

**EFFICACY OF MONITORING AND EVALUATION FRAMEWORK ON  
IMPLEMENTATION OF DEVELOPMENT PROJECTS: A COMPARATIVE  
ANALYSIS OF MACHAKOS AND EMBU COUNTIES, KENYA**

**LUKES, ONYANGO**

**A Research Thesis Submitted to the Institute Of Postgraduate Studies in Partial  
Fulfillment of the Requirements for the Award of a Degree of Doctor of Philosophy in  
Business Administration (Project Management)**

**KABARAK UNIVERSITY**

**NOVEMBER, 2019**

## DECLARATION

### Declaration by the Candidate

I declare that this research Thesis is my own original work and to the best of my knowledge, has not been presented for the award of a degree or any academic award/certificate in any other university or college.

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

LUKES ONYANGO

GDB/M/0862/09/14

## RECOMMENDATION

To postgraduate:

This Thesis entitled **“Efficacy of Monitoring and Evaluation Framework on Implementation of Development Projects, A Comparative Analysis of Machakos and Embu County, Kenya”** by Lukes Onyango has been presented to the Institute of Postgraduate Studies and Research, Kabarak University. We have received the research thesis and approved it to be acceptable in partial fulfillment of the requirement of the Degree of Doctor of Philosophy in Business Administration (Project Management)

Sign .....Date.....

Dr. John Kamau Gathii  
Senior Lecturer,  
School of Business and Economics  
Kabarak University

Sign .....Date.....

Dr. Joel Kibiwott Koima  
Senior Lecturer,  
School of Science and Bio-Informatics  
Kabarak University

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## **DEDICATION**

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## ABSTRACT

Monitoring and Evaluation, (M&E) frameworks allow for project activities to be measured and analyzed. There is a gap in the design of monitoring and evaluation frameworks to generate information during the process of Monitoring and Evaluation and use of this information in future designs. The purpose of this research study was to establish the influence of the monitoring and evaluation framework in the successful implementation of County development projects. The study was guided by the main determinants of Monitoring and Evaluation which are: Monitoring and Evaluation framework dimensions results-based performance indicators, learning capacity, participatory tracking, and beneficiary accountability. The moderating effects were government funding and disbursement of funds. The research adopted a comparative research design with a mixed method centered within a wider exploratory, cross-sectional framework. The study was conducted in Machakos and Embu County. The population of this study was 132 staff mandated to monitor and evaluate projects undertaken under County government devolved functions from Machakos and Embu County. The sample distribution was 56 county government officials from Machakos and 43 from Embu since the two counties are relatively not homogeneous in terms of geographical location in Kenya. A sample of 99 respondents was determined and individual elements in different categories were also determined using a stratified random sampling technique. Questionnaires were distributed to respondents through a “drop and pick later” method and were subjected to a reliability test using Cronbach’s alpha. Data were analyzed quantitatively by means of Statistical Package for Social Sciences (SPSS). A normality test was conducted using the Shapiro Wilk’s test. Factor analysis was undertaken to determine which of the factors are important in determining project completion. The study findings indicated that the result based performance aspects ( $\beta_1 = 0.529$ ;  $p\text{-value} = 0.007$ ), learning capacity ( $\beta_2 = 0.680$ ;  $p\text{-value} = 0.001$ ), participatory tracking ( $\beta_3 = 0.455$ ;  $p\text{-value} = 0.001$ ) and beneficiary accountability ( $\beta_4 = 0.432$ ;  $p\text{-value} = 0.002$ ) were found to have a significant effect respectively. The results obtained show the adjusted r square value of  $r^2 = .514$  which indicate that when all the variables are combined, the multiple linear regression model could explain for approximately 51% of the variation in the dependent variable by the variation in the independent variables on Implementation of County Projects. From the findings, it can be concluded that learning capacity aspects had the highest association and significance to the successful implementation of county projects followed by result based performance aspects, participatory tracking aspects and lastly beneficiary accountability aspects. The study recommends that those charged with the responsibility of carrying out M&E, should be appropriately empowered with the necessary knowledge in order to have the grasp of how these tools are used in order to utilize them.

**Keywords:** Beneficiary Accountability, Learning Capacity, Monitoring and Evaluation, Performance Indicators, Participatory tracking.

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## **LIST OF ABBREVIATION AND ACRONYMS**

<b>ADB</b>	Asian Development Bank
<b>CIDA</b>	Canadian International Development Agency
<b>CIDP</b>	County Integrated Development Plan
<b>CIMES</b>	Integrated Monitoring and Evaluation System
<b>CSO</b>	Civil Society Organizations
<b>EACC</b>	Ethics and Anti-Corruption Commission
<b>EFA</b>	Exploratory Factor Analysis
<b>FAO</b>	Food and Agriculture Organization
<b>INTRAC</b>	International NGO (Non-Governmental Organization) Training and Research Centre
<b>IUCN</b>	International Union for Conservation of Nature
<b>JBIC</b>	Japan Bank for International Cooperation.
<b>KARA</b>	Kenya Alliance of Resident Associations
<b>KMO</b>	Kaiser-Meyer-Olkin
<b>KSPSR</b>	Kenya Social Protection Sector Review
<b>M&amp;E</b>	Monitoring and Evaluation
<b>M&amp;EF</b>	Monitoring and Evaluation Framework
<b>NACOSTI</b>	National Commission for Science, Technology and Innovation
<b>NEMA</b>	National Environmental Management Authority
<b>NGO</b>	Non Governmental Organisations
<b>NIMES</b>	National Integrated Monitoring and Evaluation System
<b>OECD</b>	Organisation for Economic Cooperation and Development
<b>PT</b>	Participatory Tracking
<b>SPSS</b>	Statistical Package for Social Sciences
<b>TISA</b>	The Institute For Social Accountability
<b>TSA</b>	Transport Safety Authority
<b>UK</b>	United Kingdom
<b>USD</b>	United States Dollar
<b>UNDP</b>	United Nations Development Programme
<b>UNDG</b>	United Nations Development Group

<b>USA</b>	United States of America
<b>USAID</b>	United States Agency for International Development
<b>WB</b>	World Bank

## **OPERATIONAL DEFINITIONS OF TERMS**

### **Beneficiary Accountability**

This study defines beneficiary accountability as the ability to influence decision-making and play an active role in their own development projects under implementation.

### **Efficacy**

This terminology “reflects the extent to which an institution or intervention has brought about targeted change in a country or the life of the individual beneficiary” (UNDP, 2001). In this study, the term will be used to depict the ability to do what is defined as desired or to be effective at producing a result or measure of the extent to which an organisation has fulfilled the aims and objectives it has set for itself, as reflected in project and program activity.

### **Evaluation**

This is the systematic and objective assessment of an ongoing or completed project, programme, or policy to determine the design, implementation and results. The aim of an evaluation is to determine the relevance and fulfillment of objectives, project efficiency, effectiveness, impact, and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process of both recipient’s organizations and donors (Duignan, 2008). In this study the term evaluation was construed to mean the periodic assessment of relevance, performance, efficiency, and impact assessment (expected and unexpected) of the project in relation to stated objectives.

### **Learning Capacity**

Berg, 2000) defines learning capacity as shorthand for the process by which organisations obtain and use knowledge to adapt old policies, programs and strategies, or to innovate more broadly.” Learning is, hereby, understood at an organisational rather than at an individual level and is concerned with whether and how knowledge changes organisational behaviour accordingly. This study defines learning

capacity as the ability to learn from experience and to technically develop coping strategies to adapt to changes realised from project outcomes and impacts.

**Monitoring -**

This is a continuous, systematic and regular (routine) collection of data on a given project's indicators to provide management and the main stakeholders with information on an ongoing development intervention with indications of the extent of progress and achievement of objectives and progress in the use of allocated funds (Lynn *et al*, 2008). In this study the term evaluation was construed to mean the continuous assessment of project implementation in relation to agreed schedules and use of inputs, infrastructure, and services by project beneficiaries.

**Monitoring & Evaluation Framework**

Valadez and Bamberger (2000) defines the M&E framework as a set of System of organisational structures, standards, plans, indicators, information systems and reporting lines that enables national and provincial departments, municipalities and other institutions to discharge their Monitoring and Evaluation function effectively. In this study, it is taken to be construed as guiding mechanism in project management that helps to identify the success or failure of a project as an integrated tool focusing on all components of a project: objectives, activities, deadlines, budget, results, project management team, risks etc.

**Participatory Tracking**

This study defines participatory tracking as the ability of stakeholders to be practically involved in the project management, making follow ups at each stage to ensure that necessary processes are all taken to ensure improvements and success achievement.

**Performance Indicators**

Tansey and Jackson (2008) observes that performance indicators as measurable performance targets for each of the development priorities and objectives. In this study it is taken as the tools that measure progress



and performance as of a project well as tracking the trends of measurable change in a project over time.

**Projects** Project in the context of this research is defined as temporary endeavour to achieve an objective (PMBOK, 2004). Temporary means the project has a time frame within which it should have achieved its set objectives within a fixed budget.

**Project Implementation** This is the completion of work within the scope of original vision and the involvement of all key people at all stages to initiate outcomes and impact change that meet users' expectations.

**Project Effective Monitoring and Evaluation** Assessment of how effectively Monitoring and Evaluation of a project is carried out in the context of this research is the measure of how the Monitoring and Evaluation practices compare with the best practices that are defined in the literature review as justified by practice and research.

**Results Based performance** This is a standard and structured procedure for recording and reporting project performance to inform decision making on the project implementation and performance (Food and Agriculture Organization (FAO), 2010).

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

The conceptions of Monitoring and Evaluation (M&E) is ordinarily approached as one function of project management which offers a genuine perspective to implement entirely any alterations essential in the project implementation process. The chief dissimilarity between monitoring and evaluation is that while monitoring is a continuous activity and is executed at the functional level of management, evaluation is a periodic activity which is executed at the business level. Monitoring as is commonly defined is the systematic manner in which observing and recording is done on a regular basis while the activities carried out in a project are undertaken to ensure that the events are in line with the objectives of the enterprise. The information collected in monitoring process helps analyse each aspect of the project, to gauge the efficiency and adjust inputs wherever essential Monitoring takes into account optimum utilization of resources, to assist the managers in rational decision making as with keeping a track on the progress and checking the quality of the project or program beside set criteria and checks adherence to conventional criterions.

Monitoring offers the contextual features for reducing schedule and cost overruns (Crawford & Bryce, 2003) while ensuring that required quality standards are achieved in project implementation. At the same time, evaluation can be perceived as an instrument for helping planners and project developers to assess to what extent the projects have achieved the objectives set forth in the project documents (Field & Keller, 1997). Evaluation on the other hand is best defined as a process that critically assesses, tests and measures the design, implementation and results of the project or program, in the light of objectives and rigorous examination of a continuing or completed project, to determine its implication, effectiveness, effect and sustainability by equating the result with the established of standards. It is the process of passing value judgment concerning the performance level or attainment of defined objectives. It can be conducted both qualitatively and quantitatively, to decide the difference between tangible and anticipated result.

Monitoring and Evaluation aspects are viewed as basic tools for augmenting the quality of project management, handling complex projects will involve equivalent strategies from the financial point of view that are supposed to respect the measures of efficacy, sustainability and resilience (Dobrea, Ciocoiu, & Tipa, 2010). Monitoring activity supports both project managers and staff in the process of understanding whether the projects are continuing on programme or meet their objectives, inputs, accomplishments and targets (Solomon & Young, 2007).

Developing a successful project usually involves the development of Monitoring and Evaluation systems and workflows. (Yaghootkar & Gil, 2011). By including Monitoring and Evaluation from the pre-project stage, both the project manager and the project team will be providing themselves with thorough and ongoing feedback systems that will allow making timely management decisions without waiting for the results of an evaluation (Stead & Stead, 2003).

Even if the Monitoring and Evaluation processes are complementary and are part of the same project management function, they are regarded separately (Pollack, 2007). Each supports the other although they seek to ask different questions. Monitoring is based on a current management practice with a focus on improving day-to-day project operation, while evaluation uses a research framework to evaluate the extent to which project objectives have been met or surpassed (Sheperd, 1994). Monitoring and Evaluation plays an important role in the wider project planning and implementation cycle of an organisation. In the development projects, monitoring and evaluation play diverse roles, in the sense that monitoring is an ongoing process, whereas evaluation is performed periodically. Further, the focus of the assessment also differentiates the two, that is monitoring is all about what is happening, evaluation is concerned with how well it happened.

Although monitoring can be seen to be observational in nature, evaluation is more judgmental. The dissimilarity amongst monitoring and evaluation can be elucidated evidently by how monitoring is meant to be a routine process that analyses the activities and progress of the project and also finds out the deviances that ensue while undertaking the

project. Monitoring is usually carried out by the people who are directly involved in its implementation process. Monitoring focuses on improving the overall efficiency of the project, by removing bottlenecks, while the project is under process and while Monitoring is an operational level activity, performed by the supervisors. Monitoring is a short-term procedure that is most concerned with the gathering of information concerning the success of the project.

Evaluation on the other hand is a periodical activity that makes extrapolations about the significance and efficacy of the project or program. On the other hand, evaluation is a business level activity performed by the managers. Conversely, evaluation is a long-term process, which not only records the information but also assesses the conclusions and impact of the project. Unlike, evaluation stresses on refining the efficacy of the project, by making the evaluation with the reputable standards. In disparity, evaluation can be conducted by internal staff of the organization, or it can also be carried out by independent external party, who can give their impartial views on the project or program.

### **1.1.1 Monitoring and Evaluation Concept**

Monitoring has been defined differently by various researchers. According to the Organization for Economic Cooperation and Development (OECD, 2002) monitoring is an endless function that uses systematic assemblage of data on specific pointers with indications of the degree of development and accomplishment of purposes. On the other hand, evaluation is a methodical and objective impost of assignment, agenda or plan with the aim of determining applicability and fulfillment of objectives, development efficacy, value, influence and sustainability of a certain project.

The concepts of monitoring and evaluation is indispensable to improving project efficacy. Actual project monitoring permits a project team to make suitable decisions and guarantees that projects are carried out as planned, and altered when essential. Evaluation permits counties to comprehend and validate the results of their effort, determine the superlative policies for achieving the project objectives and document lessons learned to advance forthcoming programmes (Kasule, 2016).

The accomplishment and achievement of county projects shows an important aspect in realizing growth and development. Monitoring and Evaluation structures afford the means to accumulate and assimilate this valuable information into the strategy cycle, thus providing the basis for sound governance and responsible public guidelines. Monitoring and Evaluation goes beyond prominence on inputs and outputs to a greater focus on outcomes and impacts (results) of development projects and programmes (Kusek and Rist, 2004). Real policy making requires data to verify if counties are doing things right and whether they achieve the results proposed.

A collective aspect of the various categories of Monitoring and Evaluation features is the gathering of information and reporting on the development made in project implementation. Monitoring and Evaluation in the traditional sense accumulates information and reports on project undertakings and outputs, while contemporary allotment of Monitoring and Evaluation is more cognizant with collecting and reporting the participation of all stakeholders. The information engendered by these two categories do not establish worth for county's funds being invested to benefit constituencies.

As Kusek and Rist (2004) argue, Monitoring and Evaluation Systems and policies are crucial management tools in achieving results and meeting specific targets. Within all policy areas; what to evaluate, when to evaluate, and how to evaluate are questions of central importance. Proper evaluation demands appropriate evaluation methods as well as knowing when (or when not) to use a method in relation to questions posed in a specific evaluation context. This is true for evaluators (who also need to know how to apply the method) as well as for citizen of evaluations (who also need to have an opinion about the usefulness of the method being proposed by evaluators).

Monitoring undertakings will most frequently translate into evaluation. Evaluation as discussed earlier is the practice of determining the worth and value of a project, aiding to determine how a project requirements are to be improved or eventually terminated (Stufflebeam & Shinkfield, 2007). To guarantee that their project are meeting the needs of

their clients, counties need to “constantly acquire relevant evaluative opinion” on their programmes and services (Stufflebeam & Shinkfield, 2007). Hwang and Lim (2013) in their study documented Monitoring and evaluating aspects of schedule performance, budget performance, and quality performance might lead to project success.

According to Flaman, Gallagher, Gonzales and Matsumoto (2001), project success involves business and direct organisational success, impacts on customer and project team, project efficiency and preparation for the future. Failure to implement projects successfully can result in unintended outcomes and impacts. This success requires an all-inclusive stakeholder Monitoring and Evaluation framework approaches. Yet this is often lacking, ultimately leaving most of the already started projects to tarry from implementation (Kyalo & Muturi, 2015).

### **1.1.2 Global Perspectives of Monitoring & Evaluation**

Internationally aspects of monitoring and Evaluation coordination are in actuality from the time when the primeval eras (Kusek and Rist, 2004). The Australian government was a pacesetter in evaluation system, which were managed by the department of finance. The venture became a feat since the Australia government enjoyed numerous recompenses such as strong human resource, institutional and management capacity in public sector, public service known for integrity, honesty and professionalism, well established financial and budgetary and accounting systems, a tradition of answerability and transparency as well as valid political leaders (Mona, 2009). The monitoring and evaluation aspects from Asian perspectives saw partaking in development issues as a generally accepted feature in a process that is essential to addressing issues of ownership and sustainability.

According to the study of Arnaboldi, Azzone, and Savoldelli (2014) in the Italian government, the use of project management practices in the public sector has been proven to be an effective way that would aid in the advancement of management abilities in addition to enabling public sector to effectively complete projects and realize developmental objectives. In their study Arnaboldi et al. (2014), noted that use of project management strategy in public sector was due to the pressure on the government to leave rigid

organizational structures in favor of flexible structures. A notable point was that project management approach required to be improved and specially tailored towards the requirements of public institutions.

In a study carried out by White and Fortune (2002) in the United Kingdom public sector, they assessed the present project management practice through gathering data from 236 project managers in selected public organizations. The study inquired from the respondents to what extent the project management methods, tools, and techniques they had applied to the project success, were effective. The outcome of the study showed that 41% of the reported projects were termed to be entirely successful in applying project management practices, although there were some challenges that were encountered.

In India, after the government realized the state of its development in relation to the population increases, it called for major Public Private Partnerships (PPPs) on major infrastructural projects between the private sector and the government. However, this couldn't be done from the central government because of the geographical size and location of the projects, cultural differences between communities in the country and differing needs of development projects among the Indian people. This then forced the government to come up with decentralized operations that classified the country into councils (equated to the county governments) that managed a population of not less than 1.5 million people (Al-Kharashi and Skitmore, 2009). In his study on the state of development in Asian countries, Alsuwaidi (2011) argued that India's development was tied to the decentralization of its development projects due to various reasons that are not limited to: financial resources constraints, insecurity, differing taxes imposed, infrastructural developments, community beliefs, stakeholder participation and levels of technology.

### **1.1.3 Regional Perspective of the Monitoring & Evaluation**

In less developed nations such as in Africa, tools and techniques of project management are being implemented in maiden phases. The practice is comparatively current and looks to attain planned objectives in specific periods and cost limits via the optimal use of resources and applying an incorporated planning and control system. By way of example, in a study carried out in Nigeria, by Idoro and Patunola-Ajayi (2009), the implementation of present-

day project management tools, approaches and techniques is still not well recognized in the public sector, this leads to failure of public institutions as well as their contractors in carrying out their obligations on the budget, specifications, along with deadlines of the projects awarded. Studies have noted social as well as political systems, cultural blocks plus lack of financial support as challenges the proper implementation of projects in the Nigerian public sector (Idoro & Patunola-Ajayi, 2009). In Ghana, (Public Procurement Authority, 2010), there has been a vast improvement as regards the accomplishment of projects. Agyeman (2010) in his research found out that project implementation has been the core operational center of almost all governments since ancient times, in his study.

The government of Ghana distinguishes that Monitoring & Evaluation is an indispensable component in the development of good governance. The civil service law, which aims at establishing a policy focused on civil service, prescribes policy planning, Monitoring and Evaluation structures across all sectors of the economy. At present, monitoring is limited in scope and coverage (Koranteng, 2000). Projection Monitoring and Evaluation in Botswana, is determined by efficient management of resources as a factor (Hawkins, 2004).

#### **1.1.4 Perspectives of Monitoring & Evaluation in Kenya**

Following the promulgation of the 2010 constitution, Kenya has made a lot of efforts in putting in place legal instruments and policy frameworks at county government levels to foster project implementation. It is apparent that a substantial amount of resources has been, so there is a prerequisite to validate that the funds actually did achieve what they were disbursed for. Accountability in terms of resource use and impact of the project, transparency good project performance is needed for proper adoption of Monitoring and Evaluation systems.

Counties are required to evaluate progress and success they have achieved annually and this calls for the counties to effortlessly work in tandem with each department together through result based management in order to meet the needs of their recipients, develop transparent reporting policies and develop and use tools for the efficient development and impact of their work (Koranteng, 2000).



In Kenya, there are numerous factors that affect development projects implementation including; politics, corruption, financial embezzlements, tribalism/nepotism, misplaced priorities, and low levels of technology (World Bank, 2012). The UNDP (2010) published a report that sought to find out the nature of projects and the rate of polarization in the country and found out that major projects in Kenya fail due to tribalism and nepotism were the major tribes with big populations dominated the public offices and projects. One of the major reasons as to why Kenya welcomed the new constitution was to eliminate the barriers to development and bring such developments close to all people through devolution. Also included in devolution, was bringing relevant development projects to deserving needy people in the villages, slums and the marginalized areas in the country.

According to the GOK report (2014), the country has made a significant improvement in infrastructural projects, education, mining projects, water projects, SMEs projects and general industrialization since the new constitution was promulgated. The 47 counties in Kenya own their projects and development plans, fund part of their projects and get the deficit financial resources from the central government (the Republic of Kenya, 2013). Nonetheless, performance during the process of implementation of projects in the counties continues to not be up to expectations as a result of several reasons. The lack of explicit internal coordination mechanisms as well as regulations in public institutions, poor participation of stakeholders, the absence of enough personnel, and lack of motivation for the projects through late pay or no pay at all have heavily contributed to failing or stalling of projects. The lack of applying project management practices while implementing government projects is a major challenge in the country and no studies have concentrated on this area to give recommendations on how such practices could be introduced to aid the situation.

Project performance has been defined by the criteria of time, budget and deliverables. It is the overall quality of a project in terms of its impact, value to beneficiaries, implementation effectiveness, efficiency and sustainability (Kensek & Noble, 2014). The ultimate importance of project performance is achieved through avoiding the project's failure to keep within cost budget, failure to keep within time stipulated for approvals, design, occupancy,

and failure to meet the required technical standards for quality, safety and environment protection (Flanagan & Norman, 2014). Project performance ensures that enterprises maximize on profitability, minimize the consequences of risky and uncertain events in terms of achieving the project's objectives and seize the chances of the risky events from arising (Kuhulanga & Kuotcha, 2010). The benefits of project risk management for small businesses lie at the point of time and budget project advantages. It is understandable why there are as many models of project risk management as general risk management schemes.

The criteria of project performance for the project will be cost, time and quality which are basic elements of project success (Shulha, Caruthers & Hopson, 2010). Quality is all about the entirety of features requisite by a product to meet the desired need and fit for purpose. To ensure the effectiveness and conformity of quality performance, the specification of quality requirements should be clearly and explicitly stated in a design and contrast documents. Project performance measure for this study was defined in terms of cost, time, quality and profitability, as small and medium enterprises focus on earning returns over project investment. In Kenya, project performance has been measured through project cost, quality, customer or stakeholder's satisfaction and achieving projects objectives is effective indicator to measure of project performance (Nyikal, 2011).

#### **1.1.5 Monitoring and Evaluation Tools Relevant in Project Completion**

According to Mackay (2014), there is need for effective M&E of projects as this is increasingly recognized as an indispensable tool of both project and portfolio management. This acknowledged need to improve the performance of development assistance, calls for close attention to the provision of management information, both to support the implementation of projects and programs and to feed back into the design of new initiatives. Mackay (2014) further avers that M&E also provides a basis for accountability in the use of development resources. Given the greater transparency now expected of the development of community, governments and agencies assisting them need to respond to calls for more "success on the ground".

At all stages of the project cycle, M&E tools can help to strengthen project design and implementation and stimulate partnership with project stakeholders. This is because it can influence sector assistance strategy. Relevant analysis from project and policy evaluation can highlight the outcomes of previous interventions, and the strengths and weaknesses of their implementation. It can also improve project design and use of project design tools such as the logical framework results in systematic selection of indicators for monitoring project performance. Monitoring and Evaluation Planning is where a plan is written down on how project monitoring and evaluation will be conducted specifying details such as, who will be in charge, who will collect information, who will analyze data collected and soon showing how activities will be done.

### **1.1.6 Monitoring and Evaluation as A Precursor to Implementation of Projects**

On the international front, Framework approaches that have compelled the progression of alterations to concrete or probable impact change and its effects are lacking yet critical to project success. In the UK, projects that have failed to meet expectations include Tram Network, St. Helena Airport, an assortment of Christmas themed entertainment parks, and the France's Regiolis-Region new trains (Beck, 2006). Although they were started out as noble ideas, some are now described as the hell on wheels project (Beaulieu, Fatima, Orindi & Carter, 2008). More failures in USA include Municipal water of Michigan, TSA Body Scanners and the Affordable Care Act referred to as MNSure (Mackay, 2014)). In Asia and Australia, 17 percent of development projects have failed to meet expectations lacking satisfactory outcomes (Karim, 2014; Matta & Ashkenas, 2005). These are referred to as challenged or totally failed projects meaning that successful projects rarely are implemented (Beck, 2006).

However, most projects come as a surprise to the beneficiaries. Kimando, (2012) alludes that Monitoring & Evaluation in Yemeni is carried out by the government department using national guidelines. The Yemeni Governments through its agencies do not prioritize this projects (Furman, 2001). In Armenia, the NGOs are yet to adopt M&E framework approaches for the implementation of programs (Beck, 2006).

African countries are not spared either. In South Africa, the Nelson Mandela Bay Metropolitan Municipality a Metro bus purchase project was not able to provide results as expected. It faced many problems (Uitto, 2004). In Lesotho, the Lesotho Highlands water project failed to provide affordable electricity and the diversion of so much water caused environmental and economic havoc downstream (Adhiambo, 2012; World Bank, 2013; Burke, 2003). The current approaches therefore may not have a bearing on whether implementation will or will not be a success; the implementation notwithstanding. In Kenya, some of these projects do not reach final phase of implementation. They are abandoned, stalled, left to lie idle, incomplete or if completed, targeted users fail to occupy them (Gaithi 2014; Maina 2004).

Controversy is the name tag of scores of development projects in Kenya. They are called white elephants or hell on wheels since they waste public resources without expected results. These are inefficient investments that are a waste to public expenditure. These are projects that cannot meet the design goals, have no impacts on the customer, lacks benefits to the organisation, and poorly prepared for the future hence are unsustainable (KARA Report, 2012). For example, projects such as: Jua kali sheds, Nyayo bus, Nyayo pioneer car, Nyayo tea zones, Halal Meat Products Ltd, Nyayo wards, Nyayo school milk, Pan Paper Mill Webuye, Miwani Sugar Mill, London-look taxis, Kisumu Cotton Mills (KICOMI), Ken Ren Fertiliser Plant initiated in 1975, and the Kenya Furfural Factory project conceived in 1977 due to some reasons are not functional. (TISA Report, 2013).

There are projects that are considered successful in terms of time and budget but face controversy on meeting design specification, future sustainability, outcomes and impacts to the customers. For example, in Machakos County, Makutano Ma Mwala Kithimani road project of 33 km was constructed in a record of three months with 11 contractors and at a cost three times lower than initially estimated by the National Highway Construction Authority. The Machakos County Governor frequently visited and supervised the project at least 10 times a day and received briefing reports on the speed of work. This contrasts with

Thika Superhighway which is 50.4 km and took four years to complete, was eight months behind the schedule and had cost overruns (KARA Report, 2012).

Where sufficient attention is paid to improving Monitoring and Evaluation framework of accountability practices, there is the potential for project implementation to be successful, safeguarding technical quality and adequately mitigating against fraud and corruption (Uitto, 2004). In order to ensure projects implemented meet design goals, customer expectations, benefit to organisation and prepare for its sustainability, user accountability is important. To promote this accountability, there is need to provide a link for all actors at the local level with feedback for decision making.

Although monitoring and evaluation enhances building a robust project implementation process, it is currently lacking. Further, the current practices have frustrated means of helping to inform local residents and encourage accountability. The Monitoring and Evaluation framework is a reflective processes aimed at enhancing learning from experience (Crawford, & Bryce, 2003). It can influence observation and collection of information, decision making regarding new action to be taken. Moreover, the stakeholders need the ability to determine and identify any weaknesses in project planning process, examine development projects through a behavioural change lens and as a component of user vulnerability.

This ability to learn and adapt to new changes can help them overcome vulnerability challenge. So implementing similar projects in all situations often can lead to failures (Karim, 2014; Matta & Ashkenas, 2005). Chan, Suhaiza, and Yudi (2008) assert that good and efficient management of projects is essential, if the intended outcomes and impacts are to be realised. Equally important is ensuring that suitable best framework practices are carried out (Connell, Kubisch, Schorr & Weiss, 2015). Although project implementation has experienced significant growth across different sectors globally, their lasting solutions are yet to be realised.

The improved livelihoods, living standards and entire welfare of target beneficiaries must be realized. But for years now most projects have failed to live up to this hope. Whether donor funded, private or government projects, their results have often been indifferent to the previous state. These results sometimes neither being similar nor indifferent (Jackson, 2013). Monitoring and Evaluation augments worker improvement, self-sufficiency and assurance of beneficiaries, project team and other stakeholders to manage and support implementation success.

In many cases Monitoring and Evaluation framework methods used are for reporting purposes and not for beneficiary improvement. This has resulted in many abandoned projects because of poor handling, lack of skills and knowledge to manage them (Ellis, Parkinson, & Wadia, 2011). The framework can provide techniques for learning about ways an implemented project affects their livelihoods and the mechanisms of adapting to these changes. The practices can also help in measuring progress of behavior change.

This attitude to monitoring and evaluating changes can drive learning in a variety of contexts and the effectiveness of responses to changing contexts (Cathy, 2011). Project beneficiaries need information from Monitoring and Evaluation in order to hold the providers to account and to have more control over decisions that affect them. This can enable them to determine whether the work actually resulted in improvements in their lives, and how they can ensure it is really relevant to their needs (Jones, 2011).

Monitoring and Evaluation framework can be a driving force behind enhancement of stakeholder benefit (KSPSR, 2012). This can necessitate their continued adapting to the impacts of project outcomes and impacts beyond the scope of a given project. Yet the current practices have only looked at the tools of Monitoring and Evaluation but have failed to include stakeholder adaptability and learning. Most of these tools are important for approaches of implementation but cannot be used to provide details of success in project usability and sustainability after completion (Kituyi, 2013; Khatiala, 2012; Koffi-Tessio, 2002).

Despite numerous benefits, M&E still faces low prioritization compared to other activities (Cleland, 2006). M&E also faces resistance from staff and middle management for imminent fear of negative consequences arising from admitting and revealing mistakes. Consequently, top management fears losing funding for being openly honest and transparent towards donors (Hatry & Newcomer, 2010). The challenges are compounded by uncertainty of the overall goal of M&E as often than not, the intended use of M&E results remains vague and the goal of evaluation hazy. This causes tension between evaluations for accountability to donors against evaluations for stakeholder learning (World Bank, 2010). All these problems are contributed by often lack of basic M&E framework approaches (Mackay, 2007).

## **1.2 Statement of the Problem**

Kenya today faces a major transition challenge from a centralized state to one that has adopted the concept of devolution. The new political dispensation has heralded both challenges as well as enormous opportunities and its success will depend on how it can learn from failures, success, challenges and experiences of other decentralized and devolved governments. This emerging consensus arises from widespread displeasure with the performance of development programmes in many counties today. Scenarios suggest that the expected delivery of various development projects and programmes has not been fulfilled as per expectation.

In Kenya, Counties are under increasing pressure to show “value for money”. Constituents and donors are demanding transparency and accountability for projects and processes since monitoring progress are far less established. Therefore, it is of little surprise that the quality of those monitoring processes can vary widely. Unless monitoring processes demonstrate these characteristics, they are unlikely to improve performance and enhance accountability.

In Africa, including Kenya, project management is also complicated by some factors such as lack of skills in project management, political and community or societal demands and so they lack localized approaches to create relevant outcomes. During the period from 1970s to 2016 there lacks a learning and adaptive ability of stakeholder and their participatory

tracking ability. Again, lack of evidence of stakeholder learning experience and adaptive strategies to cope with change impacts realized to reduce the failure rates is eminent. Additionally, there is inadequate stakeholder participatory tracking of projects leading to unintended outcomes and impacts. Since there is scarcity of studies relating to the influence of learning and adaptive capacity and participatory tracking on project implementation, particularly in Kenya as far as the researcher is concerned, a gap that needs to be investigated can be said to exist.

In Kenya and for a long period of time, M&E has been done in an *ad hoc* manner without a coordinated system. Studies carried out shows that quite a number of projects have been successful. Some other studies show that one of the drawbacks of Monitoring and Evaluation in Kenya is failure by the management to implement the recommendations offered by the M&E team (Ochieng, 2012). These projects usually undergo the necessary Monitoring and Evaluation processes which are often a requirement of the law. The paradox is, despite a consensus among scholars that proper Monitoring and Evaluation leads to project success, there are still cases of massive project failure in Kenya.

Further projects fail despite heavy presence of Monitoring and Evaluation activities. This therefore raises serious issues as to whether the Monitoring and Evaluation employed is effective enough to achieve project success. The monitoring team may be lacking the necessary capacity or strength to carry out their work effectively, or they may be approaching their work using incorrect methodologies. The project monitoring team may also be lacking the necessary management support (Mackay, 2007).

Each project is meant to address a specific need in a community. The biggest challenge that project initiators face is to identify the needs of the community and address the most important. The success or failure of a project can be measured in terms of how well it is addressed to the target problem it seeks to address. The problem that this study intends to address is why despite the noble ideas and commitment of funds, projects still fail to address the needs they set out to address by stalling or remaining incomplete over a long period or even when completed, fall far below expectations of the beneficiary communities. Projects



such as: Jua kali sheds, Nyayo bus, Nyayo pioneer car, Nyayo tea zones, Halal Meat Products Ltd, Nyayo wards, Nyayo school milk, Pan Paper Mill Webuye, Miwani Sugar Mill, London-look taxis, Kisumu Cotton Mills (KICOMI), Ken Ren Fertiliser Plant initiated in 1975, and the Kenya Furfural Factory project conceived in 1977 due to some reasons they are not functional (TISA Report, 2013).

The attainment of monitoring and evaluation aspects highlights a key part in achieving organization growth and development. Project Monitoring and Evaluation exercise enhances significance to the overall efficacy to project planning, implementation and management by posing corrective action to the variances from the expected standard. Effective service delivery therefore requires that; the principles, objectives, indicators, inputs, outputs, outcomes , impact and implementation strategies are well structured in a way that allows collection of quality data which would be used to inform policy and project implementation, hence the need for a Monitoring and Evaluation framework. Several projects lack the relevant local indicators making it hard to measure the outcomes and impacts change as expected. This will continue the decades of declining development achievements hindering realization of millennium development goals by 2015 (Care International, 2012; World Health Organization, 2015).

In spite of the powerful influence of Monitoring and Evaluations in the performance of most counties, there are still skepticisms about its efficacy in terms of implementation of projects to completion. Thus, this study sought to examine the effectiveness of Monitoring and Evaluation in achieving project success in Kenya.

### **1.3 Objectives of the Study**

The general objective of the study was to establish the efficacy of Monitoring and Evaluation framework on implementation of development projects using a comparative analysis of Machakos and Embu County, Kenya.

#### **1.3.1 Specific Objectives:**

The study was guided by the following specific objectives:

- i) To determine the influence of result based performance on the implementation of development projects.
- ii) To establish the influence of learning capacity on the implementation of development projects.
- iii) To examine the effects of participatory tracking on the implementation of development projects.
- iv) To determine the influence of beneficiary accountability on the implementation of development projects

#### **1.4 Research Hypotheses**

The following hypotheses were used for the study:

**H<sub>01</sub>:** Results based performance has no significant influence on implementation of development projects.

**H<sub>02</sub>:** Learning capacity has no significant influence on implementation of development projects.

**H<sub>03</sub>:** Participatory tracking has no significant effect on implementation of development projects.

**H<sub>04</sub>:** Beneficiary accountability has no significant influence on implementation of development projects.

#### **1.5 Significance of the Study**

This research was based on a qualitative principle for a comparative study having at least a common point, or a sense of some sort of closeness with the subject. This study research was anchored from the aspect that enhanced application of the monitoring and evaluation features of Machakos and Embu county governments are needed, particularly with regards to the implementation of development projects at the county level. This premises will aid to advance guidelines in emerging Monitoring and Evaluation procedures. The County Governments are a key beneficiary of this study in that they may use the findings to promote Monitoring and Evaluation framework that offer localized outcomes and impacts and subsequently improve implementation of development projects at the county level. The

results will further assist those engaged in projects implementation to be knowledgeable about best practices in order to maximize projects implementation achievements.

It is also hoped that the study will enable the policy makers such as the Ministry of Finance, Ministry of Planning, Devolution and Vision 2030 to come up with approaches and practices that will enhance process of checking the imbalance in the project implementation. Even though the study focuses on a two counties, the findings and the outcomes could be relevant to other counties with particular emphasis on the various stages involved in project controls. The findings will enable the national and county governments to have firsthand experience on the benefits of an all-inclusive Monitoring and Evaluation framework approaches.

This research findings will be contributory in County government's decision making processes. To sum up the significance, the research outcomes will be of importance to researchers in areas Monitoring and Evaluation in project management.

### **1.6 Justification of the Study**

It is important and imperative that aspect of Monitoring & Evaluation in Machakos and Embu County governments are systematically scrutinized. According to the GOK report (2014), the country has made a significant improvement in infrastructural projects, education, mining projects, water projects, SMEs projects and general industrialization since the new constitution was promulgated. The 47 counties in Kenya own their projects and development plans, fund part of their projects and get the deficit financial resources from the central government (the Republic of Kenya, 2013). Nonetheless, performance during the process of implementation of projects in the counties continues to not be up to expectations as a result of several reasons. The lack of explicit internal coordination mechanisms as well as regulations in public institutions, poor participation of stakeholders, the absence of enough personnel, and lack of motivation for the projects through late pay or no pay at all have heavily contributed to failing or stalling of projects. The lack of applying project management practices while implementing government projects is a major challenge in the country and no studies have concentrated on this area to give recommendations on how such practices could be introduced to aid the situation. This project addresses practices that can

help in the improved implementation of government projects in Kenya by looking at projects in Machakos and Embu County as a study to improved and replicated to other counties in the country.

The researcher used top five Counties and chooses one bottom five and another top five. In as such Machakos County was picked as the best performing county while Embu was chosen from the bottom five performing Counties. Monitoring and Evaluation has become a key management and policy tool. Therefore, implementation of M&E framework in development projects was useful in ensuring the inclusion of key stakeholders in the process of successful implementation of the development projects to bring about results needed by all. The study may therefore be useful to the academicians, policy makers and researchers who are/ will be interested in knowing how Kenya's devolved governance system adopted public participation strategy in project management and how the strategy was practically made a reality on how the County services were delivered to the members of the public.

The information and data from M&E forms an essential input in evidence-based decision making process. In Kenya most of development assistance and some specific activities of the government are channeled to discrete development projects. Further the government has made county the focal point of planning. It was therefore important to look at development projects at the county level. It is important to get the factors that affect M&E implementation in projects to enhance an effective M&E framework since most projects experience problems due to reasons that could have been averted if an effective M&E was carried out during implementation

### **1.7 Scope of the Study**

The scope was limited to the efficacy of Monitoring and Evaluation framework on implementation of development projects and the stated objectives of the study which spells out the variables to be studied. The study involved all the government funded projects at the County and the researcher concentrated on how Monitoring and Evaluation framework influenced implementation of projects under the devolved governments. The study was undertaken in Machakos and Embu Counties focusing on the County development projects

for 2014-2017 financial years. The two counties were chosen because they offered a good platform due to their contrasting success as regards implementation of county projects. Machakos County on one hand has shown a lot of potential in implementing impactful projects whose success may be attributed to effective project monitoring and evaluation frameworks while Embu County represents counties whose projects have stalled due to constant infighting and power struggles by the political stakeholders.

### **1.8 Limitations and Delimitations of the Study**

Due to the nature of County governments in terms of information disclosure, there were expected challenges in data collection especially sensitive information. Participants could have failed to cooperate with the researcher in interviews and questionnaire filling for fear of insubordination. The challenges were handled by observing confidentiality. The questionnaires were labeled using alphabetic numbers and no names were used. The participants were informed of the confidentiality of the information gathered which was only to serve the cause of the study. The researcher also sought permission for data collection from relevant authorities and an informed consent was properly documented. Another key challenge expected was the availability of current literature on the Monitoring and Evaluation framework and project implementation success in Machakos and Embu County. The researcher used comparative studies abroad and regionally to fill in the empirical gaps.

### **1.9 Assumptions of the Study**

The key assumptions underlying this study were as follows: that the target population to which the study was based consisted of different cadres with diverse interests in the county government funded projects. We also relied on the county government officials as the key informants to provide us with information we needed for this study. The other assumption was that the questionnaires given to the members of the public would be completed and returned to us as quickly as possible. The study assumed that all participants would answer questions honestly and factually. Since it would take a considerable amount of time and effort to validate answers of each participant, the researchers assumed honest response.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This section reviews related literature and evaluates its contribution to the objectives of the study. To enhance a comprehensive analysis, the section looked into the diverse issues influencing project implementation success and applying Monitoring and Evaluation Framework.

#### **2.2 Theoretical Review**

The aim of this section is to offer argumentation with regard to the choice of theory, given that a variety of theoretical perspectives could be applied for the study of the implementation of M&E systems in the county governments'. The study was guided by the theory of effective project implementation, contingency theory, theory of constraints knowledge and complexity theory.

##### **2.2.1 Theory of Change**

Theory of change was developed by Weiss (1995) who described it as a theory of how and why an initiative works. Weiss highlighted it could be assumed as a way to define the set of assumptions that elucidate both the procedures that lead to a long-term goal and the networks between these accomplishments and the consequences of an interpolation. Theory of change is a model that explains how an intervention is expected to lead to intended or observed impacts (Burt, 2012). According to Jean, Diana and Avan (2011), a theory of change is utilized in strategic planning by management and decision making as a project or programme develops and progresses. It can also reveal what should be evaluated, and when and how, so that project and programme managers can use feedback to adjust what they do and how they do it to achieve the best results. A theory of change methodology will also help to identify the way people, organizations and situations change as a result of an organization activities or services, helping to develop models of good practice (Jean, Diana, & Avan, 2011). According to Woodcock (2011), some projects may, of their nature, yield high initial impacts while others may inherently take far longer, even decades, to show

results, not because they don't work after three years, but because it's simply how long it takes.

Burt (2012) further states that the theory of change is useful during implementation as it can check on quality and thus help program team distinguish between implementation failure and theory failure. Burt further contends that it is essential to involve key stakeholder and staff in the development of the theory of social change as it will create a sense of ownership. In planning, Annie (2009) states that the theory of change can help an organization achieve a variety of results which are instrumental in its growth namely; strengthened organizational capacity through skills, staffing and leadership; strengthened alliances through level of coordination, collaboration and mission alignment; strengthened base of support through the grassroots, leadership and institutional relationships and alliances; improved policy through stages of policy change in the public policy arena, including adoption, implementation and funding; shift in social norms through the knowledge, attitude, values and behaviors ;changes in impact through the ultimate changes in social and physical lives and conditions. Impact is affected not just by policy change, but by other strategies, such as community support and changes to behaviors (Annie, 2009). This theory thus is relevant to the study in relation to monitoring and evaluation planning and base line survey.

### **2.2.2 Theory of Effective Project Implementation**

According to Funnell & Rogers (2011), the Theory of Effective Project Implementation is a series of steps taken by responsible projects managers to plan change process to elicit compliance needed to install changes. Technical phases in execution are almost always challenging to postulate since execution is pervasive (Winston, 2013). The managers use implementation to make planned changes by creating environments that support survival of such changes (Nutt, 2006). Enactment is a practice engaged by project managers to connect planned deviations against the implementation outcome. There is pervasive arrangement that project managers are the strategic procedure actors and that the resolved of execution is to install planned changes, whether they be new or unchanging.

The theory nonetheless fails to highlight the types of changes needed and methods to achieve them. It is silent on other stakeholders' inclusion in the project implementation

process to bring about that change. This means that the change pursued by managers during project implementation is only understood by them alone. It limits creation of implementation processes that involve all stakeholders. The change expected will not cover all aspects of needs of those not included (Wholey, Hatry, & Newcomer, 2010). There will be lack of stakeholder negotiated agreement about how outcomes and impacts change is realised.

### **2.2.3 Contingency Theory**

This theory whose proponent is Hersey and Blanchard (2009) is derived from how circumstances impact leadership of project managers' actions through the Hersey Blanchard Situational Leadership Theory. The theory inspires project managers to select a leadership style based on the competence and proficiency of their aides. If new aides want precise directions, operational project managers directs them appropriately and demonstrates to them what to do, characteristically by providing wide-ranging step-by-step processes (Hersey & Blanchard, 2009). While project team members know how to accomplish a task, project managers tell subordinates what needs to be done but spend less time communicating how to do it. When and if the project team members need not the much required direction, the project leader emphasizes on inspiring the project team to produce excellent results.

The instance when an assignment team member function entirely individually, the project manager delegates authority (Fielder, 2004). Expending this theory, operative project managers chooses a style that suits the current situation to operate most efficiently. However, the theory does not seem to highlight the conditions of other main stakeholders. The theory is deficient in its capacity to be engaging to the decision-makers including participatory communities in this procedure which further alludes that all the stakeholders will and may not have the information needed to react to change and advance the entire project effectiveness (Vernooy, Qui, & Jianchu, 2006). A project manager with local authority could be thinking of increasing the quality performance and service delivery output may expect that doubling the inputs would result in the expected results. This subsequently indicates and leads to a noteworthy transference in the power dynamics amongst project staff and participating community members from the counties. It can



additionally be a major source absence of resilient guarantee from project staff to respect and integrate the sentiments and perceptions of the local people from the counties who would be key beneficiary to the projects at hand. Moreover, facilitation of collective learning would not be created (Stein, & Valters, 2012).

#### **2.2.4 Theory of Constraints Knowledge**

This theory by Mackey (2005), proposed that the Theory of Constraints Knowledge is much derived from a constriction that averts the structure and system from realizing its main objectives and goals. The theory comprise of the identification of checks and balances, constraints therein and explores the limits while in the same breath channeling the much required resources to the specific identified constraints and in conclusion makes the requisite modifications and adjustments to increase constraints aptitude. This project management angle is a result of a shift in management paradigm which infers and looks at any manageable system as being restricted in accomplishing supplementary of its objective's goals through precise numbers of limitations. According to Eliyahu (2013), in order to ensure that the main goal of a project is achieved, various stages have to be followed. Additional it can be observed that cushions and buffers should be strategically placed before the prevailing constraints, thus guaranteeing that the constrained is never too much strained. (Eliyahu, 2013)

The county participant as individuals are high in need for achievement and service delivery through completion of projects and are more likely than those who are little need of accomplishment to be involved in undertakings or errands that have a extraordinary point of individual obligation for performance outcomes and thus necessitate the individual project managers skill and effort to have a reasonable degree of risk, and comprise clear response and feedback of performance.(Fleischer and Christie, 2009). County procedural personnel or staff could should be inspired to improve and sustain the delivery of county projects even though much of the projects may be due to politically hired uninformed project management committee members (Smutylo, 2005). However, it is found that the relationship that project implementation process develops is critical to project implementing team, funding agency and the beneficiaries. But this is the area that the theory does not

provide support to. According to Mayne (2009) there is minimal use of learning even through experience in project implementation process. The theory does not identify the causes of repeat mistakes and how the level of individual needs can influence learning experience and adaptive capacity.

### **2.2.5 Complexity Theory**

This study was therefore guided by complexity theory since it offers more strengths than weaknesses in project implementation based on available literature. Complexity theory evolved from chaos theory and works on the notion that a system should not be broken down into fundamental parts to understand the whole system. Chaos theory is the science of surprises, of the nonlinear and unpredictable. It advocates to expect the unexpected. It further states that order and chaos are not always diametrically opposed.

The theory states that critically interactive components self-organize to form potentially evolving structures exhibiting a hierarchy of emergent system properties (Rist, Boily, & Martin, 2011). The theory acknowledges that humans by nature when living or working together is an open system. The theory differs with other traditional approaches in that it acknowledges that there are parts of the system that cannot be explained but acknowledges that there is normalcy in the randomness. Complexity theory accepts that there are simply unknowns when handling projects and the best manner to handle these would be to have a flexible process rather than a rigid contingency (Weiss, 2000). The theory further adds that too many individuals believe that certain systems are predictable and can be modeled mathematically thus becoming a major stumbling block towards the acceptance of complexity theory.

Lines of communication are critically important in complexity theory as it is the representation of command and control. A project manager must thus prepare for change within a project and must retain a level of connection with contacts and leads. Complexity theory can assist a project manager and all other stakeholders in becoming successful though it can also offer additional problems for a project (Villanueva, 2010). The theory urges focus on key areas that include good communication, proper handling of change and

understanding the transformational nature of projects (Cleland & Gareis, 2006). This study therefore will be guided by the complexity theory because it not only addresses the nature of complexity in a project environment but attempts to factor in the issue of unknowns that can affect project implementation. The main weakness of the theory is that it only accepts the unknowns without offering solutions to how the unknowns can be modeled to ensure predictability (Whitty, 2013).

## **2.3 Theoretical Literature Framework**

### **2.3.1 Monitoring**

Monitoring and Evaluation aspects are closely linked to the counties project management functions and as such they are distinctive but corresponding. Uitto (2004) defines monitoring briefly as a continuous function that aims primarily to provide management and stakeholders with early indicators of project performance and progress (or lack thereof) in achievement of the results. Monitoring is seen as a continuous function as highlighted in the contextual definition of this research but it does not highlight what is tracked against what so as to be able to indicate performance. Nevertheless it emphasizes the fact that monitoring is very important in that it provides information to the management and stakeholders about performance. It also highlights the fact that monitoring is results oriented.

The Project Management body of knowledge, (PMBOK, 2001) elucidates on the very aspects of monitoring the projects and subsequently controlling the works as is “the process of trailing, appraising, and improving the development of the set deliverables to meet the performance objectives well-defined in the project management blueprint”. Additionally, the Project Management body of knowledge, (PMBOK, 2001) expounds that monitoring comprises quantified and demonstrable status reporting, development measurement, and anticipating. The quantified and demonstrable performance information deliver statistics and facts on the project’s performance with regard to range, agenda, budget, resources, due quality, and expected risks, which can be used as inputs to other processes.

From the perspectives of county operations, monitoring simplifies the transparency and culpability of the scarce resources to the participating county stakeholders who in some

instances might include donors, county project beneficiaries and the broader community in which the project is being implemented. Monitoring additionally provides the necessary aspects to track and document the county resource use during the execution of the project (PASSIA, 2004: Crawford and Bryce, 2003: and Uitto, 2004). This increases culpability in that it enables the demonstration of the resource use throughout the execution of the project. Monitoring also will facilitate the requisite evaluation of the project in a well-designed format whereby the monitoring and evaluation system be constantly monitoring the projects contributions greatly towards evaluation since information from monitoring is loop feedback into the evaluation process.

The resolve of monitoring and evaluation is to guarantee that execution of projects in the counties are progressing and moving according to expected plans and if deviance is present the project manager makes any corrective action, thereby bringing out all the control and directive function of project management. Aspects of monitoring augments county project management decision making throughout the execution thereby aggregating the probabilities of good project performance and subsequent implementation of the county projects in a time fashion and within the expected budgets (Crawford and Bryce, 2003: and Gyorkos, 2003). This control and directive function also supports prompt identification of glitches before they get out of hand since it is dynamic and continuous in due operations. This is extremely imperative in management of county projects as it reduces the likelihoods of catastrophe management from the time when there is relentless feel of the “project temperature”.

There are numerous varieties of that monitoring from county perspectives apply. Some but not limited M&E activities include process monitoring, technical monitoring, assumption monitoring, financial monitoring and impact monitoring. In process monitoring, routine data is collected and analyzed in order to establish whether the project tasks and activities are leading towards the intended project results. The various perspectives substantiates the progress of the project towards the intended project performance and implementation of results. This variety of monitoring procedures the inputs, activities and outputs. Ultimately the process of monitoring responds to “what has been done so far in the county projects, where the activities took place, when and how and if they have been done as expected”

Majority of the field data collected during project implementation typically helps this kind of monitoring.

Procedural monitoring comprises evaluating the strategy that is being adopted in project operation to launch and understand whether it is achieving the required results. It will particularly involve the mechanical characteristics of the project such as the activities to be accompanied.

Any county project has its working expectations which have to be clearly charted in the formulated project log frame. These expectations should include those aspects which might regulate project success or failure, but again which the project has no complete control over. Supposition of the monitoring process might involve gauging those influences which are peripheral to the project. It is imperative to undertake out supposition monitoring as it may assist in explaining the expected success or failure of a project. On the other hand, financial monitoring merely denotes to monitoring project/ program expenditure and associating them with the budgets prepared at the planning stage. The management and subsequent application of funds at the disposal of a program/project is critical for safeguarding there are no immoderations or surpluses. It is important for financial monitoring as it also gauges the accountability and reporting purposes, as well as for determining financial effectiveness of need to balance the maximization of outputs with minimal inputs. The mutual monitoring of positive and negative impacts of the projects, envisioned and un-intended impacts of the project/program becomes imperative.

The continually assessment by use of the impact of impact monitoring in project activities are usually pegged on the long term effects of a project. these projects with have a long life span or programs (plans that have no defined timelines) there arises a need for gauging impact variation in order indicate whether the general circumstances of the anticipated beneficiaries are improving or if not(Dannish Demming Group, 2012). The project manager monitors is thus forced to relook into the impact through which the pre-determined set of impact indicators influence the implementation of the county projects.

### **2.3.2. Evaluation**

Evaluation (which are systematic and independent) is well-defined and demarcated as the sporadic or better yet a not continuous, ordinarily mid-term and at end of the project, valuation of an ongoing or completed project to determine mainly its real impact in contrast to the planned impact or strategic objective or goal or purposes for which the project will be realized, sustainably, with efficacy and efficiency (Uitto, 2004). These valuation are always ongoing and or completed project including its design, implementation of the projects and has delivery timelines with results. Uitto, (2004) additional contends that assessments for the significance, efficacy of implementation, value, impact and sustainability of the project.

International Fund for Agricultural Development (IFAD (2004) states that evaluations should be as objective as possible so that the information provided is as credible as possible and is not questionable. Objectivity could be achieved by bringing in external consultants that were not involved in the project implementation but who should work in partnership with the project implementation officials.

Shapiro (2004) emphasizes the fact that evaluation compares the project impact with what was set to be achieved in the project plan and further argues that evaluation examines how the project impacts were achieved and what went wrong or right for the benefit of organizational learning. The emphasis of this approach to evaluation is on impact of the project after implementation. It does not recognize the midterm evaluations that tend to look at the continued relevance and sustainability of the project and the impacts that the project has had even before completion.

The major distinguishing characteristic of evaluation, unlike monitoring, is that it is only conducted periodically at particular stages of the project. As such, there are five main types of evaluation. The different evaluation types vary mainly depending on the stage of the project. While classification could be based on different criteria such as the methodology adopted, here we look at the classification based on the time. These types of assessment are determinative assessment, midterm assessment, summative assessment, ex-post assessment and meta- assessment.

Formative evaluation, this type of evaluation, also referred to as a baseline survey, is carried out before an actual project is implemented. The formative evaluation is conducted mainly to review the existing status in the targeted population, which in turn informs project focus. The formative evaluation is an important type of evaluation as it is not only the starting point of a project, but also forms the basis for evaluation. Additionally, the tools and methodologies that are used at the formative evaluation are usually the ones that are carried on to other stages of evaluation such as the mid-term and summative evaluation.

Mid-term assessment, this is also commonly referred to as the mid-term reviews. Just like the name suggests, the mid-term reviews are conducted mid-project. The mid-term appraisals are imperative for the resolves of instituting whether a project is heading towards the set goals and objectives, thereafter informing management and control decisions by the project management. It is important in building organizational confidence in the project implementation strategies, or in the case where indicators are not pointing towards success, acting as a call to the change of implementation strategies. It is however important to note that in the case where a project has a long life cycle, it might be important to conduct periodic evaluations before the actual mid-term evaluation, although this might depend on management goodwill and availability of funds.

Summative evaluation, this evaluation type is also known as the end-term evaluation or the project completion evaluation. It is intended to be carried out immediately at project conclusion. Summative evaluation is carried out to establish project outputs and immediate outcomes, with results of the evaluation compared to the results at baseline. This evaluation generally informs stakeholders on the project success and is important for documenting success stories and lessons learnt. This evaluation is also usually carried out by the project team.

Ex-post evaluation, this type of evaluation is most often confused to be synonymous with the summative evaluation, while in actual sense it is not. This type of evaluation is also called the post- implementation evaluation. While an ex-post evaluation is also carried out

after project closure, the difference between the ex-post and summative evaluation is that it is more intense, is conducted by external evaluators for the purposes of independent assessment and takes much longer time duration before being conducted after project completion. This is not only because external evaluators need to be outsourced, but also because it is intended to capture the impacts of the project. It is usually the final evaluation associated with a project.

Meta-evaluation, Meta-evaluation is a type of evaluation that is based on several different sources of information. In other words, meta-evaluation is based on several evaluations. While in some cases organizations may hire several evaluation teams in order to conduct a meta-evaluation, while in other cases, different evaluations conducted by different institutions on similar initiatives can be considered for meta-evaluation. In any case, a systematic analysis of the assembled evaluations is done in order to establish confidence or otherwise in the findings of the evaluation process.

### **2.3.3 Monitoring and Evaluation Frameworks**

Monitoring and Evaluation is an amalgamation of two procedures which are dissimilar yet corresponding (Gorgens and Kusek, 2009). Monitoring and Evaluation as a procedure is the methodically amassing and analyzing information of ongoing project and comparison of the project outcome/impact against the set implementation of project intentions (Hunter, 2009). Monitoring and Evaluation system, on the other hand is also a set of components which are related to each other within a structure and serve a common purpose of tracking the implementation and results of a project (SAMDI, 2007). It is therefore an integrated system of reflection and communication that support project implementation. A Monitoring and Evaluation system is made up of four interlinked sections, which are: setting up of the Monitoring and Evaluation system, implementation of the Monitoring and Evaluation system, involvement of the project stakeholders, and communication of the Monitoring and Evaluation results (Guijt et al., 2002). Theoretically, 'an ideal Monitoring and Evaluation system should be independent enough to be externally credible and socially legitimate, but not so independent to lose its relevance' (Briceno, 2010). It should therefore be able to



influence policy making from recommendations of lessons learned as well as be sustainable overtime for it to be responsive to the needs of the stakeholders.

With the approach to Monitoring and Evaluation the researcher used theory-based project management frameworks. This aspect Monitoring and Evaluation recognizes advantages of the theory based framework to include being able to attribute project implementation and outcomes to specific projects or activities and being able to identify unforeseen and undesired programme or project consequences. Theory-based project management assessment permits an in-depth understanding of the workings of a program or project. In particular, it need not assume simple linear cause-and effect relationships (Davidson, 2000). Monitoring and Evaluation applies a systems approach where the accomplishment of an interpolation is affected by other factors in the environment which should be identified and how they might interact, it can then be decided which steps should be checked as the program matures, to see how well they are in fact borne out. This permits the key success factors to be acknowledged and a judicious conclusion arrived is that the program is less likely to be positive in attaining its purposes (Uitto, 2004).

#### **2.3.4. The Link between Monitoring and Evaluation**

The link highlighting Monitoring and Evaluation as processes of implementation of project management is explored as monitoring and evaluating of projects can be of great importance to various players including project sponsors as it would ensure similar projects are replicated elsewhere as witnessed in various projects undertaken by the financial sector which revolve around a few areas (Marangu, 2012). Monitoring and Evaluation characteristics ought to be an essential mechanisms of the county project management cycle including project planning and design.

Monitoring and Evaluation aspects and circumstances from the design stage enables the project stakeholders to contemplate in terms of output and performance dimension even before execution starts with a clear picture of opportunities of what a positive project ought to look like. Having an evidently demarcated Monitoring and Evaluation disposition confirms that Monitoring and Evaluation activities are given the due consideration they

require and are not treated as an outlying purpose on the project. Monitoring and Evaluation can be singled out by three major aspects in relation to in project management which encompass strength of the monitoring team, methods to Monitoring and Evaluation and stages in project lifecycle.

The Monitoring and Evaluation purpose is positioned in a section or associated with important power in terms of decision-making, therefore Monitoring and Evaluation managers need success factors to strengthen their reliability. This further means that the monitoring team needs to be heightened and reinforced in order for it to have more power which will increase its effectiveness. These teams and other factors also play a significant character in consolidation of the monitoring teams by frequency of scope monitoring to identify changes, through the number of persons monitoring project schedule and the extent to which monitoring is used to detect cost over runs, (Ling et al., 2009).

Financial availability is the chief resource in any well-designed organization as far as other resources such as human are concerned.(Magundu, 2013). Finances are required so as the project manager can set up a monitoring department. He further illuminates that staff capacity both in numbers and skills are also very contributory in any effective execution and sustainability of Monitoring and Evaluation. With no applicable skills it's impossible to master the rule of any game. the staffs thus ought to be equipped with the pertinent skills for performance and implementation of success for the county projects.

Project structural capacity and in particular data systems and information systems are also necessary for Monitoring and Evaluation exercise (Hassan, 2013). An effective Monitoring and Evaluation is a major contributor to project success and hence the use of technology to compliment the efforts of the M&E team will strengthen it; which will in turn lead to value addition by the team. Monitoring and evaluation of the persons handling Stakeholders is imperative as teamwork among members should be improved to enable the monitoring of the progress of the project work as some of the key procedures used to manage the project work (Georgieva & Allan, 2008). A worthy monitoring team is the one that has worthy stakeholders' representation. Likewise a prudent Monitoring and Evaluation lineup which

encapsulates and embraces collaboration as one is a sign of strength and an component for better implementation of project performance. Gwadoya, (2012) in his study established that there was a communal requirement for proper thoughtful of Monitoring & Evaluation aspects practices. This is clearly a suggestion that there was dearth of common understanding of Monitoring & Evaluation procedures. Through appropriate improvement and capacitating of the county monitoring teams, there would be more team work and hence more productivity.

A number of studies have been conducted on the role of Monitoring and Evaluation in promoting good governance. Naidoo (2011) undertook a study to examine the role of Monitoring and Evaluation in promoting good governance in a department of Gender in South Africa and established that whilst information has been generated through different forms of Monitoring and Evaluation, without effective follow-through by decision makers, it generated transparency not accountability. He further asserted that administrative compliance cannot on its own tantamount to good governance. The study also confirmed the assertion that Monitoring and Evaluation promotes good governance. Several studies have been carried out with an aim of determining the successful implementation of projects. Most of the studies as discussed in the following paragraphs links project success to Monitoring and Evaluation. The problem through Monitoring and Evaluation was a major contributor to project success, there are still many county project failures in Kenya. This section explores the existing knowledge that links operative Monitoring and Evaluation to project success.

Monitoring and Feedback as Prabhakar (2008) highlights is that it was one of factors leading to project success. Similarly Papke-Shields et al. (2010) also distinguished that the likelihood of attaining project success seemed to be heightened among other factors, by continually monitoring the improvement of the project. According to this research study, monitoring and controlling is applicable in management of project scope, time, cost, quality, human resources, communication and expected risks. Hwang and Lim (2013) also recognized that Monitoring and evaluating aspects of schedule performance and budget performance, and quality performance could lead to project success. Ika et al. (2012) findings of five critical success factors include monitoring, coordination, and design,

training and Institutional environment shows a statistically significant and positive association between each of the five Critical Success Factors and project success. The study further elucidated that, reliable with theory and practice, the greatest prominent Critical Success Factors for project supervisors were design and monitoring hence ranks Monitoring and evaluation highly as one of the major project success factors. The researcher also established that project success was impervious to the level of project planning efforts but on the other hand determined that a noteworthy correlation does happen between the use of Monitoring and Evaluation tools and project “profile,” a success criterion which was an early pointer of project long-term impact. The researcher further emphasizes that Monitoring and Evaluation is even more important than planning in attainment of county project success. Equally one of the mechanisms of the project management procedure whose main aim is to achieve project success was monitoring project progress (Chin, 2012). There seems to be agreements across the project management arena of study in the statement that Monitoring in addition to Evaluation is a major backer to project success. To sum it all, Project Management Book Of Knowledge (2001) which is a book which presents a set of normal procedures which are extensively accepted and Monitoring and Evaluation in attaining project success

Another study done by Hauge (2003) on the development of Monitoring and Evaluation capacities to improve government performance suggest that M&E is helping to bring greater rationality to public finances and development and providing evidence based foundation for policy, budgeting and operations which are tenets of good governance. Mackey(2006) in a study on institutionalization of M&E systems to improve Public Sector Management in Africa suggest that support to M&E systems and capacities in developing counties has an important part of sound governance.

According to Gustafsson and Wikstrom (2008), projects are temporary activities undertaken to produce specific objectives within a given time and at a specified costs. This means that a project must have a clearly defined scope of work to be done and specific performance requirements that must be met, have definite starting and ending points and a budget for successful completion. In understanding the meaning of project success Standish Group

identified three types of projects which have been successful, challenged and impaired or failed (Standish Group Report 1994, 1995 and 2015). According to these survey report findings, project success refers to a project completed on-time and on-budget, with all features and functions as initially specified they account for only 16.2%. The next type, challenged projects are those that are completed and operational but over-budget, over the time estimate, and offers fewer features and functions than originally specified which accounts for 52.7%. Finally the impaired or failed projects include those that were cancelled at some point during the development cycle and they account for 31.1%. These percentages have shown improving trend. This means that projects implementers are generally learning from the experiences.

Many projects completed fall in the category of challenged. Examples in Kenya include the fertiliser plant in Mombasa, maize cob processing factory in Eldoret, molasses plant in Kisumu and oil pipeline from Mombasa to Nairobi, Jomo Kenyatta International Airport (JKIA), the Eldoret-based bullet factory and airport, and the Turkwel Gorge multipurpose power plant. All these projects faced challenges at the beginning and so their completion delayed for many years. Many other good examples include *Kazi Kwa Vijana* supported by World Bank, Kisumu Cotton Company Kicomi that was productively viable but had to be abandoned and stalled, slum upgrading programme and many other Nyayo projects that completely failed (Fleischer, & Christie, 2009).

The approaches to project implementation can be top-down, bottom-up or collaborative participatory which is a combination of both. According to World Bank IDB (2010), Roll Back Malaria projects across Africa were funded by multiple agencies at a cost of about \$500 million. Roll Back Malaria, established in 1998, aimed to halve malaria incidence by 2010. It needed \$1.9 billion for Africa annually to slow the disease, but by 2002 donors had only come up with \$200 million a year. By 2004 the infection rate had risen 12 percent. Experts say donors rarely followed through with pledges and some programs were subject to political considerations, such as what kinds of insecticides to use, how much poor people should pay for mosquito nets.

When stakeholders have the ability to adjust to expected and actual change and its effects, they can minimize harm and also exploit potential benefits. By minimizing such vulnerability, they will build adaptive and learning capacity (Kameri-Mbote, 2000). Such approach if integrated in project implementation process can create resilience to current and future project management. But the current practices, lacks creating such ability to learn and adapt. This has often resulted poor management of completed projects, project vandalization (Kakucha, 2014). Moreover, with the high rate of projects that does not meet or exceed stakeholder expectations, the current practices seemingly not offering much needed outcomes and impacts. Moreover, little information from project implementation is used in decision making (Hatry & Newcomer, 2010). Again, several multibillion flagship projects were conceived under economic stimulus programme (ESP) five years ago. These projects have since stalled, lie idle incomplete or become white elephants (Kariuki, & Misaro, 2013).

Moreover, promotion of inclusion of project users learning and adaptation activities lacked in the implementation process. This lack of ability to adjust to changes brought about by a project is also a challenge to the slum upgrading programme. There is need to determine project relevance. This could lead to higher level decisions about whether the project undertaken should be terminated or allowed to continue. Where the project is allowed to continue, then what changes can be made, and the direction of such changes, the validity of agreed objectives.

Moreover, the decision on whether the objectives represent sufficient rationale for project continuation is important. Ability to track projects effects and impacts is a desire of any project manager (Fleischer, & Christie, 2009). It can be a useful technique of determining if the project is on target towards its intended results and whether there could be any unintended impact. For example, a street lighting project can track to establish whether the installed lights has contributed to traders resilience and ability to trade longer hours and security boost compared to previous situation before street lights were installed. However, there are no evidences that project implementers and funding agencies have information useful to determine the beneficiary activities and project outcomes after project completion.

But the rate at which projects do not meet their objectives and the lack of literature on the same issue creates a knowledge gap concern (Funnell, & Rogers, 2011).

The process should encompass the aspects of reducing the expected risk, supportive development which will be irrepressible as the projects impacts create changes, while also addressing fundamental causes of susceptibility. The entire procedure should be about the process of taking into account social diversity, needs, knowledge and capacities, decreasing the negative impacts on communities, households and individuals and must be based on local priorities, , (Gido, 2005; Gladys, Katia, Lycia, & Helena, 2010). Monitoring and Evaluation framework also offer avenues through which public can benefit from being involved in project implementation.

This permit them to gain an considerate of the process of edition, skills in observing change, and volume to analyse the impact of change and that of their county community and environment (Guijt, & Gaventa, 2014). When they take part in the project implementation process, it enables the local people to manage community and set strategies and procedures. This makes them continue adapting to the changes that project impacts create beyond the scope of a given project. Yet most of projects completed lacked public participation, this denied them chance to track any progress to their satisfaction.

In Central Asia, many institutions and organisations continue to outsource for expert services to advance their goals, gauges and data collection procedures with very diminutive partaking of the beneficiaries (INTRAC, 2008). Monitoring and Evaluation framework can also provide a method of learning-by-doing approach. The approach can help identify priority needs, user survival goals, track the change impacts and understand its influence on livelihoods and environment. This way, target communities and practitioners track, respond to, and take advantage of changing contexts and unexpected events throughout project stages (Holland & Ruedin, 2012).

According to Weiss (2000), this can influence impacts evaluation and monitoring for improvement and achieving local community focused outcomes and impacts. Yet the

implementers agree that M&E framework is not a strong feature of project execution process. It means that existing practice do not employ the benefits of Monitoring and Evaluation framework. This lack of strong Monitoring and Evaluation framework in project implementation prevents the realization of benefits of performance indicators that can simplify their activities. Moreover, there is no evidence of studies in the area of performance indicators and success in project implementation. This also brings the challenge of inability to make informed practical decision on pursuing such practices.

Apart from that, any community affected by a project being implemented should have a role in making decisions about those projects. All stakeholders including project staff, project sponsors, and the customers must accept responsibility for their actions and agree that they can be called upon to give an account of how and why they have acted or failed to act. Monitoring and Evaluation framework can create such process (Watts, 2005). It can influence involvement of beneficiaries in identifying key issues and developing existing and innovative practices in project management. Monitoring and Evaluation framework initiates working with different groups in the beneficiary community. Further, Monitoring and Evaluation framework can facilitate inclusion of beneficiaries to be part of creation of practical planning, designing and implementing projects.

Vogel, (2012) argues that this can provide field-driven feedback and recommendations necessary to continued improvement, create transparency and competency of projects being implemented. Yet the practical experience reveals that beneficiaries are often less bothered and often totally disengaged in projects implementation issues. The beneficiaries lack decision-making authority, rarely receive critical progress reports, do not attend project review meetings and lack chances to conduct spot-checks, unannounced Monitoring and Evaluation visits to project offices. Monitoring and Evaluation framework can also spur community initiatives, for example local and neighborhood associations. This can influence local community accountability leading to realisation of needed outcomes, impacts and change.



Monitoring and Evaluation framework can be a tool that influences community accountability. This can enhance transparency, ease of feedback, complaints handling, continued improvement and competency of project implementation process. But the current project implementation practices are inadequate in their Monitoring and Evaluation frameworks. In most cases, Monitoring and Evaluation framework is lacking totally (Maina, 2014). This means that there is an inadequate link between current methods and local accountability in project implementation. This situation is further frustrated by projects that are introduced as political announcements or surprises without the beneficiary inputs. This frustrates the opportunity of beneficiary accountability to the project planning and implementation process. This leads to realisation of outcomes and impact that do not exceed or meet the beneficiary expectations.

It is not only meeting budgets and time frame but also the essence of participation, inclusion, dignity of user authority, and desire to learn and adapt to impacts change. The ability to determine indicators that measure progresses and performances and make successes or failures visible and with a precise influence on the indicators problems can be solved. Framework tools that can help project implementers to identify progress, performance and tracking trends of impacts change are essential (Beck, 2006; Chen, 2005). But most projects can only measure their completion with little focus on time, budget and expected outcome and impacts. Thus most projects implemented fail to provide users with results they actually needed. Yet Monitoring and Evaluation framework tools can help implementers. It can help to develop beneficiary need focused, change and impacts tracking, progress improvement, local specific and progress measuring indicators.

The project implementers need tools that enable them to access essential information to understand the project progress and determine what needs to be done and also not to lose focus (Beck, 2006). Tools that can drive the assessment and guide the project strategy, ensure effective operations, meet internal and external reporting requirements, and inform future projects are necessary yet in practice such practices are not inadequate (Chesos, 2010). Where they are integrated, it is minimal providing insufficient information that is rarely analysed to help make evidence based decisions (Beck, 2006; Chen, 2005). It is not

only meeting budgets and time frame but also the essence of participation, inclusion, dignity of user authority, and desire to learn and adapt to impacts change. The ability to determine indicators that measure progresses and performances and make successes or failures visible and with a precise influence on the indicators problems can be solved (Villanueva, 2010).

Framework tools that can help project implementers to identify progress, performance and track trends of impacts change are essential. But many projects only measure completion success without considering time factor of this completion and its outcomes and impacts change realised. Thus most projects implemented fail to provide users with results they actually needed. But tools such as Monitoring and Evaluation framework can help implementers. It can help to develop beneficiary need focused, change and impacts tracking, progress improvement, local specific and progress measuring indicators (Whitty, 2013).

This has only left most projects implementers to perceive their projects as successful, while the very same projects are poorly received by beneficiaries. This is because most beneficiaries always have little or no information about projects under implementation hence their little accountability practice. The fear is that these high rate of failures offer little learning and adaptation chances. So subsequent projects are still facing implementation challenges and fail to meet needed expectations.

Nutt (1996) puts implementation as a series of steps engaged by responsible organizational agents to plan change process to provoke acquiescence needed to install vicissitudes. Project Managers use execution to make deliberate vagaries in organizations by generating settings in which changes can endure and be entrenched. Execution is a procedure absorbed by a manager to install planned changes in an organization. There is prevalent arrangement that managers are the key process actors and that the intent of execution is to install planned alterations, whether they be original or repetitive. However, technical steps in execution have been problematic to specify because execution is omnipresent.

According to Beaulieu, Fatima, Orindi, and Carter (2008) there are several important distinctions pertinent to these processes of planned change, identifying four procedures

called the entrepreneurial, exploration, control and implementation sub processes. From this perspective, implementation can be viewed as a procedure used in planning change process that lays out steps taken by the entire stakeholders to support change. This process and procedure does not lead beneficiaries to their desired destination. According to TISA Report (2013), Lake Turkana fish processing plant project was initiated by the Norwegian Government at a cost of \$22 million in Kenya in 1979. Its purpose was to provide jobs to the Turkana people through fishing and fish processing for export (Korir, 2013). However, the Turkana are nomads with no history of fishing or eating fish. The plant was completed and operated for a few days, but was quickly shut down. The cost to operate the freezers and the demand for clean water in the desert were too high. It remains a white elephant in Kenya's arid northwest (Beaulieu, Fatima, Orindi, & Carter (2008).

Business today is operating under high level of uncertainty and projects implementation are open to all sorts of external influence, unexpected events, ever growing requirements, changing constraints and fluctuating resource flows. This clearly shows that if projects are applied and steps are not taken in order to manage them effectively and efficiently, the chance of failure is high (Woodhill, 2006). Previous studies in literature indicate that a number of factors influence project implementation. Some of the factors include support infrastructure, project financing, political issues, project management practices, community participation, skills and competencies among others (Tache, 2012). The present study will attempt to interrogate the influence of performance indicators, participatory tracking, beneficiary accountability and learning and adaptive capacity on project implementation on government funded projects. The literature will focus on projects funded under the county government development expenditure in Embu County.

Numerous researches have been undertaken of Results based performance on the aspects of Monitoring and Evaluation. A study by Nyagah (2015) on the application of the result based Monitoring and Evaluation system by development organizations and recognized that management support, budgetary allocation, staff capacity and availability of baseline data are important influences which greatly simplify submission of Results based Monitoring and Evaluation by development organizations. A different research study done by Turabi *et al*

(2011) on a original performance monitoring outline for health systems accentuates that the chief contest of development organizations in accepting the Result Based Monitoring and Evaluation system is a deficiency of political will among the leadership of the organizations.

The nonexistence or noncommittal influences of interest from managers is a deterrent to operative application of results based Monitoring and Evaluation in organizations. Another study by Ellis (2009) in his study concedes that results based Monitoring and Evaluation consumes much time and money and if inadequate, incomplete reporting and inaccurate data is to be expected on Monitoring and Evaluation in the sector; meeting answerability and erudition needs.

### **2.3.5: Influence of Results Based Performance Indicators on Project Implementation**

Performance indicators tell specifically what to measure to determine whether the objective has been achieved. Indicators are usually quantitative measures but may also be qualitative observations (World Bank, 2000). They define how performance will be measured along a scale or dimension, without specifying a particular level of achievement. Performance indicators are measures that describe how well a program is achieving its objectives (Russ-Eft, & Preskill, 2001; Smutylo, 2005; Tearfund, 2011).

According to Kusek and Rist (2004) performance indicators are at the heart of a performance monitoring system they define the data to be collected to measure progress and enable actual results achieved over time to be compared with planned results. Thus, they are an indispensable management tool for making performance-based decisions about program strategies and activities (Nduati, 2011; Uitto, 2004). Re-engineering requires operating units to develop performance indicators for all strategic objectives, strategic support objectives, special objectives, and supported intermediate results identified in the results frameworks. According to the findings of a study by Vernooy, Qui, and Jianchu, (2006) the performance indicators used do not go beyond measures of quantitative short term outcomes. There is a need to develop indicators that can measure performance beyond short term outcomes.

Some means should also be developed for gathering information on the results supported by development partners and on the status of critical assumptions, although less rigorous standards apply. Also, project teams are required to collect data regularly on activity-level inputs, outputs, and processes to ensure they are proceeding as expected and are contributing to relevant. This implies some thought be given to developing indicators for monitoring progress at the activity level (Kusek & Rist, 2004; Vogel, 2012; Watts, 2005).

Many international development organisations were challenged to demonstrate accountability and achievement of development results. The organisations response has been to implement performance-based systems, which emphasised on continuous performance monitoring and regular evaluation as well as reporting on results. In fact, it is agreed that Results-based M&E is to be at the centre of the framework if, by means of RBM, the aim is to eventually improve performance (Binnendijk, 2002; UNDP 2001, 2002). This will only be possible if the beneficiaries own the project implementation phases beginning from idea conception and funding government agencies hold themselves accountable to the target beneficiaries. This was also supported by the findings of Plaskoff (2003). According to Rogers, (2005; 2008) the concept of accountability goes even further, seeking not only to ensure that there is wide consultation and involving beneficiaries in decision making and implementation, but to acknowledge that both implementing and funding agencies are accountable to beneficiaries for our actions (Russ-Eft, & Preskill, 2001).

According to Cracknell (1996), until the 1970s evaluation was very much centred on the delivery of aid (or output in RBM terms) and its related processes. Following the rise on importance of performance measurement, monitoring progressively covered this task, releasing resources for the conduction of performance evaluations and impact studies. With the emergence of RBM, the focus of monitoring has further shifted from output to outcome indicators (Van den Berg, 2005). On the other hand, Van den Berg (2005) notes that evaluation in the light of RBM has moved from the study of input and output, as well as their related processes of causality, to the assessment of outcome, impact and/or long-term results.

Therefore, the essential difference between traditional M&E systems and Results based M&E is the focus on results, i.e. outcomes and outputs. Their functions, though complementary, are distinct in nature. Whereas monitoring implies the “*systematic assessment of performance and progress of interventions towards the achievement of outcomes*”, (UNDP, 2001) evaluation is a systematic assessment of an on-going or completed intervention, its design, implementation and results (OECD, 2002). Hence, monitoring provides descriptive information on *where* an intervention is at any given time in relation to targets and outcomes. On the other hand, evaluation provides an analytical view, giving evidence of *how* and *why* targets and outcomes are or are not being achieved (Kusek & Rist, 2004). The role of monitoring is, thus, indispensable in providing information and data for the evaluation, which value is very much dependent (UNDP, 2001).

A results orientation is at the heart of development and organisational effectiveness.(Meier, 2003; UNDP, 2001, 2002). Thus, the institutional reforms to introduce a management approach based on results aim at enhancing the ability of development organisations to yield development effectiveness. By focusing on managing-for-results, international development agencies are eventually improving effectiveness. In that respect, RBM theory assumes that an effective organisation is one that uses performance information for management learning and decision making processes. In addition, the organisation incorporates a results-orientation into all its organisational processes.

Hereby, as part of RBM, M&E with its focus on organisational learning is fundamental to enhance development performance (Meier, 2003). Evaluations are of special importance because they can help to determine causality between interventions and development processes and, on that account, provide evidence of how changes are coming about. This is crucial bearing in mind that development effectiveness is understood as the how of development, and is about the factors and conditions that help achieve results and ultimately greater impact on the lives of the poor (UNDP, 2003). Evaluations need, however, to shift to a higher level of analysis, namely country or agency level, accordingly to the current debate on development. Broadening the scope of evaluations into results that matter for today’s

development practice is essential to provide a useful approximation of development effectiveness.

It is important to note, in addition, that organisational effectiveness go hand in hand with development effectiveness, yet only represents “one side of the equation” as phrased by UNDP (2001bis: 9). According to UNDP (2001bis), organisational effectiveness only aims at “measuring progress toward the time-bound objectives that an organisation sets for itself,” (2001bis: 9) whereas development effectiveness is a measure of development and progress towards common goals, i.e. MDGs. All in all, results-oriented M&E can help to frame core discussions and challenges of development effectiveness and organisational change. This tool provides good evidence in the matter, as long as the informational use of M&E is stressed over the control aspects, “that is its value for problem identification, process improvement, logistical coordination, mutual understanding and learning” (Paton, 2003).

Result based performance appears to have been motivated by two principal purposes: performance reporting or accountability, and performance improvement in terms of effectiveness and efficiency (Binnendijk, 2002; Meier, 2003; Universalia, 2004). Given their role in producing performance information, Results based M&E frameworks are essential applications serving such purposes. As Kusek and Rist (2004) assert, Results-Based M&E is a powerful tool that can be used to “help policy-makers and decision-makers track progress”, while at the same time, “demonstrate the impact of a given project, program or policy,” therefore enabling accountability (2004).

Through the first purpose, often referred as accountability-for-results, organisations gain transparency and can eventually be held accountable by means of evaluations focusing on the assessment of effectiveness and the achievement of specific planned results (Binnendijk, 2002; Meier, 2003). Regarding the second purpose, the emphasis is on conducting evaluations geared towards enhancing organisational learning by focus on the implementation and evolution of the intervention. Accomplishment of results is not assessed as such but in view of attributing results to factors which can be changed in order to enhance effectiveness.

This is in turn enhanced through regular feedback of performance information and consolidation of lessons learned into decision making and management (i.e. strategic planning, policy formulation, oversight services, program management, financial and budget management, and human resource management). When RBM aims at improving performance, the tool is widely referred as managing-for-results (Binnendijk, 2002; Scott, 2004). Ensuring that a project is accountable to beneficiaries requires an investment of time, effort and funds. The earlier that this investment is made the greater the overall return will be in terms of appropriate and cost-effective projects and positive impact. The information gathered from this process can be useful in implementation, Monitoring and Evaluation purposes across all sectors of projects working towards established beneficiary accountability standards. This will also include assessment for certification by the funding agency (Pasteur, & Scott-Villers, 200

Results-based M&E systems, when implemented effectively, can be an institutionalised form of learning around results (Kusek and Rist, 2003; UNDP, 2002), given its great potential to generate knowledge, guide action and identify best practice. Nevertheless, Hailey and Sorgenfrei (2004) maintain that performance information is too commonly seen as an instrument to ensure a level of accountability, rather than a basis for learning. Additionally, the incorporation of lessons to improve performance and management decisions has been uneven (Forss, Rebien and Carlsson, 2002; Van der Meer and Edelenbos; 2006). In most of the cases, performance reporting and accountability has been given priority over lesson learning. UN agencies and the European Commission, face an undeniable need to satisfy demands for accountability from their respective member states (Cracknell, 1996). Some agencies, like UNDP and United Nations Population Fund (UNFPA), have attempted to progressively give greater emphasis on organisational learning through RBM.



### **2.3.5.1 Management backing and the solicitation of Results Based Monitoring and Evaluation**

According to PMBOK, Project Management performs those processes that organize, manage, and lead the project team. The project team is comprised of the people with assigned roles and responsibilities for completing the project. The type and number of project team members can change frequently as the project progresses. “Project management organizations with mature human resource management practices produce more successful projects than project management organizations with less mature human resource management practices” (Pretorius et al., 2012). Andersen (2006) in his research observed that managerial ability to deliver a project was found to be strongly related to the application of strong project management based on planning and cost control methodologies. Project impact can benefit from rich project communications, a factor which is less based on project management methodologies and more dependent upon the application of “softer” skills (Andersen, 2006).

There seems to be a consensus among the literature reviewed that management support plays a major role in achievement of project success. Literature reviewed points out several measures that can be used in assessing the management support to the project teams, including M&E team. These procedures comprise managing societal demands and Motivation, Leadership Style Communication, management Commitment, managing politics, (Muriithi & Crawford, 2003; Marangu, 2012; Jetu & Riedl, 2013; Atencio, 2012; Yong & Mustafa, 2012; Attarzadeh & Ow, 2008; Georgieva & Allan, 2008; Yang et al., 2011).

The chief contest in adopting the Result Based Monitoring and Evaluation system is a deficiency of political will in the leadership of the organizations. Dearth of interest from managers is a deterrent to effective Monitoring and Evaluation (Turabi et al., 2011). This is qualified to the lack of a transparent directorial philosophy that does not reassure accountability for both effective financial and performance management. Lack of support is also produced by the nonappearance of a clear policy at all levels in the organizations that hampers high performance monitoring. The connection among strategy and performance

monitoring vestiges a fertile ground for negligence of the projects within an organization (Turabi et al).

### **2.3.5.2 Organization capacity and the application of Results Based Monitoring and Evaluation**

Organizational capability is “the aptitude of an organization to accomplish its mission through a merger of sound management, strong governance, and a determined rededication to evaluating and realizing results.” The aim of capacity development is to improve the potential performance of the organization as reflected in its resources and its management. It encompasses the resources, knowledge, and processes employed by the organization and more specifically staffing; infrastructure, technology, and financial resources; strategic leadership; program and process management and networks and linkages with other organizations and groups.

The different elements of organisational capacity can be classified broadly into two types of capacity that all organizations need to perform well: resources and management. Resources include things that are traditionally thought of as ‘hard’ capacities, such as infrastructure, technology, finances, and staffing. An organization’s resources include the personnel, facilities, vehicles, equipment, and funding that are at its disposal. Our studies found that there is a great need for the development of such resources in many organizations. Training remains a high priority for most of the organizations involved in the studies, as does increasing financial resources.

Management is concerned with creating the conditions under which appropriate objectives are set and achieved. Managerial activities include planning, An organization’s overall capacity depends upon its resources (human, physical, financial, and technological) and its management (leadership, program and process management, and networking and linkages).goal setting, determining responsibilities, leading, allocating resources, motivating and supervising staff members, and maintaining relations with stakeholders.

Result Based Monitoring and Evaluation necessitates countless investment from the counties or organizations. Financial resources are essential for RBME system since of developing the dimensions of the staff and attaining of the equipment that facilitates the system. Ellis (2009) concedes that Monitoring and Evaluation consume much time and money and if insufficient, unfinished reporting and imprecise data is to be probable. The additional motive for the slow uptake of the Results Based Monitoring and Evaluation by organizations is an imbalance amongst accountability and learning. While Results Based Monitoring and monitoring and Evaluation advocates for an equilibrium amongst learning and responsibility, many development organizations are still highlighting accountability added than learning (IFAD, 2002).

To perform well, all counties require adequate resources as well as competent and dedicated leadership and management. However, different counties will have different capacity needs depending upon their missions, their operating environments, and their strengths and weaknesses in the different capacity areas. While the importance of developing physical, financial, and professional resources in an organization should not be underestimated, our studies highlighted the critically important, but frequently unrecognized, need for developing leadership and management capacities. Unless attention is paid to these ‘soft’ capacities, investments in the ‘hard’ capacities seldom lead to improvements in overall counties performance.

#### **2.3.5.3 Baseline data and the application of Results Based Monitoring and Evaluation**

Baselines assessments are significant to whichever project for they are the preliminary point for a project and is regarded as the dimension of economic, social and environmental variables during a representative pre-project period to determine existing conditions ranges of variation, and process of change (Reeve, 2002). Evaluation is associated with donors demanding too much information from organizations. A baseline survey is an expressive cross-sectional examination that typically affords quantitative information on the current status of a particular situation – on whatever study topic – in a given population. It is done after a decision to implement a project has been made. It is done to act as a benchmark for

measuring project success or failure. A serious problem lies with examining the data appropriately to reflect change made in people's lives

Baseline pointers should come from formally recognized sources of information. Objectives need to be well-known and decided in contradiction of these baseline pointers. The classification of baseline indicators according to age, gender, rural, urban, literate and illiterate divides can help highlight significant disparities and the setting of targets that aim to close the gaps. The degree of sustained mistakes repeat can be a testimony to this. Ensuring that a project is accountable to beneficiaries requires an investment of time, effort and funds. The earlier that this investment is made the greater the overall return will be in terms of appropriate and cost-effective projects and positive impact. According to Tearfund (2007) and OECD (2012) beneficiary accountability is the main priority for project success. The quality of project outcomes work is primarily determined by the quality of our relationship between the contractor staff, and the project beneficiaries. This means that project results not necessarily mean outputs, outcomes and impacts but also mutual understandings that implementation of project has enhanced (Oswald, 2010). Organizations identified impact of the project as difficult to document due to lack of baseline data as well as irrelevant indicators. Inadequate capacity on Monitoring and The technical skills to collect quality data, analyse it and report has been noted to be another challenge that makes donors demand more and more data because of missing information in the reports.

From the perspectives of county operations, monitoring simplifies the transparency and culpability of the scarce resources to the participating county stakeholders who in some instances might include donors, county project beneficiaries and the broader community in which the project is being implemented. Moreover, with the high rate of projects that does not meet or exceed stakeholder expectations, the current practices seemingly not offering much needed outcomes and impacts. Moreover, little information from project implementation is used in decision making (Hatry & Newcomer, 2010). Again, several multibillion flagship projects were conceived under economic stimulus programme (ESP) five years ago. These projects have since stalled, lie idle incomplete or become white elephants (Kariuki, & Misaro, 2013). Monitoring additionally provides the necessary aspects

to track and document the county resource use during the execution of the project (PASSIA, 2004; Crawford and Bryce, 2003; and Uitto, 2004). According to Rogers (2005) many project initiations face political and strategic challenge when striving to deliver quality projects, to have the beneficiary at the heart of project quality outcomes. The project initiators feel that the quality of their work is primarily determined by the quality of their relationship with their intended beneficiaries. This quality depends on the relationships with beneficiaries taking priority over the achievement of pre-determined project goals and other professional management practices. According to another study by Pasteur & Scott-Villers (2006) target beneficiaries need to themselves be accountable for priority setting and draw up plans for project design, development and implementation.

This increases culpability in that it enables the demonstration of the resource use throughout the execution of the project. Monitoring also will facilitate the requisite evaluation of the project in a well-designed format whereby the monitoring and evaluation system be constantly monitoring the projects contributions greatly towards evaluation since information from monitoring is loop feedback into the evaluation process.

### **2.3.6 Influence of Learning Capacity on Project Implementation**

According to Villanueva (2010) learning-and-adaptive-focused M&E system builds on what stakeholders already know and do, using and developing their existing abilities and skills to monitor their progress. It is a cyclical process in which communities reflect continuously on the effects of their actions and where the process is leading them. It is this learning process that creates conducive conditions for change and action (Villanueva, 2010; Oswald, 2010). Combined pressures to improve the quality and adequacy of performance, while working more efficiently and effectively, are encouraging also agencies and projects to ask the question of how they can learn better to improve their work not just account for it (Wholey, Hatry, & Newcomer, 2010).

Foresti, (2007), argues this means not objectively training, but a whole suite of learning approaches: from secondments to research institutes and opportunities to work on impact evaluations within the organization or somewhere else to improve their performance, to time

spent by project staff in evaluation section and similarly, time taken by evaluators in the ground. Evaluation must also be autonomous and relevant. Independence is attained when it is carried out by firms and persons free of the control of those responsible for the design and implementation of the development intervention; OECD, (2002) and Gaarder and Briceno, (2010). The study shows that it is vital to determine what methods are appropriate to the users' needs the given context and subjects of data, baseline and indicators, (Hulme, 2000). In spite of the fact that the Constituencies Development Fund disbursement is growing at higher rate, the Fund commits 2% of its budget for capacity building into which Monitoring and Evaluation of CDF Projects involved. What is required of the Board and in addition, the community level organs together with which it functions cannot be met by the existing capacity both in terms of human resources as well as existing skills, CDF Board, Strategic Plan, (2011).

In order to carry out monitoring evaluation efficiently, there are some critical factors that essential be taken into the version. These comprise use of pertinent skills, sound methods, adequate resources and accountability, in order to be a quality (Jones et al, 2009). The resources include skilled personnel and financial resources. Rogers (2008) suggests the use of multi-stakeholders' dialogs in data collection, hypothesis testing and in the intervention, in order to let bigger involvement and recognize the differences that may arise. All these must be done within a supportive institutional framework while being cognizant of political influence. The core questions shift from what has happened to why has there been success or failure and so what are the practical and strategic implications. One example of learning-focused M&E is provided by a guide that was developed specifically for projects implementation success. Learning-focused M&E and PM&E become synonymous, when the aim is to make interventions more demand responsive, inclusive, empowerment-oriented and sustainable by bringing voices of broader stakeholder groups systematically into discussions on strategies and performance. However, the current practices leave one to wonder whether learning and adaptation actually take place. According to Mayne (2009) there is minimal use of learning even through experience in project implementation process. Mistakes made yesterday in project implementation process are largely repeated today.

The current discussions about M&E lack proper definition of what success is but only defines what is to be evaluated. This makes it difficult to establish a benchmark against which projects need to be evaluated. These two aspects then inform the development of an M&E framework and set of indicators. According to a study by Oswald (2010) adaptation strategies aim to reduce vulnerability and risk to expected impacts of project implementation. However, a key conceptual challenge remains in the adaptation agenda as the lack of agreement about this concept persists and in particular in what constitutes successful implementation. According to (Pettengell, 2010) project implementation requires an ongoing change process whereby people can make informed decisions about their lives and livelihoods. Thus, learning and adaptive capacity is as important as any specific adaptation intervention. Monitoring and Evaluation needs to highlight learning for adaptation as an essential component of the process.

#### **2.3.6.1 Team learning**

Learning contributes to organizational effectiveness by enabling teams to create knowledge between team members, create knowledge with others external to the team, and to interact with the environment to enable adaptation to changing situations. Team learning leads to improved performance within the team which is further translated into organizational performance. Team learning can be distinguished from individual learning because team learning occurs when one person is engaged with or coordinating with another person or persons. Unlike individual learning, team learning requires individuals to share experiences with other team members (Kayes, Kayes & Kolb, 2005). Team learning occurs when individuals coordinate knowledge and behaviors in order to reach a team goal.

As a social process, team learning differs from individual learning in that it requires interaction and coordination between individuals. Specifically, these individuals are members of groups that 1) work interdependently on a common task or objective, 2) have defined boundaries, and are 3) identified with a team which is also recognized as such by others (Hackman, 1987). Whereas individual learning relies more specifically on cognitive, emotive and behavior of individuals, team learning emerges as cognitions, emotions and behaviors are shared among individuals. Exposure to individuals with different expertise and

experience is a vital source of team learning. Interaction with dissimilar others promotes learning by exposing actors to new paradigms and by enabling the cross-fertilization of ideas (Van DerVegt, Bunderson, & Stuart, 2005). The more these aspects of learning are shared, the more the team, rather than the individual, can be said to be learning.

Team learning can be distinguished from individual learning because team learning: involves the interaction amongst team members related to gathering, sharing, processing, and acting on knowledge, requires a level of agreement among team members about acceptable patterns of behavior for knowledge sharing, results in performance improvement (or deterioration) for the team that result from this interaction.

A review of team learning literature reveals that team learning has been conceived along five dimensions. Degree of Change: Team learning can be seen as either evolutionary or revolutionary in the degree of change. Many models, such as the developmental models, views change as a function of slow progressive learning (Tuckman, 1965). On the other hand, the revolutionary perspective suggests that team learning occurs in a punctuated fashion and learning creates immediate and dynamic changes in beliefs and behaviors of a team (Gersick, 1988).

Permeability: Team learning has been discussed relative to the degree of permeability. Permeability describes the degree to which team learning is viewed as having an important and lasting impact on groups or whether learning is viewed as having only a temporary and insignificant impact on teams. For example, Wegner (2007) describes learning as a function of specific relationships, thus, the implication is that learning is a product of constantly shifting relationships and memory. Wegner views team learning as a high permeability activity. Others view learning as a function of team norms which tend to be more stable over time.

Source of Variance: Some conceptualizations of team learning rest on assumptions that learning emerges from within team variance, where individual team members bring experiences of diversity that contributes to team learning. For example, Kayes, Kayes and



Kolb (2005) view team learning as a function of individual experience and how that experience interacts within the team. Others have viewed team learning from the perspective of within team agreement. Consistent with the team norms perspective, where team learning is viewed as a relatively stable measure of teams, team learning can be seen as a set of shared beliefs and behaviors within a team.

**Nature of Knowledge:** A common interest of those who study learning is the distinction between subjective and objective knowledge. This interest in knowledge reflects a general concern with epistemology in the study of learning more generally. The distinction between subjective and objective knowledge is reflected in the various methodologies used to study team learning. For example, Weick and Roberts (1993) view learning as a function of coordination of subjective cognitive processes, whereas Edmondson tends to view knowledge from an objective viewpoint as evidenced by the nature of the outcome variables measured. The nature of knowledge is closely linked to the conceptualization of learning as either a process or an outcome.

**Process versus Outcome:** There has been some disagreement in the literature over whether learning is a process or an outcome although much of the empirical quantitative research tends to conceptualize learning as a behavior or process that leads to improved performance outcomes. In order to develop an understanding of learning that is both broad and deep, it may be helpful to distinguish team learning from related concepts such as individual learning, group development and team performance.

#### **2.3.6.2 Shared vision**

Shared Vision has been described as the embodiment of a group's collective goals and aspirations as well as its shared sense of purpose and operating values). Shared Vision is considered essential for proactive learning because it fosters commitment, energy and purpose among group members. Similarly, Senge states that learning cannot occur without Shared Vision since it provides the “pull” toward goals that helps to overcome forces of inertia.

Shared Vision helps to motivate teams; to promote sharing of perspectives and knowledge (; to promote positive feelings and commitment among members (Boyatzis, 2008); to foster greater organizational engagement; and to legitimize the acquisition and assessment of new knowledge. When team members share common or cooperative goals they are open to problem-solving approaches that help them learn from mistakes (Tjosvold et al., 2004); in contrast, competitive goals have been found to correlate negatively with collective problem-solving approaches and to undermine group learning. Tsai and Ghoshal (1998) state that Shared Vision and collective goals are reflections of the cognitive dimension of social capital.

Strong interpersonal cohesiveness of group members, on the other hand, has been associated with groupthink which has been described as a dysfunctional mode of decision making that can occur when there is a lack of independent critical thinking and when there is a strong desire to have unanimity among members. However, while cohesiveness may be a determinant of groupthink, it is not sufficient. Cohesiveness must be accompanied by directive leadership and a lack of cognitive conflict to foster groupthink; when cognitive conflict is present it fosters an environment with a task-oriented focus and a tolerance of multiple viewpoints and opinions (Janis, 1983; Bernthal and Insko, 1993). Thus, a distinction has been made between a type of cohesiveness that is task-oriented and a type that is focused on interpersonal attraction, with only the latter being linked to groupthink (Hogg, 1993).

This view was supported in a quantitative study by Mullen et al. (1994): interpersonal attraction contributed to groupthink and poor decision quality, whereas commitment to task tended to ward it off. Researchers also have studied the possible relationship between conformity and groupthink, and particularly when there is a strong “compliance” aspect to conformity. Compliance refers to situations where group members are in agreement publicly but are not in agreement privately; this can occur when members suppress their private doubts about the group decision for reasons such as fear of recrimination if they were to dissent (McCauley, 1989).

Our argument in the current study is that Shared Vision is about collective purpose, goals and tasks that increase the effect of OPM on learning capacity. In this study, Shared Vision is not driven by a desire to be unanimous due to either strong interpersonal attraction or compliance motives that have been associated with groupthink. Thus, it seems logical that Shared Vision would provide the beneficial effect of keeping open-minded dialogs on a collective learning track that supports the group's goals.

The rhetoric of UNDP portrays the image of being a modern and learning organisation with managers from programme units using evaluations rationally to MfDR. The agency has put lots of efforts in adopting an organisational culture that holds learning as an overriding value and in mainstreaming results at all organisational levels. Efforts started already in 2001 when the new M&E framework emphasised on learning around results (UNDP, 2007). Since then, remarkable

progress has been achieved in a number of fronts, like modelling Monitoring and Evaluation tools to better learn (provided that they are effective tools for learning) and setting comprehensive management information systems like the ERC to enable a fast and efficient flow of information. ERC has been further strengthened so as to offer a follow up mechanism on evaluations (management response). Other initiatives concern the promotion of partnerships with other development agencies in view of systematically sharing knowledge and learn from each other. Participation and decentralisation are indeed key values of a learning organisation that UNDP can presume to hold.

The discourse underlines the importance of results, but following processes and delivering outputs is what really matters to the Board. Hence, oversight of interventions and resources for accountability clearly emerges as a priority, rather than the development of substantive information for learning purposes. The agency further underlines values such as innovation and transformation, yet change is undergone only with great effort and triggered by external pressures as already seen.

A learning organisation, in addition, encourages challenge and questioning of governing assumptions. UNDP is in this regard falling to continuously generate substantive and

dissenting knowledge that can question status-quo (UNDP, 2007). There are a variety of reasons that explain this paradox. First, evaluations are contributing very little in terms of critical knowledge because they are mostly donor driven and because, in general, organisations prefer to reflect an image of holding the right answers and doing well. Secondly, greater emphasis is given to performance measurement rather than management for better results, especially since staff has greater interests in being held accountable for output delivery and financial soundness as proved. In this case, management is at best improved if monitoring has succeed in detecting errors at the output level and effectively correcting them. Nevertheless, very frequently there is no further enquiry, which could move UNDP into a stage of double-loop learning, and thus opportunities for reflection and change are missed.

On the other hand, indicators are selectively defined and data on results filtered so as to pass on information on the best possible light. Even when joint country strategies for development and partnerships to learn are emphasised, the definition of indicators that cannot be compared undermines the possibilities to learn in common. Overall, although UNDP is eager to report upon results, the information is not critical neither reliable for decision making and development of knowledge.

Furthermore, when conceptual use of evaluation is happening so that for instance best practices are published, reports fail to explore underlying variables for the success (or failure) of intervention. Additionally, it is noteworthy that, albeit the Executive Board and senior management recognise the need to learn, the staff has underlined that time or structured occasions to learn are not provided (UNDP, 2007). In this respect, a single transferof- knowledge process is being promoted through the ERC. Despite its obvious limitations, this system is increasingly enabling relationships and information exchange among UNDP staff spread all over the world, which is a first step towards the learning organisation.

The learning organisation perspective provides a prescriptive view on how Monitoring and Evaluation shall be used so as to create learning for change and improvement. However, it is

clearly evidenced that it provides a limited and rather simple analysis of the use of Monitoring and Evaluation in UNDP, failing to address the influence of power and interests as well as the importance of external stakeholders and the environment in shaping organisational behaviour.

### **2.3.7: Influence of Participatory tracking on Project Implementation**

According to Cundill and Fabricius (2009), participatory monitoring can be used for two main purposes. The first purpose aims for a greater understanding of the regional system. It focuses on the integration of different types of variables and aims to create more awareness about possible future trajectories. This type of participatory monitoring is therefore closely related to the concept of participatory integrated assessment (Kasemir et al., 2003; Van Asselt and Rijkens-Klomp 2002). The second type focuses on the promotion of social learning and stakeholder empowerment (Weaver and Rotmans 2006; Leys and Vanclay 2011; Bohunovsky et al., 2010). In the latter case, participatory monitoring is part of a wider process of shared strategic agenda building and starts from the question: where are we now and where would we like to go in the future?

A study by Njenga (2013), On Factors Influencing performance of Monitoring and Evaluation of Development Projects (A Case Study Of Machakos District), found that monitoring and evaluation budget, stakeholders' participation, Monitoring and Evaluation plan, source of funding (donor) and training in M&E had a positive relation with the probability of implementing Monitoring and Evaluation which was significant at 95% confidence level. However, M&E guidelines were found to have no effect on implementation of Monitoring and Evaluation. Based on the results the study concluded that performance of Monitoring and Evaluation is important in providing the feedback mechanism of economic development interventions.

Participatory tracking monitoring can be used for one or both purposes at the same time. However, regional stakeholders can participate in different ways, and these different forms of involvement also influence the set-up of the monitor. The main question this paper addresses is: how can the participation of stakeholders in monitoring processes be evaluated

and how do issues such as context, time and different designs of the participation process influence the outputs (the selection of sustainability indicators) and outcomes (learning and stakeholder relations)?

The World Bank (2004) defines participatory Monitoring and Evaluation as the approach that involves stakeholders such as the project beneficiaries, staff, and donors and community in the design and implementation of the project Monitoring and Evaluation as opposed to the conventional approach. Ideally all the stakeholders in the participatory Monitoring and Evaluation are involved in identifying the project, the objectives and goals and identification of the indicators that will be used in Monitoring and Evaluation. The stakeholders are also involved in collection and analysis of the data and capturing the lessons. The role of the managers of the project is to facilitate the Monitoring and Evaluation process.

Participation is the process through which stakeholders are involved in and influence decision-making, resource allocation, implementation and control of development initiatives. Tracking is about building the capacity, self-reliance and confidence of citizens, project staff and other partners to guide, manage and implement development initiatives effectively (Kusek & Rist, 2004; World Bank, 2000). For participation to be meaningful, primary stakeholders have to be in a position to set goals, track progress, learn from change, and propose corrective action (Weiss, 2000; Whitty, 2013; Wholey, Hatry, & Newcomer, 2010). However, while primary stakeholders are increasingly involved in some aspect of planning, their presence within the Monitoring and Evaluation of actions is very often lacking or inadequate.

Strengthening meaningful participation, tracking and empowerment of project beneficiaries and improving the quality of governance at the local level are essential for effective achieving relevant results of project implementation. According to Hilhorst, and Guijt, (2006) participatory tracking Monitoring and Evaluation (PTM&E) process can enhance participation, empowerment and governance in government funded projects, which enhances the performance, efficiency and sustainability of such projects (Preskill, & Torres, 2001; Plaskoff, 2003; Pasteur, & Scott-Villers, 2006). This is about strengthening primary

stakeholders' involvement to be active participants in projects implementation by them taking the lead in tracking and analysing progress towards jointly agreed results and deciding on corrective action (Power, Matthew, & Susan, 2002). This approach can contribute to demand-led planning and decision-making and improved accountability, when effective communication and feedback loops are in place with projects and agencies (USAID, 2010; World Bank, 2000).

The local level here refers to the primary beneficiaries in two contexts. One is the lowest sub-national governance level where elected county government and frontline project implementers engage with community and their local groups (World Bank, 2004; Nduati 2011). These formal, territorial units may refer to a region, a district, a rural village or an urban municipality, implying great variation in area, population density, economic development, available capacities and infrastructure all of which have implications for the potential and practice of PTM&E.

Monitoring and Evaluation is about assessing actual change against stated objectives, and making a judgment whether development efforts and investments were worthwhile or cost-effective. Therefore, Monitoring and Evaluation systems are generally constructed to provide information for reporting on achievements in order to fulfill accountability responsibilities (Villanueva, 2010). This has led to Monitoring and Evaluation being largely associated with a controlling and accountability function. Increasingly, however, there is recognition that Monitoring and Evaluation systems may also contribute to strategic management and learning lessons; and to feeding experiences into policy processes. According to the findings of Paul (2002) beneficiaries have not been part of project identification, design, development and implementation. The finding further state that even the funding agency which is the government too rarely participate in any process involving use of evidence based reports from the project progress owing to lack of such reports.

Participation and tracking is a key development principle and is central to the project success. Projects should never be imposed upon the beneficiaries. According to Myra (2005) effective project implementation and lasting changes with social and economic impacts on

the beneficiaries can best be achieved where the intended beneficiaries are involved in the design, management and implementation of the projects. The project implementers and funding agency need to strive to achieve full community participation in their projects implementation process. According to Smutylo (2005) true participation goes a long way to achieving the same results as accountability. However, in the current situation it is found out that often only lip service has been paid to participation (Watts, 2005). Therefore there is need to revisit this dimension of true participation of Monitoring and Evaluation. The advantages of participation in monitoring include: a common undertaking, enhancing accountability, better decisions, performance improvement, improved design, and more information.

#### **2.3.7.1 Institutional capacity**

Institutional capacity is about what a county need in terms of human capacities, incentives, structures, procedures and finance. Capacity-building programs are intended to strengthen an county ability to provide quality and effective services, while being viable as an institution. This means supporting an organization to be programmatically sustainable (providing needed and effective services), as well as organizationally sustainable (with strong leadership and having necessary systems and procedures to manage by), while ensuring that it has sufficient resources (human, financial, and material) that are utilized well. Finally, this support must help the organization understand the external environment (political, economic, and social) it operates in, and to develop a relationship with it that is sufficiently stable and predictable.

Nine lessons are drawn: (1) Project design is much more than a technical process; it is essentially one of negotiation. (2) In capacity-building projects, design activities cannot end when implementation begins. (3) Capacity-building efforts should prepare managers to deal with complexity, uncertainty and change. (4) In capacity-building efforts, it is essential to collaborate rather than patronize. (5) Organizational assessment is a complex social process, intertwined with organizational politics. (6) In designing capacity-building projects, it is essential to involve managers and staff members in assessing needs and opportunities. (7) Action-learning strategies offer great potential for capacity building. (8) In the context of



strategic management and organizational learning, PM&E take on new meanings. (9) Training is most effective when it is designed to serve a purpose within an organizational change process

This entails the leadership and operational capacity. Leadership capacity is the ability to develop a vision, set priorities and inspires others in order to achieve the county mission. On the other hand operational capacity is the ability to obtain and maintain resources- including human resources- necessary to carry out the county mission and programmatic activities.

### **2.3.7.2 Time**

The Monitoring and Evaluation system – meaning the clarification of what should be monitored and evaluated, by whom, how and when – should be set up during the planning phase of the project cycle or at the latest in the beginning of implementation. A solid analysis of the problem and its context should be carried out as part of the strategy development and planning and can serve as a baseline for subsequent Monitoring and Evaluation. If such an analysis was not undertaken, it is essential to implement such an analysis at a later stage and make necessary adjustments in the planned intervention.

A monitoring system is a way of steering and organizing the monitoring work so that it is less time consuming and easy to implement. Monitoring systems vary in sophistication from a piece of paper and some notebooks or files, to electronic filing systems and databases. The most important thing is not how sophisticated the system is but whether the information needed for decision-making is collected, reviewed systematically and used for necessary adaptations.

A well-designed and organized system will ensure that the right data are being collected at the right time during and after project implementation and that this data will help guide project implementation and strategic decisions. It will also ensure that project staff and stakeholders will not be overwhelmed by the amount of data gathered and that a reasonable amount of time and money is being spent in collecting and analysing data, and collating and reporting the information.

### **2.3.7.3 Stakeholders participation**

The need for stakeholder participation in monitoring stems directly from the subject we wish to monitor: (regional) sustainable development. Since sustainable development is a contested concept, it is by nature normative, subjective and ambiguous and its content cannot be determined by scientists alone (Grosskurth and Rotmans 2005), there are no universal rules that govern all possible trade-offs in all possible circumstances. Monitoring sustainable development is therefore a political undertaking in which the meaning of the desired development itself has to be adapted with the help of participatory integrated assessments to specific regional circumstances (Hermans and Knippenberg 2006).

Usually, a stakeholder is defined as a person, organisation or group, which is either affected by or may influence a problem or its solution. Stakeholders may perform two different roles in monitoring. First of all, since it is impossible to reach the whole regional population (who all have a stake in the sustainable development of the region), stakeholders can be chosen to represent a certain interest or segment of the population and thus help to identify the political issues that need monitoring. The second role of stakeholders is that of local or regional expert. This type of stakeholder possesses unique insights into the functioning of certain parts of the regional system due to their profession or experiences. It is important to note that we also include scientists in this last category. They may be asked to provide their specific expertise on the functioning of a certain (sub)system.

The use of stakeholders in assessments is not undisputed, however. Some authors question how far stakeholders can be trusted to correctly assess the complex environment in which they are immersed, to reach consensus, and how tendencies towards self-interest can be tackled (Hacking and Guthrie 2006; Coglianesi 1999). A general problem concerning stakeholder participation processes is that these tend to quickly lead to a 'unique' solution to a complex problem that is difficult to scale-up or apply in other contexts. By definition, given the subjective and normative nature of sustainability issues, the problem itself and its boundaries are unclear (Van deKerkhof and Wiczorek 2005). The generated outputs are only applicable to that specific moment in time, to the specific region and its characteristics and to the stakeholder groups that were involved. Applied to participatory monitoring, these

issues raise questions in how far the participation of stakeholders in monitoring leads to differences in the results of participatory monitoring? To answer this question, a systematic framework is needed to evaluate the participation of stakeholders in monitoring in the first place. In the next section, we will introduce such a framework.

Rogers (2008) advocates for multi-stakeholders dialogues in the data collection, hypothesis testing as well as in intervention in order to secure greater participation. Monitoring is linked to the project management function and as such is a complex issue resulting to disarray in applying them on projects (Crawford and Bryce, 2003). Effective monitoring improves the project management decision making process at the implementation phase thus ensuring the success of the project (Gyorkos, 2003; Crawford and Bryce, 2003). Further, monitoring emphasizes on transparency and accountability during distribution and utilization of resources to the stakeholders such as beneficiaries and the entire community where the project is executed. Chambers (2009) argue that the starting point in politics as an element of evaluation involves asking who would gain lose and how. This also involves how the results make a difference to the various stakeholders. Evaluation on the other hand provides an assessment of the effectiveness of the project in achieving the goal and the relevance and sustainability of the on-going project (McCoy, 2005). Evaluation compares the impact of the project as set to be achieved by the project plan (Shapiro, 2004)

Donaldson (2003) reports that management of stakeholders in discussion on how, why and what project activities empowers them to effectively understand the needs of the various stakeholders as well as promote inclusion and meaningful participation. Stakeholder involvement must be included in the early stages/planning stages of the evaluation process. This includes support of high profile individuals and political agents who may be interested in learning and using instruments to demonstrate effectiveness (Jones, 2008). Produlock (2009) also found out that the process of impact evaluation in particular analysis and interpretation of results can be improved through the participation of intended beneficiaries who are the primary stakeholders and the best judges of their own situation.

However, stakeholders engagement requires to be managed with caution as too much stakeholder involvement could lead to undue influence on the evaluation process while too

little could result to evaluators' domination on the process (Patton, 2008). Mapesa and Kibua (2006) reported that majority of politicians takes the government funds such as the Youth Development Fund as their own development gestures to the people. With this kind of approach such elements as embezzlements and misuse cannot be accounted for. The local people may not know how to channel their grievances. To a larger extent, politicians have a key role in the identification as well as implementation of the projects and their choices are influenced by political maximisation (Mwangi, 2005).

### **2.3.8 Influence of Beneficiary Accountability on Project Implementation**

Beneficiary accountability is concerned with the process by which project implementers meaningfully involve intended beneficiaries. This approach recognizes that our intended beneficiaries are the main clients of project and primary focus should be on them. Whilst beneficiary participation has been a key element of good practice in project implementation for years, often only lip service has been paid to the practice of true beneficiary involvement. Therefore beneficiaries have too often had little say in the aid they receive. According to Tearfund (2007) accountability has conventionally referred to an agency being upwardly accountable to their donors on the use of their resources. It was concerned with finances, cost effectiveness and reporting to formal authorities often for actions already in the past.

According to Villanueva (2010) and World Bank (2010) social accountability is an approach that relies on civic engagement in public affairs. PM&E differs from social accountability as it is applied to interventions within the realm of control of primary stakeholders. Therefore they are in a position to act upon findings (Roper, & Pettit, 2003). The Monitoring and Evaluation process may also help to clarify rights and responsibilities and, where needed, formulate demands towards other actors and articulate these in the appropriate fora for dialogue and decision-making. PM&E becomes linked to social accountability (World Bank, 2004). According to Roper and Pettit (2003) it seems that any participation by concern beneficiaries, implementing and funding agencies rarely detect critical issues that may cause implementation problems. The degree of continued mistakes repeat can be a testimony to this.

Ensuring that a project is accountable to beneficiaries requires an investment of time, effort and funds. The earlier that this investment is made the greater the overall return will be in terms of appropriate and cost-effective projects and positive impact. According to Tearfund (2007) and OECD (2012) beneficiary accountability is the main priority for project success. The quality of project outcomes work is primarily determined by the quality of our relationship between the contractor staff, and the project beneficiaries. This means that project results not necessarily mean outputs, outcomes and impacts but also mutual understandings that implementation of project has enhanced (Oswald, 2010).

According to Rogers (2005) many project initiations face political and strategic challenge when striving to deliver quality projects, to have the beneficiary at the heart of project quality outcomes. The project initiators feel that the quality of their work is primarily determined by the quality of their relationship with their intended beneficiaries. This quality depends on the relationships with beneficiaries taking priority over the achievement of pre-determined project goals and other professional management practices. According to another study by Pasteur & Scott-Villers (2006) target beneficiaries need to themselves be accountable for priority setting and draw up plans for project design, development and implementation. This will only be possible if the beneficiaries own the project implementation phases beginning from idea conception and funding government agencies hold themselves accountable to the target beneficiaries. This was also supported by the findings of Plaskoff (2003).

According to Rogers, (2005; 2008) the concept of accountability goes even further, seeking not only to ensure that there is wide consultation and involving beneficiaries in decision making and implementation, but to acknowledge that both implementing and funding agencies are accountable to beneficiaries for our actions (Russ-Eft, & Preskill, 2001). Ensuring that a project is accountable to beneficiaries requires an investment of time, effort and funds. The earlier that this investment is made the greater the overall return will be in terms of appropriate and cost-effective projects and positive impact. The information gathered from this process can be useful in implementation, Monitoring and Evaluation

purposes across all sectors of projects working towards established beneficiary accountability standards. This will also include assessment for certification by the funding agency (Pasteur, & Scott-Villers, 2006).

### **2.3.8.1 Feedback levels**

A process through information and knowledge is disseminated and used to assess overall progress towards results or confirm the achievement of results. It is Lesson learned: An instructive example based on experience that is applicable to a situation – learning from experience. Firm the achievement of Feedback is information which allows an individual or organisation to understand their relationship to others within any given environment. Feedback can be useful for understanding the state of systems or relationships and for guiding actions taken to effect change. The ability of individuals or organisations to collect feedback, translate this information into action, and evaluate outcomes enables improvement in activities such as product development, service provision, etc.

However, there is no guarantee that feedback is collected, analysed, or used systematically or effectively. The specification of what sources are relevant, the selection of mechanisms to collect information, and the manner in which information is used all determine the effectiveness of feedback generated. They also determine the nature of blind-spots (e.g. information not collected or used). Subjecting mechanisms and blind-spots to a critical assessment of how they affect performance or produce externalities (i.e. unexpected outcomes) constitutes an important part of working with feedback. To improve feedback systems it is thus important to answer the following questions: What determines if feedback is relevant for a given purpose?, How does the specification of what feedback is relevant create ‘blind-spots’? How does the nature of a feedback system and blind-spots influence the usefulness of information gained?

The Feedback Systems approach can be considered a subfield within PM&E. It is distinguished from other approaches by its focus on using ‘customer-oriented’ data (Jacobs 2010; Jacobs et al.2010). The perceived benefit of a feedback system approach is its ability to link managers and implementers more directly with partners (or service users). Feedback

system approaches rely heavily on perceptual data, often qualitative. However, this perceptual data can be aggregated and quantified to measure changes over time (Jupp and Ibn Ali 2010). In 2010, ALINe identified 6 good practice principles for using Feedback Systems: 1) Adapt systems to the context; 2) Develop assessment criteria with respondents; 3) Generate quantitative feedback data; 4) Report and publish comparative data; 5) Discuss findings with respondents and identify actions; and 6) Repeat the process.

Theories of participation often identify levels or degrees of participation, such as consultative, collaborative or collegiate (Arnstein 1969; Biggs 1989). A particularly useful framework for categorising feedback system is White's (2001), which distinguishes between nominal (lip-service), instrumental (efficiency-oriented), representative (concerned with sustainability and ownership) and transformative (political or empowerment-oriented) forms of participation. Feedback systems can correspond to any type of participation, though the bias is usually toward instrumental and representative forms.

#### **2.3.8.2 Relationship**

Bartle (2007) indicated that community involvement in Monitoring and Evaluation enhanced observation and recording of activities taking place in a project or program. It enhanced a continuous process of gathering and analysing information on all existing aspects of a project which involved the communication of the progress to all that were concerned with the project- stakeholders; they could be the donors, beneficiaries and implementers.

#### **2.3.9 Intervening influence of Funding and Disbursement**

Funds must be clearly designated and committed to the project so as to ensure successful implementation of activities without the possibility of stalling and subsequent abandonment. Prior arrangement for procurement of finances both internally; such as appropriation-in-aid and externally, in form of loans and grants, must be done. Disbursement of funds may be defined as the release of funds from one entity, in this case the national government, for onward implementation of the project activities. These funds are usually in form of loan, grant or mixture of both. The disbursement process involves the national government

making a commitment to release funds when the county government places a request for first disbursement or replenishment.

Disbursement of funds is the most important aspect of project implementation. It is on this basis that scheduled project activities are translated into measurable outputs in the execution of the project objective by the Project Implementation Unit (PIU). Disbursement is a critical aspect of project financial management since projects are modeled flows associated with the undertaking must be ascertained with a fair degree of accuracy so that the desirable returns are achieved within the set time periods. Therefore all decisions made during project implementation invariably have financial implications hence the need for utmost care and diligence in arriving on the same.

The percentage of county funds and other resources from the respective county governments have been dedicated in the implementation and enactment of county projects. Majority of these funds have been committed by the national government, developed nations and philanthropic bodies to initiatives most pertinent to the specific county. Kenya government contributes funds to the enactment of this projects and receives backing from its development partners. There is need from the county governments to validate that the disbursed funds actually achieve what they were distributed for. It is not prudent for the counties to commit more and more funds without value for money in terms of impact. It is even highlighted that total funds committed are not sufficient to adequately respond to the implementation of the projects. The expenditure of these funds is at expense of other priorities in the counties the further reason why they should be impact of their use. Injecting the required funds into set plans is necessary. Without efficient and consistent financial assistance in all involved departments, project implementation will not be successful. Thus the dire need for efficient and continuous budget allocation which are often withheld by treasury departments in response to difficult financial situations. Such actions forces project expenditure to fall below estimated budget. (African Development Bank. (1999).

Providing support and strengthening of Monitoring and Evaluation team is a sign of good governance and is expected to perform a major role in ensuring that the Monitoring and



Evaluation team adds value to the organizations operations (Naidoo, 2011). A motivated team usually achieves high performance (Zaccaro et al, 2002). This implies that the more a team is strengthened, the better the performance and value addition to the organization. This also applies to the Monitoring and Evaluation teams in project management. The literature reviewed identifies the various aspects which are used in assessing the strength of monitoring team which is perceived to be one of the factors influencing project success. These aspects include: Financial availability, number of monitoring staff, monitoring staff skills, frequency of monitoring, stakeholders representation, Information systems (Use of technology), Power of Monitoring and Evaluation Team and teamwork among the members (Naidoo, 2011; Ling et al, 2009; Magondu, 2013; Hassan, 2013; Georgieva & Allan, 2008; Gwadoya, 2012)

## **2.4 Knowledge Gap**

There is an agreement from the literature above that Monitoring and Evaluation is an important tool in project management. It is also widely researched that project success is a challenge since most projects fall in a challenged and totally failed projects. However, literature is lacking on the proposed dimensions of Monitoring and Evaluation frameworks. These include performance indicators, participatory tracking, beneficiary accountability and learning and adaptive capacity. On the dependent indicator dimensions, few studies have been found on the successful, challenged and totally failed projects. These studies clear show that in the Kenyan context, there is a vacuum in knowledge generation of the influence of some of these factors reviewed in literature. This study aims at contributing towards addressing this knowledge gap. So this study proposes to explore the influence of Monitoring and Evaluation Framework using the four dimensions on project implementation success.

Despite the logic of projects implementation and the increasing need for public participation, the real implementation effectiveness required was is elusive due to the unwillingness of county governments agencies to genuinely and trustfully implement the legal provisions on public participation as enshrined in the constitution to meet the threshold of effective participation which include a number of views and opinions, number of forums the county

should hold on projects planning and implementation and lastly the number of citizens to participated in the decision making process. The literature reviewed for the purpose of this study did not indicate any data showing how structured participation had taken place. This implies that most county governments did not have structured public participation strategies in their projects implementation as specified in the constitution and in the county government guidelines on public participation.

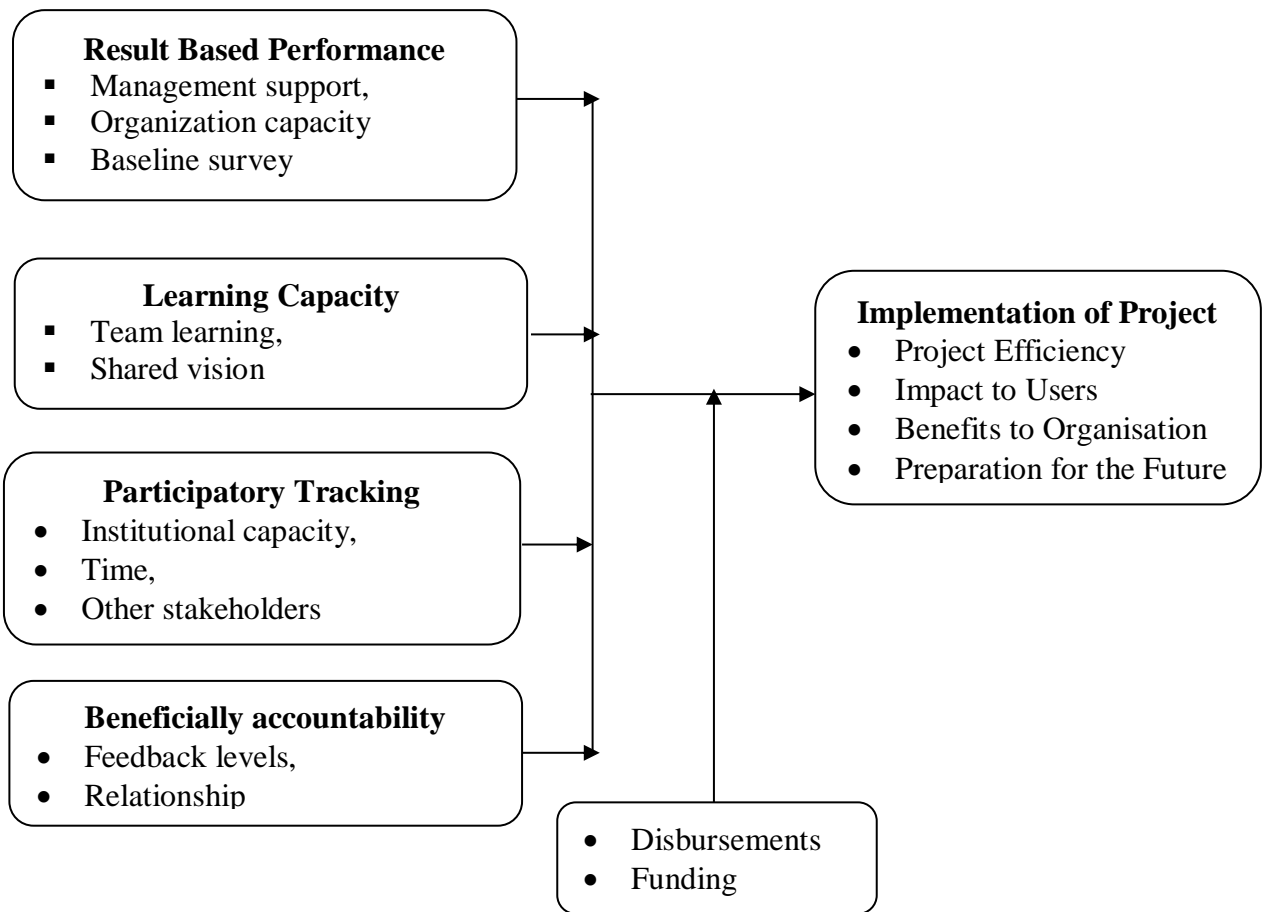
Many of the reasons for unsatisfactory implementation of projects in Embu County included nepotism where leaders awarded tenders and gave other favors to their friends, relatives and colleagues. Interference by politicians was another problem especially when the MCA's, senators and members of parliament ran into wrangling over which projects to be implemented, when and how?, the amount of funds to be allocated to certain regions and who should be allowed the tenders. This led to the low implementation of projects where some projects delayed implementation within the stipulated timelines resulting in audit and parliamentary queries. Lack of capacity building at the local level was the major problem as some members of the public did not comprehend why they were being involved in the exercise of project implementation which they had all along known to be the work of the central government. Therefore to hear that they were required to be involved in the planning and execution of development projects sounded uncommon to the customs and traditional practices of many communities.

The other reason for the unsatisfactory implementation of projects in Embu County was low commitment and weak monitoring and evaluation systems and procedures put in place by the county government. In case of community driven development projects, these weaknesses could have a magnified effect on project implementation. Lack of good monitoring and evaluation systems also prevent rapid mid-course assessment of impact. Other reasons included constraints of education achievements by the county officials and the local people, lack of technical capacity building, insufficient economic resource supply and traditional power relationships.

## 2.5 Conceptual Framework

Conceptual framework is a diagram that illustrates the relationships among relevant factors that may influence the successful achievement of goals and objectives. The framework adopted by these study views performance indicators (Management support, organization capacity Baseline survey), learning capacity(Team learning, Shared vision) participatory tracking(Institutional capacity, Time, Other stakeholders) and beneficiary accountability(Feedback levels, Relationship) as critically influencing project implementation. The framework further identifies moderating variables (Disbursements and Funding) that may influence project implementation.

**Independent Variable (IV)**                      **Intervening Variable (IV)**      **Dependent Variable (DV)**



**Figure 2.1: Conceptual Framework Linking Independent and Dependent Variables Monitoring and Evaluation Practices**

Source: Author, 2017

The framework depicts the relationships between Monitoring and Evaluation framework and project implementation success. It conceptualizes that performance indicators, learning and adaptive capacity, participatory tracking and beneficiary accountability will influence project implementation. Disbursement and funding is a mediating variable in the relationship between Monitoring and Evaluation and the project success.

Chen (2005) indicates that the essence for project implementation is realisation of actual performance. World Bank (2010) identifies relevance, a measure of how the projects address the needs of the target group, effectiveness that measures of how the projects are achieving their objectives) efficiency, a measure of how well the program inputs are converted into outputs, impact that measure the changes in the life of the beneficiaries due to the project and sustainability, which measure of how long the benefits of the program lasts as the best indicators to measure program performance.

This is supported by other authors as the best way to gauge project success (Haughey, 2004; Kakucha, 2014; Kerzner, 2003; 2009; 2014). Therefore, this study uses these indicators to determine project implementation outcomes. Picciotto (2011) argues that project hierarchy narrative, indicators and targets, means of verification and assumptions determine the Learning and Adaptive Capacity effectiveness. Therefore, this study relies on these element: project hierarchy narrative, result chain; indicators and targets, measures of inputs, processes, outputs, outcomes, and impacts of programs; means of verification of data source; and assumptions a range of the conditions, events or decisions which could affect the progress or success of the project, but over which project managers have no direct control as the indicators to determine its influence on program performance.

The performance indicators provide a way to understand and make decisions related project impact. Mayne (2009) adds that the indicators are clearly defined based on appropriate analysis and the project tailor-made to meet the needs of the beneficiaries. Thus, its usefulness in managing program performance depends on clarity of performance indicators and targets, data acquisition and data analysis, use and reporting. These elements will serve as the indicators for this study.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This section explains the approaches that were adopted in the study. It describes the research design, study population, area of study, sample size and sampling technique, data types and sources and, the data collection instruments. It includes measurement of reliability and validity of the various instruments, and the data analysis procedures employed in the study.

#### **3.2 Research Philosophy**

Research philosophy is the foundation of knowledge and the nature of that knowledge contains important assumptions about the way in which researchers view the world (Saunders, Lewis & Thornhill, 2007). Research methods are influenced by philosophical orientations such as epistemology. Epistemology attempts to answer the basic question: what distinguishes true (adequate) knowledge from false (inadequate) knowledge. Epistemology is concerned with determination of the nature of knowledge and the extent of human knowledge (Burrell & Morgan, 1979).

This study adhered to the foregoing beliefs and practices, it would be appropriate to assert that a predominantly positivist framework was followed. The study was anchored on theory from which hypotheses are derived, followed deductive reasoning and employed quantitative methods to ensure precision, logic and evidence testing. The positivist philosophy is derived from that of natural science and is characterized by the testing of hypothesis developed from existing theory through measurement of observable social realities (Saunders, Lewis & Thornhill, 2009). The positivist paradigm views the researcher as independent of the study they are conducting. They view the reality as objective and measurable, human beings are assumed to be rational; research emphasizes fact and predictions to explain cause and effects (Bryman & Bell, 2007; Heenetigala, 2011).

### **3.3 Research Design**

The design is based on comparative analysis (Bryman, 2012). Comparative research design involves a decision over what to compare—what is the general class of ‘cases’ in a study—and how to compare, a choice about the comparative logics that drive the selection of specific cases (Goodrick, 2014). In the usual categorizations, comparative studies are motivated by the need to borrow, advice, evaluate and the curiosity-motivated need to find out. The strength of a comparative research design consequently also rests on its ability to foster concept building, theory-building, and the identification of causal mechanisms (Azarian, 2011). Various researchers have claimed when there is an opportunity for iterative data collection and analysis over the time frame of the intervention, comparative analysis is useful and when there is an understanding of the context it is seen as being important in understanding the success or failure of the intervention (Joppe, 2000).

This county government comparative analysis enabled the researcher to understand and explain similarities and differences amongst the two counties practices. Such awareness enabled the researcher to increase the generalizability of findings and/or to deepen our understanding of monitoring and evaluation procedures in the two different county contexts. The rationale for using comparison is that of evaluating different solutions adopted for dealing with common issues or of assessing the transferability of certain solutions and policies between counties. The final aim was to enhance the learning process of each party. In this light, comparing similar counties may miss these transnational differences with the risk of being encapsulated in a mono-cultural knowledge.

The research study incorporated both quantitative and qualitative approaches. A qualitative research design was concerned with establishing answers to the whys and how’s of the phenomenon in question (unlike quantitative). Due to this, qualitative research is often defined as being subjective (not objective), and findings are gathered in a written format as opposed to numerical. This means that the data collected from a piece of qualitative research cannot usually be analysed in a quantifiable way using statistical techniques because there may not be commonalities between the various collected findings. However, a process of coding was implemented and common categories identified during analysis.

The researcher applied a mixed method design which was aligned within an inclusive exploratory, cross-sectional framework. Exploratory studies in the research was considered “predominantly beneficial when scarce or no enough information is known about the phenomenon”, and the county contexts within which these projects take place (Gray, 2009). The research was an exploratory study was deemed appropriate as it would aid the researcher in being “exposed to ascertaining new issues” and “chance factors that have larger implications” (Neuman, 2003). Further, cross-sectional studies aimed to find out the undertaking of the research by obtaining information about it from a 'cross-section' of the relevant population within a relatively short time period (as opposed to longitudinal studies) (Patton, 2002). Cross-sectional study design was consequently considered most appropriate owing to the fact that an assortment of different types of Counties. Hence this design allowed the researcher to be acquainted with the problem and concept researched, and enabling the production of hypotheses tested.

### **3.4 The Study Area**

The study was conducted in Machakos and Embu County. Machakos County is located in the Eastern part of Kenya and is the administrative county that consists of 8 constituencies, which are, Kathiani, Matungulu, Machakos Township, Masinga, Yatta, Kangundo, Mwala, and Mavoko. It borders Nairobi and Kiambu counties to the West, Embu to the North, Kitui to the East, Makueni to the South, Kajiado to the South West, and Murang’a and Kirinyaga to the North West. It lies between *latitudes* 0°45’ South and 1°31’ South and *longitudes* 36°45’ East and 37°45’ East. It has a Total Population of 1,098,584 people, 264,500 Households and covers an area of 6,208 Square Kilometers. The Population density is 177 persons per Square Kilometers. The Akamba people are the dominant habitants of Machakos County. The local climate is semi-arid with a hilly terrain covering most parts of the county. (County Records, 2018). Machakos county is the front for the yet to be established Konza Technology city project. One of the major factors for setting up this massive project in Machakos County was the availability of land and space and more so the close proximity to the capital Nairobi. The County government through its elected Governor and recruited Ministers for trade, education, transport, water and sanitation, tourism among others have

come up with several projects that aim at bettering the lives of the Machakos residents. Such cited projects include construction of educational institutions like the Machakos Youth Polytechnic, roads construction projects like the Junction-Machakos road, tourism projects like the Machakos people's park and Machakos Convention Center, the building of hospitals, water reservoirs, solid waste management among others (GOK, 2013).

Embu County is located in the Eastern region of Kenya, it borders Tharaka Nithi County to the North, Kitui County to the East, Machakos County to the South, Muranga County to the South West, Kirinyaga County to the West, and Meru County to the North West. Embu town serves as the County's administrative capital. Embu County is located approximately between latitude 0o 8' and 0o 50' South and longitude 37° 3' and 37° 9' East Embu County lies some 120 kilometers north east of Nairobi. The county covers an area of 2,818 square kilometres. Embu County comprises of four constituencies: Runyenjes, Manyatta, Mbeere North and Mbeere South and has a population of 515,212 (County Records, 2018).

However, the World Bank (2016) shows that only 21% of the intended projects have been effectively and efficiently implemented, 45% are still struggling while the remaining have been abandoned or failed. Some of the major factors limiting the projects implemented in the county are factors such as nepotism and tribalism in county boards' employment, poor roads, lack of water supply, lack of railway linkage, poor planning, low level of technology, cultural beliefs, lack of proper stakeholder participation and corruption. This has continued to hinder effective implementation of development projects in the county. As such a comparative analysis is done to establish the implementation levels of the two counties projects from the perspective of the best and least performing counties in terms of completion and implementation of projects.

### **3.5 Target Population**

The target population is that which researcher wants to generalize the results of the study (Mugenda & Mugenda, 2003). In other words, population is the aggregate of all that conforms to a given specification. All items in the field of enquiry constitute a population (Kothari, 2004). The target population of this study was 132 county government officials



from all the 2 counties in Kenya. The list of the 132 county government officials was sourced from the directory of Commission on Revenue Allocation (2017) and <http://kenyacountyguide.com> website as at 31st December 2017. The population of this study was the staff mandated to monitor and evaluate projects undertaken under County government devolved functions targeted from Machakos and Embu County. The distribution of county government officials across the county is relatively not homogeneous in terms of geographical location in the 2 Counties in Kenya. Therefore, the study stratified county government officials into strata based on Kenya’s geographical regions.

**Table 3.1: Target Population**

<b>Stratum</b>	<b>Population(N)</b>
Machakos	74
Embu	58
<b>Total</b>	<b>132</b>

**Source:** Commission on Revenue Allocation (2017) and <http://kenyacountyguide.com>

### **3.6 Sample Size and Sampling Techniques**

Sampling is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the larger group from which they were selected (Cooper & Schindler, 2006). A sample is often described as being representative if certain known percentage, frequency distributions of elements’ characteristics within the sample is similar to the corresponding distributions within the whole population (Kasomo, 2007). A sample of 99 was determined by Krejcie & Morgan (1970) table and individual elements in different categories will be determined using different sampling techniques. The objective is to allow for a representative sample, avoid bias and reduce sampling errors. Five projects were purposely sampled from each of the 2 counties.

Stratified random sampling was adopted to cluster the respondents and select the respondents from the different stratum. Stratified sampling is regarded as the most efficient system of sampling as there is little possibility of any essential group of population being

completely excluded (Gupta & Gupta, 2009). Machakos and Embu county executives will be to segregate the sample because it is in the best position to provide information about the implementation of the study variables in the implementation of the development projects. The corresponding sample distribution of the respondents is as shown in Table 3.1 below.

Stratified random sampling technique was used to select the county government officials from each strata as suggested by Kothari and Garg (2014) and Mugenda and Mugenda (2003). The county governments were stratified into 2 regions. To select the number of county government officials in each region, the researcher divided the total number of county government officials in each region by the total number of county government officials in the entire 2 region and then multiplied by the sample size (99) as shown in the table 3.2. Thereafter, the study randomly selected specific number of individual county government officials allocated to each selected counties as respondent for the study as recommended by Kothari (2004).

**Table 3.2 Sample Size and Sampling Procedure**

<b>County</b>	<b>Category</b>	<b>Population</b>	<b>Sample size</b>
<b>Machakos</b>	Top management	3	2
	Mid-level management	12	9
	Technical managers	32	24
	Lower level management	28	21
<b>Sub-total</b>		<b>75</b>	<b>56</b>
<b>Embu</b>	Top management	3	2
	Mid-level management	7	5
	Technical managers	29	22
	Lower level management	19	14
<b>Sub-total</b>		<b>57</b>	<b>43</b>
<b>Total</b>		<b>132</b>	<b>99</b>

Source: Author, 2017

In this study, ninety nine (99) county government officials from the 2 counties were sampled in their respective strata as shown above.

### **3.7 Data Collection Procedures**

Questionnaires was designed and distributed to the respondents and given time frame enough to collect back completed questionnaires. Before the administration of questionnaire, a letter requesting permission to conduct the research was requested from the National Commission for Science, Technology and Innovation (NACOSTI), Kabarak University and the Embu County. Thereafter, the researcher attached a covering letter to the questionnaire and requests the respondents to participate in this study. The questionnaire method was selected because it proved to be relatively unobtrusive and inexpensive method for data collection (Ghauri & Grønhaug, 2002)

#### **3.7.1 Data Collection Instruments**

According to Kothari (2004), a questionnaire is a popular method of collecting data. Further Kerlinger (1973) asserts that a questionnaire is an appropriate data collecting instrument. It gives the respondent time to give out well thought answers and also effective when analyzing collected data especially using computer coding. The instrument that was used in collecting primary data is a questionnaire. The questionnaires covered areas of study objectives and the conceptual framework. The respondents were required to fill the questionnaire by providing the desired information useful for problem of the study. Mugenda and Mugenda (2003) support the use of nominal, ordinal, and Likert type rating scales during questionnaire design and measurement of variables. The nominal scale was used to measure such variables as gender and terms of employment, among others. The ordinal scale was employed to measure such variables as age, level of education, years of experience, among others.

According to Mugenda (2003) and Amin (2005), the Likert scale is able to measure perceptions, attitudes, values and behaviors of individuals towards a given phenomenon. The questionnaire included Likert scale psychometric constructs with a scale ranging from 1-5 where each respondent was required to rate each and every statement given describing a given variable. The scale ranged from 5=Strongly Agree, 4=Agree, 3=Neutral, 2= Disagree and 1=Strongly Disagree. At the end of each Likert scale questions, open ended questions

were included to allow the respondent give additional information that is not captured in the Likert scales questions. This is the section that enabled the study to capture vital information directly from the respondents based on their understanding of their environment and the challenges they face on a daily basis. The choice of this scale of measurement is that each point on the scale carried a numerical score which was used to measure the respondent's attitude and it is the most frequently used summated scale in the study of social attitude.

### **3.8 Pilot Study**

A pilot study for the instrument was carried out to ensure that the items in the questionnaire are stated clearly, have the same meaning to all the respondents, and also to give the researcher an idea of approximately how long it would take to complete the questionnaire. The pilot study was done in Nakuru County since it was not part of the proposed for the study. This represented 10 % of the accessible population (sample size) that is generally recommended by social researchers, according to Mugenda and Mugenda (2003). In choosing the 2 county officials for pilot testing, the researcher used simple random sampling. The pre-testing helped immensely because all ambiguous, unrealistic and wrong questions were corrected before using them for the actual fieldwork. Pilot studies accumulate data from the ultimate subjects of the research project to serve as a guide for the larger study (De Vos, *et al.*, 2007; Zikmund, 2003). The participants were randomly selected to test the questionnaire to determine any necessary revisions needed to be made before actual administration of the questionnaire (Burns and Bush, 2010; Sarantakos, 2000).

#### **3.8.1 Validity of the Instruments**

Validity is concerned with the integrity of the findings, whether the findings are really about what they appear to be about (Saunders, 2003). Simply put validity refers to whether or not the tool devised to measure a certain concept actually measured that concept (Bryman and Bell, 2007). Although the selected instruments can be valid, their face and content validity will be established again by a panel of expert. This was done by generally asking a series of questions as well as look for answers in the research of others (Orodho, 2008). Further the pilot study helped to determine the validity of the questionnaire. This was done prior to the actual research where 10 projects from Nakuru County were involved. Therefore validity of

the instrument was realized after the researcher had examined the content of the instruments, through judgment of experts and the supervisors' validations, which guided the researcher on the content validity.

In order to ascertain face validity, an initial questionnaire was passed through the routine editing after it was given to the panel of experts. They were asked to respond to the questionnaire. The result determined the degree of comments as was received and needed adjustments to be done according to the comments from the panel of experts to enhance the clarity.

### **3.8.2 Reliability of the Instruments**

According to Bryman and Bell (2007) reliability refers to the consistency of a measure of a concept which includes three prominent factors to be considered namely stability, internal reliability and interconsistency. The reliability of the questionnaire was determined using a sample of respondents. The items were measured by a 5-point Likert-scale, which ranged from strongly disagree (1) to strongly agree (5). Also a reliability analysis will be done subsequently using Cronbach's Alpha to measure internal consistency. This helped to determine if certain items within a scale measured the same construct. Cronbach Alpha was established for every variable. As the variables were reliable, then they had Cronbach's alpha value exceeding the prescribed threshold of 0.7 (Gliem & Gliem, 2003). This meant that constructs of Monitoring and Evaluation Frameworks and successful implementation of Development Project, as both independent and dependent variables respectively, had sufficient reliability. This implied that the study would be undertaken using the two variables that is Monitoring and Evaluation Framework and Development Project Implementation.

However, based on the pilot study a negatively word questions was added to each set of items measuring a variable to control guessing. The questionnaire was refined on the basis of the responses and the items which required revision were done to make them more meaningful before the actual collection of data. The revised items that were used to collect

data are included in the appendices iii. A summary of Cronbach-alphas for each factor achieved in the pilot study is given in table 3.3.

**Table 3.3: Summary of Cronbach alpha Reliability Coefficients for Study Variables.**

<b>Aggregated Variable</b>	<b>No. of items</b>	<b>Cronbach's Alpha</b>
Result based performance	7	0.871
Learning capacity	6	0.860
Participatory tracking	9	0.869
Beneficiary accountability	11	0.898

Through a pilot study, a total of 35 questionnaires were obtained and reliability tests were conducted. The reliability alpha coefficients for Monitoring and Evaluation framework items were as follows: result based performance,  $\alpha = 0.871$ , Learning capacity,  $\alpha = 0.860$ , participatory tracking,  $\alpha = 0.869$ , beneficiary accountability  $\alpha=0.898$ , while National Government funding  $\alpha = 0.815$ . The results showed a Cronbach-alpha coefficient of greater than 0.60, which is used to indicate a factor as reliable (Suhr & Shay, 2009).

### **3.9 Data Analysis**

Data analysis is data that is statistically analyzed in order to determine whether the generated hypotheses have been supported (Sarantakos, 2000). The questionnaires were checked for completeness with repeat calls made for incomplete questionnaires to maintain the number of respondents. Apart from that, these questionnaires were coded and captured in the computer. This brought order, structure and meaning to the mass of collected data (De Vos, *et al.*, 2007). Categorization was done and data entered in the computer through SPSS for windows for analysis.

The research data was analyzed quantitatively and qualitatively while both descriptive and inferential tests were used in the analysis. Data from the findings was summarized using descriptive statistics while techniques such as mean and standard deviation were used to represent their findings. Qualitative data analysis from the data applied the use of thematic and content analysis to explain the phenomenon that was overriding the key informant information and was centered on how the research findings related to the research questions. Qualitative data was thus interpreted by constituting justifications or explanations from the

information derived. Content analysis was adopted to edit qualitative data and reorganize it into a realistic encapsulation of their statements and meaningful shorter sentences. Thereafter, thematic analysis was used to organize data into themes and codes identified (Sekeran, 2003). The derived information of equivalent category was assembled together after data collection and their comparison with the quantitative data created, after which a report to that effect was written. This was further exemplified and demonstrated by use of quotation or descriptions together with the quantitative report.

Regression analysis and Pearson's correlation coefficient was obtained to establish the influence and relationships between independent and dependent variables. A multiple linear regression model was used to predict successful implementation of development projects using the four independent variables in the study: performance indicators, participation and tracking, Beneficiary accountability and learning and adaptive capacity. In addition, the  $\beta$  coefficients for each independent variable generated from the model was subjected to a z-test, in order to test each of the hypotheses under study. The regression model is shown below:

### **3.9.1 Multiple Regression Model**

Multiple regression analysis was used to establish the nature and the magnitude of the relationship between the dependent and the independent variables and to test the hypothesized relationships.

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Where; Y –Implementation of Development Projects (IDP)

$\alpha$  – Constant.

$\beta_1, \beta_2, \beta_3$  and  $\beta_4$  - Coefficient indicating rate of change of successful implementation of development projects as employee tenure measured by its four dimensions of results based performance indicators, learning capacity participatory tracking and beneficiary accountability.

$X_1$  – Results Based Performance indicators (RPI)

- X<sub>2</sub> – Learning capacity (LC)
- X<sub>3</sub> – Participation and tracking (PT)
- X<sub>4</sub> – Beneficiary accountability (BA)
- ε - Error term.

All the above statistical tests were analyzed using the Statistical Package for Social Sciences (SPSS). All tests will be two-tailed. Significant levels were measured at 95% confidence level with significant differences recorded at  $p < 0.05$ . Qualitative data was analyzed using frequency tables and charts.

### **3.10 Ethical Consideration**

This study was guided by the code of research Ethics in Kabarak University. An approved letter was sought by the researcher from the University which was attached to the questionnaire, interview schedule and document analysis sheet. A sample was annexed as Appendix which showed the title of the research, the researcher, details, the purpose of the research, what it involved and, finally, a statement ensuring confidentiality and the voluntary nature of participation in filing the questionnaires. The research relied on a formal protocols and study design. This was followed to ensure ethical standards are maintained. No vulnerable categories allowed of participants was considered for this study nor will any participant or researchers be exposed to any potential risks or harm that they would not otherwise be exposed to. Similarly, anonymity was guaranteed in questionnaires with all data being kept confidential and safe from unauthorized access once it had been collected.

### **3.11 Operational Definition of Variables**

This section identifies indicators that were used to measure the dependent and independent variables. This study used qualitative and quantitative indicators to measure the relation between the dependent and independent variables. Analysis of the relationship using the identified indicators was objective.



**Table 3.4: Operational definition of variables**

<b>Objectives</b>	<b>Variables</b>	<b>Indicators</b>	<b>Measurement</b>	<b>Scale</b>	<b>Data collection</b>
To determine the influence of result based performance on the implementation of development projects.	Funds	Sources of funds. Amount Allocated. Budget allocation process	Percentage Frequencies	Ordinal	Questionnaire
To establish the influences of learning capacity on implementation of development projects.	Availability of personnel	Number of Skilled Staff. Number of Unskilled Staff. Staff Training	Percentage Frequencies	Ordinal	Questionnaire
To examine the effects of participatory tracking on implementation of development projects.	Other monitoring resources	Time. Other Stakeholders. Institutional Capacity	Percentage Frequencies	Ordinal	Questionnaire
To determine the influence of Beneficiary accountability on implementation of development projects	Contractors	Experience Relationships	Percentage Frequencies	Ordinal	Questionnaire

Source: Researcher, 2018

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter covers the findings, presentations and discussions of the results for the study on the “Efficacy of Monitoring and Evaluation Framework on Implementation of Development Projects, a comparative analysis of Machakos and Embu County, Kenya”. The findings of the study are presented and discussed guided by the: result based performance, learning capacity participatory tracking and beneficiary accountability on implementation of development projects

The response rate of the study, general background information of the respondents and the descriptive statistics of the study findings are presented. The inferential statistics of correlation and regression analysis have similarly been done from the collected data and presented and summarized using tables, descriptive statistics.

#### **4.2 Response Rate**

The response from the respondents of the distributed questions yielded 79 questionnaires from the administered 99 questionnaires. This ratio represented an 80% response rate which was satisfactory to make conclusions for the research finding. In research a response rate of anything above 70% is regarded very well completed (Mugenda and Mugenda, 1999). Rogers, Miller and Judge (2009) agree with this by recommending a response rate of anything above 50% as acceptable for a research descriptive/correlational study. This also agreed with Babbie (2004), that a response rate of 50% is enough to analyze and publish, 60% is good and 70% is very good. Based on the above, the response rate of 80% was found to be adequate and good for analysis and generalization of the results.

**Table 4.1: Response Rate**

<b>Response rate</b>	<b>Sample size</b>	<b>Percentage (%)</b>
Returned questionnaires	79	80
Un-returned questionnaires	20	20
<b>Total</b>	<b>99</b>	<b>100</b>

<b>Counties Response Rate</b>	<b>Response rate distribution</b>	<b>Percentage (%)</b>
Machakos	43	77
Embu	36	83
<b>TOTAL</b>	<b>79</b>	<b>80</b>

The study collected from county government officials distributed across the two geographical counties in Kenya. The result in Table 4.1 shows response rate per county. The response in Machakos was 43 county government officials (54%), while Embu had 36 county government officials (46%). As can be seen, majority of the respondents were from Machakos County government. This shows that the two counties had a good representation thus reducing bias of the findings.

### **4.3 Demographic Characteristics of Respondents**

This section outlines the general characteristics of the respondents (county government officials) in terms of their gender, age, academic qualifications, management level positions they hold in county governments and experience that they possess.

#### **4.3.1 Gender of the Respondents**

The respondents were asked to indicate their gender so that participation according to gender is analysed and discussed. Kothari (2004) asserts that a ratio of at least 1:2 in either gender representation in the study is representative enough. The gender of the respondents was as shown in Table 4.2.

**Table 4.2: Gender of respondents**

<b>County</b>	<b>Gender</b>	<b>Sample size</b>	<b>Percentage (%)</b>
Machakos	Male	31	72
	Female	12	28
<b>TOTAL</b>		<b>43</b>	<b>100</b>
Embu	Male	22	61
	Female	14	39
<b>TOTAL</b>		<b>36</b>	<b>100</b>

Out of the 79 valid questionnaires, there were 28% (n=12) female and 72% (n=31) male respondents from Machakos County. Embu County had 39% (n=14) female and 61% (n=22) male respondents. The findings presented in table 4.2 indicate that majority of the county government officials and elected members are male although the constitutional threshold of not having more than two-thirds of either gender was not being violated in the county.

These data highlight the male-dominant culture in the two counties. As a result, women might find themselves functioning in an unfamiliar masculine organisational, while men can take their own involvement for granted. This feature may be a reflection of a male-driven culture in these counties in which women are still considered a new presence. More extensive, longitudinal and comparative studies are warranted to examine the women's roles, women's issues as well as the role of gender in shaping effective monitoring and evaluation in the two county governments.

#### **4.3.2 Respondent Age**

The study settled on four age groups, from which, respondents were asked to identify their group. The groups were: - between 20 to 29 years old, 30 to 39 years old, 40 to 49 years old and above 50 years.

**Table 4.3: Ages of the Respondents**

<b>County</b>	<b>Age category</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Machakos</b>	20-29 years	6	14
	30- 39 years	14	32
	40-49 years	12	27
	50 and above years	11	27
<b>Embu</b>	20-29 years	4	11
	30- 39 years	10	28
	40-49 years	15	42
	50 and above years	7	19
<b>TOTAL</b>		<b>79</b>	<b>100</b>

Table 4.3 shows the age composition of the clients being surveyed. As established from Machakos County, 14% of the clients were in the 20-29 age groups as against 11% from Embu County. In the 30-39 age groups Machakos County had 32% while Embu County had 28%. The 40-49 age groups made up only 27% from Machakos County while Embu County had 42% of the respondents. On the 50 years and above category, 27% of the respondents were from Machakos County while 19% were from Embu County.

There is a broader spread of ages in Machakos, more or less equally distributed between 31 and above 50. In Embu, there is a much narrower spread between 40 and above 50 years old, with the majority aged between 40 and 49. One possibility is that the Machakos respondents may only be asked by managers to become monitoring and evaluation participants after they have a substantial amount of experience. Alternatively, the results might reflect the fact that the recruitment of new monitoring and evaluation staff in both Machakos and Embu has slowed down during the last years, with no new position becoming available for younger employees.

#### **4.3.3 Respondent Level of Education**

The education level of the county government official and end user key stakeholder is utmost important. Precisely, their education level contributes towards understanding the

different facets of project performance. As such, since the respondents possess the requisite academic qualification, they have the ability to communicate effectively hence clearly indicating that there was fair representation in levels of education thus, authenticating the results of the study to be quite objective leading to exemplary project performance. As such the study sought to find the highest academic qualifications of the respondents. The findings are shown in table 4.4

**Table 4.4 Education Levels**

<b>County</b>	<b>Educational Level</b>					<b>Total</b>
<b>Machakos</b>	<b>A Level</b>	<b>O-Level</b>	<b>Certificate</b>	<b>Diploma</b>	<b>Degree</b>	<b>43</b>
	4(9%)	5(12%)	9(21%)	14(32%)	11(25%)	
<b>Embu</b>	<b>A Level</b>	<b>O-Level</b>	<b>Certificate</b>	<b>Diploma</b>	<b>Degree</b>	<b>36</b>
	5(14%)	3(8%)	7(19%)	12(33%)	9(25%)	

The findings in Table 4.4 shows that 25% of the respondents in both counties had attained degree in various fields, 33% of the respondents in Embu and 32% in Machakos had attained diplomas while, 21% in Machakos and 19% in Embu had attained certificates. Subsequently, 12% in Machakos had O' Level while 9% of the rest had A' levels. The study therefore revealed that the appointed and elected officials working for the County government of Machakos and Embu have the necessary and requisite academic qualifications to discharge their duties and meet the demands of their positions.

#### **4.3.4 Respondents' Management Levels**

Respondents' Levels of Management was used to describe their characteristics so as to establish the opinions in the different job categories.

**Table 4.5: Management Levels**

<b>Management Level</b>	<b>Machakos</b>		<b>Embu</b>	
	<b>Frequency</b>	<b>Percentage (%)</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Top Level Management	1	2%	2	6%
Middle level Management	7	16%	5	14%
Tech Level Management	16	37%	12	33%
Lower Level Management	19	44%	17	47%
<b>Total</b>	<b>43</b>	<b>100</b>	<b>36</b>	<b>100</b>

Table 4.5 shows that the distribution of management levels provided a diversified base of information given the contribution of the different Levels of Management. These results are a clear indication that there was adequate representation in all levels of management, thus making the results of the study to be more objective

#### 4.3.5 Respondents’ Length in Handling Projects

Respondents’ length in handling projects was used to describe the time period each respondent undertook in the various county projects.

**Table 4.6: Respondents’ Length in Handling Projects**

Management levels	Machakos				Embu			
	1-2	3-4	5-6	7-8	1-2	3-4	5-6	7-8
	yrs	yrs	yrs	yrs.’	yrs	yrs	yrs	yrs.’
Top Level Management	-	-	-	1	-	-	1	1
Middle Level Management	1	1	3	2	1	2	1	1
Tech Level Management	4	5	4	3	2	3	3	4
Lower Level Management	3	4	7	5	4	4	6	3
<b>Total</b>	8	10	14	11	7	9	11	9

Table 4.6 shows the summary of distribution of the various county employees’ length in handling projects. The study showed that the majority of the targeted staff is in the 5-6 years bracket in terms of length in handling projects. This is owed to the fact that many employees from the National Government were seconded to the Counties after devolution of functions. The staff in 3-4 years and above was 35% while in the 1-2 years was 19% respectively. This could be attributed to the fact that the County Governments have employed new employees. The targeted sample is deemed as a true representative of the population since the study targeted staff with adequate experience in the public sector, thus yielded credible information.

#### 4.3.6 Experience of the Team Leader

Respondents’ experience of the team leader was used to describe the expertise and knowledge in undertaking the various county projects. Given that investigation comprises a

set of competencies and capabilities that are acquired over time there is likely to be a positive correlation between length of service and doing the job effectively (Harter, 2002).

**Table 4.7: Experience of the Team Leader**

Management levels	Machakos				Embu			
	1-2 yrs.'	3-4 yrs.'	5-6 yrs.'	7-8 yrs.'	1-2 yrs.'	3-4 yrs.'	5-6 yrs.'	7-8 yrs.'
Top Level Management	-	-	1	-	-	-	2	-
Middle Level Management	1	2	2	2	1	2	1	1
Tech Level Management	2	4	4	6	2	3	4	3
Lower Level Management	2	4	8	5	3	3	8	3
<b>Total</b>	5	10	15	13	6	8	15	7

Table 4.7 shows the summary of distribution of experience levels in handling projects. The study findings revealed that the majority of the staff is in the 5-6 years bracket in terms of team leader's experience projects. This is also owed to the fact that many employees from the National Government were seconded to the Counties after devolution of functions. The staff in 3-4 years and above was 25% while in the 1-2 years was 14% respectively. This also was attributed to the fact that the County Governments had employed new employees.

The data implies that an experienced team leaders is an individual who is employed by the same organisation for an extensive amount of time (greater than 7 years), and therefore is likely to demonstrate loyalty towards the organisation. To take the analysis further, the researcher considers whether there are systematic differences between Machakos and Embu. It may be the case that one county has a more experienced and longer serving workforce than the other. This may provide an insight into possible cultural differences and practices.

The data shows that in Machakos, the workforce is more evenly spread in terms of the number of years employed within the same organisation, with a slightly higher number of the sample falling in the category of more than 7-8 years employment. Whereas in Embu, majority of the team leaders had been employed within the same organisation for more than six years, with a third employed by the same organisation for more than 7 years. While it



may be the case that the Machakos workforce is more experienced, it also may point to a developing problem in relation to replacement.

Since the majority of its team leaders in Machakos have been employed for more than 5-6 years, Machakos may face a problem in future relating to new recruits or “new blood” within their team leaders. This type of data make the Machakos sample very similar to the Embu, not just for the length of service of those employed in county projects but also in regard to the replenishment issue. The fact that there is such a low number of ‘young team leaders’, with less than 5-6 years of experience within the organisation, could be explained by the requirement that they have to work for many years within the same organisation before they can fill the role of project team leader.

#### **4.4 Descriptive Findings on Scales**

The purpose of this study was to establish the efficacy of Monitoring and Evaluation on implementation of development projects in Machakos and Embu county governments in Kenya. According to Kothari (2005) an independent variable is antecedent to the dependent variable. It therefore implies that an independent variable causes changes in the dependent variable. The researcher analyzed descriptive statistics for the following observed variables: results based performance indicators, learning capacity, participation and tracking and beneficiary accountability. The following sub-sections present descriptive statistics for each of the study variable.

##### **4.4.1 Descriptive Analysis for Results Based Performance Indicators**

The first objective of the study was to determine the influence of result based performance on the implementation of development projects. For this study, it was assumed that result based performance would facilitate the implementation of development projects. Chi square test and significance of individual construct was used to compare observed results with expected results. Its purpose is to determine if a difference between observed data and expected data is due to chance or if it is due to a relationship between the study variables. The results are presented in Table 4.8.

**Table 4.8: Results Based Performance Indicators**

STATEMENT	SA (%)	A (%)	NS (%)	D (%)	SD (%)	$\chi^2$	P- Value
Sources of funds have a significant influence in projects M&E success.	22(28)	23(29)	15(19)	10(13)	9(11)	175.931	0.0001
Amount allocated for the implementation of M&E are limited	24(30)	27(34)	10(13)	14(18)	4(5)	188.302	0.0001
Budgetary processes are bureaucratic; affecting M&E of projects	26(33)	28(37)	7(9)	7(9)	11(14)	177.181	0.0001
Budget allocation process for the M&E is restrictive.	42(53)	16(20)	10(13)	8(11)	3(4)	258.388	0.0001
Goals are achieved	37(47)	27(34)	4(5)	3(4)	8(10)	199.040	0.0001
Quality of outputs is high	39(49)	33(42)	3(4)	2(3)	2(3)	222.819	0.0001
Sustainability of results is consistent	23(29)	22(28)	23(29)	1(1)	-	236.922	0.0001
The indicators enable development of specific local outcomes and impacts	29(37)	29(37)	17(22)	2(3)	2(3)	220.155	0.0001
Performance Indicators Helps focus on beneficiary needs	23(29)	17(22)	13(16)	8(10)	8(10)	207.397	0.0001
The indicators helps track impacts change trends	27(36)	20(26)	11(12)	8(11)	3(4)	225.241	0.0001
They enable progress improvements to be done	27(34)	25(32)	10(13)	2(3)	5(6)	244.681	0.0001
Utilization of performance indicators improves progress	24(30)	27(34)	10(13)	14(18)	4(5)	177.181	0.0001

**Key:** n= 79, SD= strongly disagree, D=disagree, N=neutral, A=agree, SA=strongly agree,

**Source:** Research Data, 2018

The scores in Table 4.8 showed the reactions of respondents to the examined results based performance indicators on implementation of county projects. The statement: Sources of funds have a significant influence in projects M&E success indicated strongly agree and agree were 28% and 29% respectively, while those who were in disagreement and strongly disagree were with 13% and 11%. This result showed that the majority of respondents tended to agree ( $\chi^2 = 175, P \leq 0.001$ ) with the above statement. This implied that sources of fund are an essential motive for implementation of county projects. Amount allocated for the implementation of M&E are limited, the respondent's agreed 64% while those who disagreed represented 23%. This outcome showed that the majority of respondents tended to agree ( $\chi^2 = 188.3, P \leq 0.001$ ).

On the issue of whether budgetary processes are bureaucratic; affecting M&E of projects, the respondents agreed at 70% while the others disagreed at 13%. This outcome showed that the majority of respondents tended to agreed ( $\chi^2 = 177, P \leq 0.001$ ). Budget allocation process for the M&E is restrictive was represented at an agreed 70% while the others disagreed at 15%. This shows that the majority of respondents tended to agreed ( $\chi^2 = 258, P \leq 0.001$ ). Goals achieved were seen to agree at 81% while the majority agreed at 14%. The majority agreed ( $\chi^2 = 199, P \leq 0.001$ ). Quality of outputs is high was agreed at 91% while the minority disagreed at 6%. The majority of the respondents agreed ( $\chi^2 = 222, P \leq 0.001$ ) with that statement. Sustainability of results is consistent was agreed at 57% while the others disagreed at 1%. This shows that the majority of respondents tended to agreed ( $\chi^2 = 236, P \leq 0.001$ ). The indicators enable development of specific local outcomes and impacts was agreed at 74% with others disagreeing at 6%. This shows that the majority of respondents tended to agreed ( $\chi^2 = 220, P \leq 0.001$ ).

The statement: performance indicators helps focus on beneficiary needs indicated strongly agree and agree were 29% and 22% respectively, while those who were in disagreement and strongly disagree were with 10% and 10%. This result showed that the majority of

respondents tended to agree ( $\chi^2 = 207, P \leq 0.001$ ) with the above statement. The indicators helps track impacts change trends was agreed at 62% while those who were in disagreement were at 15%. This shows that the majority of respondents tended to agreed ( $\chi^2 = 225, P \leq 0.001$ ). They enable progress improvements to be done showed that the majority of respondents tended to agree 66% while those who were in disagreement were at 9%. This shows that the majority of respondents tended to agreed ( $\chi^2 = 244, P \leq 0.001$ ). Utilization of performance indicators improves progress was agreed at 64% while 23% were in disagreement. Majority of respondents tended to agreed ( $\chi^2 = 177, P \leq 0.001$ ).

The objective on result based performance implied that budget allocation process for the M&E was restrictive ( $\chi^2 = 258, P \leq 0.001$ ) was the most significance while sources of funds have a significant influence in projects M&E success ( $\chi^2 = 175, P \leq 0.001$ ) showed the least association to the implementation of the county development projects.

#### **4.4.2 Descriptive Analysis for Learning Capacity**

The second objective of the study was to establish the influences of learning capacity on implementation of development projects. The results are presented in Table 4.9.

**Table 4.9: Learning Capacity**

STATEMENT	SA (%)	A (%)	NS (%)	D (%)	SD (%)	$\chi^2$	P- Value
Experience influences the success of M&E processes	29(37)	27(34)	10(13)	9(11)	4(5)	246.405	0.001
This has influenced develop of positive behavioral mindset change to cope with project change	29(37)	31(18)	8(5)	7(5)	4(5)	249.810	0.001
Level of education of county staff has an influence on the effectiveness of M&E.	26(33)	33(41)	7(8)	7(8)	6(6)	163.129	0.001
Awareness level of M&E exercises staff influences success of M&E processes.	31(39)	30(13)	5(6)	9(13)	4(5)	266.750	0.001
The validity of county responses on M&E queries influences success of the process.	27(34)	27(34)	11(14)	7(8)	7(8)	254.231	0.001
Lack of follow up consequences on poorly ranked contractors influences success of M&E process.	29(36)	31(18)	8(5)	7(5)	4(5)	233.54	0.001

**Key:** n= 79, SD= strongly disagree, D=disagree, N=neutral, A=agree, SA=strongly agree,

**Source:** Research Data, 2018

Table 4.9 shows the responses of respondents' views and opinions on the learning capacity on implementation of development projects. To probe experience influences the success of M&E processes majority of the respondents agreed 71% and only 16% disagreed. It suggests that the respondents agreed ( $\chi^2 = 246$ ,  $P \leq 0.001$ ). This has influenced develop of positive behavioral mindset change to cope with project change, the findings also asserts that the respondents agreed 55%, ( $\chi^2 = 249$ ,  $P \leq 0.001$ ) and 10% disagreed. The findings also show majority of the respondents agreed strongly ( $\chi^2 = 163$ ,  $P \leq 0.001$ ) that level of education of county staff has an influence on the effectiveness of M&E.

The findings also show that respondents agreed ( $\chi^2 = 266, P \leq 0.001$ ) on Awareness level of M&E exercises staff influences success of M&E processes, majority agreed at 52%. Further to that The validity of county responses on M&E queries influences success of the process agreed at 68% ( $\chi^2 = 254, P \leq 0.001$ ) and on Lack of follow up consequences on poorly ranked contractors influences success of M&E process 54% ( $\chi^2 = 233, P \leq 0.001$ ) agreed. The second objective on learning capacity implied that Awareness level of M&E exercises staff influences success of M&E processes ( $\chi^2 = 266, P \leq 0.001$ ) was the most significance while Level of education of county staff has an influence on the effectiveness of M&E ( $\chi^2 = 163, P \leq 0.001$ ) showed the least association to the implementation of the county development projects. The P-values are greater than Chi-square indicating that the variables are significant. The Chi-square test shows that  $p < 0.0001$  which is indication that the variable items are significant.

#### **4.4.3 Descriptive Analysis for Participatory Tracking**

The third objective of the study was to examine the effects of participatory tracking on implementation of development projects.

**Table 4.10: Participatory Tracking**

<b>STATEMENT</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>	$\chi^2$	P- Value
	(%)	(%)	(%)	(%)	(%)		
It helps stakeholder learning at all stages of project implementation	22(28)	26(33)	15(19)	10(13)	6(8)	175.931	0.001
Remuneration of M&E staff influences significantly M&E Projects.	26(33)	22(28)	10(13)	8(10)	13(16)	188.733	0.001
It helps stakeholders to focus only on specific needs and priorities of the beneficiaries	24(30)	35(44)	15(19)	2(4)	2(4)	231.55	0.001
Dominance of the Unskilled M&E staff influences the level of efficiency of M&E processes.	26(33)	33(41)	7(8)	7(8)	6(6)	254.877	0.001
Training levels of M&E personnel influences effectiveness of M&E.	31(39)	30(13)	5(6)	9(13)	4(5)	221.675	0.001
Number of M&E staff influences effective M&E process	27(34)	27(34)	11(14)	7(8)	7(8)	232.765	0.001
It enhances tracking of user based adaptation goals	29(37)	29(37)	17(22)	2(3)	2(3)	220.155	0.001
It is a strategic means of stakeholder participation	23(29)	17(22)	13(16)	8(10)	8(10)	207.397	0.001
it helps in learning how project impacts create change that affects people and their livelihoods and the environment	27(36)	20(26)	11(12)	8(11)	3(4)	225.241	0.001

**Key:** n= 79, SD= strongly disagree, D=disagree, N=neutral, A=agree, SA=strongly agree,

**Source:** Research Data, 2018

The first question was on “It helps stakeholder learning at all stages of project implementation. The results indicated that 61% of the respondents agreed while 21% disagreed with the statement. The  $\chi^2$  test for the item shows that the variable item is significant at ( $\chi^2 = 175, P \leq 0.001$ ). The second question sought to investigate respondents’ opinion on whether Remuneration of M&E staff influences significantly M&E county project’s implementation. Majority of respondents (33%) agreed while 28% strongly agreed with this statement. Results show that 10% of the respondents disagreed while 16% strongly disagreed. Only 13% were not sure. The  $\chi^2$  test for the item shows that the variable item is significant at ( $\chi^2 = 188, P \leq 0.001$ ).

When asked whether it helps stakeholders to focus only on specific needs and priorities of the beneficiaries, 19% of respondents were not sure while 74% agreed. Results show that 8% disagreed. The  $\chi^2$  test for the item shows that the variable item is significant at ( $\chi^2 = 231, P \leq 0.001$ ). On dominance of the Unskilled M&E staff influences the level of efficiency of M&E processes, results show that 74% of the respondents agreed while 14% disagreed. The  $\chi^2$  test for the item shows that the variable item is significant at ( $\chi^2 = 254, P \leq 0.001$ ). On training levels of M&E personnel influences effectiveness of M&E, results show that 52% of the respondents agreed while 18% disagreed. The  $\chi^2$  test for the item shows that the variable item is significant at ( $\chi^2 = 221, P \leq 0.001$ ).

Number of M&E staff influences effective M&E process, results show that 68% of the respondents agreed while 16% disagreed. The  $\chi^2$  test for the item shows that the variable item is significant at ( $\chi^2 = 232, P \leq 0.001$ ). It enhances tracking of user based adaptation goals, results show that 74% of the respondents agreed while 6% disagreed. The  $\chi^2$  test for the item shows that the variable item is significant at ( $\chi^2 = 220, P \leq 0.001$ ).

On it is a strategic means of stakeholder participation, results show that 51% of the respondents agreed while 20% disagreed. The  $\chi^2$  test for the item shows that the variable item is significant at ( $\chi^2 = 207, P \leq 0.001$ ). The last question sought to investigate



respondents' opinion on whether it helps in learning how project impacts create change that affects people and their livelihoods and the environment. Results show that 12% of the respondents were not sure while 26% agreed. Results show that 36% strongly agreed while 11% disagreed. Only 4% strongly disagreed. The  $p < 0.0001$  indicates that the variable item is significant.

#### **4.4.4 Descriptive Analysis for Beneficiary Accountability**

The fourth objective of the study was to determine the influence of beneficiary accountability on implementation of development projects.

**Table 4.11 Beneficiary accountability**

STATEMENT	SA (%)	A (%)	NS (%)	D (%)	SD (%)	$\chi^2$	P-Value
Beneficiary Accountability has enabled stakeholder to play key role in their own development goals	27(34)	29(37)	7(9)	8(10)	8(10)	234.931	0.0001
Institutional Capacity is a determinant resource that influences M&E in central.	29(37)	31(39)	15(19)	3(4)	1(2)	187.302	0.0001
Co-operation between M&E officers and supervisors influence the success of M&E.	37(47)	27(34)	4(5)	3(4)	8(10)	199.302	0.0001
Proper record keeping of project sites influence the effectiveness of M&E process	39(49)	33(42)	3(4)	2(3)	2(3)	186.181	0.0001
It enhances stakeholder to obtain regular feedback	26(33)	28(37)	7(9)	7(9)	11(14)	168.388	0.0001
Availability of Monitoring tools influences the success of M&E processes	20(25)	20(25)	3(4)	22(27)	5(7)	145.040	0.0001
Limited time frame influences effectiveness of M&E of projects	26(33)	28(35)	5(6)	15(19)	3(4)	187.819	0.0001
This has necessitated transparency improvement	42(53)	16(20)	13(16)	8(10)	3(4)	199.931	0.0001
Accountability is also important in improving stakeholder competency	20(25)	20(25)	3(4)	22(27)	5(7)	181.302	0.0001
It helps with means of complaints handling	27(34)	29(37)	7(9)	8(10)	8(10)	139.302	0.0001
It also initiates continued improvement of implementation process	34(43)	30(38)	5(6)	4(5)	6(8)	156.181	0.0001

**Key:** n= 79, SD= strongly disagree, D=disagree, N=neutral, A=agree, SA=strongly agree,

Table 4.11 shows the responses of respondents' views and opinions on beneficiary accountability on implementation of development projects. To probe beneficiary accountability has enabled stakeholder to play key role in their own development goals majority of the respondents agreed 71% and only 20% disagreed. It suggests that the respondents agreed ( $\chi^2 = 234, P \leq 0.001$ ). Institutional capacity is a determinant resource that influences M&E in central, the findings asserts that the respondents agreed 76%, ( $\chi^2 = 187, P \leq 0.001$ ) and 6% disagreed. The findings also show majority of the respondents agreed strongly ( $\chi^2 = 199, P \leq 0.001$ ) that co-operation between M&E officers and supervisors influence the success of M&E. The statement: proper record keeping of project sites influence the effectiveness of M&E process indicated strongly agree and agree were 49% and 42% respectively, while those who were in disagreement and strongly disagree were with 3% and 3%. This result showed that the majority of respondents tended to agree ( $\chi^2 = 186, P \leq 0.001$ ) with the above statement. This implied that record keeping is an essential activity for implementation of county projects.

On the issue of it enhances stakeholder to obtain regular feedback; affecting M&E of projects, the respondents agreed at 70% while the others disagreed at 23%. This outcome showed that the majority of respondents tended to agreed ( $\chi^2 = 168, P \leq 0.001$ ). Availability of Monitoring tools influences the success of M&E processes was represented at an agreed 50% while the others disagreed at 34%. This shows that the majority of respondents tended to agreed ( $\chi^2 = 145, P \leq 0.001$ ). Limited time frame influences effectiveness of M&E of projects was seen to agree at 35% while the majority agreed at 33%. The majority agreed ( $\chi^2 = 187, P \leq 0.001$ ). This has necessitated transparency improvement was agreed at 73% while the minority disagreed at 14%. The majority of the respondents agreed ( $\chi^2 = 199, P \leq 0.001$ ) with that statement. Accountability is also important in improving stakeholder competency was agreed at 50% while the others disagreed at 34%. This shows that the majority of respondents tended to agreed ( $\chi^2 = 181, P \leq 0.001$ ). It helps with means of

complaints handling was agreed at 71% with others disagreeing at 20%. This shows that the majority of respondents tended to agree ( $\chi^2 = 139, P \leq 0.001$ ).

The statement: It also initiates continued improvement of implementation process indicated strongly agree and agree were 38% and 43% respectively, while those who were in disagreement and strongly disagree were with 5% and 8%. This result showed that the majority of respondents tended to agree ( $\chi^2 = 156, P \leq 0.001$ ) with the above statement. This implied that continued improvement is an essential activity for implementation of county projects. The objective on Beneficiary Accountability has enabled stakeholder to play key role in their own development goals ( $\chi^2 = 234, P \leq 0.001$ ) was the most significance while Availability of Monitoring tools influences the success of M&E processes ( $\chi^2 = 145, P \leq 0.001$ ) showed the least association to the implementation of the county development projects.

#### **4.4.4 Descriptive Analysis for Implementation of Development Projects**

To determine how county projects are implemented, the respondents were asked to rate various aspects of implementation and the results displayed in Table 4.12.

**Table 4.12: Implementation of Development Projects**

STATEMENT	SA (%)	A (%)	NS (%)	D (%)	SD (%)	$\chi^2$	P-Value
A flexible service is provided to meet project implementation needs	12(15)	23(29)	11(15)	12(14)	17(22)	169.931	0.0001
Complete and accurate information is provided in good time	20(25)	20(25)	8(10)	22(29)	5(7)	171.302	0.0001
Complete and accurate information is provided in good time	20(25)	20(25)	3(4)	22(27)	5(7)	159.302	0.0001
The full range of services is delivered to meet projects changing needs	26(33)	28(35)	5(6)	15(19)	3(4)	166.181	0.0001
Performance is s affected by the submission of accountability returns	42(53)	16(20)	13(16)	8(10)	3(4)	268.388	0.0001
Stakeholders are knowledgeable about most tasks we have to perform	27(34)	21(27)	4(5)	3(4)	8(10)	185.040	0.0001
Separation of duties exists between procurement, account payables and disbursements	29(37)	26(33)	8(10)	15(19)	1(1)	203.819	0.0001

**Key:** n= 79, SD= strongly disagree, D=disagree, N=neutral, A=agree, SA=strongly agree,

The scores in Table 4.12 showed the reactions of respondents to the examined implementation of development projects indicators on implementation of county projects. The statement: A flexible service is provided to meet project implementation needs indicated strongly agree and agree were 15% and 29% respectively, while those who were in disagreement and strongly disagree were with 14% and 22%. This result showed that the majority of respondents tended to agree ( $\chi^2 =169$ ,  $P \leq 0.001$ ) with the above statement. Complete and accurate information is provided in good time, the respondent's agreed 50% while those who disagreed represented 36%. This outcome showed that the majority of respondents tended to agree ( $\chi^2 =171.3$ ,  $P \leq 0.001$ ).

On the issue of Complete and accurate information is provided in good time, the respondents agreed at 50% while the others disagreed at 34%. This outcome showed that the majority of respondents tended to agreed ( $\chi^2 =159, P\leq 0.001$ ). The full range of services is delivered to meet projects changing needs was represented at an agreed 68% while the others disagreed at 23%. This shows that the majority of respondents tended to agreed ( $\chi^2 =166, P\leq 0.001$ ). Performance is s affected by the submission of accountability returns was seen to agree at 73% while the disagreed was at 14%. The majority agreed ( $\chi^2 =268, P\leq 0.001$ ). Stakeholders are knowledgeable about most tasks we have to perform was agreed at 61% while the minority disagreed at 14%. The majority of the respondents agreed ( $\chi^2 =185, P\leq 0.001$ ) with that statement. Separation of duties exists between procurement, account payables and disbursements were agreed at 70% while the others disagreed at 20%. This shows that the majority of respondents tended to agreed ( $\chi^2 =203, P\leq 0.001$ ).

The objective on implementation of development projects implied that Performance is s affected by the submission of accountability returns ( $\chi^2 =268, P\leq 0.001$ ) was the most significance while Complete and accurate information is provided in good time ( $\chi^2 =175, P\leq 0.001$ ) showed the least association to the implementation of the county development projects.

#### **4.5 Factor analysis**

Factor analysis for the both the independent variable and dependent variables was done with a view of summarizing statistics contained in variables into a smaller number of factors without losing much information. The exploratory factor analysis (EFA) presents the least number of factors that account for the common variance of a set of variables. The EFA method was used to determine service quality dimensions in universities in Kenya. The EFA was undertaken in five key steps; preliminary analysis, assessment of suitability of data for factor analysis (pretest), factor extraction, factor rotation and factor interpretation.

Preliminary EFA led to the generation of the following statistical outputs: descriptive statistics, correlation matrix, communalities, and Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy.

#### 4.5.1 Result Based Performance

Factor analysis was undertaken on the twelve items on result based performance where the following results were achieved. Factor Loadings of 0.33 was considered absolute values to be interpreted according to Kothari (2005). David *et al* (2010) concur with this statement by stating that any value 0.40 or above is acceptable for factor loading. Twelve factors measuring the independent variable result based performance were subjected to a reliability test where a Cronbach's Alpha value of 0.871 was derived.

**Table 4.13 Thresholds of the Independent variable Result based performance**

<b>Result based performance</b>	<b>Factor loading</b>
Sources of funds have a significant influence in projects M&E success.	0.7213
Amount allocated for the implementation of M&E are limited	0.3222
Budgetary processes are bureaucratic; affecting M&E of projects	0.3147
Budget allocation process for the M&E is restrictive.	0.7678
Goals are achieved	0.3875
Quality of outputs is high	0.7452
Sustainability of results is consistent	0.7354
The indicators enable development of specific local outcomes and impacts	0.3128
Performance Indicators Helps focus on beneficiary needs	1.3478
The indicators helps track impacts change trends	0.6566
They enable progress improvements to be done	0.7214
Utilization of performance indicators improves progress	0.7004

Bartlett's Test of Sphericity showed a significant result (p-value < 0.05), indicating that the variables do relate to one another enough to run a meaningful EFA. Four items were eliminated because of low factor loading (less than 0.4), one item was eliminated due to high cross-loadings considering also that its loadings between multiple factors had a difference

greater than 0.2. Seven factors had a threshold of above 0.4 and were therefore considered for further statistical analysis. The reliability analysis on the seven factors yielded a Cronbach’s Alpha of 0.871.

#### 4.5.2 Learning Capacity

Six factors measuring the independent variable learning capacity were subjected to a reliability test and a Cronbach’s Alpha value of 0.860 obtained. All items were further subjected to factor analysis and the following results obtained (Table 4.14).

**Table 4.14: Learning capacity**

<b>Learning capacity</b>	<b>Factor loading</b>
Experience influences the success of M&E processes	0.7714
This has influenced develop of positive behavioral mindset change to cope with project change	0.7421
Level of education of county staff has an influence on the effectiveness of M&E.	0.7112
Awareness level of M&E exercises staff influences success of M&E processes.	0.7812
The validity of county responses on M&E queries influences success of the process.	0.7235
Lack of follow up consequences on poorly ranked contractors influences success of M&E process.	0.6222

Based on this analysis of Table 4.14, all the six factors which had a threshold of above 0.4 were considered a sufficient level for significant factor loadings and were therefore considered for further statistical analysis. The variable indicator with the highest factor loading was “Awareness level of M&E exercises staff influences success of M&E processes” with factor loading of 0.7812 and the variable indicator with the lowest factor loading was “Lack of follow up consequences on poorly ranked contractors influences success of M&E process” with factor loading of 0.6222. The reliability analysis on the six factors yielded a Cronbach’s Alpha of 0.860.



### 4.5.3 Participatory Tracking

Nine factors measuring the independent variable participatory tracking were subjected to a reliability test and a Cronbach's Alpha value of 0.869 obtained. All items were further subjected to factor analysis and the following results obtained (Table 4.15).

**Table 4.15: Participatory Tracking**

<b>Participatory Tracking</b>	<b>Factor loading</b>
It helps stakeholder learning at all stages of project implementation	0.7442
Remuneration of M&E staff influences significantly M&E Projects.	0.8451
It helps stakeholders to focus only on specific needs and priorities of the beneficiaries	0.7469
Dominance of the Unskilled M&E staff influences the level of efficiency of M&E processes.	0.8214
Training levels of M&E personnel influences effectiveness of M&E.	0.7683
Number of M&E staff influences effective M&E process	0.7978
It enhances tracking of user based adaptation goals	0.8349
It is a strategic means of stakeholder participation	0.7884
it helps in learning how project impacts create change that affects people and their livelihoods and the environment	0.6887

Based on this analysis of Table 4.15, all the nine factors had a threshold of above 0.4 and were considered a sufficient level for significant factor loadings and were therefore considered for further statistical analysis. The variable indicator with the highest factor loading was "Remuneration of M&E staff influences significantly M&E Projects." with factor loading of 0.8451 and the variable indicator with the lowest factor loading was "it helps in learning how project impacts create change that affects people and their livelihoods and the environment" with factor loading of 0.6887. The reliability analysis on the nine factors yielded a Cronbach's Alpha of 0.869.

#### 4.5.4 Beneficiary Accountability

Eleven factors measuring the independent variable beneficiary accountability were subjected to a reliability test and a Cronbach's Alpha value of 0.898 obtained. All items were further subjected to factor analysis and the following results obtained (Table 4.16).

**Table 4.16: Beneficiary Accountability**

<b>Beneficiary Accountability</b>	<b>Factor loading</b>
Beneficiary Accountability has enabled stakeholder to play key role in their own development goals	0.6207
Institutional Capacity is a determinant resource that influences M&E in central.	0.7652
Co-operation between M&E officers and supervisors influence the success of M&E.	0.7023
Proper record keeping of project sites influence the effectiveness of M&E process	0.7572
It enhances stakeholder to obtain regular feedback	0.7285
Availability of Monitoring tools influences the success of M&E processes	0.8225
Limited time frame influences effectiveness of M&E of projects	0.7514
This has necessitated transparency improvement	0.7213
Accountability is also important in improving stakeholder competency	0.7738
It helps with means of complaints handling	0.7249
It also initiates continued improvement of implementation process	0.7084

Based on this thesis' sample size, 0.4 was considered a sufficient level for significant factor loadings while all items were retained as they had significant factor loadings. The variable indicator with the highest factor loading was "Availability of Monitoring tools influences the success of M&E processes" with factor loading of 0.8225 and the variable indicator with the lowest factor loading was "Beneficiary Accountability has enabled stakeholder to play key role in their own development goals" with factor loading of 0.6207.

#### 4.5.5 National Government Funding

Seven factors measuring the independent variable Operational mindset were subjected to a reliability test and a Cronbach's Alpha value of 0.815 obtained. All items were further subjected to factor analysis and the following results obtained (Table 4.17).

**Table 4.17: National Government Funding**

<b>National Government Funding</b>	<b>Factor loading</b>
A flexible service is provided to meet project implementation needs	0.7007
Complete and accurate information is provided in good time	0.7912
Complete and accurate information is provided in good time	0.8023
The full range of services is delivered to meet projects changing needs	0.6552
Performance is s affected by the submission of accountability returns	0.6245
Stakeholders are knowledgeable about most tasks we have to perform	0.7225
Separation of duties exists between procurement, account payables and disbursements	0.6877

Based on this analysis of Table 4.17, all the seven factors had a threshold of above 0.4 and were considered a sufficient level for significant factor loadings and were therefore considered for further statistical analysis. The variable indicator with the highest factor loading was "Complete and accurate information is provided in good time" with factor loading of 0.8023 and the variable indicator with the lowest factor loading was "Performance is s affected by the submission of accountability returns" with factor loading of 0.6245. The reliability analysis on the nine factors yielded a Cronbach's Alpha of 0.869.

#### 4.6 Normality of the Dependent Variable

This study performed two tests: test of normality and multicollinearity tests. The purpose of normality test was to assess whether the sample was obtained from a normally distributed population while multicollinearity tests predicted the correlated predictors in multiple regression analysis. Saunders (2007) posits that when this assumption is violated, the study results are likely to give biased estimates of the parameters.

Normality was evaluated by discerning graphical displays and by use of histograms as well as gaining the skewness and kurtosis values of the measures. Kurtosis provided information about the peakedness of the distribution while skewness was used to provide information on the evenness of the distribution (Tabachnick & Fidell, 2007). The results with a value of zero would indicate a perfectly normal distribution. A research with a large sample of more than 200 respondents would however, not make a substantive difference in analysis. The two of skewness and kurtosis did not specify great departure from normality assumption and this confirmed the appropriateness of the data for analysis using parametric tests.

Skewness statistic for result based performance was -0.293, learning capacity was 0.383, participatory tracking the statistic was -.305 while beneficial accountability was 0.257. Kurtosis statistic for result based performance was -0.306, for learning capacity the statistic was -0.453 participatory tracking statistic was -.304 and beneficial accountability was -0.276. To further investigate the distribution of the scores, histograms were drawn and observed. The scores are reasonably distributed around a normal curve further confirming the suitability of the data for further analysis using parametric tests.

#### **4.6.1 Multicollinearity Test**

Multicollinearity refers to predictors that are correlated with other predictors in multiple regression analysis. Multicollinearity is present when the model has multiple factors that are correlated not just to the response variable, but also to each other. Multicollinearity increases the standard errors of the coefficients. This means that one variable can be linearly predicted from the others (Cohen, 1988). In regression, an increase in multicollinearity leads to an increase in the standard errors. In the presence of high multicollinearity, confidence intervals for coefficients tend to be very wide and t-statistics tend to be very small. It will be harder to reject the null hypothesis when multicollinearity is present since the coefficients will have to be larger in order to be statistically significant.

Pearson product moment correlation was used to measure the strength or degree of the relationship between variables. The closer the coefficient is to +/-1, the closer it is to perfect linear relationship and therefore a higher degree of relationship (Cohen, 1988). High

correlation poses the threat of multicollinearity. According to Field (2009) the rule of thumb is that coefficients above 0.90 should be rejected due to inflated outcomes of individual predictive power. The Collinearity measurements of tolerance and VIF were well within recognized parameters and therefore the assumption of multicollinearity was considered to have been met and thus the variables were used for purposes of multiple regressions.

#### **4.7 Inferential Analysis**

According to Osborne and Waters, 2002 inferential statistics are used to make inferences from data to more general conditions. Thus, they are used to test hypothesis and make estimation using sample data. In this study, inferential analysis was conducted through the use of correlation and regression analysis to determine the relationships between dependent and independent variables.

##### **4.7.1 Correlation Analysis Results for the Study Variables**

The researcher used correlation technique to analyze the degree of relationship between two variables with the Pearson correlation coefficient ( $r$ ), which yields a statistic that ranges from -1 to 1. Pearson correlation analysis was used to explore relationships between the study variables. Correlation analysis was used to reveal the direction and strength of the relationship between the variables. This was crucial to assess whether any relationship exists between the variables before carrying out further analysis.

Mugenda and Mugenda (2003) posit that correlation coefficient tells the magnitude of the relationship between two variables. If the correlation coefficient is positive (+), it means that there is a positive relationship between the two variables. A negative relationship (-) means that as one variable decreases, then the other variable increases and this is termed as an inverse relationship. A zero value of  $r$  indicates that there is no association between the two variables.

The coefficient assumes that there is a linear relationship or correlation between two variables, and that the two variables are causally related; one of the variables is the independent and the other the dependent variable; and a large number of independent causes are operating in both variables so as to produce a normal distribution (Kothari & Garg,

2014; Saunders et al., 2007; Sekaran, 2009). The correlation among variables is illustrated by the correlations matrix in table 4.19 below.

**Table 4.18 Correlation Results of effect of the Monitoring and Evaluation frameworks**

		<b>Result based performance</b>	<b>Learning capacity</b>	<b>Participatory tracking</b>	<b>Beneficiary accountability</b>	<b>Implementation of projects</b>
<b>Result based performance</b>	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	79				
<b>Learning capacity</b>	Pearson Correlation	.173**	1			
	Sig. (2-tailed)	.000				
	N	79	79			
<b>Participatory tracking</b>	Pearson Correlation	.479**	.172**	1		
	Sig. (2-tailed)	.000	.000			
	N	79	79	79		
<b>Beneficiary accountability</b>	Pearson Correlation	.515**	.517*	.471**	1	
	Sig. (2-tailed)	.000	.011	.000		
	N	79	79	79	79	1
<b>Implementation of projects</b>	Pearson Correlation	.718**	.676**	.771**	.544**	.524
	Sig. (2-tailed)	.000	.011	.000	.000	0.001
	N	79	79	79	79	79

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

Source: Research Data, 2017

The correlation summary table indicates a strong and significant association between the independent and dependent variable. From the correlation results, it was found that the result based performance ( $r = 0.718$ ,  $\alpha = 0.01$ ), learning capacity ( $r = 0.676$ ,  $\alpha = 0.01$ ), Participatory tracking ( $r = 0.771$ ,  $\alpha = 0.01$ ), Beneficiary accountability ( $r = 0.544$ ,  $\alpha = 0.01$ ), had a significant positive effect on implementation of development projects

The correlation between the independent and dependent variables indicated presence of moderately strong correlation. The results displayed in Table 4.19 indicate that participatory tracking exhibited the strongest association with implementation of development projects followed by result based performance, learning capacity and Beneficiary accountability.

#### **4.7.2 Multiple Regression Analysis**

Multiple regression analysis was used to determine the extent to which Monitoring and Evaluation affected the county government project implementation focusing on Machakos and Embu and to subsequently evaluate the data and exam the hypothesized relationships between the independent and dependents study variables.

Multiple regression analysis as an inferential statistics was used to analyse the extrapolative capability of the set of independent variables on the one dependent measure. The validation for the application of multiple regressions in this study was grounded on the fact that in the hypothesized relationships, multiple predictors were reflected to have extrapolative ability on a single dependent measure. As the purpose of this study was to predict the associations between multiple independent variables and one dependent variables using a regression equation, unstandardized regression coefficients were adopted.

In statistics the p-value specifies the significance testing level relative of the independent variable to the dependent variable. The critical value, which is statistically set at 0.05 and is also known as the probability value (p) should always be less than 0.05 to further conclude the model is significant and aids in clarifying the relationship between the independent and dependent variable or else the model would be regarded as non-significant.

**Table 4.19 Multiple Linear Regression Analysis Model Summary**

Model	R	R Squared	Adjusted R Square	Std of Error Estimate
1	0.720 <sup>a</sup>	0.518	0.514	0.54947

Source: Research data, 2018

Results displayed in Table 4.20 from regression analysis which was used to produce a best fit line to predict independent variables from the dependent variable determined how the independent variables influenced the dependent variable, to what extent each independent variable affected the dependent variable and which of those factors were more significant. The results obtained show the adjusted r square value of  $r^2 = .514$  which indicate that when all the variables are combined, the multiple linear regression model could explain for approximately 51% of the variation in the dependent variable by the variation in the independent variables on Implementation of County Projects. The results from the Coefficient of Determination in Table 4.4 shows a significant relationship ( $p = 0.000$ ) in all the variables.

**Table 4.20: Coefficient of Determination**

Model	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	T	Sig.	Tolerance	VIF
(Constant)	.435	.167		2.608	.009		
<b>Result based performance</b>	.529	.043	.505	5.334	.000	.0702	1.425
<b>Learning capacity</b>	.680	.041	.693	4.440	.000	.0551	1.815
<b>Participatory tracking</b>	.455	.043	.457	10.694	.000	.0569	1.759
<b>Beneficiary accountability</b>	.432	.322	.421	9.564	0.002	0.433	1.654

a. Dependent Variable: Implementation of County Projects

Information in Table 4.21 indicates the prediction equation is implementation of county projects = .435 + .529 (result based performance) +.680 (learning capacity) + .455 (Participatory tracking) + .432 (beneficiary accountability). The standard error from the research findings revealed (0.167), being an estimate of the standard deviation of the



coefficient, indicating that if a coefficient is large compared to its standard error, and then it is probably different from 0 thus is a random variable with a mean of zero and which captured the variables that could not be quantified.

The independent variable (result based performance, learning capacity, participatory tracking and beneficiary accountability) which was most significant in the implementation of county projects was also determined. This was acquired by the beta value at which point the results recognized learning capacity as the most vital variable of the study followed by result based performance, Participatory tracking and lastly beneficiary accountability in that order. Table 4.21 shows the beta value for these variables .505, .693, 0.457 and .421 which indicate that dependent variables would change by a corresponding number of standard deviation when the respective independent variable changed by one standard deviation. The VIF value for result based performance, learning capacity, participatory tracking and beneficiary accountability as the independent variables were lesser than 10, and the Tolerance was also less than 0.1, thus there were no concerns over multi-collinearity. This led to the conclusion that learning capacity, Participatory tracking, and result based performance and beneficiary accountability were all important factors in the implementation of county projects.

#### **4.7.3 Analysis of Variance (ANOVA)**

The statistical method of testing the null proposition such that the means of several populations are equal is called the analysis of variance (ANOVA) (Burns & Burns, 2008:289). The testing of two independent variables calls for the introduction of ANOVA and is used to test the main and interaction effects of categorical variables on a continuous dependent variable, controlling for the effects of selected other continuous variables which co-vary with the dependent (Cooper & Schindler, 2006:493). ANOVA is a versatile statistic which tests for the significant differences between two or more groups of means and additionally breaks down the variability of a set of data into its component sources of variation. ANOVA is carried out in order to provide a more in-depth analysis of the data. As with correlations, some of the study's propositions are built on the significant differences

between variables and factors. ANOVA is therefore used to prove or disprove the last three hypotheses of the study.

**Table 4.21 Anova model**

Source of Difference	Sum of Squares	df	Mean Square	Fo	Sig
Between Groups	8.111	4	2.7923	10.34	.000
Within Groups	37.306	74	0.270		
Total	45.415	78			

The ANOVA results for regression coefficients on show the significance of the F statistics is 0.000 which is less than 0.05 thus the overall the model applied significantly predicted the outcome variable. This implies that there was a significant relationship between the learning capacity, Participatory tracking, and result based performance and beneficiary accountability and the implementation of county projects.

#### **4.8 Discussion of findings**

The results of the analysis have revealed that monitoring and evaluation had a positive and significant effect on the performance of projects in the two County Governments. As similar to the study findings, the extant literature (Naoum, Fong & Walker, 2004; Ling & Chan, 2002; Thomas, Macken, Chung & Kim, 2002; Naoum 1991) had indicated that monitoring and evaluation is a key tool that stakeholders use to ensure the success of projects. The results are also similar with Faniran, Love and Smith (2000) who describe monitoring and evaluation as the systematic arrangement of project resources in such a way that it leads to achievement of project objectives.

In a similar vein, Jha et al. (2010) states that a well prepared and executed monitoring and evaluation plan will contribute to both project outcomes and international standards of doing things. In collaboration with the views of prior authors, Puthamont & Charoenngam, (2004) elucidate that the end products of monitoring planning are numerous project plans that represent defined strategies to achieve defined project objectives.

#### **4.8.1. Discussions of findings on effect of results based performance and implementation of development projects**

The first Null Hypothesis  $H_{01}$  stated that there is no significant influence of results based performance on the implementation of development projects. The specific dimensions considered by the study were: management support, organizational capacity and baseline data. The correlation analysis on Table (4.19) validates a positive and linear relationship between results based performance and implementation of county projects. Consistent with the study findings, Rasna Warah article in the Daily Nation on UNDP's shortcoming revealed that internal monitoring is likely to be flawed within UN systems in Kenya State Corporations leading to declined project performance (Warah, 2013). However, contrary to the findings, Chaplowe, (2008) echoes that monitoring tools such as the logical framework is of essence in enhancing project performance since it links the project goals and objectives to the inputs, process and outputs required to implement the project. Also, Mathis *et al.*(2001) note that monitoring tools are a project asset since they provide state corporations with 'evidence-based' project results.

#### **4.8.2. Discussion of findings on effect of learning capacity and implementation of development projects.**

The second Null Hypothesis  $H_{02}$  stated that there is no significant influence of learning capacity on implementation of development projects. The specific dimensions considered by the study were: accountability, team learning and shared vision. The correlation analysis on Table (4.19) validates a positive and linear relationship between learning capacity and implementation of development projects. The findings indicate that the respondents agreed that learning capacity has a significant effect on implementation of development projects thus leaders need to employ operational mindset in order to enhance service delivery.

Zimmerman *et al* (1993) also highlighted the need for learning capacity to facilitate empowerment such interventions would entail capacity development, involvement in planning and coordination as well as an active role in matters surveillance. The focus of empowerment Zimmerman *et al* (1993) observed is an understanding and a strengthening process through which individual take charge of their lives. This empowerment should

facilitate the individual's involvement in M E during the lifetime of the project. The nature of interaction involving M&E official and farmers should be cordial and empowering, likewise the relationship between junior and senior officials in the ministry of agriculture should have positive results and all this be carried out cognizant of ethics in M&E.

#### **4.8.3. Discussion of findings on effect of participatory tracking and implementation of development projects.**

The third Null Hypothesis  $H_{03}$  stated that there is no significant influence of participatory tracking on implementation of development projects. The specific dimensions considered by the study were: institutional capacity, time and stakeholder. The correlation analysis on Table (4.19) validates a positive and linear relationship between participatory tracking and implementation of development projects. In line with the study findings, Alotaibi (2011) in his study discovered that the lack of an appropriate construction contractor performance monitoring framework had a negative effect on the project success. Besides Alhyari et al. (2013) found out that balanced scorecard technique was very efficient in monitoring and measuring the performance of e-government in Jordan as well as evaluating their success. Participatory monitoring is also one of the techniques used in monitoring project performance.

The World Bank (2012) defines participatory monitoring as the technique that involves stakeholders such as the project beneficiaries, staff, and government in the design and implementation of the project. Involvement of these stakeholders makes it possible for them to lay out steps to meet the desired results. Furthermore, the Earned Value Analysis (EVA) technique enhances project performance in the sense that it is accurate and flexible (Abdul-Rahman, Wang, & Muhammad, 2011).

#### **4.8.4. Influence of Beneficiary Accountability on Implementation of Development Projects**

The fourth Null Hypothesis  $H_{04}$  stated that there is no significant influence of beneficiary accountability on implementation of development projects. The specific dimensions considered by the study were: feedback and relationships. The correlation analysis on Table

(4.19) confirms a positive and linear relationship between beneficiary accountability on implementation of development projects. Congregate to the results, from the results by World Bank, (2011) it revealed that beneficiary accountability is key in maintaining and retaining responsiveness which contributes to project success. Further support to the study findings is by Sahlin-Andersson and Söderholm (2002) who echoed that the flow of information is vital for the success of such project or organization. In a similar vein, ineffective, poor or lack of communication can lead to a series of problems within project performance (Momballou, 2006).

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents a summary of the findings, conclusions as well as recommendations based on the study objectives. Suggestions for further research are also given. The purpose of the study was to establish the efficacy of Monitoring and Evaluation framework on implementation of development projects using a comparative analysis of Machakos and Embu County in Kenya. The specific objectives were: to determine the influence of result based performance on the implementation of development projects; to establish the influences of learning capacity on the implementation of development projects; to examine the influences of participatory tracking on the implementation of development projects, to determine the influence of beneficiary accountability on the implementation of development projects; and to establish the moderating effect of national government funding and disbursement on the implementation of development projects.

#### **5.2 Summary of the findings**

The study adopted descriptive and correlational research designs using primary data collected through a structured questionnaire. The research instrument was pilot tested for validity through the content-related method and reliability by use of Cronbach's Alpha. The target population of 99 county officers drawn from 2 counties was identified. A sample size of 79 was identified using stratified random sampling. The methodology adopted involved development of a multi regression model to reject or accept the postulated hypotheses. Descriptive statistics such as mean, standard deviation and frequency distribution were used to analyze the data. Regression analysis was also carried out and findings used to display the strength of the relationship between all the four independent variables namely: result based performance; learning capacity; participatory tracking and beneficiary accountability against implementation of development projects.

### **5.2.1: Influence of result based performance on the implementation of development projects**

In line with the first Hypothesis H<sub>01</sub>, the results indicate that the adoption of result-based performance M&E systems has led to a higher a level of accountability by county government officials. In this regard, the agenda of these powerful actors has been chief at determining the implementation of county projects. Therefore, the approach undertaken by these county governments' has obeyed political considerations that, in turn, have had an impact on the usefulness of M&E systems. In effect, performance information is serving to report to the national government and at best the general public, but it fails to contribute for managing to achieve greater outcome. Since accountability has emerged as a priority and is government-driven, outputs and financial soundness are being rewarded contrarily to the achievement of outcome. M&E of outcomes is avoided or even not undertaken, because it does not meet the interests of program and county units, implying that essential opportunities for lesson learning are missed. Herein, the counties are still managing for outputs, especially at the project level, indicating that the implementation of projects has not reached the end and there is still some room for improvement and path towards a focus on results. In this respect, greater focus on results and the use of performance information for learning purposes should be prioritized in order to fully take advantage of the potential of results-oriented M&E to increase effectiveness.

### **5.2.2 Influences of learning capacity on implementation of development projects**

The finding in objective two indicates that learning capacity positively influences the implementation of development projects in the studied counties. The approach of county governments, because of the outlined political and institutional reasoning, has had the effect of reinforcing performance reporting and creating obsession on administrative and operational procedures, rather than a culture of results and of a learning organisation. Paradoxically, focus on results and learning has dominated the discourse and attempts to permeate the culture of county governments. Although county governments may hold characteristics of a learning organisation (e.g. with values such as decentralization and partnership), in reality M&E is failing to deliver credible information on results that is critical to decision and policy making. In this regard, it can be said that neither rational nor

learning organisation' principles are driving county governments' behaviour, thus undermining the ability of M&E systems to further organisational effectiveness.

### **5.2.3: Effects of participatory tracking on implementation of development projects**

The study findings established that there was a strong positive and linear relationship between participatory tracking and implementation of development projects. The study consequently concludes that stakeholder participation is essential in project management as they have significant influence over the project deliverables and finally involvement of technical persons is key in carrying out M&E activities

### **5.2.4: Influence of Beneficiary Accountability on Implementation of Development Projects**

Beneficiary accountability appears as a main preoccupation for the interest of county governments' staff and managers. The drive for accountability explains why staffs are assessing output delivery in county governments and why they lack incentives to monitor outcomes and impact. In addition, it has a significant influence on how M&E is conducted and information upon achievement of results is disclosed.

### **5.2.5 National Government Funding and Disbursement on the Implementation of Development Projects.**

To sum up, a central finding is that the value of M&E in the counties is limited for financial management improvement and effectiveness enhancement. It is prudent that county governments manage the funds disbursed for the particular projects. This study examined the influence of three factors namely availability of funds in monitoring and evaluation, stakeholders' participation, and involvement of technical persons on the M&E processes of county projects.

The study established that budgetary allocation influenced effective monitoring and evaluation of government funded water projects. The adequate funding and management of funds in monitoring and evaluation influence monitoring and evaluation of water projects increased the number of the completed projects, number of people served with projects and



lead to sustainability of established projects. The e projects did not access funding from the government for monitoring and evaluation due conditions are too stringent, require security, corruption in giving out funds and process too technical.

### **5.3 Conclusions**

In view of the research findings, this investigation made several conclusions. The investigation reasoned that the majority of the projects by the County Government of Machakos and Embu had a strategic plan but Machakos County was more pronounced. Moreover, it was observed that the County Government of Machakos had a mission statement, a vision and core values. Moreover, the investigation presumes that Project plan is the apparatus which is significantly utilized while planning for the County Government of Machakos' projects. This study concludes that the adoption of result-based performance M&E systems has led to a higher level of accountability by county government officials which in turn has increased their focus on the implementation of county projects. However, since accountability has emerged as a priority and is government-driven, outputs and financial soundness are being rewarded contrarily to the achievement of outcome. M&E of outcomes is avoided or even not undertaken, because it does not meet the interests of program and county units, implying that essential opportunities for lesson learning are missed. From the research findings, it can be presumed the County Government of Machakos' projects had a monitoring plan and monitoring tools.

Availability of learning capacities in the counties has led to the implementation of development projects. However, the approach of county governments which is motivated by the outlined political and institutional reasoning has only reinforced performance reporting and created obsession on administrative and operational procedures rather than a culture of results and of achieving learning organisations.

Additionally, the managerial skills such as leadership, controlling and organizing skills influenced effective monitoring and evaluation of government funded water projects in the county. The study established that it influenced it increased the number of people served with projects and the respondents stated that it increased the number of the completed

projects. The lack of adequate managerial skills in the county ends up prolonging the implementation of effective monitoring and evaluation of government funded project.

Additionally, the study recommends that counties across the nation should develop effective participatory tracking mechanisms for implementation of decisions reached through citizen participation for enhanced performance; all development and service delivery programmes in counties should be regularly monitored and evaluated for enhanced performance. The study further recommends that clear indicators of progress and performance and the attendant means of verification should be developed and documented during project planning processes with the participation of citizens. In addition, the study recommends that communications from counties should flow through sub-counties for interpretation and dissemination to all citizens using an effective language and methodology capable of being understood by all citizens. A forum must also be put in place for those that have no access to technology to inform them on decisions made by county management using a layman's language, including use of vernacular TV and radio stations. An establishment of online systems for communication between the government and its citizens; and use of suggestion boxes are also recommended in order to facilitate the enhancement of public participation in county development matters.

Based on the conclusions of this study and for beneficiary accountability to play an effective role on enhancing the performance of devolved governance systems in Kenya; the study recommends that citizens in all counties should be enabled to access county information (including project development information) on a timely basis and without any hindrances; citizens should be able to communicate freely on matters relating to the management and use of their county resources for the development of their counties; mechanisms should be developed by the county managers to meaningfully engage the citizens in playing oversight roles in the management of counties as well as voice their concern whenever necessary. The study also recommends that counties should invest in public 'barazas', civic education forums, youth and women empowerment forums, human rights advocacy, workshops, seminars, research forums, use of brochures, posters and fliers where crucial county development matters are discussed. Affirmative action forums, as important avenues for empowering citizens so that they can make meaningful contributions to enhancing performance of their counties, are also recommended. Considerations should also be made

for county leadership to develop and document citizen empowerment guidelines and engage skilled staff in disseminating the same on a regular basis, encourage citizens to form participation groups and then support them in coming up with economic projects and credit sourcing strategies, ensure fair taxation, and provide an enabling environment to conduct business as a way to enhance the performance of devolved governance systems in Kenya.

## **5.4 Recommendations**

### **5.4.1 Influence of result based performance on the implementation of development projects**

Findings on the first objective imply that the counties are still managing for outputs, especially at the project level. This indicates that the implementation of projects has not reached the end and there is still some room for improvement and path towards a focus on results. In this respect, greater focus on results and the use of performance information for learning purposes should be prioritized in order to fully take advantage of the potential of results-oriented M&E to increase effectiveness.

### **5.4.2 Influences of learning capacity on implementation of development projects**

Finally findings further showed that project staff do not exhibit skills and competence in M&E. The effectiveness of monitoring and evaluation can be enhanced when project team learn how to apply technical and systematic methodologies in executing M&E activities. Formal training program also can equip personnel with the knowledge of these methodologies and the skills required to apply these methods effectively. Since neither rational nor learning organisation' principles are driving county governments' behaviour, the ability of M&E systems to further organisational effectiveness is being undermined. This study hence recommends that consistent training and learning workshop for the county staff.

### **5.4.3 Effects of participatory tracking on implementation of development projects**

Findings also showed that project stakeholders are not known and documented stakeholders participation on the other hand influenced the efficacy of monitoring and evaluation towards implementation of the development projects in the counties. The study also recommends counties to engage stakeholders in discussion about program and activities since it

empowers improvement beneficiaries. They are also not involved in monitoring and evaluation activities. It is therefore recommended that stakeholders should participate in monitoring and evaluation activities to an agreed extent by the project managers. The study recommends that there is need to take account of all stakeholders in project monitoring and evaluation in each stage as they play an active role since they are the consumers of the project for the sake of sustainability. Cooperation of stakeholders should also be encouraged.

#### **5.4.4 Influence of Beneficiary Accountability on Implementation of Development Projects**

Constituent participants from the county governments should be actively involved and adequately facilitated in monitoring and evaluation activities starting at the initial planning to expert judgment and decision making from all echelons. This will guarantee tenure of monitoring and evaluation consequences and also certify that projects are having significance to the constituent beneficiaries’ needs.

#### **5.4.5 National Government Funding and Disbursement on the Implementation of Development Projects.**

The Funds which are set aside for county development on matters of carrying out monitoring and evaluation activities should be sufficient well budgeted and expended as scheduled. Owing to inadequate funding and expenditure restrictions by treasury, team charge for monitoring and evaluation is therefore unable to carry out continuous monitoring and evaluation and develop a proper monitoring and evaluation system. The county government officers should apportion appropriate financial resources to improve on monitoring and evaluation of projects instigated by county government through organizational policies and discipline to boost the process through community involvement.

#### **5.5 Suggested areas for further study**

The study investigated influence of result based performance, learning capacity, participatory tracking, beneficiary accountability the moderating effect of national government funding and disbursement on the implementation of development projects. The

concept of devolution being relatively new in Kenya has brought with it immense challenges on utilization of resources at the county level. Other factors such as work environment, employees' competency, use of technology and existing project policies can be investigated to show how implementation of development projects can be enhanced. Other studies on how can the county governments can enhance their revenue collection in order to implement of development projects can be carried out.

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**APPENDICES:**

**APPENDIX I: LETTER OF INTRODUCTION**

**Dear Respondent,**

As part of my course at Kabarak University, I am carrying out research on the topic: on “Efficacy of Monitoring and Evaluation Framework on Implementation of Development Projects. A Comparative Analysis of Machakos and Embu County, Kenya”.

As one of the target respondents, your views and opinion are very important to this study. I hereby request you to spare some time and you fill this questionnaire. The responses obtained will be confidential and strictly be used for academic purpose only.

Please do not hesitate for any questions concerning this research study, please contact me.

Thank you for your co-operation.

Yours sincerely

Onyango Lukes,

Admission No GDB/M/0862/09/14

PhD Student, Institute of Post graduate Studies

+254721855026.

## **APPENDIX II: QUESTIONNAIRE FOR PROJECT MANAGERS**

This questionnaire seeks to investigate the Influence of Monitoring and Evaluation Framework on Implementation of Development Projects in Machakos and Embu County. Kindly answer all questions as honestly and fully as you can.

### **SECTION A: BACKGROUND INFORMATION**

**Demographic:** Please choose the suitable answer and tick (√) the option that is most appropriate to you

**1. Gender**

Male [  ]                      Female [  ]

**2. Age**

20-29 [  ]              30-39 [  ]              40-49 [  ]              50 and above [  ]

**3. Level of Education**

O level [  ]    A level [  ]    Certificate [  ]    Diploma [  ]    Degree [  ]

**4. What is your current level of management in the county?**

Top management [  ]

Middle management [  ]

Technical [  ]

Lower level management [  ]

**5. For how long has the firm been handling projects with the County or National Governments? Please tick (√) the suitable answer here below**

( )    1-2yrs

( )    3-4 yrs

( )    5-6 yrs

6. Kindly indicate here the experience of the team leader in the following categories in terms of years they have been practicing in their respective deployments.

- Top Management .....(years)
- Middle Level Management (e.g. *Operations Team*) .....(years)
- Technical Management (e.g. *Projects Managers, Procurement Team*) .....(years)
- Lower Level Management (e.g. *Site Managers/ foremen*).....(years)
- Others (*please specify*).....(years)

There are four dimensions of Monitoring and Evaluation framework that are explored in this study. They include performance indicators, participatory tracking learning and adaptive capacity and beneficiary accountability. They are presented below:

**SECTION B: RESULTS BASED INDICATORS**

Kindly rate the following factors and statements using a scale of Strongly Agree (SA); Agree (A); None Above (NA); Disagree (D); and Strongly Disagree (SD) regarding utilization of result framework. Please tick according to the code provided below for the variables below:

Strongly Agree 5.....Agree 4.....Not sure 3.....Disagree 2.....Strongly Disagree 1.....

STATEMENT	SA	A	NS	D	SD
Sources of funds have a significant influence in projects M&E success.					
Amount allocated for the implementation of M&E strategy are limited					
Budgetary processes are bureaucratic; affecting M&E of projects					
Budget allocation process for the M&E is restrictive.					
Goals are achieved					
Quality of outputs is high					
Sustainability of results is consistent					
The indicators enable development of specific local outcomes and impacts					
Performance Indicators Helps focus on beneficiary needs					
The indicators helps track impacts change trends					
They enable progress improvements to be done					
Utilization of performance indicators improves progress					

**SECTION C: LEARNING CAPACITY**

Kindly rate the following statements using a scale of Strongly Agree (SA); Agree (A); None Above (NA); Disagree (D); and Strongly Disagree (SD) regarding utilization of Learning and Adaptive Capacity

<b>STATEMENT</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
Experience influences the success of M&E processes.					
This has influenced develop of positive behavioral mindset change to cope with project change					
Level of education of county staff has an influence on the effectiveness of M&E.					
Awareness level of M&E exercises staff influences success of M&E processes.					
The validity of county responses on M&E queries influences success of the process.					
Lack of follow up consequences on poorly ranked contractors influences success of M&E process.					

**SECTION D: PARTICIPATORY TRACKING (PT)**

Kindly rate the following factors and statements using a scale of Strongly Agree (SA); Agree (A); Not Applicable (NA); Disagree (D); and Strongly Disagree (SD) regarding utilization of Participatory Tracking approach.

<b>STATEMENT</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
It helps stakeholder learning at all stages of project implementation					
Remuneration of M&E staff influences significantly M&E Projects.					
It helps stakeholders to focus only on specific needs and priorities of the beneficiaries					
Unskilled M&E staff influences the level of efficiency of M&E processes.					
Training levels of M&E personnel influences effectiveness of M&E.					
Number of M&E staff influences effective M&E process					
It enhances tracking of user based adaptation goals					
It is a strategic means of stakeholder participation					
it helps in learning how project impacts create change that affects people and their livelihoods and the environment					

**SECTION E: BENEFICIARY ACCOUNTABILITY (BA)**

Kindly rate the following factors and statements using a scale of Strongly Agree (SA); Agree (A); Not Sure (NA); Disagree (D); and Strongly Disagree (SD) regarding utilization of BA.

<b>STATEMENT</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
Beneficiary Accountability has enabled stakeholder to play key role in their own development goals					
Institutional Capacity is a determinant resource that influences M&E in central.					
Co-operation between M&E officers and supervisors influence the success of M&E.					
Proper record keeping of project sites influence the effectiveness of M&E process					
It enhances stakeholder to obtain regular feedback					
Availability of Monitoring tools influences the success of M&E processes					
Limited time frame influences effectiveness of M&E of projects					
This has necessitated transparency improvement					
Accountability is also important in improving stakeholder competency					
It helps with means of complaints handling					
It also initiates continued improvement of implementation process					

**SECTION F: PROJECT IMPLEMENTATION**

Kindly rate the following factors and statements using a scale of Strongly Agree (SA); Agree (A); Not Sure (NA); Disagree (D); and Strongly Disagree (SD) regarding utilization of BA.

<b>STATEMENT</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
A flexible service is provided to meet project implementation needs					
Complete and accurate information is provided in good time					
The full range of services is delivered to meet projects changing needs					
Performance is s affected by the submission of accountability returns					
Stakeholders are knowledgeable about most tasks we have to perform					
Separation of duties exists between procurement, account payables and disbursements					

**THANK YOU FOR YOUR COOPERATION.**

**APPENDIX III: RESEARCH QUESTIONNAIRE FOR PROJECT SUPERVISORS**

**Questionnaire 1: For use by Monitoring and Evaluation Officers and Project Supervisors.**

Please respond to each item in this study as guided. This study will be used for academic purposes only.

**SECTION A: Demographic data.**

Instructions: Please tick (✓) in the appropriate answer-brackets to each of the questions in this section.

**1. Gender:**

Male ( ) Female ( )

**2. Age:**

18-30yrs ( ) 31-40yrs ( ) 41-50yrs ( ) 51-60yrs ( ) over 61

**3. Level of education:**

Vocational Training ( ) Diploma ( ) Degree ( ) Masters ( ) Others ( )

**4. Work experience**

Less than 10 years ( ) between 10-20 ( ) between 20-30 ( ) Over 30.

**Section B: Results Based Performance Indicators for Monitoring and Evaluation**

5. Is there a dedicated budget for M & E processes?

Yes ( ) No ( )

6. In your own opinion, do you think that budgetary allocation amount disbursed meet the time deadlines? Yes ( ) No ( )

7. Was the amount provided on the budget sufficient for an effective M&E exercise?

Yes ( ) No ( )

8. (a) Does availability of financial resources influence the effectiveness of M&E processes of? Yes ( ) No ( )

(b) Give reasons for your answer above.

.....  
.....  
.....

.....

**Section C: Learning capacity influence on M&E.**

9. (a) Do you think that Contractors have an influence in their participation during the implementation of M&E process?

Yes ( ) No ( )

(b) Give reasons for your answer above on how they are likely/ unlikely to influence M&E.

.....  
.....  
.....

.....

**Section C: Participatory tracking influence on M&E.**

10. Is there an existing structured M&E action plan that is in existence?

Yes ( ) No ( )

11. (a) Does the existing M&E plan have exhaustive capacity guidelines for effective and efficient M&E processes?

Yes ( ) No ( )

(b) Give reasons for your answer above.

.....  
.....  
.....

12. Do you think that the number of deployed M & E officers deployed meets the capacity required for serving the projects?

Yes ( ) No ( )

13. (a) Do you think that personnel influence the effective implementation of the M&E strategy?

Yes ( ) No ( )

(b) Give a reason for your answer above

.....  
.....  
.....  
.....



**Section C: Beneficial accountability influence on M&E.**

14. Stakeholders are involved in the design stage (via information, consultation, participation approaches). Yes ( ) No ( )

15. What information is shared and how?

.....

16. How and by whom decisions about the direction of the work are made?

.....

.....

## Letter of Introduction from the Kabarak University



### INSTITUTE OF POST GRADUATE STUDIES

Private Bag - 20157  
KABARAK, KENYA  
E-mail: [directorpostgraduate@kabarak.ac.ke](mailto:directorpostgraduate@kabarak.ac.ke)

Tel: 0773265999  
Fax: 254-51-343012  
[www.kabarak.ac.ke](http://www.kabarak.ac.ke)

6th February 2018

Ministry of Higher Education Science and Technology,  
National Council for Science, Technology & Innovation,  
P.O. Box 30623 – 00100,

Dear Sir/Madam,

**RE: RESEARCH BY LUKES ONYANGO– GDB/M/0862/09/15**

The above named is a student at Kabarak University taking PHD Degree in Business Administration (Project Management). He is carrying out research entitled. “**Efficacy of Monitoring and Evaluation Framework on Implementation of Development Projects. A Comparative Analysis of Machakos and Embu County, Kenya.**”

The information obtained in the course of this research will be used for academic purposes only and will be treated with utmost confidentiality.

Please provide the necessary assistance.

Thank you.

Yours faithfully

**Dr. Esther J. Kibor**  
**AG.DIRECTOR - (POST-GRADUATE STUDIES)**



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#### Kabarak University Moral Code

*As members of Kabarak University family, we purpose at all times and in all places, to set apart in one's heart, Jesus as Lord. (1 Peter 3:15)*

## Research Authorization Letter – NACOSTI



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: 020 400 7000,  
0713 788787, 0735404245  
Fax: +254-20-318245, 318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/55512/21558**

Date: **12<sup>th</sup> March, 2018**

Lukes Onyango Oketch  
Kabarak University  
P.O. Private Bag 20157  
**KABARAK.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on “*Efficacy of monitoring and evaluation framework on implementation of development projects. A comparative analysis of Machakos and Embu County, Kenya*” I am pleased to inform you that you have been authorized to undertake research in **Embu & Machakos Counties** for the period ending **12<sup>th</sup> March, 2019**.

You are advised to report to **the County Commissioners and the County Directors of Education, selected Counties** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

*G.P. Kalerwa*

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

Copy to:

The County Commissioners  
Selected Counties.

The County Directors of Education  
Selected Counties.

## Research Clearance Permit - NACOSTI

**THIS IS TO CERTIFY THAT:**  
**MR. LUKES ONYANGO OKETCH**  
of **KABARAK UNIVERSITY , 9023-30100**  
**ELDORET**, has been permitted to conduct  
research in *Embu , Machakos Counties*

Permit No : **NACOSTI/P/18/55512/21558**  
Date Of Issue : **12th March,2018**  
Fee Received : **Ksh 2000**

on the topic: **EFFICACY OF MONITORING  
AND EVALUATION FRAMEWORK ON  
IMPLEMENTATION OF DEVELOPMENT  
PROJECTS. A COMPARATIVE ANALYSIS  
OF MACHAKOS AND EMBU COUNTY,  
KENYA**



for the period ending:  
**12th March,2019**

.....  
**Applicant's  
Signature**

*Prof. Kalatawa*  
.....  
**Director General  
National Commission for Science,  
Technology & Innovation**

### CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



**REPUBLIC OF KENYA**



**National Commission for Science,  
Technology and Innovation**

**RESEARCH CLEARANCE  
PERMIT**

**Serial No.A 17841**

**CONDITIONS: see back page**

**Letter of Research Authorization – Ministry of Education-MACHAKOS**

**MINISTRY OF EDUCATION**  
STATE DEPARTMENT OF EDUCATION

Telegrams: “**SCHOOLING**” Machakos  
Telephone: Machakos (  
Fax: Machakos  
Email –[cdemachakos@yahoo.com](mailto:cdemachakos@yahoo.com)  
**When replying please quote**



OFFICE OF THE  
COUNTY DIRECTOR OF  
EDUCATION  
P.O. BOX 2666-90100,  
**MACHAKOS**

MKS/ED/CDE/U/1/VOL.2/215

21/6/2018

Lukes Onyango Oketch  
Kabarak University  
P.O Private Bag 20157  
KABARAK.

**RE: RESEARCH AUTHORIZATION.**

Reference is made to the letter from National Commission for Science, Technology and Innovation Ref: **NACOSTI/P/18/55512/21558** dated **12<sup>th</sup> March, 2018.**

You are hereby authorized to carry out your research on, “*Efficacy of monitoring and evaluation framework on implementation of development projects, in Machakos County*” for a period ending **12<sup>th</sup> March 2019.**

A handwritten signature in black ink is written over a blue circular official stamp. The stamp contains the text: "COUNTY DIRECTOR OF EDUCATION MACHAKOS" at the top, "21 JUN 2018" in the center, and "MINISTRY OF EDUCATION P.O. Box 2666-90100 MACHAKOS" at the bottom. There are two small stars on either side of the bottom text.

**SIMON NJIRU**  
**FOR: COUNTY DIRECTOR OF EDUCATION**  
**MACHAKOS**

## Letter of Research Authorization – Ministry of Education-EMBU



### THE PRESIDENCY

#### MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telephone: Embu 0202310839  
FAX 30040  
email: [ccembu@gmail.com](mailto:ccembu@gmail.com)  
*When replying please quote ref and date*

COUNTY COMMISSIONER  
EMBU COUNTY  
P.O BOX 3-60100  
EMBU

**REF: EBU.CC/ADM/3/37/VOL. II/ (205)**

**DATE: 26<sup>th</sup> June, 2018**

#### Deputy County Commissioners

#### EMBU COUNTY

#### RE: RESEARCH AUTHORIZATION

Please be informed that **Lukes Onyango Oketch, of Kabarak University Reg. No. GDB/M/0862/09/14 Research Permit No. NACOSTI/P/18/55512/21558** has been authorized to carry out research in your Sub-County for a period ending **12<sup>th</sup> March, 2019**.

His research is based on **“Efficacy of monitoring and evaluation framework on implementation of development projects. A comparative analysis of Machakos and Embu County, Kenya”**.

Kindly accord him the necessary assistance.

**COLLINS M. CHACHA  
FOR: COUNTY COMMISSIONER  
EMBU COUNTY**

Copy to:

**Lukes Onyango Oketch**