

**INFLUENCE OF MONITORING AND EVALUATION PRACTICES AND
PERFORMANCE OF TECHNICAL AND VOCATIONAL TRAINING PROJECTS IN
KENYA: A CASE OF NAIROBI COUNTY**

MUTHAURA KELVIN KARITHI

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

2021.

DECLARATION

This research project report is my original work and has not been presented for any other award in any other university or institution.

Signature.......... Date **15/12/2021**.

Name: **MUTHAURA KELVIN KARITHI**

Reg. No. **L50/36399/2020**

The research project report has been submitted for examination with my approval as the University of Nairobi Supervisor.

Signature:  Date 15/12/2021

Name: **DR. REUBEN WAMBUA KIKWATHA**

Faculty of Business and Management Science

Department of Management Science and Project planning

University of Nairobi.

DEDICATION

This research project report is dedicated to my mother, Jeniffer, who has consistently taught me hard work and persistently working hard for everything I hope to achieve. I am immeasurably thankful for having you in my life.

ACKNOWLEDGEMENT

The success of this research project report is made possible with significant support and input from various people. Therefore, I am greatly honored to have been given an opportunity to undertake this course at the University of Nairobi.

I am deeply obliged for the assistance that I have been offered by my supervisor, Dr. Reuben Wambua Kikwatha, who assisted me immensely in putting my ideas together in an organized way to the extent that I eventually expressed my research interests clearly. Without his unremitting guidance, the structuring of this document would have been futile.

Special thanks Dr. John Rugendo, Dr. Anthony Wainaina and Dr. Charles Wafula for the important encouragement, support and guidance that made this study possible. I wish to thank lecturers, Dr. Mary Mwenda, Dr. Lilian Omutoko, Dr. Johnbosco Kisimbi and Dr. Lydia Wambugu for the important knowledge imparted throughout my course work.

Moreover, I received massive support from the Meru Learning Center staff as well as lecturers who were always supportive and encouraging.

This research proposal would not have been possible in the absence of fundamental intellectual challenge from my classmates. The knowledge transfer amongst us has been quite instrumental in molding me and for that reason, I would like to humbly acknowledge their contribution in this work.

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LIST OF ABBREVIATIONS AND ACRONYMS

CDF	Constituency Development Funds
M& E	Monitoring and Evaluation
NGO	Non-Governmental Organization
NMPF	National Monitoring Policy Framework
SPSS	Statistical Package for Social Sciences
TOC	The theory of constraints
TVET	Technical and Vocational Training

ABSTRACT

Monitoring and evaluation practices are increasingly being utilized by organizations such as NGOs, firms and government institutions in efforts towards increasing efficiency in projects performance. Over the years, implementation of monitoring practices has been a real challenge within government programmes and their performance. The study sought to find out the influence of monitoring and evaluation practices on the performance of Technical and Vocational Training projects in Kenya. The specific objectives for this research study were to determine the influence of monitoring and evaluation planning, choice of tools and methods, facilitation of monitoring and evaluation team and monitoring and evaluation reporting on the performance of Technical and Vocational Training projects in Kenya. The Theory of Change, Dynamic Capabilities Theory and Theory of Constraints which are linked to the various study variables were leveraged in the study. Additionally, descriptive research design method was adopted in the study. The project administrators, project managers, education staff and performance contracting committee at Nairobi-based TVET institutions who total to 56 formed the target population for the study. A census was conducted on the entire set since the population was small. Questionnaires and interview schedules were utilized for the purpose of collecting primary data from the sample. Pilot testing to assess the validity and reliability of questions was conducted on the research instruments. Quantitative and qualitative data was collected, edited and cleaned before undergoing statistical analysis. Analysis of data was done using descriptive statistics (Mean and Standard Deviations) as well as regression model. The study used Statistical Package for Social Sciences (SPSS version 23) for data processing and analysis and the results were presented through tables. A pilot test of 9 constituting 15 % of the sample size was used for pilot testing. In this study, out of 56 targeted respondents, 48 returned the questionnaires. This translates to a return rate of 85.7%. From the study, it was observed that with a composite mean of 3.63 and a standard deviation of 0.983, all the respondents disagreed that monitoring and evaluations plans are well applicable in Technical and Vocational Training projects. Majority 23(47.9 %) of the respondents agreed that there are appropriate measuring tools and methods utilized in projects conducted by TVETs, 29(60.4%) of the respondents disagreed that the measuring tools are used in the right manner to increases the performances of the TVETs, having a mean of 4.28 and 4.31 a standard deviation of 0.873 and 0.069 respectively. On facilitation of monitoring and evaluation team and Performance of technical and vocational training projects, the average weight for all the constructs (3.91) revealed that they disagree with the statements that there is substantial facilitation of employees. On whether monitoring and evaluation reporting is carried out in the programmes more regularly, majority of the respondents, 26(54.2%), strongly disagreed with a mean of 4.20 and standard deviation of 0.403. On the item whether the process of monitoring and evaluation reporting is allocated adequate resources to ensure effectiveness of the process, the respondents 20(41.8%) strongly disagreed that the process of monitoring and evaluation reporting is allocated adequate resources to ensure effectiveness of the process. Moreover, 15(31.2%) strongly disagreed with the statement that there is adequate training offered to the personnel involved in the reporting of monitoring processes while 27(56.2%) of the respondents disagreed concerning the statement that the process of monitoring and evaluation in reporting is allocated enough time. The study recommends that TVETS needs to ensure that adequate facilitation of monitoring and evaluation team is enhanced, monitoring and evaluation planning upheld, ensure adequacy of monitoring and evaluation reporting and as well as ensuring that monitoring and evaluation choice of tools and methods is enhanced.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Globally, monitoring and evaluation (M&E) practices are increasingly taking the center stage in efforts towards enhancing quality in higher education institutions. Monitoring and evaluation is a fundamental planning approach in project management (Kissi, E., Agyekum, K., Baiden, B. K., Tannor, R. A., Asamoah, G. E., & Andam, E. T. 2019). Kariuki (2014) postulates that monitoring speaks to a constant study of the progress of project activities in view of the pre-established implementation schedules and the utilization of project inputs. Guerra-López and Hicks (2015) offers that project monitoring is perceived as an ongoing internal function of an institution's project that relates to daily procedure in the course of project implementation. Islam, Mouratidis & Weippl (2014) presupposes that monitoring is a routine oriented dimension that encompasses input events of a program as well as output-based specifications in addition to delivery and plans on implementation, resources, devotion to projects implementation, procedure adherence and attainment of envisaged objectives. The information obtained through project monitoring is then used to inform day-to-day management of the institutions. Brauckmann and Pashiardis (2010) observed that monitoring process in an institution enhances accountability of resources and allows policy makers to make informed decisions which in turn yield better results as well as empowering the project's beneficiaries. Monitoring seeks to provide institutions' management with progressive development achievement and objectives within the allocated funds. This increases efficiency and effectiveness of projects (World Bank, 2012). As such, monitoring process contributes fundamentally in keeping track of the advancement of projects and also used in informing policy decisions particularly when things are not doing as intended. Shapiro (2011) asserts that monitoring process is a crucial tool which enhances adjustment of project activities if they fail to yield the results needed. It is therefore, an indispensable technique for effective management and also serve as invaluable basis for evaluation

Evaluation involves: understanding the project goals, establishing progress towards goal achievement and its impact on the project. Shah and Nair (2012) found that formative evaluations are done when the project is in progress while summative evaluations are done when project is completed. Notably, evaluation also checks the viability of project strategy, utilization of resources, opportunity cost and project sustainability and how the affects the organizational

performance (Shah and Nair, 2012). Yalagama, Chileshe & Ma (2016) put emphasis on the importance of project monitoring and evaluation in guaranteeing achievement objectives of a project as well as the overall success and enhancement of proficiency in project planning and management. Both practices are aimed at keeping track of the advancement of activities and reviewing the progress. In institutions of higher learning, Monitoring and evaluation is conducted with a view of providing information to the institution's administrators on whether goals of a project are being achieved; to build accountability in the utilization of the project resources; and to provide the stakeholders with informed basis for decisions. Shah and Nair (2012) indicate that M&E allows sustained project development and planning which can also be improved in future when guided by lessons learnt from project experience. A publication by the United States Agency for International Development (USAID), (2016), offers that monitoring and evaluation (M&E) ought to be factored in the strategic plan as well as work schedules. This fundamentally underpins a systematic approach to progress monitoring that guarantees proficiency as well as cost effectiveness.

The success of any project is by and large dependent on proper planning particularly in regards to the success factors of that particular venture (Itolondo, 2012). This is important to the institution as it helps the administrators in making informed decisions regarding the project. Marshall and Rossman (2014) identify key determinants of successful projects that are extensively acknowledged by the research community, they include; project mission, senior management backing, technology to support the project, project schedule, feedback channels of communication and troubleshooting. According to Marshall and Rossman (2014) effective utilization of these determinants in identification and elimination of the factors that paralyze project performance is a sure way of ensuring quality assurance.

Monitoring and evaluation practices are increasingly becoming significant organizational practices by various corporates including for-profit, not-for-profit and government institutions in ensuring effective project implementation and management (O'Mahony & Garavan, 2012). The organizations utilize effective monitoring practices to get an insight into the critical issues which they cannot control with limited resources and competencies required to sustain competitive advantages in dynamic business environments (O'Mahony & Garavan, 2012).

Siddique, Aslam, Khan and Fatima (2011) found out that an education institution which utilizes effective monitoring and evaluation practices enhances its internal and external accountability,

supports continuous improvement and improves the quality of its management systems hence increases its organizational effectiveness and performance. According to Siddique et al (2011), many institutions, particularly those in public sectors have embraced and actualized monitoring systems in their respective organizations as a move aimed at improving sustainability outcomes. Baker (2011) notes that with the growing benefits of the monitoring and evaluation practices in project management, many institutions of higher learning have shifted their focus towards realization of well-established monitoring and evaluation systems in their operations. Performance measurement is a regular practice of monitoring development projects. Kerzner (2017) portends that organizations are universally dealing with continuous demand for changes in project management so as to expand exponentially and remain focused. According to Sirisomboonsuk, Cao, & Burns (2018), projects should continuously accommodate the request of stakeholders to reveal unambiguous results notwithstanding the inherent desire for unwavering accountability in addition to truthfulness in an endeavor to achieve uncompromised outcomes and activities. Globally, monitoring and evaluation has become fundamental practice for tracking development projects in modern development space. In the United States of America, Katharine Mark et al (2011) note that there exists effective monitoring and evaluation systems which over the years, have tremendously improved outcome-based performance in educational sector, manufacturing sector, security sector as well as the health sector in the last two decades. According to Katharine Mark et al (2011) the M&E systems have been strengthened by enhanced government policy formulation and implementation by the administration of Presidents Bill Clinton, George W. Bush and President Barrack Obama; and has resulted in significant achievement of development agenda of the government (Katharine et al., 2011).

Angus and Mohammed (2014) assert that the existence of special officers in China who are responsible for controlling the monitoring activities in government has become a game changer for China's steady infrastructural and institutional development. According to Angus and Mohammed (2014), the monitoring activities have tremendously increased accountability in government projects and programmes.

In South Africa, the cabinet approved the National Monitoring Policy Framework for the government in 2005. This framework provides an integrated system of information with accurate and quality statistical data used across the government departments and agencies. The system is used for monitoring government activities and maintaining relevant government information in a

quality manner. Information obtained from the system helps the government in keeping track of its performance as well as making appropriate adjustment and corrections where necessary (National Monitoring Policy Framework, 2005).

The study conducted by Niyivuga, Otara and Tuyishime (2019) on the M&E practices and motivation of academic staff connection in higher learning institutions in Rwanda, established a frail to moderate correlation between M&E approaches and motivation of staff. This, according to Niyivuga et al (2019) indicates that M&E practices was found to have a material effect on the performance of the higher education institutions in Rwanda.

Asare (2010) asserts that monitoring and evaluation is a globally accepted best management practice used by various players in business, governments and development world. The major challenge with M&E performance according to Asare (2010), is the existence of disconnect between the M&E practice and management decision making hence making it inefficient for project implementation. According to Steff (2008) many challenges affecting monitoring and evaluation techniques used in public institution's developments are due to pre-determined actions and outcomes by the institution's management which renders M&E practice insignificant in informing the policy decisions. In this regard, monitoring activities are executed as a fulfillment of the reporting requirement of the government.

Ochieng et al (2012) carried a research on the usefulness of M&E in Constituency Development Funds (CDF) projects of Ainamoi constituency in Kenya. The study found out that monitoring of the projects was affected by inadequate capacity building of project management team leading to inefficiency of the project. Additionally, Karanja (2014) assessed the extent to which management approaches affect projects sustainability in Kangema District (Kenya). The study identified several staled projects occasioned by underfunding and also utilization of inefficient monitoring practices in project implementation. The study noted that staled projects were largely occasioned by utilization of inefficient project management practices in monitoring and evaluation of the project. According to Kimweli (2013) who investigated the contribution of techniques of monitoring on the achievement of goals of donor-funded food security projects targeting the residents of Kibwezi district, residents were the main beneficiaries of the interventions. His study employed case study design since it involved intensive research as well as in-depth investigation of the study project. The study found that the success of the project to a large extent depended on skills and competence of the M&E officers and project management officers involved in the project.

In performance management, stakeholders' participation involving the administrators, teaching staff as well as other support staff play a central role in attainment of the institutional goals (Shah & Nair, 2012). With the increasing levels of scrutiny in education sector vis-à-vis education quality and standards, Egginton (2010) notes that institutions must reexamine themselves in order to conform to the requirements and enhance sustained academic performance. Brauckmann and Pashiardis (2010) observed that establishment of internal monitoring and evaluation procedures are fundamental techniques for evaluating external accountability and performance of the institution. To enhance continuous quality improvements, an institution should be capable of keenly evaluating its progress along with that of its employees (Brauckmann & Pashiardis, 2010).

In Kenya, Technical and Vocational Training (TVETs) institutions were developed to provide opportunities for the youth, address skill gap in manufacturing industry and to enhance increased and sustained enrolment ratio in line with the vision 2030. This was a ground-breaking move, part of the government efforts towards revamping the entire education system and improving the lives of the Kenyan youth. To actualize this, monitoring and evaluation practices in Technical and Vocational Training institutions projects need to be considered as a matter of priority in order to ensure accountability and efficiency in utilization of resource and to increase the projects performance.

1.2 Statement of the Problem

Monitoring and evaluation practices have become indispensable tools for projects implementation and managements in higher education institutions in Kenya. Through the Education Ministry, The Government of Kenya (GoK), runs a total of 81 public TVET institutions, nine of which are situated in Nairobi. This makes Nairobi the County with the higher number of TVET institutes in Kenya. This number is forecasted to go up gradually in light of the continuing development of 290 new Technical Training Institutes in various constituencies countrywide in an endeavor to achieve Kenya's Vision 2030; provisions of the TVET Act (2010) as well as the overhaul of TVET's image by way of societal sensitization, technology-based competitions and trade fairs (GoK, 2021). The enrolment in TVET courses has been constantly on the rise. From 36,586 in 2009/10 to 79,114 in 2010/11, to 100,862 in 2015/2016 and 235,607 in 2020/2021 and the expectation is that that population is bound to go up to 250,000 by the year 2024/25 (GoK, 2021; MoE, 2019).

At the Ministry, the State Department for Technical and Vocational Training is the department given the responsibility to oversee the management TVETs in the Country. Among those primary mandates bestowed, improving Monitoring and Evaluation (M&E) systems is a fundamental responsibility given. According to (Umlaw & Chitepo 2015), studies focusing on African countries are an affirmation that M&E systems have remained a primary shortcoming and that the embracement of M&E systems is still sluggish, not only for national governments but other sectors as well, education included (United Nations Children Education Fund [UNICEF], 2013). Sang, A. K., Muthaa, G. M., & Mbugua, Z. K. (2012) offered that TVETs in Kenya fail to offer fundamental skills and knowledge to students on account of the presence inferior physical facilities.

Policy documents have cited weak M&E systems in the manner in which projects are managed in learning institutions as one among the key issues that affect efficiency and effectiveness of projects. Going by (Fraser, D. I., & Morkel, C. 2020), efficiency can be ensured in projects by instituting laudable M&E systems which enables project managers to take note of encumbrances in the form of suitability, ability to function, as well as adequacy of critical success factors necessary for needful interventions. UNESCO (2013) presupposes that continued institution of cost effective and high quality projects is bound to heighten participation in the learning process in addition to increased participation in co-curricular activities and thus making learning institutions learner-centered and accommodative. This is achievable if M&E is capable of steering and guiding project management approach at the Ministry and institutional levels.

Nevertheless, prevailing literature argue that M&E practices have been instituted in the United States of America, United Kingdom, as well as Australian governments in an endeavor to achieve accountability and shed off corruption menace. As for TVET institutions, M&E practices can be adopted to ensure that the projects being implemented meets the desired quality and are cost-effective. The elements of accountability as well as efficiency may be easily affected by the failure to entrench M&E practices. Studies carried out by UNESCO equally support the argument that the employment of M&E practices in developing countries is significantly curtailed by issues such as weak planning, poor training and development of employees, and limited utilization of M&E information to support decision- making. These may significantly affect the quality and cost of projects (UNESCO, 2007; 2013). Nevertheless, this supposition has not been clearly established in TVET institutions in Kenya.

Moreover, the existing literature offer that the performance of projects may be connected with a number of M&E practices, including planning, choice of tools and methods, facilitation of monitoring and evaluation team and monitoring and evaluation reporting. However, going by the prevailing literature there exists a gap in relation to academic studies that links M&E practices with the performance of projects in the local context, especially in TVETs. The expectation of this study was to attend to the gap by evaluating and defining the relationship between each component of M&E and the performance of projects in TVET institutions in Kenya. This study, therefore, sought to bridge the gap by undertaking a study on the influence of monitoring and evaluation practices on performance of Technical and Vocational Training projects in Kenya.

1.3 Purpose of the Study

The purpose of the study was to determine the influence of monitoring and evaluation on performance of Technical and Vocational Training projects by focusing on a case of TVETs in Nairobi County.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i. To find out the influence of Monitoring and Evaluation planning on performance of Technical and Vocational Training projects in Kenya
- ii. To assess the influence of Monitoring and Evaluation choice of tools and methods on performance of Technical and Vocational Training projects in Kenya
- iii. To examine the influence of facilitation of monitoring and evaluation team on performance of Technical and Vocational Training projects in Kenya
- iv. To determine the influence of monitoring and evaluation reporting on performance of Technical and Vocational Training projects in Kenya

1.5 Research Hypothesis

The study hypotheses were;

H₀:1. Monitoring and evaluation planning does not have any influence on performance of Technical and Vocational Training projects in Kenya

H₀:2: There is no influence of monitoring and evaluation choice of tools and methods on performance of Technical and Vocational Training projects in Kenya.

H₀: 3: There is no influence of facilitation of monitoring and evaluation team on performance of Technical and Vocational Training projects in Kenya

H₀:4: Monitoring and Evaluation reporting has no influence on performance of Technical and Vocational Training projects in Kenya

1.6 Significance of the study

This study was expected to contribute to the benefit of TVET institutions by way of clarifying various ways of improving monitoring and evaluation to enhance project performance. It would help primary stakeholders in Technical and Vocational Training projects in coming up with effective strategies of adopting meaningful monitoring and evaluation processes.

Through this study, the administrators and academic staff involved in developing Technical and Vocational Training projects within the institutions would also benefit in terms of developing policies regarding sound monitoring and evaluation practice. The government and partners involved would be beneficiaries of this study because they would gain resounding knowledge that would be vital in monitoring and evaluating projects in Technical and Vocational Training. The administrators would be cognizant of how monitoring and evaluation affects the performance of TVET projects.

Furthermore, the findings of this study were expected to contribute to the benefit of the government in the sense that they would be able to review the modalities of funding projects and ensure that they fund those that are being run well by professionals who are keen on monitoring and evaluation practices. Technical and Vocational Training projects that were abandoned due to various reasons would be restarted with proper implementation of monitoring and evaluation practices. Enhanced training and competency would also be actualized by hiring correct professionals in the projects, with the required experience and skills which are line with the unique need of the country.

Fundamentally, the findings of this study would underpin the present literature in relation to monitoring and evaluation and performance of projects in Technical and Vocational Training institutions. Scholars would be able to employ the findings of this study as a point of reference in pursuit of more research with regard to monitoring and evaluation and performance of projects in Technical and Vocational Training institutions Kenya.

1.7 Assumptions of the Study

The study assumed that the targeted respondents would be available. It also presumed that the responses resulting from the respondents would be factual. Additionally, the study assumed that there would be immaterial alteration of the composition of the population that would be targeted and therefore the usefulness of the study sample would not be jeopardized. The study also supposed that the respondents would be frank, timely, cooperative and provide information without bias in view of the requirements of the items outlined in the research instruments. Moreover, this study assumed that permission to collect data from various institutions would be granted by the relevant authorities.

1.8 Limitations of the study

The researcher encountered challenges in regards to inadequate information considering that the respondents were not forthcoming with information for victimization fears. To address this encumbrance, the researcher sought to give assurance to the respondents that the utilization of the findings of the study would only be for academic purposes and that the information derived would be confidentially held through the avoidance of critical details like names, addresses and telephone numbers of the respondents.

Moreover, the process of identifying and sitting with all important stakeholders and discussing real issues in an interview process consumed a lot of time. Additionally, some respondents who were given questionnaires failed to adhere to the agreed submission dates of the questionnaires. To this effect the researcher persuaded the respondents and showed them the importance of the study being conducted and this helped prevent the limitation and made the study a success.

1.9 Delimitation of the study

The study focused on the influence of M&E practices on performance of TVET projects in Kenya. The study targeted 56 respondents composed of administrators, project managers, education staff and performance contracting committee working to enhance the performance of TVET projects in Nairobi County. These were professionals who were thought to have the required information on monitoring and evaluation approaches utilized in higher education institutions.

1.10 Definition of Significant Terms Used in the Study

This study adopted the following operational definitions of terms:

Monitoring and Evaluation Practices: Involves activities initiated with a view of providing information to the TVET institutions on degree to which a project achieves its goals and enhances the accountability in the utilization of the project resources while providing the stakeholders with informed basis for decisions.

Project performance: This refers to a criterion which is used to determine whether or not the TVET projects are successful in respect to the set goals.

TVET projects: These are initiatives in Technical and Vocational Training institutions that are established to achieve a communal goal of development.

M&E Planning: This is a way of characterizing TVET project goals based on objectives, delivery design, strategies, methodologies and timelines in order to achieve the outcome.

Choice of tools and methods: This entails result-based instruments that ensures that the implementation of TVET projects is moving according to plans and that there is an enhancement of efficient resources utilization to achieve project success.

Facilitation of Monitoring and Evaluation Team: This involves developing stable human resource team in TVET projects through the adoption of suitable Monitoring and Evaluation human resource management practices and consequently improving facilitation, trainings and skill matching practices in order to have a competent Monitoring and Evaluation team.

Reporting on performance: This refers to the entrenchment of monitoring reporting in TVET projects through the utilization of practices such as planning, data and surveillance as key apparatus that confirms that the undertaking is accomplished through precise course of action in order to accomplish venture goals and help in decision making process.

1.11 Organization of the Study

This study was divided into five chapters. The first chapter is an introduction to the investigation. It introduces the research background, problem statement, the purpose of the study, research objectives, research questions, significance of the Study, delimitations of the study, limitations of the Study and the definition of significant terms. Moreover, chapter two delves into a review of

the literature on the basis of research objectives. It also highlights theories leveraged and gives prominence to the conceptual framework and lastly, the summary. The third chapter introduces the research method for this research. The research design, target population, sampling procedure, tools and techniques of data collection, pre-testing, data analysis, ethical considerations and the operational definition of variables are the elements discussed in this chapter. Chapter four gives prominence to analysis and findings of the study as presupposed in the research methodology. Chapter five marks the end of this study and it incorporates the discussion, conclusion, and recommendations for action as well as suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter comprises of the theoretical review, the conceptual framework which is a pictorial illustration of the connection between the independent and dependent variables. It also covers the empirical review, critique of existing literature and research gaps identified.

2.2 Performance of Technical and Vocational Training Projects

Project performance remains a critical issue in every undertaking across the globe. It is a criterion through which the determination of the extent to which a project achieves its objectives is made. Organizations are trying to deal with the indispensable need for continuously improving project management practices and remaining competitive (Kerzner, 2017). The pressure to improve project performance stems from various directions such as: donors, local governments, various players in the private sector as well as the fourth estate. Sirisomboonsuk, Cao, & Burns (2018) argue that regardless of the material demand for heightened sincerity and accountability to achieve meaningful results, activities and projects must relentlessly oblige to partners' desire for progressive outcomes. Alzahrani, J. I., & Emsley, M. W. (2013) offers that cost, quality, time and human resource capacity are useful approaches to determining the performance of a project. However, according to Toor and Ogunlana (2010) this approach is weak since it focuses on the outcome only and not the process. There is need for project proficiency and not only the outcome (Toor & Ogunlana, 2010).

Considering that project performance is associated with pitfalls and loss of resources, quality and time there is need for project managers to not only provide adequate resources but also ensure they are utilized effectively and efficiently (Makins, 2011). Additionally, the managers handling the project should be competent enough to enhance efficiency. The project is considered to have been successful based on whether it is delivered on time, inside the budgetary allocation and precisely to the clients' particulars (Pacelli, 2009).

2.3 Monitoring and Evaluation planning

Planning is among the important approaches that steers a project to success. James (2014) argues that if project planning is done effectively then a project is bound to meet the time, cost and quality standards. Planning in Monitoring and Evaluation (M&E) is useful in rectifying deep-seated shortcoming such as differences in the conceptual stage and capture of material technical and

economic considerations. Moreover, planners ought to obtain requisite rudimentary information by way of investigating as well as surveying project monitoring during the lifecycle of the project and addition to an exhaustive activity of evaluation. In cases where all the issues are factored in, advancement projects have a tendency of having project planning closely linked to identification, practicability strongly linked to formulation and project appraisal closely connected to project implementation (Golini&Landoni, 2013).

One of the fundamental features of an good M&E policy is seeking, evaluating and considering the opinions of important stakeholders as well as beneficiaries in the course of planning. Failure to involve stakeholders and beneficiaries and listen to their contributions during planning, the project may be perceived as one that has been forced on them and they may not really see it as a project that can meet their pertinent needs. This creates uncertainties which could hinder project performance which is significantly pegged on stakeholder buy-in. (Felix, 2018).

Assessment of costs, human resource and typical resources needed for Monitoring and Evaluation are key elements of planning for Monitoring and evaluation. M&E experts are expected to, straightforwardly, outline the budget for M&E department during the initial stages of a project to ensure that funds are availed to M&E and consequently utilized to realize key Monitoring and evaluation goals. Felix (2018) therefore argues that M&E planning ought to be put into consideration at the initial phase of a project. This is different from the suppositions of some researchers who claim that M&E considerations should follow the planning stage of a project albeit before intervention phase (Felix, 2018).

Barasa (2014) conducted a study to investigate whether monitoring and evaluation planning was essential in delivering National Constituency Development Funds (NCDF) in Kakamega County in Kenya. The study focused on various techniques used in M&E planning including budgeting. Findings established that M&E practices were rarely considered in many projects. However, those few projects that had considered the practices, better project performances were recorded. On the other hand, Murei, Kidombo and Gakuu, (2017) utilized mixed methodology to interrogate whether M&E planning had an improvement on performance of horticulture projects in Nakuru County, Kenya. It was performance of the projects was significantly informed by the M&E planning activities.

2.4 Monitoring and Evaluation Choice of Tools and Methods

Findings suggest that there would be value in adopting useful monitoring and efficient tools to enable well-organized and comparable practices in addition to more useful data (Lukersmith, S., Hartley, S., Kuipers, P., Madden, R., Llewellyn, G., & Dune, T. (2013). According to Chaplowe (2008) the choice of monitoring and evaluation tools and methods is imperative in delivery of M & E results. Proper selection of tools and methods should be considered at various levels including the planning level, risk management level, execution level as well as the controlling level when designing the M & E framework. Some common tools and methods used by the managers and other policy makers in planning and managing the projects include; project selection and risks management, project management, project initiation and project monitoring and controlling tools and equipment among others.

According to the World Bank (2011) proper choice of monitoring and evaluation tools and methods ensures that the implementation is moving according to plans. Monitoring and evaluation tools are result-based instruments that enhance efficient resources utilization to achieve project success.

Going by a study done by Kumar *et al* (2012) to examine whether the choice of tools during M&E design phase had an impact on project success it was found that the project success vis-à-vis the choice of tools is dependent on the knowledge and competence of the professional team ensuring that the project requirement is properly implemented and monitored. A similar study was carried out by Wang and Gibson (2008) to investigate the relationship between pre-project M&E tools and design on the achievement of project goals. The study showed that the M&E design of projects had a material connection with the achievement of project objectives. The study further revealed that projects with comparatively good pre-project tools and planning were more promising in terms of presenting greater project completion performance.

Nabris (2008) indicates that the choice of tools and methods used in monitoring and evaluation should ensure continuous data collection in order to track project progress against set targets. The use of regular and consistent monitoring and evaluation tools (Nabris, 2008) enhance reliability of results, supports feedback and proves opportunity for improvement.

2.5 Facilitation of Monitoring and Evaluation Team

To maintain a stable human resource team, there is a need to adopt suitable M&E human resource management practices (World Bank, 2011). Facilitation of the M&E team is a

fundamental human resource management practice for effective performance. M&E staff needs requisite skills for designing programs, interpreting M&E results, understanding of the various M&E frameworks and monitoring and evaluations reporting (Tidac & Pivac, 2014).

Murei, Kidombo and Gakuu, (2017) investigated horticulture projects in Nakuru County with a focus on how allocation of funds for M&E influence the performance in horticulture projects in Nakuru County. It was premised on the horticultural projects and had a particular focus on the influence of M&E team development on the achievement of project goals. The findings were to the effect that the M&E team capacity was fundamental for effective performance in horticulture projects.

Mulandi (2013) interrogated the critical factors for successful delivery of M&E systems in Nairobi NGOs. Through quantitative analysis, it was established that the monitoring team had received adequate training which helped in improving the delivery of M&E systems. The study further emphasized the importance of job training as well as the job experience. According to the study by Wanjiru and Kimutai (2013) on the extent to which M&E had been implemented among the NGOs in Nairobi and its impact on project delivery, it was ascertained that lack of competent M&E team among various NGOs in Nairobi hindered effective implementation and sustainability of the projects.

To enhance sustainability of M&E system, it is important to build an adequate capacity in terms of human resource. This can be done through M&E workshop training, administration of formal training as well as through the on-the-job experience. This will create a good avenue to develop pool of talent and expertise's that are crucial for service delivery both public and public sector (Acevedo, Krause & Mackay, 2010). Tidac and Pivac (2014) indicate that production of reliable M & E results largely depends on the skills, experience and competence of the team. Therefore, there is a need to develop and improve facilitation, trainings and skill matching practices in order to have a competent M & E team.

2.6 Monitoring and Evaluation Reporting

According to Faniran, Love and Smith (2000), M&E reporting is a key apparatus that confirms that the undertaking is accomplished. It is a precise course of action in order to accomplish venture goals. Scheirer (2012) asserts that monitoring reporting utilizes practices such as planning, data and surveillance to help in decision making process. Horine (2009) notes that project monitoring involves important dynamic activities of preventing and allaying possible fluctuations.

Leuzzi (2013) investigated the influence of use and reporting of M&E information in effective M&E results and project performance. The study found that when reporting channels were effective, project delivery was improved. The study noted that effective reporting provides policy makers with reliable data to make informed decisions. In another study, Tache (2011) investigated whether M&E reporting was essential in enhancing project performance in Romania. Using a mixed methodology, the study indicated that effective M & E reporting channels increased the reliability of the data collected which was used to improve project delivery through informed decision making.

Project monitoring is an approach to collecting data, putting it on record and revealing that data which concerns the advancements of a project (Mahaney, R. C., & Lederer, A. L. (2010).). According to (Wang, X., & Yang, W. (2019) monitoring and evaluation reporting is a persistent evaluation of an undertaking in view of the established objectives. Velayuthan (2010) found that the practice of monitoring and evaluation reporting in an ethical and professional manner enhances efficiency and sustainability of a project.

2.7 Theoretical Framework

The theoretical framework is a model which supports the understanding and interpretation of a theory employed in a research study hence defines and explains the existence of research problem under study (Gabriel, 2013). Theories provide an explanation of various phenomena, situations and also increase understanding of facts and assumptions of critical issues that affect humans in the society. This study will focus on the Theory of Change, Dynamic Capabilities Theory and Theory of Constraints which are linked to the variables under study.

2.7.1 Theory of change

Stein and Valters (2012) found out that the Theory of Change was developed in the 1990s at the Aspen Institute Roundtable Community Change with an aim of evaluating the community-based initiatives. The theory is essentially used in creating solutions to various social problems in the society. The theory provides the researcher with structure of how the project should work and be tested using M&E activities. This theory provides a clear description of changes which provide a foundation for planning, implementation and evaluation of the projects (Ika, 2009). The theory is utilized by many governments, donors and other corporates in making long-terms decisions and comprehensible frameworks for monitoring and evaluation of projects (James, 2011). The theory basically aligns the expectations, assumptions and assumed relationships which can enhance

planning and coordination (James, 2011). According to Ika (2009) the theory aligns the inputs versus the output of community-based initiatives and then sets about a structure for monitoring and evaluation to ensure achievement of the intended change. It helps to identify where along the implementation path, the project has deviated from its mandate hence a need for correcting and restructuring (Ika, 2009).

This theory was fundamental in understanding the impact of M&E practices on performance of TVET projects by providing the basic steps in identifying and utilizing the M&E tools that are employed in the entire process of projects implementation. Additionally, the theory helped in the provision of a basis for determining the progress, success or failure of certain interventions in monitoring and evaluation process. The information derived from this theory will give stakeholders in the project a basis for improvement to enhance success.

2.7.2 Dynamic Capabilities Theory

This theory was advocated by Teece et al (1997) and it highlights the ability and importance of a firm to reorganize its resources and competencies in order to keep up with the growing environmental changes in its operation.

According to Barreto (2010) dynamic capability refers to the firm's ability to solve its emerging issues, sense challenges, opportunities and threats and respond appropriately. This can be achieved through continuous M & E activities. A firm cannot effectively respond to emerging issues without consistent collection of information through its M & E system (Barreto, 2010). The theory appreciates the fact that firms operate under dynamic environment which keeps shifting and thus in order to remain competitive it should rearrange its resources and internal competencies in response (Wang & Ahmed, 2007).

The theory was crucial in cementing government's efforts towards resource allocation and personnel facilitation to the Technical and Vocational Training projects and its sustainability throughout the projects period. The theory will provide strategies for their success. The information derived from this theory will provide the administrators and project coordinators with strategic plan and capabilities to attend to dynamic demands of the project.

2.7.3 Theory of Constraints

Propounded by Eliyahu M. Goldratt (1984), the theory seeks to help management improve project delivery through system thinking and constraint management (Kohli & Gupta, 2010). Cropanzano and Mitchell (2005) note that this theory acknowledges the difficulties that exist in project

management as a result of increasing uncertainties due to budget, content and time constraints. This theory suggests that some of the best constraint management practices to be adopted include monitoring and evaluation, which ensures data collection, analysis, evaluations and target adjustments. Delays can be identified early enough and reduced accordingly (Ondari & Gekara, 2013).

The theory of constraint was used in understanding M&E practices on performance of TVET projects by providing information on effective time management in meeting the project success within the expected timelines. The theory also will provide basic understanding of strategies to be employed by policy makers for project's success. The information derived from this theory will provide administrators with an insight into resources allocation in the most cost-effective manner to meet the project success.

2.8 Conceptual Framework

A conceptual framework is a fundamental construction that takes into consideration the basic elements of an idea. In this study, it depicts the relationship between the study variables, that is monitoring and evaluation practices as well as performance of project.

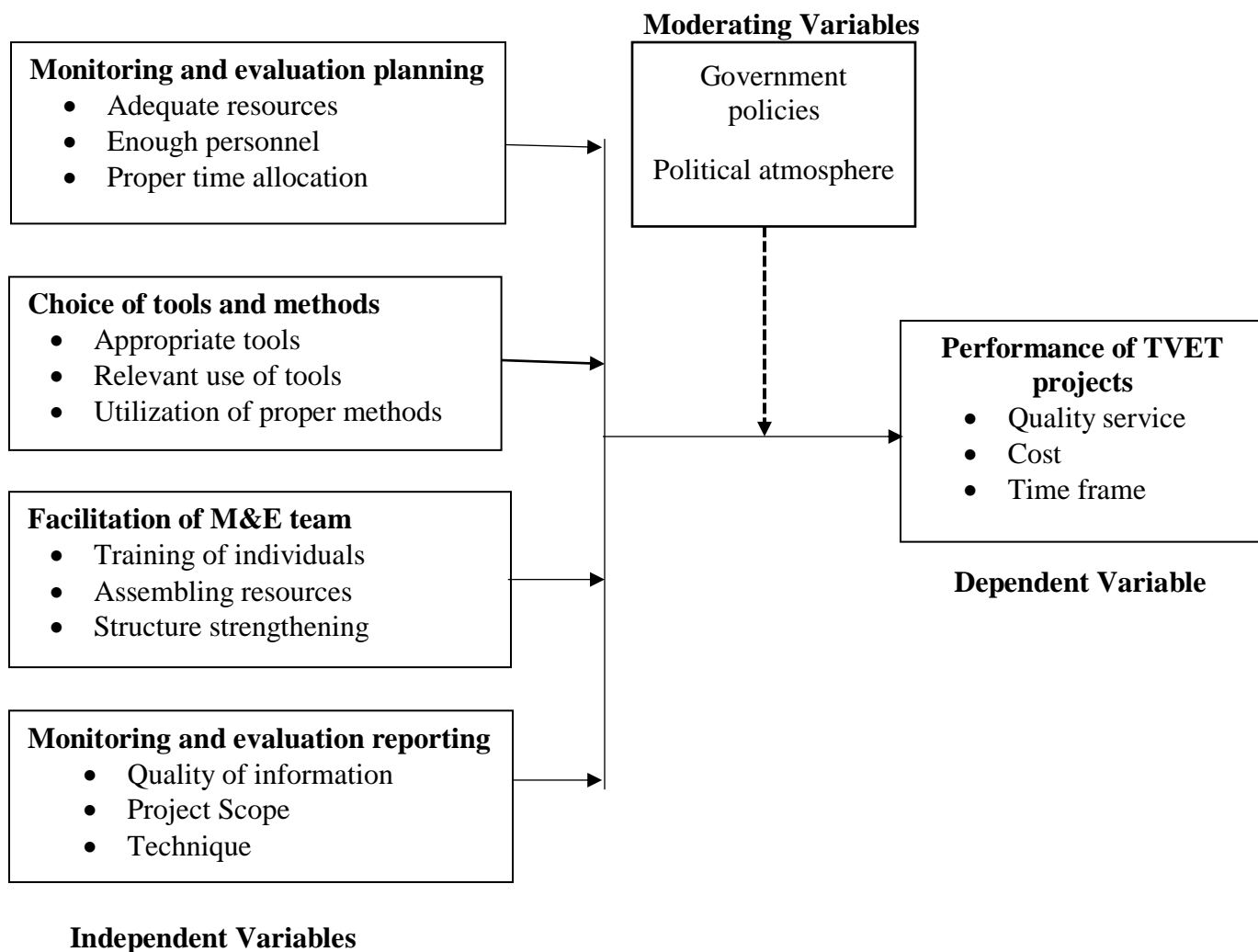


Figure 2.1 Conceptual Framework

2.9 Summary of Research Gaps

Conceptual research gap is presented by the reviewed literature. The studies have focused on various monitoring and evaluation practices in isolation. This study sought to fill this gap by investigating the influence of monitoring and evaluation practices on performance of Technical and Vocational Training projects in Kenya.

Table 2. 1: Knowledge Gap Matrix

Objective	Variable	Author	Findings	Knowledge Gap	Focus of Current study
To find out the influence of Monitoring and Evaluation planning on performance of Technical and Vocational Training projects in Kenya	Monitoring and evaluation planning	Barasa (2014)	The study showed that M&E practices were rarely considered in many projects. However, those few projects that had considered the practices, better project performances were recorded.	This study was conducted to investigate whether monitoring and evaluation planning was essential in delivering National Constituency Development Funds (NCDF) in Kakamega County in Kenya.	In the current study the focus will be on finding out the influence of Monitoring and Evaluation planning on performance of Technical and Vocational Training projects in Kenya. Prominence will be given to adequacy of resources, enough personnel and proper time allocation
To assess the influence of Monitoring and Evaluation choice of tools and methods on performance of Technical and Vocational Training projects in Kenya	Choice of tools and methods	Kumar <i>et al</i> (2012)	The study found that the project success vis-à-vis the choice of tools is dependent on the knowledge and competence of the professional team ensuring that the project requirement is properly implemented and monitored.	This study was conducted in India and focused on selection of tools and techniques without considering other monitoring and evaluation practices.	This study seeks to assess the influence of Monitoring and Evaluation choice of tools and methods based on appropriateness of tools relevant use of tools and utilization of proper methods
To examine the influence of facilitation of monitoring and evaluation team on performance of Technical and Vocational Training projects in Kenya	Facilitation of M&E team	Murei, Kidombo and Gakuu, (2017)	The study found out that the M&E team capacity was fundamental for effective performance in horticulture projects in Nakuru County	This study investigated horticulture projects in Nakuru County with a focus on how allocation of funds for M&E influence the performance in horticulture projects in Nakuru County. The study was premised on the horticultural projects and had a particular focus on the influence of M&E team development on project performance.	This study will examine the influence of facilitation of monitoring and evaluation team on performance projects and will pay attention to effects of training of M&E team, assembling resources and structure strengthening.
To determine the influence of monitoring and evaluation reporting on performance of Technical and Vocational Training projects in Kenya	Monitoring and evaluation reporting	Leuzzi (2013)	The study indicated that effective M & E reporting channels increased the reliability of the data collected which was used to improve project delivery through informed decision making.	The study was undertaken to investigate whether M&E reporting was essential in enhancing project performance in Romania. While the study is useful, the contextual focus is not Kenyan	This study will seek to determine the influence of monitoring and evaluation reporting on performance of Technical and Vocational Training projects in Kenya

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives prominence to the steps, plans and techniques employed to collect and analyze data. The chapter comprises of the study research design, target population, sampling frame, sample and sampling techniques, data collection instruments and procedure, pilot testing as well as the data analysis and presentation.

3.2 Research Design

Descriptive research entails the process of obtaining information concerning the current phenomena to describe the study variables (Mugenda & Mugenda, 2008). The research design is aimed at describing the actual state of affair at the time study will be conducted. Kothari (2014) asserts that research design is an illustration of the plan that the study utilizes in an endeavor to find answers to the study problem. Descriptive survey research design was adopted by this study to obtain pertinent and precise information regarding monitoring and evaluation practices in TVET in Nairobi County. Coopers and Schindler (2008) asserts that descriptive survey design seeks to obtain information from a sample and present finding that bear the characteristics of the entire population. The study also leveraged inferential statistics in an endeavor to enhance the determination of the connection between the independent and dependent variables. The research design, therefore, used a mixed model approach that gave room for the utilization of both qualitative and quantitative data in demonstrating the influence of monitoring and evaluation on performance of TVET projects in Kenya

3.3 Target Population

Kombo & Tromp (2009) refers to a population as a larger group from which the sample is taken. According to Mugenda and Mugenda (2008) the population is a complete set of individual cases with some common observable attributes. This study was conducted in Nairobi County. According to the Technical and Vocational Education and Training Authority (TVETA), there are nine public TVET institutions that are registered, licensed and situated in Nairobi County. For the purpose of the study, monitoring and evaluation team active in the ongoing projects in TVETs in Nairobi formed the target population for this research proposal. The unit of analysis was the administrators, project managers education staff and performance contracting committee at Nairobi-based TVETs who are 56 in number as summarized in Table 3.1 below.

Table 3. 1: Target Population

Strata	Population	Percentage
Administrators	12	21
Project Managers	14	25
Education staff	21	38
Performance contracting committee	9	16
Total	56	100

Source: TVET in Nairobi County

3.4 Sample size and sampling procedure

3.4.1 Sampling Frame

According to Mugenda and Mugenda (2008) a sampling frame is a directory from which a sample is collected. The sampling frame comprised of the administrators, project managers, education staff and performance contracting members who work in Nairobi-based TVETs.

3.4.2 Sampling Procedures

The study conducted a census on the entire target population. A census ensures in-depth interrogation of the subject matter and also reduces bias. A total of 56 respondents were targeted. This is in conformation with Smith (2015) assertion that a census is suitable when the population is less than 200. Therefore, the study was justified to conduct a census.

3.5 Data Collection Instruments

Data collection instruments are tools used to collect data from the selected sample size (Kothari, 2011). The study adopted a pragmatic approach by allowing the utilization of different tools to collect data. The primary data was used in this study. Semi-structured questionnaires were used to collect data on monitoring and evaluation planning, choice of tools and methods, facilitation of M&E team and M&E reporting. Marshall and Rossman (2010) assert that, the questionnaires are the best data collection tools for the study since the researcher can collect data from a large sample in the shortest time possible. An interview schedule was also adopted to acquire comprehensive information from crucial informants within the institutions. These informants were composed of administrators, project managers, education staff and performance contracting committee members.

3.5.1 Pilot Testing

According to Cooper *et al.*, (2006) pilot testing involves a prior data collection before the actual data collection process takes place. This activity acts as guide for examining the research questions and to determine whether it produces the expected results. A pretest is meant to enhance the understanding

of the question and yield relevant results. The size of pilot sample ranges from 1-10% of the sampled population (Mugenda and Mugenda, 2003). A pilot study was carried out over 9 members from the sample population drawn from TVETs in Nairobi County. Using the pilot findings, Cronbach's alpha was computed to determine the reliability of the instruments.

3.5.2 Validity of Research instruments

Validity is defined as the degree to which a research instrument is capable of measuring study attributes for a particular group (Mugenda & Mugenda, 2003). Creswell (2014) offers that validity speaks to the ability of research instruments to suitably measure the phenomena they are meant to measure. The concept of validity in research fundamentally capacitates the research instruments and consequently supports findings that give prominence to the essential intentions of the research. The study applied pre-testing to assess the validity of the research instruments in addition to validating the content and thus ensuring proper attuning of the instruments before the eventual data collection. Questionnaire validity was guaranteed through constant consultation with the University's supervisors. Their suggestions were incorporated into the work accordingly and therefore appropriateness was guaranteed.

3.5.3 Reliability of Research instruments

Reliability is defined as a measure of consistency that results if same result is obtained from a repeated trial tests (Polit & Hunger, 1985). The adopted internal consistency measure of reliability which uses Cronbach Alpha. A threshold value of 0.7 as suggested by Cherry (2013) will be used as the cut-off in this study. The indicators that yield a value less than 0.7 will not be considered reliable and hence will be revised accordingly.

3.6 Data Collection Procedure

According to Burns and Grove (2003) data collection is a systematic way of gathering information using instruments such as questionnaires or interview guides. Research assistants were used to assist in distributing the questionnaires using drop-off and pick method. The research assistant helped in making follow up and collection of the filled in questionnaires. The questionnaires were designed using simple language to enable the respondent give their responses to the survey questions with ease. Considering the COVID-19 containment measures, the researcher adhered to the government and health ministry protocols such as wearing of masks, social distancing and sanitizing when collecting data.

3.7 Data Analysis Technique

Hyndman (2008) defined data processing as a way of extracting data from the questionnaire and manipulating it to produce statistics. Data collected was both qualitative and quantitative. It was edited and cleaned before undergoing statistical analysis. Content analysis was utilized in analyzing qualitative data and the inferences were outlined in a narrative form. The quantitative data in this study was analyzed through descriptive statistics that included frequencies, percentages, mean score and standard deviation which were computed for all quantitative data and the information demonstrated in a tabular format. The study also utilized inferential data analysis through multiple regression analysis and correlation analysis. Simple regression model was employed for each of the hypotheses and then finally a multiple regression was utilized to establish the connection between the independent and dependent variables. The software, Statistical Package for Social Science (SPSS version 23) was used for purposes of analysis and because the study had four independent variables the multiple regression equation that was used adopted the model below;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

Where:

Y = Project Performance

β_1, β_2 and β_3, β_4 = Beta coefficients

β_0 = Constant Term

X_1 = Monitoring and evaluation planning

X_2 = Choice of tools and methods

X_3 = Facilitation of monitoring and evaluation team

X_4 = Monitoring and Evaluation Reporting

ϵ = Error term

3.9 Ethical Considerations

Ethics involves making judgment about right and wrong behavior (Mugenda & Mugenda, 2003). In consideration of legal and ethical requirements, permission was sought from relevant parties before data collection. The researcher was granted permission from the University of Nairobi and an introductory letter was used to collect data from the respondents.

The researcher observed honesty and gave correct information about the actual purpose of the study. The respondents were guaranteed that the information they provided would be cautiously and purposefully employed for academic purposes only and that due confidence would be accorded to the responses. The researcher also observed COVID-19 containment measures through the use of disinfectants as per the provisions of the government directives when collecting data. Moreover, consent was sought from all the respondents that took part in the research and approved to be associated with the research study.

3.8 Operationalization of Variables

Table 3. 2. Operational definition of variables

Objective	variables	Indicators	Scale	Measurement Tool
1). To find out the influence of Monitoring and Evaluation planning on performance of Technical and Vocational Training projects in Kenya	Monitoring and evaluation planning	<ul style="list-style-type: none"> ▪ Adequate resources ▪ Enough personnel ▪ Proper time allocation 	Ordinary / Normal	Descriptive/Inferential
2). To assess the influence of Monitoring and Evaluation choice of tools and methods on performance of Technical and Vocational Training projects in Kenya	Choice of tools and methods	<ul style="list-style-type: none"> ▪ Appropriate tools ▪ Relevant use of tools ▪ Utilization of proper methods 	Ordinary /Nominal	Descriptive/Inferential
3). To examine the influence of facilitation of monitoring and evaluation team on performance of Technical and Vocational Training projects in Kenya	Facilitation of M&E team	<ul style="list-style-type: none"> ▪ Training individuals ▪ Assembling resources ▪ Structure strengthening 	Ordinary /Nominal	Descriptive/Inferential
4). To determine the influence of monitoring and evaluation reporting on performance of Technical and Vocational Training projects in Kenya	Monitoring and evaluation reporting	<ul style="list-style-type: none"> ▪ Quality information ▪ Project Scope ▪ Technique 	Ordinary /Nominal	Descriptive/Inferential

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the data analysis, findings of the study, interpretation and discussion of the findings. Also presented in this chapter is questionnaire return rate, the data analysis on the study variables: Influence of Monitoring and Evaluation planning, influence of Monitoring and Evaluation choice of tools and methods, influence of facilitation of monitoring and evaluation team and influence of monitoring and evaluation reporting on the performance of monitoring and evaluation systems in TVET institutions is presented. Quantitative data analysis through regression analysis is presented.

4.2 Questionnaire Return Rate

Questionnaire return rate refers an amalgamation of all the participants who completed a questionnaire divided by the total number of participants targeted to fill a questionnaire or who have been targeted. The strength of a study depends on the percentage of return rate because the reliability of the results can be compromised in the event that inadequate is not reached. In this study, out of 56 targeted respondents, 48 returned the questionnaires. This therefore translates to a return rate of 85.7%. This level of return rate was deemed adequate to make analysis, conclusion and recommendations of this study.

4.3. Demographic Information and Respondents Profiles

The demographic information contained in this study includes gender, highest level of education attained, age bracket, number of years which the respondents have worked with TVETs and the position which one holds in the institution. Their responses were recorded as shown.

4.3.1. Distribution of Respondents by Gender

Distribution of respondents according to their gender was presented and discussed. This was done to establish the distribution of gender involved in this study and for generalization purposes. Respondents were asked to indicate their gender and the responses recorded in Table 4.1.

Table 4. 1. Distribution of Respondents by Gender

Gender	Frequency	Percentage
Male	29	60.4
Female	19	39.6
Total	48	100.0

Table 4.1 shows that majority of the respondents 29(60.4%) were male while 19(39.6%) were female. This is an indication that most of the respondents working in the TVETs are male.

4.3.2. Distribution of Respondents by Age

Distribution of respondents by age was sought through administering questions on this aspect. This was done to find out how the respondents were distributed in view of their age. Respondents were asked to indicate their age based on the age brackets provided. Data on the age of the respondents is as shown in Table 4.2.

Table 4. 2. Distribution of Respondents by Age

Age bracket	Frequency	Percentage
Below 30 years	1	2.1
30-39 years	7	14.6
40-49 years	21	43.7
50 years and above	19	39.6
Total	48	100.0

Table 4.2 depicts that majority of the respondents 21(43.7%) were between 40-49years, 19(39.6%) were 50 years and above, 7(14.6%) were between 30-39 years while only a small number of 1(2.1%) were of age 30 years and below. This finding is an implication that the youth aged below 30 years did not participate actively in TVETs and cumulatively 83.3% of the population was above 40 and 50 years of age.

4.3.3. Distribution of Respondents by Duration in TVET Institutions

Another aspect of response as on the duration in TVET institutions. This was very important in this study as the more experience respondents were likely to have better and credible information based on their experience thus making the results stronger. The findings are presented in Table 4.3.

Table 4. 3. Distribution of Respondents by Duration in TVET Institutions

Duration in the group	Frequency	Percentage
Less than 1 year	11	22.9

1-2 years	3	6.3
2 years and above	34	70.8
	48	100

From Table 4.3 majority 34(70.8%) of the respondents were in TVET for a duration of 2 years and above, 11(22.9%) were in the TVETs for a period which is less than 1 year while only 3(6.3%) indicated between 1- 2 years. This finding is an implication that majority of the respondents had stayed in the TVETs for a long duration.

4.3.4 Distribution of respondents by the highest level of education

The study sought to find out the highest academic level attained by the respondents who are working in the TVETs. The researcher gave respondents a questionnaire with four levels of education for them to tick the one which is more appropriate to them. Their responses were recorded in table 4.4 as shown.

Table 4. 4. Distribution of respondents by the highest level of education attained

Level of education	Frequency	Percentage
Diploma	12	25.0
Undergraduate degree	26	54.2
Masters	8	16.6
PhD	2	4.2
Total	48	100.0

Results in table 4.4 indicates that majority of the respondents 26(54.2%) had attained degree, 12(25%) had diploma level, 8(16.6%) of the respondents had attained a masters level while only 2(4.2%) of the respondents had attained a PhD level.

4.3.5 Distribution of the respondents by the position held in the TVETs

Under this section, the study sought to establish the position held by the respondents in the TVETs. Their responses were presented in table 4.5

Table 4. 5. Distribution of respondents by the position held in the TVETs

Level of education	Frequency	Percentage
Administrator	11	22.9
Project manager	9	18.8
Education staff	23	47.9
Performance Contracting Committee Member	5	10.4
Total	48	100.0

Results in table 4.5 indicate that majority of the respondents 23(47.9%) were education staff, 11(22.9%) were administrators, 9(18.8%) were project managers while 5(10.4%) were members of the performance contracting committee members.

4.4 Analysis of Likert –Type Data

Questionnaires were developed with the capability to capture respondent’s opinion on specific aspects of this study. The Self-administered questionnaires for this study had eight sections each with five objectively constructed items in a Likert scale. The five Likert scale was adopted from Carifio and Racco (2007), as follows; Strongly Agree (SA) $4.2 < SA < 5.0$; Agree (A) $3.4 < SA < 4.2$; Neutral (N) $2.6 < N < 3.4$; Disagree (D) $1.8 < D < 2.6$ and Strongly Disagree (SD) $1.0 < SD < 1.8$. Weighting principle was ensured in data analysis of Likert-type of data in this study and a scale which gives an equidistant of 0.8 was followed.

4.5. Performance of Technical and Vocational Training project

Performance of TVET projects was considered as the dependent variable for this study. The following indicators were considered as suitable in measuring the dependent variable: implementation of the projects, transparency, projects meeting the intended goals, required scope, proper utilization of resources and giving progress reports. To measure the performance of technical and vocational Training project, a self-administered questionnaire with six items based on the above indicators were subjected to the sampled respondents who were then asked to specify the extent of Performance of technical and vocational Training project. They were given six items rated on a five-point Likert scale ranging from Strongly agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly disagree (SD) which they were to choose. The following scoring was also used: (SD: $1 < SD < 1.8$), (D: $1.8 < D < 2.6$), (N: $2.6 < N < 3.4$), (A: $3.4 < A < 4.2$) and (SA: $4.2 < SA < 5.0$). The mentioned scales give an equidistance of 0.8. Results are presented in Table 4.6

Table 4. 6. Performance of Technical and Vocational Training project

Parameter	S.A	A	N	D	S.D	M	S.D
	F	F	F	F	F		
	%	%	%	%	%		
Performance of TVETs Projects							
6a	Projects are implemented and completed within expected timeframe and budget.	2 (4.2)	28 (58.3)	7 (14.6)	3 (6.3)	8 (16.6)	3.82 0.852
6b	Monitoring facilitates transparency and accountability of the of project resources	2 (4.2)	30 (62.5)	4 (8.3)	5 (10.4)	7 (14.6)	4.08 0.968
6c	Projects meet their intended goals and objectives	11 (22.9)	20 (41.6)	6 (12.5)	2 (4.2)	9 (18.8)	4.45 0.801
6d	Concluded projects normally meet the required scope and quality projects standard	18 (37.5)	11 (22.9)	1 (2.1)	8 (16.7)	10 (20.8)	4.14 1.307
6e	There is proper utilization of project resources on its performance	0	2 (4.2)	0	36 (75.0)	10 (20.8)	3.12 1.374
6f	The government gives regular project progress reports on its performance	10 (20.8)	27 (56.3)	0	9 (18.7)	2 (4.2)	2.291 3.97
Total Scores						4.04	0.626
N = 48							
Composite Mean = 4.04							
Standard Deviation = 0.626							

As table 4.6 depicts, majority of the respondents 28(58.3%) agreed that Projects are implemented and completed within expected timeframe and budget, 30(62.5%) that Monitoring facilitates transparency and accountability of the project resources, 20(41.6) that Projects meet their intended goals and

objectives, 18(37.5%) that Concluded projects normally meet the required scope and quality projects standard; and 27(56.3%) that the government gives regular project progress reports on its performance with a weight of 3.82, 4.08, 4.45, 4.14 and 2.291 respectively on a five point Likert scale. However, 36(75.0%) of the respondents disagreed that there is proper utilization of project resources on its performance with a mean of 3.12.

4.6. Monitoring and evaluation practices and performance of technical and vocational training projects

This aimed at determining the influence of monitoring and evaluation practices on the performance of 0074 technical and vocational training projects. The variables explaining monitoring and evaluation were M&E planning, M&E choice of tools and methods, facilitation of M&E team and M& E reporting.

4.6.1 Monitoring and Evaluation Planning and performance of technical and vocational training projects

To measure the influence of monitoring and evaluation and performance of technical and vocational training projects, the following indicators were examined; M&E plans were well applicable, training of employees in M&E, stakeholder analysis. A questionnaire containing six items were given to respondents and asked to indicate the extent to which they agree with the statements. They were given six items rated on a five-point Likert scale ranging from Strongly agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly disagree (SD) which they were to choose. The following scoring was also used: (SD: $1 < SD < 1.8$), (D: $1.8 < D < 2.6$), (N: $2.6 < N < 3.4$), (A: $3.4 < A < 4.2$) and (SA: $4.2 < SA < 5.0$). The mentioned scales give an equidistance of 0.8. Results are presented in Table 4.7

Table 4. 7. Monitoring and Evaluation Planning and performance of technical and vocational training projects

Parameter	S.A	A	N	D	S.D	M	S.D
	F	F	F	F	F		
	%	%	%	%	%		
Monitoring and Evaluation Planning and performance of technical and vocational training projects							
7a	Monitoring and evaluations plans are well applicable in Technical and Vocational Training project	6 (12.5)	4 (8.3)	14 (29.2)	22 (45.8)	2 (4.2)	3.62 0.834
7b	Employees are well trained on effective monitoring and Evaluation planning practices in Technical and Vocational Training project	10 (20.8)	1 (2.1)	10 (20.8)	26 (54.2)	1 (2.1)	3.97 0.703
7c	The Kenyan government conducts stakeholder’s analysis surveys on its resources before it plans	17 (35.3)	1 (2.1)	3 (6.3)	24 (50.0)	3 (6.3)	4.23 0.759
7d	The staff’s roles match their experience and qualifications in the programmes	7 (14.5)	18 (37.5)	6 (12.5)	15 (31.3)	2 (4.2)	3.33 1.143
Total Scores						3.63	0.983

N = 48

Composite Mean = 3.63

Standard Deviation = 0.983

The study also observed that with a composite mean of 3.63 and a standard deviation of 0.983, all the respondents disagreed that monitoring and evaluations plans are well applicable in Technical and Vocational Training project, employees are well trained on effective monitoring and Evaluation planning practices in Technical and Vocational Training project, The Kenyan government conducts

stakeholder’s analysis surveys on its resources before it plans and The staff’s roles match their experience and qualifications in the programmes as shown in table 4.7.

4.6.2 M&E Choice of Tools and Methods and Performance of performance of technical and vocational training projects

To measure the influence of monitoring and Evaluation Choice of Tools and Methods and Performance of performance of technical and vocational training projects, the following indicators were examined; tools used in measuring M&E, using the tools in the right manner, application of proper methods in evaluation and the usage of the right tools. A questionnaire containing six items were given to respondents and asked to indicate the extent to which they agree with the statements. They were given six items rated on a five-point Likert scale ranging from Strongly agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly disagree (SD) which they were to choose. The following scoring was also used: (SD: 1<SD<1.8), (D: 1.8<D<2.6), (N: 2.6<N<3.4), (A: 3.4<A<4.2) and (SA: 4.2<SA<5.0). The mentioned scales give an equidistance of 0.8. Results are presented in Table 4.8

Table 4. 8. M&E Choice of Tools and Methods and Performance of performance of technical and vocational training projects

Parameter	S.A	A	N	D	S.D	M	S.D
	F	F	F	F	F		
	%	%	%	%	%		
M&E Choice of Tools and Methods and Performance of performance of TVETs							
8a There are appropriate measuring tools and methods utilized in projects conducted by TVETs	20 (41.6)	23 (47.9)	3 (6.3)	1 (2.1)	1 (2.1)	4.28	0.873
8b The measuring tools are used in the right manner to increases the performances of the TVETs	13 (27.1)	4 (8.3)	2 (4.2)	29 (60.4)	0	4.31	0.609
8c There is application of proper methods in the evaluation process to improve the performance of the TVETs	19 (39.5)	2 (4.2)	26 (54.2)	1 (2.1)	0	4.37	0.582

8d	Usage of the right tools and methods reduces time wastage	19 (39.5)	3 (6.3)	24 (50.0)	2 (4.2)	0	4.46	0.636
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Total Scores

4.42 0.620

N = 48

Composite Mean = 4.42

Standard Deviation = 0.620

In Table 4.8, 23(47.9 %) of the respondents agreed that there are there are appropriate measuring tools and methods utilized in projects conducted by TVETs, 29(60.4%) of the respondents disagreed that the measuring tools are used in the right manner to increases the performances of the TVETs, having a mean of 4.28 and 4.31 a standard deviation of 0.873 and 0.069 respectively. The mean of weights (4.37 and 4.46) were neutral to that statement that there is application of proper methods in the evaluation process to improve the performance of the TVETs and that usage of the right tools and methods reduces time wastage respectively.

4.6.3 Facilitation of Monitoring and Evaluation Team and Performance of performance of technical and vocational training projects

To measure the influence of Facilitation of Monitoring and Evaluation Team and Performance of performance of technical and vocational training projects, the following indicators were examined; continuous financial facilitation, Increase in training, government recruits qualified consultants and Employee rating. A questionnaire containing six items were given to respondents and asked to indicate the extent to which they agree with the statements. They were given six items rated on a five-point Likert scale ranging from Strongly agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly disagree (SD) which they were to choose. The following scoring was also used: (SD: $1 < SD < 1.8$), (D: $1.8 < D < 2.6$), (N: $2.6 < N < 3.4$), (A: $3.4 < A < 4.2$) and (SA: $4.2 < SA < 5.0$). The mentioned scales give an equidistance of 0.8. Results are presented in Table 4.9

Table 4. 9. Facilitation of Monitoring and Evaluation Team and Performance of performance of technical and vocational training projects

Parameter	S.A	A	N	D	S.D	M	S.D
	F	F	F	F	F		
	%	%	%	%	%		
Facilitation of Monitoring and Evaluation Team and Performance of performance of technical and vocational training projects							
9a	There is continuous financial facilitation on the employees.	2 (4.2)	6 (12.5)	11 (22.9)	21 (43.7)	8 (16.7)	4.43 0.544
9b	Increase in training improves the performance of Technical and Vocational Training project	4 (8.2)	3 (6.3)	3 (6.3)	26 (54.2)	12 (25.0)	4.60 0.582
9c	The government recruits qualified consultants to do the training	0	0	9 (18.8)	31 (64.6)	8 (16.6)	4.34 0.625
9d	Employee rating improves as a result of training and facilitation	0	6 (12.5)	0	37 (77.1)	5 (10.4)	4.50 0.686
Total Scores						3.91	0.772
N = 48							
Composite Mean = 3.91							
Standard Deviation = 0.772							

Table 4.9 shows that the average weight for all the constructs (3.91) revealed that they have disagreed with the statements that there is continuous financial facilitation on the employees, Increase in training improves the performance of Technical and Vocational Training project, The government recruits qualified consultants to do the training and Employee rating improves as a result of training and facilitation.

4.6.4 Monitoring and Evaluation Reporting and Performance of performance of technical and vocational training projects

To measure the influence of Monitoring and Evaluation Reporting and performance of technical and vocational training projects, the following indicators were examined; Monitoring and evaluation reporting, monitoring and evaluation reporting is allocated adequate resources, adequate training offered to the personnel and monitoring and evaluation in reporting is allocated enough time. A questionnaire containing six items were given to respondents and asked to indicate the extent to which they agree with the statements. They were given six items rated on a five-point Likert scale ranging from Strongly agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly disagree (SD) which they were to choose. The following scoring was also used: (SD: $1 < SD < 1.8$), (D: $1.8 < D < 2.6$), (N: $2.6 < N < 3.4$), (A: $3.4 < A < 4.2$) and (SA: $4.2 < SA < 5.0$). The mentioned scales give an equidistance of 0.8. Results are presented in Table 4.10

Table 4. 10. Monitoring and Evaluation Reporting and Performance of performance of technical and vocational training projects

Parameter	S.A	A	N	D	S.D	M	S.D
	F	F	F	F	F		
	%	%	%	%	%		
Monitoring and Evaluation Reporting and performance of TVET projects							
10a	Monitoring and evaluation reporting is carried out in the programmes more regularly	0 (31.2)	15	0	7 (14.6)	26 (54.2)	4.20 0.403
10b	The process of monitoring and evaluation reporting is allocated adequate resources to ensure effectiveness of the process	0 (18.8)	9	3 (6.3)	16 (33.3)	20 (41.8)	4.09 0.830
10c	There is adequate training offered to the personnel's involved in the reporting of monitoring processes	9 (18.8)	11 (22.9)	7 (14.6)	6 (12.5)	15 (31.2)	3.70 1.081
10d	The process of monitoring and evaluation in reporting is allocated enough time	0 (25.0)	12	5 (10.5)	27 (56.2)	4 (8.3)	4.13 0.414
Total scores						3.86	0.762

N = 48

Composite Mean = 3.86

Standard deviation = 0.762

With regard to Monitoring and Evaluation Reporting and Performance of performance of technical and vocational training projects, table 4.10 represents the following observations

Item 10a sought to investigate if the Monitoring and evaluation reporting is carried out in the programmes more regularly. Majority of the respondents 26(54.2%) strongly disagreed with a mean of 4.20 and standard deviation of 0.403. On Item 10b whether the process of monitoring and evaluation reporting is allocated adequate resources to ensure effectiveness of the process, the respondents 20(41.8%) strongly disagreed that the process of monitoring and evaluation reporting is allocated adequate resources to ensure effectiveness of the process.

The Item 10c intended to establish whether there is adequate training offered to the personnel's involved in the reporting of monitoring processes. 15(31.2%) strongly disagreed with the statement that there is adequate training offered to the personnel's involved in the reporting of monitoring processes and finally item 10d sought to understand whether the process of monitoring and evaluation in reporting is allocated enough time. 27(56.2%) of the respondents disagreed concerning the statement that the process of monitoring and evaluation in reporting is allocated enough time.

4.7 Regression Analysis

Regression analysis was done to establish the link between monitoring and evaluation practices as the independent variable and performance of technical and vocational training projects the dependent variable. The results are in Table 4.11, 4.12, 4.13

Table 4. 11. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.904	0.818	0.808	1.232

Table 4.11 shows the manner in which the model fits the data that was collected and analysed and fits the data into the equation. The adjusted R2 shows the extrapolative ability of the model and it is an implication that it can be used to provide approximately 80.8% variations in monitoring and evaluation practices in Technical and Vocational Training Institutions in Nairobi County. This variation can be explained by changes in Monitoring and Evaluation planning, Monitoring and Evaluation choice of

tools and methods, facilitation of monitoring and evaluation team and monitoring and evaluation reporting.

Table 4. 12. Analysis of Variance (ANOVA)

Model	Sum of Squares	Df	Mean Square	F	Sign.
Regression	408.032	3	136.011	86.635	.000
Residual	91.056	58	1.570		
Total	499.088	61			

A p-value of 0.000 is an indication that the model was weighty at extrapolating the manner in which Monitoring and Evaluation planning, Monitoring and Evaluation choice of tools and methods, facilitation of monitoring and evaluation team and monitoring and evaluation reporting have significance influence on the performance of TVETs. The F calculated is 86.635 and it is greater than the critical one (2.764) at 5% significance level. This is an implication that the model is significant.

Table 4. 13. Regression Coefficient

	Unstandardized Coefficients		Standardized Coefficients	T	Sig
	B	Std. Error	Beta		
(Constant)	0.864	0.112		7.714	.000
M&E planning	0.895	0.393	0.921	2.277	.028
M&E choice of tools & methods	0.675	0.239	0.718	2.824	.007
Facilitation M&E team	0.579	0.178	0.629	3.253	.002
M&E reporting	0.764	0.163	0.618	3.242	.002

From the above figures, the regression equation would be: -

$$Y = 0.864 + 0.895X_1 + 0.675X_2 + 0.579X_3 + 0.764X_4$$

These results reviews that independent variables would be held constant at zero, then the Performance of Monitoring and Evaluation in Technical and Vocational Training Institutions in Nairobi County would be 0.864. Also, a unit increase in Monitoring & Evaluation planning would lead to 0.895 (89.5%) increase in the Performance of TVETs in Nairobi County. The variable was significant since $p=0.028$ is less than 0.05; hence, null hypothesis that presumed that there was no significant

relationship between Monitoring and Evaluation planning and Performance of Technical and Vocational Training Institutions in Nairobi County, was rejected.

A unit increase in Monitoring & Evaluation choice of tools & methods would lead to 0.675 (67.5%) increase in the Performance of TVET projects. The variable was significant since $p=0.007$ is less than 0.05; hence, null hypothesis that presumed that there is no significance influence of monitoring and evaluation choice of tools and methods on performance of Technical and Vocational Training projects in Kenya, was rejected.

A unit increase in Facilitation of Monitoring & Evaluation team would lead to 0.579 (57.9%) increase in the Performance of TVETs. The variable was significant since $p=0.002$ is less than 0.05; hence, null hypothesis that presumed that there is no influence of facilitation of monitoring and evaluation team on performance of Technical and Vocational Training projects in Kenya, was rejected.

A unit increase in Monitoring & Evaluation reporting would lead to 0.764 (76.4%) increase in the Performance of TVETs. The variable was significant since $p=0.002$ is less than 0.05; hence, null hypothesis that presumed that Monitoring and Evaluation reporting has no influence on performance of Technical and Vocational Training projects in Kenya, was rejected.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This chapter gives prominence to the summary of findings, conclusions and recommendations of the study. It gives a summary of results that were found in the analysis of the data collected. This chapter concludes with a presentation of suggestions for further studies. The aim of the study was to examine the influence of monitoring and evaluation on performance of Technical and Vocational Training projects by focusing on a case of TVETs in Nairobi County.

5.2 Summary of Findings

The main objective of this study was to examine the influence of monitoring and evaluation on performance of Technical and Vocational Training projects by focusing on a case of TVETs in Nairobi County. This section presents a summary of findings from the study

5.2.1 Monitoring and Evaluation Planning and performance of technical and vocational training projects

The first objective was to determine how monitoring and evaluation planning influences performance of technical and vocational training in Kenya. From the study, it was observed that with a composite mean of 3.63 and a standard deviation of 0.983, all the respondents disagreed that monitoring and evaluations plans are well applicable in Technical and Vocational Training project, employees are well trained on effective monitoring and Evaluation planning practices in Technical and Vocational Training project, The Kenyan government conducts stakeholder's analysis surveys on its resources before it plans and The staff's roles match their experience and qualifications in the programmes.

5.2.2 M&E Choice of Tools and Methods and Performance of performance of technical and vocational training projects

The second objective was to establish how monitoring and evaluation choice of tools and methods influence the performance of technical and vocational training projects. From the study majority 23(47.9 %) of the respondents agreed that there are appropriate measuring tools and methods utilized in projects conducted by TVETs, 29(60.4%) of the respondents disagreed that the measuring tools are used in the right manner to increases the performances of the TVETs, having a mean of 4.28 and 4.31 a standard deviation of 0.873 and 0.069 respectively. The mean of weights (4.37 and 4.46) were neutral

to that statement that there is application of proper methods in the evaluation process to improve the performance of the TVETs and that usage of the right tools and methods reduces time wastage respectively.

5.2.3 Facilitation of Monitoring and Evaluation Team and Performance of performance of technical and vocational training projects

On facilitation of monitoring and evaluation team and Performance of technical and vocational training projects, the average weight for all the constructs (3.91) revealed that they have disagreed with the statements that there is continuous financial facilitation on the employees, increase in training improves the performance of Technical and Vocational Training project, the government recruits qualified consultants to do the training and employee rating improves as a result of training and facilitation.

5.2.4 Monitoring and Evaluation Reporting and Performance of performance of technical and vocational training projects

On whether monitoring and evaluation reporting is carried out in the programmes more regularly. Majority of the respondents 26(54.2%) strongly disagreed with a mean of 4.20 and standard deviation of 0.403. On the item whether the process of monitoring and evaluation reporting is allocated adequate resources to ensure effectiveness of the process, the respondents 20(41.8%) strongly disagreed that the process of monitoring and evaluation reporting is allocated adequate resources to ensure effectiveness of the process.

On the item whether there is adequate training offered to the personnel involved in the reporting of monitoring processes, 15(31.2%) strongly disagreed with the statement that there is adequate training offered to the personnel involved in the reporting of monitoring processes and finally on the item whether the process of monitoring and evaluation in reporting is allocated enough time, 27(56.2%) of the respondents disagreed concerning the statement that the process of monitoring and evaluation in reporting is allocated enough time.

5.3 Discussion of Findings

5.3.1 Monitoring and Evaluation Planning and performance of technical and vocational training projects

The study revealed that monitoring and evaluations plans, training of employees on effective monitoring and Evaluation planning practices, stakeholder's analysis surveys on resources plans and matching staff's roles with experience and qualifications in the programmes have a positive and

significant influence on performance of Technical and Vocational Training projects. This finding is mirrored by James (2014) who argues that if project planning is done effectively then a project is bound to meet the time, cost and quality standards. Furthermore, Murei, Kidombo and Gakuu, (2017) who utilized mixed methodology to interrogate whether M&E planning had an improvement on project performance ascertained that M&E planning activities had a significant contribution to the performance of projects. The assertion by Felix, (2018) that one of the fundamental features of a good M&E policy is seeking, evaluating and considering the opinions of important stakeholders as well as beneficiaries in the course of planning was also supported by this study. He posited that failure to involve stakeholders and beneficiaries and listen to their contributions during planning, the project may be perceived as one that has been forced on them and they may not really see it as a project that can meet their pertinent needs.

5.3.2 M&E Choice of Tools and Methods and Performance of performance of technical and vocational training projects

The study found out that tools used in measuring M&E, using the tools in the right manner, application of proper methods in evaluation and the usage of the right tools have significant influence on performance of Technical and Vocational Training projects. This is in line with the World Bank (2011) which offers that proper choice of monitoring and evaluation tools and methods ensures that the implementation moves according to plans and that monitoring and evaluation tools are result-based instruments that enhance efficient resources utilization to achieve project success. The findings are also reiterated by Kumar *et al* (2012) who carried a study to examine whether the choice of tools during M&E design phase had an influence on project success. The study found that the project success is highly dependent upon the choice of tools by knowledgeable and competent professional team ensuring that the project requirement is properly implemented and monitored. The results of the study by Wang and Gibson (2008) who investigated the relationship between pre-project M&E tools and design on the success of the projects are also consistent with the findings of this study. Their findings showed that projects with comparatively good pre-project tools and planning were more promising in terms of presenting greater project completion and performance.

5.3.3 Facilitation of Monitoring and Evaluation Team and Performance of performance of technical and vocational training projects

On facilitation of monitoring and evaluation team, the researcher determined that increase in training, recruitment of qualified consultants to do the training and employee rating have a significant influence on performance of Technical and Vocational Training projects. This revelation agrees with

Tidac & Pivac, (2014) who offer that facilitation of the M&E team is a fundamental human resource management practice for effective performance and that M&E staff skills are important for designing programs, interpreting M&E results, understanding of the various M&E frameworks and monitoring and evaluations reporting (Tidac & Pivac, 2014). This finding is also consistent with Mulandi (2013) who interrogated the critical factors for successful delivery of M&E systems in Nairobi NGOs. Through quantitative analysis, it was established that the monitoring team had received adequate training which helped in improving the delivery of M&E systems. The study further emphasized the importance of job training as well as the job experience.

5.3.4 Monitoring and Evaluation Reporting and Performance of performance of technical and vocational training projects

The study concludes that monitoring and evaluation reporting has a significant influence on the performance of Technical and Vocational Training projects, with adequate allocation of resources, adequate training on monitoring and allocation of time for monitoring and evaluation reporting which contribute to project success. This agrees with Leuzzi (2013) who investigated the influence of use and reporting of M&E information in effective M&E results and project performance. The study found that when reporting channels were effective, project delivery was improved. The study noted that effective reporting provides policy makers with reliable data to make informed decisions. Nevertheless, the study is consistent with the findings of Tache (2011) who argues that effective M & E reporting channels increase the reliability of the data collected and thus improves project delivery through informed decision making.

5.4 Conclusion of the Study

Premised on the research objectives and the findings of the study, the following are the derived conclusions. The study concluded that monitoring and evaluation planning has a positive and significant influence on performance of Technical and Vocational Training projects. The research also concluded that monitoring and evaluation choice of tools and methods have significant influence on performance of Technical and Vocational Training projects. On facilitation of monitoring and evaluation team, the conclusion can be that this has a material impact on performance of Technical and Vocational Training projects. Moreover, the study concludes that monitoring and evaluation reporting has a significant influence in the performance of Technical and Vocational Training projects.

5.5 Recommendations

Based on the findings of this study, it can be recommended that:

- i. TVETS needs to ensure that adequate facilitation of monitoring and evaluation team is enhanced. This will be useful in making monitoring and evaluation for TVETS to perform well in ensuring authentic monitoring and evaluation.
- ii. There is need for monitoring and evaluation planning. This will ensure that projects implemented by TVET are kept on check throughout the project cycle management. Therefore, the Government and institutions board of management needs to focus on this aspect.
- iii. Adequate monitoring and evaluation reporting should be enhanced in TVET institutions so that they can participate adequately in developing monitoring and evaluation plans and setting up monitoring and evaluation systems.
- iv. The study further recommends that there is need for ensuring that monitoring and evaluation choice of tools and methods is enhanced. This will enable efficient operation, development of good M&E and implementation of Monitoring and Evaluation plans

5.6 Suggestions for further studies

This empirical study has revealed a number of pertinent issues that this research study did not focus on. Based on the findings of this study, the following studies are suggested:

- i. An analysis of the influence of the application of monitoring and evaluation practices on the performance of TVET institution projects. This study will give a broader focus on the other M&E Practices not included in the current study.
- ii. A similar study on monitoring and evaluation to be conducted within other higher institutions of learning in Kenya to help in triangulating the findings of this study

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APPENDICES

Appendix I: Letter of Introduction

Dear (Respondent)

RE: VOLUNTARY PARTICIPATION IN DATA COLLECTION

I am a masters student at University of Nairobi undertaking a research project on **Influence of Monitoring and Evaluation Practices and Performance of Technical and Vocational Technical Project in Kenya: A case of Nairobi County.**

You have been chosen to help in this study by completing the questionnaire. Please provide appropriate responses to the questions posed in the attached questionnaire. Any information that you furnish will be cautiously and purposefully employed for academic purposes only and due confidence will be accorded to the responses. In the event that you need to know the findings of the study, a copy of the final report will be provided to you upon request.

Your assistance in this endeavor will be immensely valued.

Yours Faithfully,

MUTHAURA KELVIN KARITHI

Appendix II: Questionnaire for monitoring and evaluation team

Section A. DEMOGRAPHIC INFORMATION

1. Gender
Male Female

2. Highest level of Education attained;
a) Diploma b. Undergraduate Degree
c. Masters d. PhD

3. Age Bracket:
a. Less than 30
b. 31 - 40years
c. 41 – 50years
d. Above 50 years

4. How many years have you worked with Technical and Vocational Training project?
a. Less than 1 year
b. 1 to 2 years
c. More than 2years

5. Work Position
a. Administrator
b. Project manager
c. Education staff
d. Performance Contracting
Committee Member

Section B: Monitoring and Evaluation Planning Practices

Are monitoring and evaluation planning practices employed in Technical and Vocational Training project?

Yes ()

No ()

If yes, please proceed to part B (ii.) below:

- i. This section seeks to determine the effects of monitoring planning on performance of Technical and Vocational Training project. Using a scale of **1=Strongly Disagree to 5=Strongly Agree**, this section seeks to determine the effects of monitoring and evaluation planning practices on performance of Technical and Vocational Training project: **Instruction: please tick [✓] only one option on the scale of 1-5.**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Monitoring and evaluations plans are well applicable in Technical and Vocational Training project					
2. Employees are well trained on effective monitoring and Evaluation planning practices in Technical and Vocational Training project					
3. The Kenyan government conducts stakeholder's analysis surveys on its resources before it plans					
4. The staff 's roles match their experience and qualifications in the programmes					

Kindly explain how monitoring and evaluation planning has improved the performance of Technical and Vocational Training project.

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Section C: Choice of tools and methods

i. Are monitoring and evaluation tools and methods present and utilized in Technical and Vocational Training project?

Yes ()

No ()

If they are present, please proceed to part C (ii.) below:

ii. Using a scale of **1=Strongly Disagree to 5=strongly agree**, give your assessment of the effects of choice of tools and methods on performance of Technical and Vocational Training project. *Instruction: please tick [✓] only one option on the scale of 1-5*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. There are appropriate measuring tools and methods utilized in projects conducted by Technical and Vocational Training project					
2. The measuring tools are used in the right manner to increases the performances of the Technical and Vocational Training project					
3. There is application of proper methods in the evaluation process to improve the performance of the Technical and Vocational Training project					
4. Usage of the right tools and methods reduces time wastage					

Explain how the choice of tools and methods have improved the performance of Technical and Vocational projects for the period you have been working on the project.....

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Section D: Facilitation of Monitoring and Evaluation Team

i. Is facilitation of monitoring and evaluation team approach applied in projects and programmes implemented by Technical and Vocational Training project?

Yes ()

No ()

If yes, please proceed to part D (ii.) below:

ii. Using a scale of **1=Strongly Disagree to 5=strongly agree**, give your assessment of the effects of facilitation of M&E team on the performance of Technical and Vocational Training project: *Instruction: please tick [✓] only one option on the scale of 1-5*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. There is continuous financial facilitation on the employees.					
2. Increase in training improves the performance of Technical and Vocational Training project					
3. The government recruits qualified consultants to do the training					
4. Employee rating improves as a result of training and facilitation					

State how the organization participates in team facilitation for the purpose of improving the performance of Technical and Vocational Training project?

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Section E: Monitoring and Evaluation Reporting

- i. Is monitoring and evaluation reporting conducted on projects and programmes implemented by Technical and Vocational Training project?

Yes ()

No ()

If yes, please proceed to part E (ii.) below:

Using a scale of **1=Strongly Disagree to 5=strongly agree**, give your assessment of the effects of monitoring and evaluation reporting on performance of Technical and Vocational Training projects ***Instruction:** please tick [✓] only one option on the scale of 1-5*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Monitoring and evaluation reporting is carried out in the programmes more regularly					
2. The process of monitoring and evaluation reporting is allocated adequate resources to ensure effectiveness of the process					
3. There is adequate training offered to the personnel's involved in the reporting of monitoring processes					
4. The process of monitoring and evaluation in reporting is allocated enough time.					

State how monitoring and evaluation reporting has improved the performance of Technical and Vocational Training project

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Section F: Performance of Technical and Vocational Training project

The scale **1=Not at all to 5=Very large extent**, illustrates the extent to which projects under Technical and Vocational Training Project have performed in terms of the following:

	Not at all	Less Extent	Moderate Extent	Great Extent	Very Great Extent
1. Projects are implemented and completed within expected timeframe and budget.					
2. Monitoring facilitates transparency and accountability of the of project resources					
3. Projects meet their intended goals and objectives					
4. Concluded projects normally meet the required scope and quality projects standard					
5. There is proper utilization of project resources on its performance					
6. The government gives regular project progress reports on its performance					

Ways monitoring and evaluation practices generally have been improving the performance of the Technical and Vocational Training project.

- i).....
- ii).....
- iii).....

iv).....

v).....

Appendix III: Interview Guide for Monitoring and Evaluation Team

1. Kindly share your experience in Technical and Vocational Training project?
2. What can you make of the current status of Technical, Vocational Training (TVET) in Kenya?
3. Briefly describe the nature of technical, vocation education and training services offered by this institution?
4. Are monitoring and evaluation practices taken as a matter of priority on TVET project management and implementation?
5. How do monitoring and evaluation planning practices influence the performance of TVET?
6. What is your take on the influence of monitoring and evaluation choice of tools and methods on performance of Technical and Vocational Training project?
7. How does the facilitation of monitoring and evaluation team affect the performance and success of Technical and Vocational Training project?
8. What are the effects of monitoring and evaluation reporting on performance of Technical and Vocational Training project?
9. What are the challenges facing monitoring and evaluation activities in enhancing project success in TVET
10. Please feel free to give your recommendation on how monitoring and evaluation practice need to be operationalized in order to improve TVET projects performance in Kenya