RESOURCE CHARACTERISTICS and INSTITUTIONALIZATION					
	SD	D	N	A	SA
1. The county staffs have M&E skills					
2. Staffs are regularly trained in M&E reporting					
3. The organization has sufficient number of staff with M&E competences					
4. The county has adequate tools to do monitoring and evaluation					
5. The staffs have competence in logical/result framework					
6. Human skills are more important than tools in doing monitoring and evaluation in the county					

Section E; Top Management Support

Top management support and INSTITUTIONALIZATION					
	SD	D	N	A	SA
1. County top management respond to each issue raised positively					
2. Staffs does not stop from expressing their opinions during discussions					
3. Top leadership discusses problem-solving methods and collaborates with staff to address them					
4. Top management always offer help whenever required to					
5. Top management display a sense of attachment to the project					

Section F: Institutionalization of monitoring and evaluation

INSTITUTIONALIZATION of monitoring and evaluation					
	SD	D	N	A	SA
1. The county has a centralized and well coordinated monitoring and evaluation system					
2. The county's monitoring and evaluation system has been accepted by stakeholders					
3. County staff is frequently trained on monitoring and evaluation					
4. County monitoring and evaluation system processes are clear to all involved staff and stakeholders					
5. Top management display a sense of attachment to the monitoring and evaluation					

Thank you for your participation.