MONITORING AND EVALUATION PRACTICES AND PERFORMANCE OF DIGITAL LEARNING PROGRAMME: A CASE OF PRIVATE SCHOOLS IN KIAMBU COUNTY, KENYA

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A Research Project Submitted in Partial Fulfillment of the University of Nairobi's Requirements for the Degree of Master of Arts in Project Planning and Management

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DECLARATION

This is my first research endeavour, and neither at this university nor any other have I ever submitted it for an academic award.

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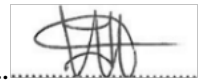
L50/28339/2019

As the university supervisor, I have approved the review of this research project.

Signature: …  ..... Date: 14/03/2022

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DEDICATION

I dedicate this work to my wife Vera Kwamboka Temu, son Fidel, and daughters Faith and Abby for their support, drive, and motivation. My late parents, Ateya King'oina and Mary Kemuma, and my late grandparents, Kingoina and kemunto, who, from a young age, taught me the value of effort and had faith in my potential.

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ABBREVIATIONS AND ACRONYMS

CB: Capacity Building

DLP: Digital Literacy Programme

ICT: Information and communications technology

KICD: Kenya Institute of Curriculum Development

M&E: Monitoring and Evaluation

SD: Standard Deviation

ABSTRACT

A Digital learning program is a project which enables learning institutions to benefit from digital literacy. In Kenya, the digital literacy program was launched in 2016, after the project's pilot study was completed. If utilized effectively and in specific situations, it can help with the education process. However, the Digital Learning Program has faced many challenges, such as insufficient resources, insufficient technical training skills, and incorporation among the stakeholders and the project staff members. This study examined the performance of digital learning programs in private schools in Kiambu County, Kenya, in terms of monitoring and evaluation procedures. The study's goals were to ascertain how the performance of the digital learning program in private schools in Kiambu, Kenya, was influenced by stakeholder participation in monitoring and evaluation (M&E), capacity building for M&E, M&E planning, and resource mobilization for M&E. The theory of change guided this research study. A descriptive analysis was adopted to analyze the research data. The target population comprised 240 respondents who were part of the digital learning program in Kenya. To sample 91 respondents, Purposive sampling was used in the study along with stratified random sampling. Data was collected using closed-ended questionnaires. Because the information was entirely quantitative, it was both descriptive and inferential. The variables in the study were predicted using linear regression and multiple regression analysis. The Statistical Package for Social Sciences (SPSS) was used to generate codes for the data. The data collected helped in identifying the challenges that need to be addressed. Finally, the data was presented in tables, and the research findings were summarized. The study discovered that $p=0.0060 <05$ rejected the null hypothesis that there is no significant relationship between resource mobilization and the effectiveness of digital learning programs in private schools in Kiambu County. The study also found that the null hypothesis that there is no significant relationship between M&E capacity building and the performance of digital learning programs in private schools in Kiambu County was rejected since $p=0.039<0.05$. The study also discovered that the null hypothesis, according to which there is no relationship between M&E planning and the effectiveness of the digital learning program in private schools in Kiambu County, was rejected because $p=0.0030<05$. The study discovered that the null hypothesis, according to which there is no relationship between stakeholders' involvement in M&E and the effectiveness of the digital learning program in private schools in Kiambu County, was rejected because $p=0.0090<05$. According to the study's findings, resource mobilization had the biggest impact on how well the Kiambu County digital learning program in private schools performed. Planning for M&E and building M&E capacity came next. Participation of stakeholders in M&E had the smallest impact on the digital learning program's success in Kiambu County's private schools. M&E procedures should be used in the private schools in Kiambu County's digital learning program because they are considered an improvement in the evaluation process, which is good for management practice. The ministry of education and the ministry of ICT hope these findings will help them work together to address the issues of the DLP system. Additionally, students—the primary beneficiaries of the digital learning program—would gain from the implemented changes and, as a result,

would develop high-quality literacy and numeracy skills.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Kenya is perfectly positioned to digitalize its education system since it is the top ICT innovation hub in sub-Saharan Africa and ranks second to Madagascar regarding countrywide internet penetration (World Bank, 2019). The 2019 revision of the 2006 National ICT Policy outlined goals for advancing ICT in education, which uphold the creation of e-learning resources, public-private partnerships to raise money for e-learning, the outcome of an integrated e-learning curriculum to support ICT in education, and the cooperation of e-learning resources between institutions (Farrell, 2007). These initiatives, unfortunately, still have not fully ensured the development of teaching personnel with the necessary digital technology skills, public investment in ICT education-related fields, or sustained access to education through online learning.

The World Economic Forum (2017) observed in an evaluation that an increasing number of jobs in sub-Saharan Africa are ICT-intensive. The increasing demand for digital literacy skills can be attributed to the economy becoming more digitized. As a result, digital literacy is becoming an important component of Kenya's present primary and secondary school syllabus. Because ICT infrastructure is improving and is now commonly used in learning and teaching, teachers must acquire the necessary ICT skills and continuously engage in activities meant to upgrade their skills

The Government of Kenya's creation of the National ICT Strategy for Education and Training in 2006, along with the government's e-learning policy statement, were clear

indications that teachers' roles would change as the need for students to develop digital literacy skills grew. The Digital Literacy Programme was established by Kenya's Ministry of Information, Communication, and Technology in 2016 to prepare teachers to offer digital learning content. A total of 81,000 teachers were taught through the program.

Monitoring is an ongoing process that uses data about variables to inform management and important stakeholders about development and goal accomplishment. Evaluation, in contrast, is a quick and accurate assessment of a work-in-progress or completed project (OECD, 2002). The objective of M&E is to ensure efficiency, effectiveness, and achievement of project goals. M&E should incorporate feedback from the evaluation process into decision-making (Baron, 2013).

Institutions worldwide are under pressure to advance the projects they've already started to improve their performance and maintain their competitiveness. (Kusek, 2004). Different people like beneficiaries, government, a private institutions, public society and the mass media initiate these demands. Institutions should respond to the demand of the stakeholders and display evident results, even if it means creating better accountability of the project's activities (Khan, 2001).

In different countries, the governments are introducing ICT in education, to provide teachers with new pedagogy skills for classroom teaching. In Chile, for example, instructors who participate in the Enlaces program must complete at least 100 hours of face-to-face training. This allows teachers to become familiar with computers and use them on a regular basis for professional purposes. For example, creating reports, student's marks (Kozma, 2004).

An inter-governmental institution which is The African Virtual University (AVU) is found in Nairobi Kenya. It is one of the institutions which practice monitoring and evaluation in implementing digital learning projects, to increase quality education in higher education level in Africa (Hamer, 2004). According to Bernard (2015), The African Virtual University studied the effect of M&E on project performance. The study's findings indicated the necessity of fully and methodically implementing M&E to enhance project performance.

Many developed and developing countries, like Canada and Uganda, respectively, have executed digital learning programs in their learning institutions to benefit from digital literacyIt is obvious that when used efficiently and appropriately, ICT can be a significant means of assisting in the teaching and learning process. In developing countries, digital learning has been implemented in universities and colleges, while many of these countries have used it to implement digital lessons at basic education (Morara, 2020).

In Africa, government monitoring and evaluation systems of operations face many challenges. In Ghana, while the government has offered massive support of M&E system, some challenges have been experienced such as mismanagement of funds, insufficient technical training skills and incorporation among the stakeholders and the project staff members (Porter, 2013). Therefore, there is need to establish better institutional training skills which assist in improving the efficiency of M&E systems.

The creation of M&E project systems in Kenya began in the 1980s and 1990s. Many of the established plans, responded to the demands of the donor and hence only particular projects were evaluated (GOK, 2016). As a result, the project's beneficiaries

were not informed of the donor's requirements. Kenya established an integrated M&E system after implementing the Interim Poverty Reduction Strategy Paper (I-PRSP) 2000-2003(Booth, 2003). This study examined four M&E factors that affect how well digital learning programs perform in Kenya's Kiambu County private schools. These factors include resource mobilization, M&E planning, M&E capacity building, and stakeholder M&E involvement.

Resources, which are needed to conduct M&E activities, are frequently undervalued. The approved budget for M&E. Hence may impact the limitations of the M&E activities, and it is important to determine the activities that can be achieved with the resources available. Fewer high-quality activities are preferable to many low-quality ones(Nyirenda, 2018).

Capacity building of M&E in digital learning programs is inadequate. Despite funding for instructional materials, timely allocation of funds, and efforts by stakeholders in education to enhance learners' performance, literacy and numeracy education programs continue to perform poorly. This is due to a lack of capacity building among teachers, who are the program's major implementers (Paniagua, 2018).

Therefore, an M&E plan is important in showing if the expected results relate to the objectives. Planning of M&E was also a variable in this study. The researcher wanted to know how M&E planning affects a digital learning program, which is essential in managing the process of the implemented project towards fulfilling theroject’s results (Nyirenda, 2018). Additionally, to have a successful M&E system, the project stakeholders should be identified and engaged in project activities. Participants in the process who will be impacted by decisions made during and after it should be included

(Khalayleh, 2021).

Improving information and communication technologies in the digital learning industry is one of Kenya's government's Vision 2030. The government's goal is to incorporate ICT into the education process, as well as to provide adequate ICT skills to students in public elementary schools and integrate a long-term digital learning program into the Kenyan educational system. Over 20,000 out of 23,951 public schools have received the ICT infrastructures (Ogolla, 2018).

In Sub-Saharan African countries, there has been a massive increase in primary school enrolment, but there is need for improvement of quality education because the reading and numeracy abilities amongst primary school learners are below anticipated levels. Shortage of trained teachers and inadequate learning materials has contributed to this issue. The Kenyan government is convinced that digital learning can solve some of these problems. Kenya launched the Digital Literacy Programme in 2016, after completing the pilot study of the project. More than 91,000 teachers have been trained to use digital learning content in the classroom. On the other hand, there has been an increase in student attentiveness, attendance and school admissions (Halil, 2018).

The Kenya Institute of Curriculum Development (KICD)advanced the Digital Literacy Programme, which equips all primary school teachers and students with computers and tablets with interactive digital math, science, English, and Kiswahili content to enhance the learning environment. Assembling the tablets is a joint project between Moi University and Jomo Kenyatta University of Agriculture and Technology. The teachers receive a laptop, while the students receive tablets. The government must ensure that every student receives a top-notch education that equips them for digital

literacy in the twenty-first century, according to Kenya's Cabinet Secretary for Information and Communication Technology (ICT), Joe Mucheru. (Ogolla, 2018).

However, implementing the digital learning program has faced many challenges, evident from complaints from schools across the country. Some teachers interviewed by KNA said that the devices did not have the recent syllabus content and did not have the skills to operate the devices despite going through training (Morara, 2020). As a result, the study purpose is to determine how M&E affects the success of digital learning programs at private schools in Kiambu County, Kenya. The research looked at how M&E funds, capacity building, planning, and stakeholder involvement in M&E affected the effectiveness of the digital learning program.

1.2 Statement of the problem

M&E has been widely accepted worldwide as the most effective method for determining project progress (Acevedo, 2010). Nevertheless, the implementation of monitoring and evaluation in a project has encountered challenges which vary from; lack of inefficiency in disseminating M&E findings, the planning of M & E seem to function in isolation, lack of capacity building, few professional and too many indicators which illustrate the challenges in the practice of M&E. The impact of M&E on project performance is not well established, leading institutions to perceive M&E as a burden with little or no benefit. (Ogolla, 2018).

Furthermore, earlier M&E research studies have rarely focused on using ICT in the education sector as a course delivery method (UNESCO, 2013). Many obstacles have confronted the Digital Learning Program, which can be addressed through monitoring and evaluation. To better understand how M&E affects the success of digital learning

initiatives in private schools in Kiambu County, this research will concentrate on resource mobilization, M&E capacity building, M&E planning, and stakeholder involvement in M&E.

1.3 Purpose of the Study

This study sought to assess the effectiveness of Kiambu County, Kenya's digital learning programs, and how M&E practices affected that performance.

1.4 Research Objectives

This research study's objectives were as follows:

1. Determine how resource mobilization influences the Performance of Digital learning Programme in Private schools, Kiambu county
2. To asceratin how the performance of the digital learning program in private schools in Kiambu County is impacted by the development of M&E capacity
3. Ascertain how M&E planning influences the outcomes of the Digital Learning Program in Kiambu County private schools.

4. To research how the performance of the digital learning program in private schools in Kiambu County is impacted by stakeholder participation in M&E

1.5 Research Questions

1. How does resource mobilization influence the Performance of the Digital Learning Programme in Private schools in Kiambu County?
2. What effect does M&E capacity building have on the performance of the Digital Learning Programme in Kiambu County private schools?

3. What impact does M&E planning have on the success of the digital learning program in Kiambu County's private schools?

4. How do the results of the digital learning program in private schools in Kiambu County respond to stakeholder participation in M&E?

1.6 Research Hypothesis

The study sought to test the validity of the following hypothesis;

i. H_0: Resource mobilization and the effectiveness of the digital learning program in private schools in Kiambu County do not significantly correlate with one another.

H_1: T Resource mobilization and the effectiveness of the digital learning program in the private schools in Kiambu County are significantly correlated.

ii. H_o: Building M&E capacity has no discernible impact on the effectiveness of the Digital Learning Program in Kiambu County's Private Schools.

H_1: Building M&E capacity has a significant impact on the effectiveness of the digital learning program in private schools in Kiambu County.

iii. H_0: The performance of the digital learning program in private schools in Kiambu County does not significantly correlate with M&E planning.

H_1: M&E planning and the effectiveness of the digital learning program in the private schools in Kiambu County are significantly correlated.

iv. H_0: Participation of stakeholders in M&E and effectiveness of the digital

learning program in private schools in Kiambu County are not significantly correlated.

$H_{1:}$ Participation of stakeholders in M&E and the effectiveness of the digital learning program in the private schools in Kiambu County are significantly correlated.

1.6 Significance of the Study

The results of this study will be beneficial in creating school-based digital learning initiatives. The data gathered based on how M&E practices effects DLP performance would reveal the challenges that need to be addressed. In order to address the challenges the DLP system was currently experiencing, it was hoped that these findings would foster collaboration between the ministries of ICT and education. Additionally, learners who are the main beneficiaries of the digital learning program, would benefit from the improvements that would be initiated and hence acquire quality education through literacy and numeracy skills. Because the digital learning program is continuously monitored and evaluated, teachers will also be able to advance their abilities to instruct the students. It was also intended that the research findings would help stakeholders understand the precise factors that have influenced the performance of the digital learning initiative in elementary schools, as well as how to remedy these difficulties.

1.7 Justification of the Study

The digital learning program has encountered some challenges that have impacted programme performance, and these challenges can be addressed through M&E practice. Additionally, M&E is a practice, which was not well established in Digital

learning program and hence the practice of M&E is not given much attention (Ogolla, 2018). As a result, the proposed study concentrated on the impact of project management and evaluation practices on the performance of a digital learning program in private schools in Kiambu County, Kenya.

1.8 Assumptions of the Study

The study's variables would also be related by the research respondents' ability to provide adequate and practical data. It was also assumed that the research questionnaires would be clear and they would be able to cover the content of the research objectives.

1.9 Delimitation of the Study

This study set out to discover how project M&E procedures affected the effectiveness of digital learning initiatives in Kenya's Kiambu County. The study concentrated on resource mobilisation, M&E capacity building, M&E planning, and stakeholder involvement in M&E. Twenty private schools in Kiambu County were chosen because they participate in the Digital Learning Program, which strives to improve educational quality.

1.10 Limitations of the Study

Because data was collected from a large target population over a large area, the researcher was limited by time. In order to resolve this challenge, research assistants were contracted to assist in administering questionnaires to reach the target population in good time. Finance was also a barrier for this study, but the researcher used an adequate study sample that fit within the given budget.

1.11 Significant Term Definitions

Capacity building: is the process of improving an individual's (s) skills, in order to provide or perform in a better way. It entails the training of primary school teachers through review of course and workshops in readiness for the project. In this study, capacity building of M&E is vital in safeguarding digital learning program is utilized and benefits the learners.

Digital learning Programme: This is learning that is enabled by use of technology and provides the learners with some control over place and time. It comprises giving digital gadgets to primary school pupils and educating teachers on how to offer online learning materials.

Evaluation: This is the process of making judgement or assessment of a project and providing results based on the findings. Evaluation of DLP should provide results on the performance of the project.

Monitoring: Ensuring that primary school teachers and education administrators can effectively utilize technology to improve student learning.

Project performance: In the study, it entailed procurement, enhancement of ict devices and acquisition of 21st digital skills amongst primary school students by using digital technology in education. The government anticipates a revolution in the nation's digital economy and higher national literacy levels with the successful implementation of the DLP initiative.

Stakeholders' participation: This is the involvement of project partners in the decision-making process.

In the study, they include Kenya institute of curriculum development (Kicd-content/education materials development), funders (World Bank, Microsoft, and Gok), teachers and parents,

Resource Mobilization: Entails all activities involved in securing availability of financial resources, ict infrastructure and tools (materials and devises-laptops, tablets, digital content and computer laboratories) necessary for the realization of the DLP.

1.12 Organization of the Study

Five main sections made up the study's organization. This serves as the research article's introduction and provides background information about the study's context, which ranges from perspectives on local issues to perspectives on global issues. This chapter covers the problem, the purpose of the study, the research objectives, the research questions, the significance of the study, the limitations, the constraints, the assumptions, the definitions of key terms used in the study, and the study's organizational structure. The second chapter is a review of the literature from various scholars, which included in-depth research on the study's variables. A conceptual and theoretical framework was also provided in this chapter. Chapter three covered the target population, the study sample, ethical considerations, and operational definitions of variables. It also covered the research methods used in the data collection and implementation phases. The data were evaluated, interpreted, and presented in tables in chapter four by the researcher. The review of the research results, suggestions, and research areas that need further investigation were all included in chapter five.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

A review of pertinent academic writing on the subject of this study is provided in this chapter.The literature consisted of detailed research from diverse sources like library documents and articles from websites. The literature review was based on empirical

studies, which relate with the current study.

2.2 Performance of Digital Learning Programme

A functional monitoring and evaluation system is required for managing development programs. The planning, information gathering, information synthesis, reflection, and reporting processes are all parts of the M&E system, as are the supporting infrastructure and capacities required for M&E outputs to meaningfully influence decision-making and learning (Kusek, 2004).

Proper monitoring and timely feedback aid in workmanship control and, as a result, improve project quality. When every project activity is carefully observed and instances of subpar work or the waste of labor, funds, or supplies are promptly reported, it is easier to complete the necessary high-quality projects. During the implementation phase, project monitoring keeps track of and documents all resources used (Uitto, 2014).

Project evaluation examines a project's success in attaining its goals and analyzes the project's current viability and relevance. The project's impact is compared to the project's planned objectives. Shapiro (2014) demonstrates the necessity and significance of project monitoring by revealing the degree to which the project is complete. Unreliable monitoring and review can cause a project to fail. Thanks to effective M&E, hiccups and delays can be quickly and easily found by using produced reports on a regular basis. As a result, monitoring and evaluation are critical components of Digital Learning Program administration and should be carried out by qualified persons.

The use of ICTs in education has been promoted by a number of international and national organizations, as well as experts, specialists, and program developers who believe that ICTs will produce successful learning and spur social and economic development (Pringle, 2004).

Even though there are numerous initiatives in Africa aimed at integrating ICTs into all levels of education, there are few comprehensive M&E studies. Despite this lack of judgment, the public's overall impression of the impact of numerous ICT projects remains favorable. This is likely because of the lack of clearly defined objectives in national ICT for Education programs (Quellmalz, 2003). Many of these impediments can be addressed by national legislation, which could significantly affect how widely ICT is used in classrooms.

2.3 Resource mobilization and Performance of Digital learning Programme

The main objective if the digital learning programme is to atttain a knowledge based society and to guarantee accessibility, effectiveness, dependability, and affordability of ICT services. Oluoch (2012) notes that when there are not enough funds for a certain project, the monitoring and evaluation technique cannot be carried out. While finances may be available for the full project at some institutions, the management may fail to allocate specific funds that are meant for M&E. Hence, this has caused M&E system in projects to perform poorly and has also led to failure of projects (Chaplowe, 2008).

Barasa (2014) in his research made an observation that integration of M&E funds when creating an M&E plan, it is very critical and some projects had failed or their performance was poor because of insufficient funds. An M&E system should incorporate a budget which includes all the expenses that will be incurred. Availability

of funds is important in the implementation and effective management of M&E system.

The development of education through ICT is usually perceived in terms of availability of regular funds, costs for maintenance and training funds. It is not simple to estimate the cost for all the project activities, including M&E cost. When there are limited funds during project implementation, this becomes a critical challenge in performance of the project. There is need for an M&E budget when dealing with ICT projects, because they are costly. Contingent to the degree of data collection and analysis needed, there are numerous direct and indirect costs (Earl S. C., 2001)

Digital learning was first introduced in Egypt in the 1990s. The Egyptian Information Society Initiative (2006-2009) and the Egypt Education Initiative (2006-2009), both of which included additional projects, sought to growth access to ICT services, develop ICT competencies, foster IT creativity, and increase educational opportunities through e-learning (Perraton, 2000).

In recent times, the government and private sectors supports digital learning in Egypt and gives new opportunities. The digital learning projects have been influenced by the practice of monitoring and evaluation, which ensures standard content, vigorous learning methodology, and incorporation of learning resources. The nation's national strategic plan for reforming pre-university education reflected the desire of the Egyptian government and its people for high-quality education (Sarah, 2014).

2.4 M&E Capacity building and Performance of Digital learning Programme

Capacity building for M&E is important during the implementation of a project even if

the individuals are experienced. It is observed that, this helps in the understanding of the project activities, providing feedback of project results and creates team building (Wysocki, 2003). Every individual participating in project execution is likewise involved in M&E implementation, and these individuals should be trained. (Acharya, 2006). Capacity building of M&E, ensures that the implementers of M&E are able to understand the design, purpose and the practice of M&E.

In order to identify challenges in capacity building, it is important to regard training of M&E, M&E fund and capacity evaluation that is performed initially during project planning. The training can then be carried out based on the staff's knowledge, experience, and performance. It can be formal or informal training. Big projects with many members should have a strategic plan of how training will be conducted in order to benefit all the staff members because of the limited number of opportunities. M&E capacity building aids the integration of the subjects to be covered and the individuals to be trained, because the staff members may not require the same topics while been trained (Alcock, Targets, Indicators and Milestones, 2009).

Mogaku (2010) looked into how M&E methodologies affected the success of projects in the Kisii Central District that were funded by women-owned businesses. Inadequate M&E skills in women's projects, he noted, lead to poor project performance. Capacity building of staff members can develop initiatives and bring change in institutions by providing skills to staff, to develop performance, provide satisfaction, which is displayed through team performance (Elnaga, 2013).

In developed countries across the world, digital learning despite invention of ICT more than 20 years ago has not greatly influenced student’s performance. This is because

of the mismatch between method that is used to measure the impact and method of learning, insufficient knowledge of ICT and not paying attention to M&E of digital learning. M&E can improve ICT project by evaluating if the program has benefited the direct beneficiaries.

A previous study that was conducted in schools located in western countries examined the effect of ICT on student performance in terms of teacher capacity building.. It was observed that, the students who performed better, were been taught by teachers who had gone through some training. On contrary, teachers who were not undergoing constant training for the digital learning taught the students who failed to perform better. Monitoring and evaluation system, ensures that there is continuous capacity building of the project and monitoring plan is put into place (Patricio, 2010)

In different countries, the governments are introducing ICT in education, to provide teachers with new pedagogy skills for classroom teaching. In Chile, for example, instructors who participate in the Enlaces program go through face-to-face training that lasts at least 100 hours. This allows teachers to become familiar with computers and use them on a regular basis for professional purposes. For example, creating reports, student's marks (Kozma, 2004).

Gladder (2010) observed that, the project managers for the technical project they should implement information, skills and methodologies efficiently, in order to present expected results and to be able to attain the objectives of the project and utilize the available funds. There are challenges, which impact development project evaluation and monitoring. These include; not been committed in performing monitoring and evaluation, the M&E results collected from data findings are not usually discussed nor

incorporated, few members of staff who are trained, not having enough technical equipment, and shortage in availability of funds to carry out monitoring and evaluation and few training openings.

Harold (2013) indicated that having the knowledge about monitoring and evaluation, allows the project implementors to monitor and evaluate implemented technical projects effectively. Hence, develop the performance of the program. The project implementors of the technical projects should also consider the influence of the project to the beneficiaries and if the project can have the ability of meeting the wishes of the direct beneficiaries and in this case, the learners in the primary schools. They are supposed to benefit from the implementation of digital learning program in Kenya.

2.5 M&E planning and Performance of Digital learning Programme

Many researchers believe that monitoring and evaluation planning should begin as soon as the project is launched (Kohli, 2008), whilst others believe that M&E planning should begin before the design stage, but following the planning stage. Despite their differences of view, nearly all academics agree that the plan ought to show how a project will be evaluated (Cleland, 2007). From a review of research study conducted by Olive (2002) on on the relevance of M&E plan on project performance, an M&E plan provides an outline of how the project objectives will be achieved and anticipated relation between activities and project outcomes. Other components of an M&E plan include the necessary data, the monitoring schedule, the intended data sources, and the money for M&E practice. Other plan also consists of a list of partners and collaborators who assist in achieving the required outcome. This illustrates that

monitoring and evaluation plan includes many aspects that need to be considered within project implementation.

In order to outline the project activities, a monitoring and evaluation system is required. It has been noticed that implementing an M&E plan in digital learning can increase educational quality and, ultimately, collaboration between policymakers, implementers, and learners. As a result, a proper M&E plan ought to be established from the start of a project instead of implementing the plan after the project has been executed. It should also relate with the project or program design or research methodology. Continuous M&E therefore, helps in ensuring project result based on experiences. This can also influence the future directions that a digital learning program can take and allow change of situations (Earl, 2001).

2.6 Stakeholder's participation in M&E and Performance of Digital learning Programme

Participation of stakeholders in implementing education program ought to be a collaborative activity to attain the objective of a project. This can become possible if teachers go through some training in order to develop their professional skills and the quality of education. Funds should be allocated to ensure that teachers are retrained, to improve their competency and hence involve them in the digital learning program (Piper, 2015).

Silong (2017) depicts the level of collaboration between the university's center for extension and Continuing Education in Malaysia. After the first phase of the project was done, a few stakeholders were tracked and appraised, and they had to be reassessed. Farnes (2014) investigated the aspects that influence customer, institution, and societal performance, such as job change and management level. The

study's findings revealed the importance of the employer as a project stakeholder. Employers had to promote senior engagement, provide regular interaction between staff members, allow for team involvement in the execution of changes, and encourage individuals who had attended learning courses to use the development of skills.

Klimowicz (2018) of the National Center for Distance learning in Poland conducted an analysis to determine stakeholder's factors, which can be considered during implementation of distance learning in Poland. Interview questions and questionnaires were distributed to the stakeholders. It was found out that, the stakeholders should be ready and willing to train in ICT skills, the topics to be covered should be for specific audiences, factors, which prevent implementation of distance learning program, should be addressed.

Likewise, Georgiev (2018) assessed the needs of the direct beneficiaries of the digital learning and these included; students who have dropped out from school**,** students who learn away from school, part-time and jobless workers, self-sponsored and government-sponsored students and individuals looking for training for job changes or individual development. The study indicated that, colleges, society-based organizations and external partners, should be involved during implementation of distance or digital learning.

Bottomley (2015) carried out a survey on stakeholder's appreciation of digital services like the use of e-mail, computer meetings, and access of online library. From the perspective of the public, digital services received high ratings. Students valued services that were offered by individuals or government and these included; use of computer networks. The perspectives of stakeholders must be considered. Although

the experiences of stakeholders may be limited, their opinion about the project should be taken into consideration.

2.7 Theoretical Framework

The theory of change served as the foundation for this research investigation. Carol Weiss initiated this theory in 1995, which looks at how and why a project initiative operates. It not only focuses on the efficiency of a project but also explains how and the methods it can use to make it more effective (Cox, 2009). A project's performance is guided by the notion of change. It provides a road map and guides a project in achieving the set goals.

Monitoring and evaluation provides a continuous assessment of the project whereas theory provides a guideline in assisting in reaching the destination through bringing about change. Additionally, the theory argues that the perspective of change makes an intervention by bringing out the difference (Msila, 2013). This theory proposes that if project members and evaluators can understand how and why the project is attempting to achieve its goal or target, they'll be able to keep tabs on and assess the anticipated results, then contrast them with the theory of change. Hence, this theory can help the researcher in finding out the achieved goals in a project (Alcock, 2009).

However, this theory has its own weaknesses. It is a lot more difficult to assess a project's success (Babbie, 2006). Beyond knowing what works, it is equally important to understand how a project succeeds. It is evident that, using a similar intervention rarely works. The key importance of monitoring and evaluation practice, is to collect sufficient data so as to have the ability to foresee how a project and a number of activities can function in various situation, or how it can be changed to get better

results and therefore influence the performance of the project (Jones, 2011).

2.8 Conceptual Framework

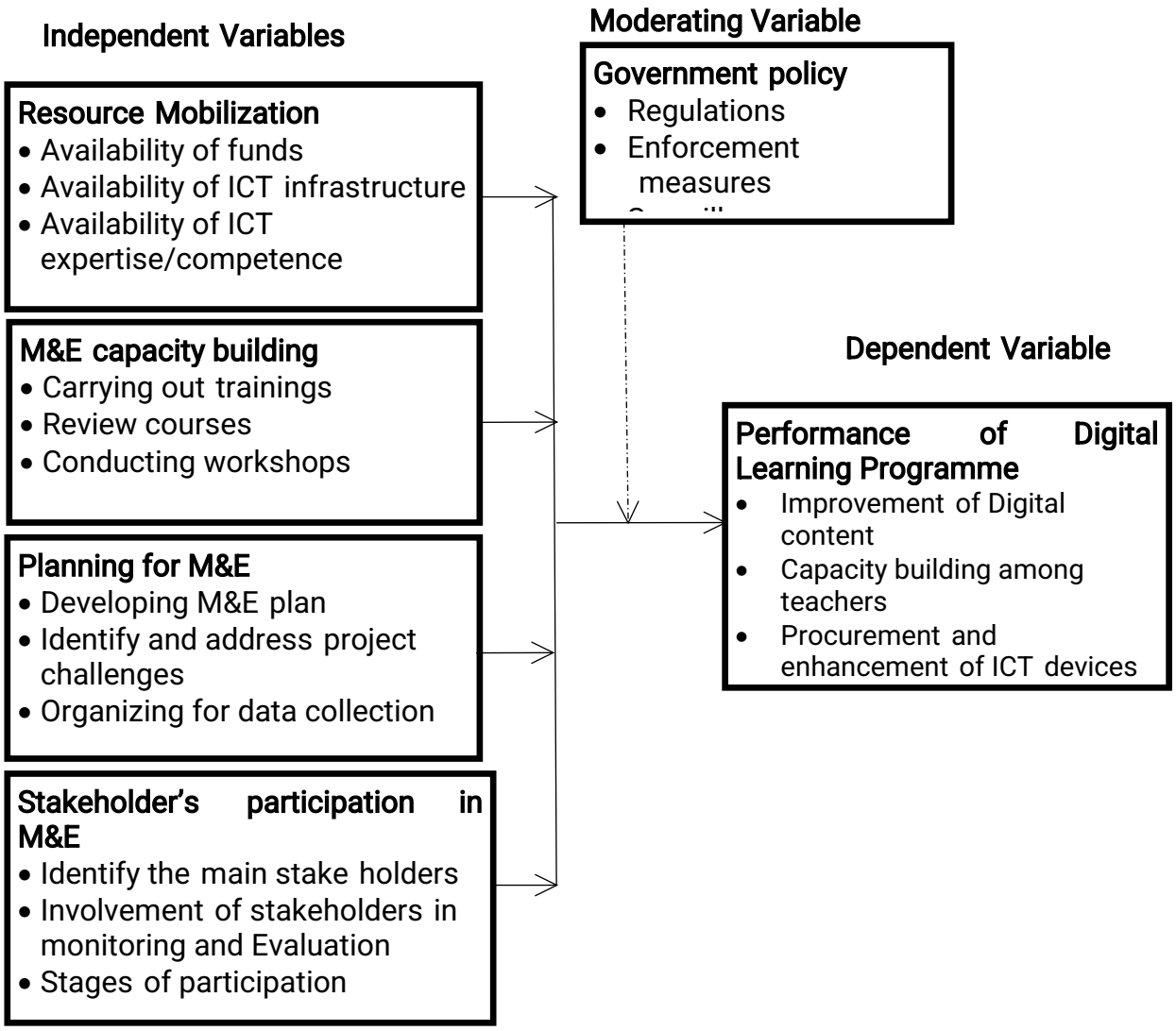

Figure 1: Conceptual Framework

2.9 Research Gaps

Author/Year of publication	Title of the study	Methodology of the study	Research Findings	Research Gaps	Gaps addressed
Wanza (2019)	The determinants of implementation of the Digital Literacy Program in Makueni County, Kenya	Descriptive survey	According to the survey, the most significant hindrance to the deployment and usage of ICT in government services is lack of finance. It was also revealed that allocating appropriate budget for ICT is an issue, to increased DLP usage when delivering government services to public primary schools in Makueni County. The most impactful determinant on service delivery was discovered	Did not consider determinants affecting the performance of the digital learning programme, focused on implementation Did not adopt quantitative approach	Funding for DLP activities should be increased to enable it to adequately fulfill its mandate. DLP should also be given more control over donor funded projects so as to ensure projects implemented are aligned to its strategy of providing ICT enabled services to the schools Introduction and measurement of performance indicators. Regression approach will be used

			to be funding.		
Patricio (2010)	The impact of ICT on student's performance in terms of capacity building of teachers		It was observed that, the students who performed better, were been taught by teachers who had gone through technical training. On contrary, teachers who were not undergoing constant training for the digital learning taught the students who failed to perform better.	Did not investigate monitoring and evaluation practices on the performance of the DLP	There is need of implementing monitoring and evaluation system, because it ensures that there is continuous capacity building of the project and monitoring plan is put into place
Bottomley (2015)	A survey on stakeholder's appreciation of digital services like the use of e-mail, computer meetings, and access of	Used only historical secondary data	From the perspective of the public, digital services received high ratings. Students valued services that were offered by individuals or government and	Did not collect primary data in a quantitative approach through survey design	The perspectives of stakeholders must be considered. Although the experiences of stakeholders may be limited, their opinion about the project should be

	online library.		these included; use of computer networks.		taken into consideration.
Sarah (2014)	Planning and Evaluating ICT in Education Programs Using the Four Dimensions of Sustainability: A Program Evaluation from Egypt	Used secondary data	According to the findings, neither the hardware nor the pedagogical aspects of ICT in education initiatives should be prioritized. Instead, they build an intentional technological infrastructure on top of pedagogical technology use.	Socio-economic basis was not conside red	The program's technical and educational parts should be viewed as two different endeavors with distinct but complementary goals. During the process, paying attention to the social, political, economic, and technological components can make a difference in the initiative's long-term viability and, ultimately, success.

2.10 Summary of the Literature Review

The literature review is organized into four sections. The first portion investigates the effectiveness of a digital learning program. The remaining sections look at monitoring and evaluation aspects such as M&E funding, M&E planning, M&E capacity building, and stakeholder participation in M&E. The effectiveness of the digital learning program is influenced by these M&E factors. From the review of this study, improvement in

education through implementation of ICT, depends on the availability of funds. On the other hand, capacity building of staff members helps to develop initiatives and bring change in institutions by providing skills to staff, to develop performance, provide satisfaction which is displayed through team performance. In addition, implementation of M&E plan in digital learning, can increase educational quality and, eventually, collaboration between policymakers, implementers, and learners. Finally, the study indicated that colleges, society-based organizations and external partners, should be involved during implementation of distance or digital learning. Basically, the perspectives of stakeholders must be considered.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The research methodology that helped the researcher collect and analyze the data is covered in this chapter. The intended audience, as well as the precise sample for this research study, was also indicated. The researcher also selected the instrument of collecting data, the procedure of validating and testing the instrument reliability. Procedures for data analysis, moral questions, and operational definitions of variables were all covered in this chapter.

The study's methods and procedures are covered in this chapter. In summary, this chapter's coverage touches on the research design, the intended audience, the sample size and methods, the methods used for data collection and analysis, the methods used for pilot testing, the validity of the results, and the instrument reliability. It also discusses the validity of the findings and the instrument's reliability. More specifically, this chapter includes the study's ethical concerns and the operational definitions of the variables.

3.2 Research Design

The descriptive survey and correlation research designs were used in this study. Chandran (2004) contends that research design details how data is gathered and analyzed and how the research findings are related to the research goals being investigated. Krishnaswamy (2009) denotes that a research design is usually concerned with the methodology applied in performing the research. Researchers can gather data using a descriptive research design, analyze it, and then present, interpret, and summarize it to make the study more understandable (Orodho, 2002). A descriptive research design is meant to give out a report about elements in education that are of interest to teachers as well as policy makers. Because the researcher examined the impact of M&E characteristics on the effectiveness of the digital learning program, this study is consistent with the goal of descriptive research design.

3.3 Target Population

The population of interest in the study was two hundred forty respondents who participated in Kenya's digital learning program. These included; 10 teachers from 20 private schools in Kiambu county, 5 ICT directors, 15 M&E officers, and 20 ICT officers from Kiambu county. Ngechu (2007) explains that the population is the entire group of individuals or things that was used in the research to produce the findings. The researcher usually intends to make a conclusion based on the population (Saunders, 2012).

Table 3. 1: Target Population

The Target population	Number
ICT directors	5
M&E officers	15
ICT officers	20
Private school teachers	200
Total	**240**

Source: Ministry of Education, Kiambu County (2021)

3.4 Sampling procedure

Sampling is the process of choosing a particular group of individuals for a research study in order to represent a much larger population that could have been used instead. In this study, both purposive and stratified random sampling were applied. The purposeful sampling technique is used to identify the sample from which the researcher collected data—the selection aimed at achieving the research objectives (Lavrakas, 2015). The selected model was then divided into four groups using stratified random sampling. This method allowed only a small sample to be used, limiting the expense of data collection (Gakuu, 2013). Nassiuma (2000) formula was applied to calculate the appropriate population study sample size of 240 people because it was more accurate in comparison to other formulas. The computation was as follows:

$$n = \frac{N(cv)^2}{Cv^2 + (N-1)\,e^2}$$

Where ***n***= sample size

N= population (240)

Cv= coefficient of variation (take 0.6)

e= At a 95 % confidence level, the necessary degree of confidence can be tolerated (take 0.05).

$$n = \frac{240(0.6^2)}{0.6^2 + (240 - 1)\,0.05^2} = 90.23 \text{ (rounded to) } 90$$

The ratio therefore was 90/240 = 0.375. To obtain the sample for each stratum, this was applied across all strata.

Table 3. 2: Sample Size

Categories	Population	Ratio	Sample
ICT directors	5	0.375	2
M&E officers	15	0.375	6
ICT officers	20	0.375	8
Private school teachers	200	0.375	75
Total	**240**		**91**

As indicated by Dooley (2007), a sample size that ranges between 10% to 40% of the target population is deemed appropriate for conducting detailed studies. This study's sample size was 91 people.

3.5 Data Collection Procedure and Instruments

The researcher collected data using research questionnaires. Kothari (2007) terms questionnaire as something that represents the number of questions documented in a defined way or structure. The researcher gathered information from both primary and secondary sources. The researcher embraced questionnaires because they were inexpensive. (Flick, 2015). Questionnaires are ordinarily used to obtain data concerning population where each item is advanced to cover precise research objectives and questions or even hypothesis of the research study (Mugenda & Mugenda, 2003). The primary sources were generated from the answers which the respondents gave out, in the formulated research questionnaires, in addition, the researcher gathered information from the library documents. Secondary sources, on the other hand, came

from articles, reports, and scholarly theses. To conduct the study, the researcher asked NACOSTI for permission undertake the survey and the University of Nairobi (UoN) for an introduction letter. The next process, three research assistants were recruited a pilot study was undertaken to confirm the reliability of the questionnaires. Transmittal letter was given to respondents as a request for them to willingly engage in the research study.

3.5.1 Pilot Testing of the Instruments

The researcher before issuing the questionnaire to the respondents did a pre-testing alternatively known as pilot testing and this helped in ensuring that the questions were clear, relevant and prudent.Orordho (2008), opines that a pilot test enables discovery of the inadequacy and incompleteness of questions included in a questionnaire and also help to make them authentic. This ensures that the instrument measures exactly what it is needed to measure..Pre testing endeavored to ensure the questionnaire were clear, simply understood and phrased, structured and ordered well. The researcher undertook a small study referred to as a pilot study for standardization of the instrument ahead of using the instrument for actual data. 19 survey respondents were picked at random to respond to the research questionnaires. This took place two days before the actual research date.

3.5.2 Validity of Research Instruments

Validity of an instrument ensures that the findings, conclusions and recommendations are quality. Validity is defined by (Cherry, 2015) as the ability of a research instrument to evaluate what it sought to measure and to perform as it is supposed to perform. Validity helped the researcher in identifying the state of the research questionnaire.

Content validity was applied in measuring the content of the questions in the questionnaires. The capacity of a research instrument measuring what is required is evaluated using the research approach known as content validity (Lune, 1998). The degree to which information obtained through a certain tool relates to a certain field of knowledge or substance of a particular thought is known as content validity The supervisor and a different university lecturer were consulted for their expert opinion after the researcher had chosen a representative sample of indicators from the concept's domain of indicators. This made it possible to modify and revise the instrument as needed, increasing its validity. The survey questions matched the study's goals, and the Likert scale was applied for the researcher to gather sufficient data. Research instruments were piloted to determine if the questions were well understood and answerable. Nineteen pilot survey respondents were randomly picked to respond to the research questionnaires. This took place two weeks before the actual research date.

3.5.3 Reliability of Research Instruments

Reliability is defined as the consistency of the measurements, or the extent to which an instrument consistently yields results that are similar when used with subjects that are similar to those in the same situation. Cherry (2015) explains that a research tool's reliability is measured by how consistently it produces results. A research instrument can be able to give progressive data after conducting different tests. By calculating the maximum possible split-half reliability using a multi-item scale, the researcher used the Cronbach alpha coefficient to determine whether the questionnaire is appropriate. The Cronbach alpha coefficient above 0.7 means that the research instrument is

suitable (Mugenda, 2008). The test-retest procedure involves giving the identical instrument to the same set of individuals again after a meticulously planned In order to assess dependability, there was a two-week gap between the first and second tests. The research questionnaire for this study was perceived as accurate because the Cronbach alpha coefficient was 0.7.Since Cronbach's Alpha values greater than 0.75 showed the existence of reliability, reliability with a specified value of 0.7 was acceptable. Conversely, Cronbach's soAlpha values below 0.7 suggested lack of reliability of the study instrument (Maniangi, 2018).

3.6 Data collection Procedures

A survey resignation design was apploed in this study, and data was gathered using a questionnaire. A printed form called a questionnaire has several questions on it that are used to collect data. Three research assistants and a researcher administered the questionnaire via supervised administration. Three research assistants were trained in data collection. Among the skills needed were excellent communication skills and capacity to approach and engage with the respondents as they administered the research instrument.

3.7 Data Analysis Techniques

The research data were analyzed using descriptive analysis. Quantitative data was generated in the SPSS after coding it. Tables displaying the gathered data with thorough explanations were provided.

After gathering the data, the researcher carefully examined each questionnaire to ensure its accuracy, completeness, and conformance. The information was then coded, and the replies were grouped into logical categories to find the critical pattern. A

coding scheme that included all the variables derived from the research objectives and questions stated in the questionnaire was created. The participant's responses were encoded into values, which were then input into an excel sheet. SPSS version 25 program aided the data analysis study was then conducted using statistical methods that were both descriptive and inferential. There were tables, percentages, and other representations of central tendencies, including the mean, frequency, and SD. The presentation of the data analyzed was done through the use of charts, graphs, and tables.

According to Coopers and Schindler (2008), regression analysis is a statistical model applied to determine the magnitude and nature of an association amongst research variables and to test the hypothesized association of the given study.

To investigate the linear relationships between various predictor factors and the dependent variable,

each independent variable had the following models:

$Y=\beta 0+\beta 1X1+o\mu$.....Equation1

$Y=Y=\beta 0+\beta 2X2+o\mu$.....Equation2

$Y=\beta 0+\beta 3X3+o\mu$.....Equation3

$Y=\beta 0+\beta 4X4+o\mu$..... Equation4

In order to evaluate the significance of the independent factors' effects on the dependent variable, a multiple linear regression model was employed in the study.

The purpose of the linear regression analysis was to enable the calculation of the constant, coefficient (o), and slope of the coefficients () from the data. The t-test

assessed the study hypothesis with a 95% confidence level. The null hypothesis was rejected if the p value was less or equal to α (α=0.05). The multiple linear regression model is shown below.

Multiple regression was applied to examined the connection amongst the variables.

The following was the regression equation:

$$Y= \beta 0+ \beta 1X1+\beta 2X2+ \beta 3X3+ \alpha$$

Where: Y is the dependent variable (Performance of Digital Learning Program),

β0 is the regression coefficient/constant/Y-intercept,

β1, β2 and β3 are the slopes of the regression equation,

X1 is Resource mobilization

X2 is M&E Planning

X3 is M&E Capacity building

X4 Stakeholder's participation in M&E

α is a typical error term with a mean of 0, and the is taken to be 0 for calculation purposes.

3.8 Ethical Considerations

The researcher requested consent and got a research authorization letter from the UoN before applying for a research permit from National Commission for Science and Technology Innovation (NACOSTI). The researcher requested consent from the respondents, and their participation was voluntary. The respondents were asked not to

designate their identity on the questionnaire. They were also informed that the research was being carried out for academic purposes. A transmittal letter was provided to the respondents to request their willingness to participate in the research. Personal information was confidential and was not disclosed. All the primary and secondary sources cited in the research paper, were acknowledged.

3.9 Operational definition of variables

The operational definition of factors affecting the impact of project M&E on the effectiveness of a digital learning program is presented in a case study of private schools in Kiambu County, Kenya. The variables are listed in the table below;

Table 3. 3: Operationalization of Variables

Objectives	Type of variable	Indicators	Measurement of scale	Data analysis	Tools of analysis
Independent Variables					
Determine how M&E funding affect DLP Private school performance.	Resource Ionization	Availability ict infrastructure(laptops, tablets and laboratories) Availability digital content Application of resources in the project	Ordinal Interval ratio	Descriptive statistics Inferential statistic	Mean, Standard Deviation(SD), Frequencies and p percentages
Examine the impact of M&E capacity building on DLP performance in private schools.	Capacity building	Carrying out trainings Review courses Conducting	Nominal ratio	Descriptive statistics Inferential statistic	Mean, Standard deviation, Frequencies and

		workshops			Percentages
Examine how M&E planning affects DLP performance in private schools.	Planning	Developing M&E plan Identify and address project challenges Organizing for data collection	Nominal ratio	Descriptive statistics Inferential statistic	Mean, Standard deviation, Frequencies and Percentages
Investigate the impact of stakeholder participation in M&E on DLP performance in private schools.	Stakeholder's participation	Identify the main stakeholders Involvement of stakeholders in M&E Stages of participation	Nominal ratio	Descriptive statistics Inferential statistic	Mean, Standard deviation, Frequencies and Percentages
Dependent Variables					
	Performance of Digital Learning Programme	Improvement of digital content Capacity building among the teachers Procurement & enhancement of ICT devices	Ratio	Descriptive statistics Inferential statistic	

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The chapter is structured to present the findings after first examining the number of responses, demographic data, and objectives.To analyze M&E practices on the effectiveness of digital learning programs in private schools in Kiambu County, Kenya, the research study used a variety of statistical tools. The chapter finalizes with regression results and finally the findings discussion.

4.2 Questionnaire Return Rate

The researcher dispersed 91 questionnaire to the respondents but managed only to get 67 questionnaires back. This yielded a response rate of 73.6 percent, which is higher than 50% and considered a significant acceptance rate for statistical test. by Flick (2015).

Table 4.1 : Response Rate

	Number of informants	Per cent
Response	67	73.6
Non- Response	24	26.4
Total	**91**	**100.0**

4.3 Demographic of Respondents by Age, Gender, Education and position held in Digital Learning Program

The participants were implored to say their age. Table 4.2 following exhibits the findings.

Table 4. 2: Age Bracket of the Respondents

	Frequency	Percent
Below 30 years	21	31.3
31 to 49 years	22	32.8
50 years and above	24	35.8
Total	**67**	**100.0**

The outcomes show that 35.8% of the respondents were aged 50 years and above, 32.8% were aged between 31 to 49 years, and 31.3% were aged below 30 years. This implied that the respondents were mature enough to reliably respond to the questionnaire.

The study purpose was identifying the respondent's gender. The responses obtained were as indicated Table 4.3.

Table 4. 3: Gender of the Respondents

	Frequency	Percent
Male	41	61.2
Female	26	38.8
Total	**67**	**100.0**

From the outcomes, 61.2% of the participants were male whereas 38.8 per cent were female. This implied that the study was not biased in data collection as both genders were considered. Further, the results suggested that most of the respondents who were part of the digital learning program in Kenya were male.

The researcher enquired on the respondents' highest education level. Table 4.4 is a summaries their responses.

Table 4. 4: Educational Level of the Respondents

	Frequency	Percent
Diploma	25	37.3
Degree	30	44.8
Post graduate	12	17.9
Total	**67**	**100.0**

The outcomes discovered that 44.8% of the respondents had achieved the degree level, 37.3% had reached the diploma level, whereas 17.9% had attained the post graduate level. The results implied that all the participants who partook in the study were learned enough to understand and provide reliable data on the influence of M&E practices on the performance of digital learning program in private schools in Kiambu County, Kenya.

Table 4.5 following indicates the outcomes.

Table 4. 5: Respondents' Position held in Digital Learning Program

	Frequency	Percent
ICT director	2	3.0
M&E officer	5	7.5
ICT officer	6	9.0
Private school teacher	54	80.6
Total	**67**	**100.0**

The outcomes uncovered that 80.6% were private school teachers, 9.0%were ICT officers, 7.5% were M&E officers, while 3.0% were ICT directors. This meant that all the participants had a role in the digital learning program in private schools and therefore could be able to understand the subject matter.

4.4 Resource Mobilization and the Performance of Digital Learning Programme

The first objective was determining how resource mobilization influences the performance of the Digital Learning Programme in Private schools Kiambu County. The respondent's level of agreement with the researcher's statements concerning the impact of resource mobilization on the effectiveness of the digital learning program was requested by the researcher. The study's findings, which were determined by a 5-point Likert scale, are as follows in table 4.6.

Table 4. 6Resource Mobilization on erformance of Digital Learning Programme

	SD	D	N	A	SA	Mean	Std. Deviation
	F (%)	F (%)	F (%)	F (%)	F (%)		
Effective timing of resources influence performance of digital learning program	13 (19.4%)	8 (11.9%)	8 (11.9%)	9 (13.4%)	29 (43.3%)	3.493	1.599
Access to adequate digital learning resources influence performance of digital learning program	6 (9.0%)	14 (20.9%)	13 (19.4%)	15 (22.4%)	19 (28.4%)	3.403	1.338

The M&E budget should be at least 5 to 10 percent of the whole budget	11 (16.4%)	8 (11.9%)	11 (16.4%)	7 (10.4%)	30 (44.8%)	3.552	1.550
The budget that is allocated for monitoring and evaluation needs to be clear on how the funds will be utilized in the entire process	9 (13.4%)	13 (19.4%)	10 (14.9%)	8 (11.9%)	27 (40.3%)	3.463	1.511
Funds for monitoring and evaluation should be alienated from other cost and a plan for M&E funds should be initiated before project implementation	11 (16.4%)	9 (13.4%)	5 (7.5%)	8 (11.9%)	34 (50.7%)	3.672	1.590
Challenges of M&E in the performance of DLP program include lack of accountability, for monitoring and making reports on performance results.	4 (6.0%)	4 (6.0%)	4 (6.0%)	7 (10.4%)	48 (71.6%)	4.358	1.202
Composite Mean and Standard Deviation						**3.657**	**1.465**

Table 4.6 point out that 29 (43.3%) of the respondents strongly agreed that effective timing of resources influence performance of digital learning program, 13 (19.4%) strongly disagreed, 9 (13.4%) agreed, 8 (11.9%) were neutral and 8 (11.9%) disagreed. This statement had a mean score of 3.493 and a SD of 1.599. This mean was

below the composite mean of 3.657 implying that effective timing of resources does not significantly influence performance of digital learning program. Therefore, there is need for improvement or review.

On the statement that access to adequate digital learning resources influence performance of digital learning program, 19 (28.4%) strongly agreed, 15 (22.4%) agreed, 14 (20.9%) disagreed, 13 (19.4%) were neutral while 6 (9.0%) strongly disagreed. This statement had a mean score of 3.403 and a SD of 1.338. This mean was below the composite mean of 3.657 implying that access to adequate digital learning resources did not influence performance of digital learning program.

On the statement that the M&E budget ought to be at least 5 to 10% of the whole budget, 30 (44.8%) strongly agreed, 11 (16.4%) were neutral, 11 (16.4%) strongly disagreed, 8 (11.9%) disagreed while 7 (10.4%) agreed. This statement had a mean score of 3.552 and a SD of 1.550. This mean was below the composite mean of 3.657 implying that M&E budget ought not be at least 5 to 10% of the whole budget.

On the statement that the budget that is allocated for M&E needs to be clear on how the funds will be utilized in the entire process, 27 (40.3%) strongly agreed, 13 (19.4%) disagreed, 10 (14.9%) were neutral, 9 (13.4%) strongly disagreed, while 8 (11.9%) agreed. This statement had a mean score of 3.463 and a SD of 1.511. This mean was below the composite mean of 3.657 implying that the budget that is allocated for monitoring and evaluation is not clear on how the funds will be utilized in the entire process.

Regarding the statement that fund for M&E should be alienated from other cost and a

plan for M&E funds should be initiated before project implementation, 34 (50.7%) strongly agreed, 11 (16.4%) strongly disagreed, 9 (13.4%) disagreed, 8 (11.9%) agreed while 5 (7.5%) were neutral. This statement had a mean score of 3.672 and a SD of 1.590. This mean was above the composite mean of 3.657 implying that alienation of funds for monitoring and evaluation from other cost and initiation of a plan for M&E fund before project implementation positively influence the performance of the project.

Regarding the statement that challenges of monitoring and evaluation in the performance of digital learning program comprise of the deficiency in accountability, especially for monitoring and making reports on performance results, 48 (71.6%) strongly agreed, 7 (10.4%) agreed, 4 (6.0%) were neutral ,4 (6.0%) disagreed, while 4 (6.0%) strongly disagreed. This statement had a mean score of 4.358 and a SD of 1.202. This mean was above the composite mean of 3.657 implying that challenges of M&E in the performance of digital learning program comprise of the absence of accountability, especially for monitoring and making reports on performance results.

4.4.1 Correlation Analysis

A correlation analysis was undertaken to determine the association amongst resource mobilization and the Digital Learning Programme's performance in Private schools, Kiambu County. Table 4.7 indicate the correlation outcomes.

Table 4. 7: Correlation for the Influence of Resource Mobilization on the Performance of Digital Learning Programme

		Performance of DLP	Resource Mobilization
Performance of DLP	Pearson Correlation	1	.858
	Sig. (2-tailed)		.045
	N	67	67
Resource Mobilization	Pearson Correlation	.858	1
	Sig. (2-tailed)	.045	
	N	67	67

The study pointed out a strong positive association amongst resource mobilization and performance of Digital learning Programme in Private schools, Kiambu County ($r=0.858$, $P=0.045<0.05$). Therefore, there is a significant association amongst resource mobilization and performance of Digital learning Programme in Private schools, Kiambu County.

4.4.2 Simple Linear Regression Analysis

Simple linear regression analysis was undertaken in establishing the association amongst resource mobilization and performance of Digital learning Programme in Private schools, Kiambu County. The findings were recorded on Table 4.8.

Table 4. 8: Model Summary for the Influence of Resource Mobilization on the Performance of Digital Learning Programme

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.858	0.737	0.733	0.852

a. Predictors: (Constant), Resource Mobilization

From the findings in the model summary, the R square was 0.737 implying that 73.7% of the performance of Digital learning Programme in Private schools, resource mobilization could explain Kiambu County. This shows that 73.7% of the performance of Digital learning Programme in Private schools, Kiambu County can be justified by other factors other than resource mobilization.

The study aimed to test the hypothesis that there is no significant association between resource mobilization and the performance of digital learning programs in Kiambu County private schools. Table 4.9 indicates the outcomes.

Table 4. 9: ANOVA[a] for the Influence of Resource Mobilization on the Performance of Digital Learning Programme

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	132.033	1	132.033	182.091	1.62E-20[b]
	Residual	47.131	65	0.725		
	Total	**179.164**	**66**			

a. Dependent Variable: PDLP

b. Predictors: (Constant), Resource Mobilization

Table 4.9 shows that the F-calculated (182.091) is greater than the F-critical (3.9886)

and the p-value (1.62E-20) is less than the significance level (0.05), indicating that the model can be used to forecast the impact of resource mobilization on the performance of the Digital Learning Programme in Kiambu County private schools.

The study sought to assess the strength of the relationship between resource mobilization and the performance of the Digital Learning Program in Kiambu County's private schools. The outcomes are shown in Table 4.10.

Table 4. 10: Regression Coefficients[a] for the Influence of Resource Mobilization on the Performance of Digital Learning Programme

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.199	1.557		7.835	0.000
	Resource Mobilization	0.872	0.307	0.858	2.840	0.006

a. Dependent Variable: PDLP

The result indicated that p=0.006<0.05. Thus, resource mobilization significantly influences the performance of digital learning programs in Kiambu county private schools since p=0.006<0.05. The null hypothesis that there is no significant association between resource mobilization and the performance of digital learning programs in Kiambu County private schools is rejected.

The following model is thus developed;

$Y=12.199+0.872X_1$

This implies that an increment with a unit in the scores of resource mobilization would translate to a 0.872 unit increment in the performance of digital learning programme in private schools in Kiambu County.

4.5 M&E Capacity building and the performance of Digital learning Programme

The second objective was to examine the influence of M&E capacity building on the performance of Digital learning Programme in Private schools, Kiambu County. The

researcher asked the respondents to show how much they agreed with the statement on the influence of M&E capacity building on the performance of Digital learning Programme. The study findings were as presented in Table 4.11.

Table 4. 11: Influence of Resource Mobilization on the Performance of Digital Learning Programme

	SD	D	N	A	SA	Mean	Std. Deviation
	F (%)	F (%)	F (%)	F (%)	F (%)		
The individuals involved in the digital learning program should be allocated job responsibilities which relate with their skills	9 (13.4%)	2 (3.0%)	6 (9.0%)	1 (1.5%)	49 (73.1%)	4.179	1.466
Training should be offered to the members, in order to improve their skills and ensure they acquire the current knowledge about the project	9 (13.4%)	12 (17.9%)	9 (13.4%)	8 (11.9%)	29 (43.3%)	3.537	1.521

Frequent workshops that are set to identify challenges of monitoring and evaluation can influence the performance of digital learning program	9 (13.4%)	17 (25.4%)	16 (23.9%)	5 (7.5%)	20 (29.9%)	3.149	1.438
Conducting trainings and setting project goals that should be achieved can enhance the performance results of the project	4 (6.0%)	7 (10.4%)	16 (23.9%)	9 (13.4%)	31 (46.3%)	3.836	1.286
At least 2% of the project fund should be allocated to capacity building, to ensure there is efficiency in monitoring and evaluation	12 (17.9%)	11 (16.4%)	6 (9.0%)	13 (19.4%)	25 (37.3%)	3.418	1.558
Composite Mean and Standard Deviation						**3.624**	**1.454**

In regards to the first item on Table 4.11 that stated that the individuals involved in the digital learning program should be allocated job responsibilities which relate with their skills, 49 (73.1%) strongly agreed, 9 (13.4%) strongly disagreed, 6 (9.0%) were neutral, 2 (3.0%) disagreed while 1 (1.5%) agreed. This statement had a mean score of 4.179 and a SD of 1.466. This mean was above the composite mean of 3.624 implying that the statement has a positive influence that is individuals involved in the digital learning program were allocated job responsibilities, which relate with their skills.

On the statement that training should be offered to the members, in order to improve their skills and ensure they acquire the current knowledge about the project, 29 (43.3%) strongly agreed, 12 (17.9%) disagreed, 9 (13.4%) were neutral, 9 (13.4%) strongly disagreed while 8 (11.9%) agreed. This statement had a mean score of 3.537 and a SD of 1.521. This mean was below the composite mean of 3.624 implying that training was not offered to the members, in order to improve their skills and ensure they acquire the current knowledge about the project.

On the statement that frequent workshops that are set to identify challenges of monitoring and evaluation can influence the performance of digital learning program, 20 (29.9%) strongly agreed, 17 (25.4%) disagreed, 16 (23.9%) were neutral, 9 (13.4%) strongly disagreed, while 5 (7.5%) agreed. This statement had a mean score of 3.149 and a SD of 1.438. This mean was below the composite mean of 3.624 implying that frequent workshops that are set to identify challenges of M&E did not influence the performance of digital learning program.

On the statement that conducting trainings and setting project goals that should be achieved can enhance the performance results of the project, 31(46.3%) strongly

agreed, 16 (23.9%) were neutral, 9 (13.4%) agreed, 7 (10.4%) disagreed, while 4 (6.0%) strongly disagreed. This statement had a mean score of 3.836 and a SD of 1.286. This mean was above the composite mean of 3.624 implying that conducting trainings and setting project goals that should be achieved enhanced the performance results of the project.

On the statement that at least 2% of the project fund should be allocated to capacity building, to ensure there is efficiency in monitoring and evaluation, 25 (37.3%) strongly agreed, 13(19.4%) agreed, 12 (17.9%) strongly disagreed, 11 (16.4%) disagreed, while 6 (9.0%) were neutral. This statement had a mean score of 3.418 and a SD of 1.558. This mean was below the composite mean of 3.624 implying that at least 2% of the project fund was not allocated to capacity building, to ensure there is efficiency in monitoring and evaluation.

4.5.1 Correlation Analysis

To determine the relationship between M&E capacity building and the effectiveness of the Digital Learning Program in Private Schools in Kiambu County, correlation analysis was conducted. Table 4.12 shows the correlation.

Table 4. 12: Correlation for the Influence of M&E Capacity Building on Performance of Digital Learning Programme

		Performance of DLP	M&E Capacity Building
Performance of DLP	Pearson Correlation	1	. 740
	Sig. (2-tailed)		.016

		N	67	67
M&E Capacity Building		Pearson Correlation	.740	1
		Sig. (2-tailed)	.016	
		N	67	67

The study indicated that there was a strong positive association amongst M&E capacity building and performance of Digital learning Programme in Private schools, Kiambu County (r=0.740, P=0.016<0.05). Therefore, there is a significant association amongst M&E capacity building and performance of Digital learning Programme in Private schools, Kiambu County.

4.5.2 Simple Linear Regression Analysis

Simple linear regression analysis was undertaken to establish the association amongst M&E capacity building and performance of Digital learning Programme in Private schools, Kiambu County. The outcomes were recorded on Table 4.13.

Table 4. 13: Model Summary for the Influence of M&E Capacity Building on Performance of Digital Learning Programme

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.740[a]	0.548	0.541	0.365

a. Predictors: (Constant), M&E capacity building

From the findings in the model summary, the R square was 0.548 implying that 54.8% of performance of Digital learning Programme in Private schools, Kiambu County could be explained by resource mobilization. This shows that 54.8% of the performance of Digital learning Programme in Private schools, Kiambu County can be explained by other factors other than M&E capacity building.

The study aimed on hypothesis testing that there existed not significant association amongst M&E capacity building and the performance of digital learning programme in private schools in Kiambu county. The outcomes are shown in table 4.14 below.

Table 4. 14: ANOVA for the Influence of M&E Capacity Building on Performance of Digital Learning Programme

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	10.504	1	10.504	78.832	8.10E-13[b]
	Residual	8.661	65	0.133		
	Total	**19.165**	**66**			

a. Dependent Variable: PDLP

b. Predictors: (Constant), M&E capacity building

Table 4.14 shows that the F-calculated (78.832) is highere than the F-critical (3.9886) and the p-value (8.10E-13) below the significance level (0.05), which indicate the suitability of the model and can be utilized in predicting the effect of M&E capacity

building on the performance of Digital learning Programme in Private schools, Kiambu County.

The study aimed to measure the strength of the association amongst M&E capacity building and performance of Digital learning Programme in Private schools, Kiambu County. Table 4.15 indicates the outcomes.

Table 4. 15: Regression Coefficients[a] for the Influence of M&E Capacity Building on Performance of Digital Learning Programme

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.885	1.727		5.145	0.000
	M&E Capacity Building	0.832	0.394	0.740	2.112	0.039

a. Dependent Variable: PDLP

The result indicated that $p=0.039<0.05$. Thus, M&E capacity building significantly influences performance of digital learning programme in private schools in Kiambu county since $p=0.039<0.05$. The null hypothesis is disproved, according to which there is no connection between M&E capacity building and the success of digital learning initiatives in Kiambu County private schools. The following model is thus developed;

$Y=8.885+0.832X_2$

This implies that an increment in the scores of M&E capacity building would translate to a 0.832 unit increment in the performance of digital learning programme in private schools in Kiambu County.

4.6 M&E Planning and Performance of Digital Learning Programme

The third goal was assessing how M&E planning affects the effectiveness of the Digital Learning Programme in private schools in Kiambu County. The researcher asked the respondents to rate how much they agreed with the claims about how the Digital Learning Program's performance was impacted by M&E capacity building.Table 4.16 indicates the study findings.

Table 4. 16: Influence of Resource Mobilization on Performance of Digital Learning Programme

	SD	D	N	A	SA	Mean	Std. Deviation
	F (%)	F (%)	F (%)	F (%)	F (%)		
Monitoring and evaluation planning is an activity that is performed separately from other project activities	12 17.9	10 14.9	14 20.9	8 11.9	23 34.3	3.299	1.518
Project progress is monitored and compared with the project plan	12 17.9	8 11.9	15 22.4	15 22.4	17 25.4	3.254	1.429
Project activities are carried out according to the initial plan	18 26.9	9 13.4	8 11.9	11 16.4	21 31.3	3.119	1.629
Monitoring and evaluation plan gives an outline of all stages of the project up to the end	16 23.9	12 17.9	7 10.4	7 10.4	25 37.3	3.194	1.654

There are regular meetings which are held to evaluate the progress of the project and address challenges	11 16.4	10 14.9	5 7.5	15 22.4	26 38.8	3.522	1.531
The set goals are standard, achievable, clear and can be used to measure performance	5 7.5	15 22.4	12 17.9	15 22.4	20 29.9	3.448	1.329
Composite Mean and Standard Deviation						**3.306**	**1.515**

From Table 4.16, on the statement that monitoring and evaluation planning is an activity that is performed separately from other project activities, 23 (34.3%) strongly agreed, 14 (20.9%) were neutral, 12 (17.9%) strongly disagreed, 10 (14.9%) disagreed while 8 (11.9%) agreed. This statement had a mean score of 3.299 and a SD of 1.518. This mean was below the composite mean of 3.306 implying that monitoring and evaluation planning is not an activity that is performed separately from other project activities.

On the statement that project progress is monitored and likened with the project plan, 17 (25.4%) strongly agreed, 15 (22.4%) agreed, 15 (22.4%) were neutral, 12 (17.9%) strongly disagreed, while 8 (11.9%) disagreed. This statement had a mean score of

3.254 and a SD of 1.429. This mean was below the composite mean of 3.306 implying that project progress is not monitored and likened with the project plan.

On the statement that project activities are carried out according to the initial plan, 21 (31.3%) strongly agreed, 18 (26.9%) strongly disagreed, 11 (16.4%) agreed, 9 (13.4%) disagreed, while 8 (11.9%) were neutral. This statement had a mean score of 3.119 and a SD of 1.629. This mean was below the composite mean of 3.306 implying that project activities were not carried out according to the initial plan.

On the statement that monitoring and evaluation plan gives an outline of all stages of the project up to the end, 25(37.3%) strongly agreed, 16 (23.9%) strongly disagreed, 12 (17.9%) disagreed, 7 (10.4%) agreed, while 7 (10.4%) were neutral. This statement had a mean score of 3.194 and a SD of 1.654. This mean was below the composite mean of 3.306 implying that monitoring and evaluation plan did not give an outline of all stages of the project up to the end.

On the statement that there are regular meetings which are held to evaluate the progress of the project and address challenges, 26 (38.8%) strongly agreed, 15(22.4%) agreed, 11 (16.4%) strongly disagreed, 10 (14.9%) disagreed, while 5(7.5%) were neutral. This statement had a mean score of 3.522 and a SD of 1.531. This mean was above the composite mean of 3.306 implying that there are regular meetings which are held to evaluate the progress of the project and address challenges.

On the statement that the set goals are standard, achievable, clear and can be used to measure performance, 20 (29.9%) strongly agreed, 15 (22.4%) agreed, 15 (22.4%) disagreed, 12 (17.9%) were neutral, while 5 (7.5%) strongly disagreed. This statement

had a mean score of 3.448 and a SD of 1.329. This mean was above the composite mean of 3.306 implying that the set goals are standard, achievable, clear and can be used to measure performance.

4.6.1 Correlation Analysis

Correlation analysis was undertakne in establishing the association amongst M&E planning and performance of Digital learning Programme in Private schools, Kiambu County. Table 4.17 indicates the correlation analysis.

Table 4. 17: Correlation for the Influence of M&E planning on Performance of Digital Learning Programme

		PDLP	Planning
PDLP	Pearson Correlation	1	.781
	Sig. (2-tailed)		.001
	N	67	67
M&E Planning	Pearson Correlation	.781	1
	Sig. (2-tailed)	.001	
	N	67	67

The study pointed out that there was a strong positive association amongst M&E planning and performance of Digital learning Programme in Private schools, Kiambu County ($r=0.781$, $P=0.001<0.05$). Therefore, there is a significant association amongst M&E planning and performance of Digital learning Programme in Private schools, Kiambu County.

4.6.2 Simple Linear Regression Analysis

Simple linear regression analysis was undertaken to establish the association amongst M&E planning and performance of Digital learning Programme in Private schools, Kiambu County. The results were recorded on Table 4.18.

Table 4. 18: Model Summary for the Influence of M&E planning on Performance of Digital Learning Programme

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.781[a]	0.610	0.604	0.339

a. Predictors: (Constant), Planning

From the findings in the model summary, the R square was 0.610 implying that 61.0% of the performance of Digital learning Programme in Private schools, Kiambu County could be explained by M&E planning. This shows that 61.0% of the performance of Digital learning Programme in Private schools, Kiambu County can be justified by other factors other than M&E planning.

The study aimed to test the hypothesis that no significant association existed between M&E planning and the performance of digital learning programme in private schools in Kiambu county. Table 4.19 indicates the outcomes.

Table 4. 19: ANOVA for the Influence of M&E planning on Performance of Digital Learning Programme

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.692	1	11.692	101.697	6.37E-15[b]
	Residual	7.473	65	0.115		
	Total	**19.165**	**66**			

a. Dependent Variable: PDLP

b. Predictors: (Constant), Planning

Table 4.19 indicates that the F-calculated (101.697) is higher in comparison to the F-critical (3.9886) and the p-value (6.37E-15) is below the significance level (0.05), which indicate that the model can be applied in forecasting the influence of M&E planning on the performance of Digital learning Programme in Private schools, Kiambu County.

The study aimed on measuring the strength of the association amongst M&E planning and performance of Digital learning Programme in Private schools, Kiambu County. Table 4.20 indicates the outcomes.

Table 4. 20: Regression Coefficients[a] for the Influence of M&E planning on Performance of Digital Learning Programme

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.128	1.576		7.695	0.000

M&E Planning	0.843	0.278	0.781	3.032	0.003

a. Dependent Variable: PDLP

The result indicated that p=0.003<0.05. Thus, M&E planning significantly influences the performance of digital learning programme in private schools in Kiambu county since p=0.003<0.05. The null hypothesis that there is no significant association amongst M&E planning and performance of digital learning programme in private schools in Kiambu County is rejected.

The following model is thus developed;

$Y=12.128+0.843X_3$

This implies that an increment with a unit in the scores of M&E planning would translate to a 0.843 unit increment in the performance of digital learning programme in private schools in Kiambu County.

4.7 Stakeholder's participation in M&E and performance of Digital Learning Programme

The fourth goal was to determine the impact of stakeholder participation in M&E on the performance of the Digital Learning Programme in Kiambu County private schools. The researcher asked the participants how much they agreed with the statements about the impact of stakeholder participation in M&E on the performance of the Digital Learning Programme.The study findings were as exhibited in Table 4.21.

Table 4. 21: Influence of Stakeholder's participation in M&E on Performance of Digital Learning Programme

	SD	D	N	A	SA	Mean	Std. Deviation
	F (%)	F (%)	F (%)	F (%)	F (%)		
Stakeholders are usually involved in monitoring and evaluation activities to access the progress of ongoing activities	13 (19.4%)	9 (13.4%)	17 (25.4%)	8 (11.9%)	20 (29.9%)	3.194	1.490
Involvement of stakeholders is important because it ensures successful implementation of monitoring and evaluation	10 (14.9%)	14 (20.9%)	12 (17.9%)	11 (16.4%)	20 (29.9%)	3.254	1.460
Stakeholders have sufficient skills and have been trained on monitoring and evaluation	14 (20.9%)	14 (20.9%)	15 (22.4%)	9 (13.4%)	15 (22.4%)	2.955	1.451

Stakeholders have information concerning the practices of monitoring and evaluation	2 (3.0%)	5 (7.5%)	2 (3.0%)	2 (3.0%)	56 (83.6%)	4.567	1.062
Stakeholders have controlled activities of monitoring and evaluation, leading to negative influence	5 (7.5%)	9 (13.4%)	15 (22.4%)	7 (10.4%)	31 (46.3%)	3.746	1.363
Composite Mean and Standard Deviation						**3.543**	**1.365**

From Table 4.21, on the statement that stakeholders are usually engaged in M&E activities to access the progress of ongoing activities, 20 (29.9%) strongly agreed, 17 (25.4%) were neutral, 13(19.4%) strongly disagreed, 9 (13.4%) disagreed while 8 (11.9%) agreed. This statement had a mean score of 3.194 and a SD of 1.490. This mean was below the composite mean of 3.543 implying that stakeholders were not usually involved in M&E activities to access the progress of ongoing activities.

On the statement that involvement of stakeholders is important because it ensures successful implementation of monitoring and evaluation, 20 (29.9%) strongly agreed, 14(20.9%) disagreed, 12 (17.9%) were neutral, 11(16.4%) agreed while10 (14.9%) strongly disagreed. This statement had a mean score of 3.254 and a SD of 1.460. This mean was below the composite mean of 3.543 implying that involvement of

stakeholders was not important because it ensured successful implementation of M&E.

On the statement that stakeholders have sufficient skills and have been trained on M&E, 15 (22.4%) were neutral, 15 (22.4%) strongly agreed, 14(20.9%) disagreed, 14 (20.9%) strongly disagreed while 9(13.4%) agreed. This statement had a mean score of 2.955 and a SD of 1.451. This mean was below the composite mean of 3.543 implying that stakeholders have no sufficient skills and have not been trained on monitoring and evaluation.

Regarding the statement stakeholders have information concerning the practices of M&E, 56 (83.6%) strongly agreed, 5(7.5%) disagreed, 2(3.0%) were neutral, 2(3.0%) strongly disagreed while 2(3.0%) agreed. This statement had a mean score of 4.567 and a SD of 1.062. This mean was above the composite mean of 3.543 implying that stakeholders have information concerning the practices of monitoring and evaluation.

On the statement that stakeholders have controlled activities of monitoring and evaluation, leading to negative influence, 31(46.3%) strongly agreed, 15(22.4%) were neutral, 9(13.4%) disagreed, 7(10.4%) agreed while 5(7.5%) strongly disagreed. This statement had a mean score of 3.746 and a SD of 1.363. This mean was above the composite mean of 3.543 implying that stakeholders have controlled activities of monitoring and evaluation, leading to negative influence.

4.7.1 Correlation Analysis

It was determined through correlation analysis that the performance of the Digital Learning Program in Private Schools and stakeholder participation in M&E were related.

Kiambu County. Table 4.22 indicate the correlation.

Table 4. 22: Correlation for the Influence of Stakeholder's participation in M&E on the Performance of Digital Learning Programme

		PDLP	Stakeholder's participation in M&E
PDLP	Pearson Correlation	1	.742
	Sig. (2-tailed)		.012
	N	67	67
Stakeholder's Participation in M&E	Pearson Correlation	.742	1
	Sig. (2-tailed)	.012	
	N	67	67

The study pointed that there was a strong positive association amongst stakeholder's involvelemtn in M&E and performance of Digital learning Programme in Private schools, Kiambu County ($r=0.742$, $P=0.012<0.05$). Therefore, there is a significant association amongst stakeholder's involvement in M&E and performance of Digital learning Programme in Private schools, Kiambu County.

4.7.2 Simple Linear Regression Analysis

A simple linear regression analysis was applied to examine the association amongst Stakeholder participation in M&E and performance of the Digital Learning Program in Private Schools, Kiambu County. The outcomes were recorded on Table 4.23.

Table 4. 23: Model Summary for the Influence of Stakeholder's participation in M&E on Performance of Digital Learning Programme

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.742[a]	0.551	0.544	0.994

a. Predictors: (Constant), stakeholder's participation in M&E

From the findings in the model summary, the R square was 0.551 implying that 55.1% of the performance of Digital learning Programme in Private schools, Kiambu County could be explained by stakeholder's participation in M&E. This shows that 55.1% of performance of Digital learning Programme in Private schools, Kiambu County can be explained by other factors other than stakeholder's involvement in M&E.

The study aimed on testing hypothesis that there is no significant association amongst stakeholder's participation in M&E and performance of digital learning programme in private schools in Kiambu County. The outcomes are as indicated in Table 4.24 below.

Table 4. 24: ANOVA for the Influence of Stakeholder's participation in M&E on Performance of Digital Learning Programme

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	78.888	1	78.888	79.777	6.53E-13[b]
	Residual	64.276	65	0.989		
	Total	**143.164**	**66**			

a. Dependent Variable: PDLP

b. Predictors: (Constant), stakeholder's participation in M&E

Table 4.24 shows that the F-calculated (79.777) is greater than the F-critical (3.9886) and the p-value (6.53E-13) is below the significance level (0.05), which designates that the model can be used in forecasting the influence of stakeholder's participation in M&E on Performance of Digital learning Programme in Private schools, Kiambu County.

The purpose of the study was to assess how strongly the Digital Learning Program performed in private schools in Kiambu County was related to the involvement of stakeholders in M&E. Table 4.25 indicates the outcomes.

Table 4. 25: Regression Coefficients for the Influence of Stakeholder's participation in M&E on Performance of Digital Learning Programme

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.992	1.46		9.584	0.000

Stakeholder Participation in M&E	0.754	0.281	0.742	2.683	0.009

a. Dependent Variable: PDLP

The result indicated that p=0.009<0.05. Thus, stakeholder's participation in M&E significantly influences performance of digital learning programme in private schools in Kiambu county since p=0.009<0.05. The null hypothesis that there is no significant association amongst stakeholder's involvement in M&E and performance of digital learning programme in private schools in Kiambu County is rejected.

The following model is thus developed;

$Y=13.992+0.754X_4$

This implies that an increment with a unit in the scores of stakeholder's participation in M&E would translate to a 0.754 unit increment in the performance of digital learning programme in private schools in Kiambu County.

4.8 Performance of Digital Learning Programme

The study required the trend of aspects of Performance of Digital Learning Program in private schools in Kiambu County for the period of the last five years. The findings were presented on Table 4.26.

Table 4. 26: Performance of Digital Learning Program in Private Schools in Kiambu County

	GD	D	C	I	GI	Mean	Std. Deviation
	F (%)	F (%)	F (%)	F (%)	F (%)		
Digital content	8	6	7	19	27	3.761	1.383

	(11.9%)	(9.0%)	(10.4%)	(28.4%)	(40.3%)		
Capacity building among the teachers	7 (10.4%)	4 (6.0%)	6 (9.0%)	14 (20.9%)	36 (53.7%)	4.015	1.354
Procurement & enhancement of ICT devices	11 (16.4%)	7 (10.4%)	9 (13.4%)	18 (26.9%)	22 (32.8%)	3.493	1.460
Composite Mean and Standard Deviation						**3.756**	**1.399**

From Table 4.26, 27 (40.3%) of the respondents indicated that digital content had greatly improved, 19 (28.4%) indicated that it improved, 8 (11.9%) indicated that it greatly decreased, 7 (10.4%) indicated that it was constant while 6 (9.0%) indicated that it decreased. This item had a mean score of 3.761 and a SD of 1.383. This mean was above the composite mean of 3.756 implying that digital content improved for the period of the last five years.

On the item, capacity building among the teachers, 36 (53.7%) indicated that it greatly improved, 14 (20.9%) indicated that it improved, 7 (10.4%) indicated that it greatly decreased, 6 (9.0%) indicated that it was constant while 4 (6.0%) indicated that it decreased. This item had a mean score of 4.015 and a SD of 1.354. This mean was above the composite mean of 3.756 implying that capacity building among the teachers improved for the period of the last five years.

On the item, procurement & enhancement of ICT devices, 22(32.8%) indicated that it greatly improved, 18(26.9%) indicated that it improved, 11(16.4%) indicated that it

greatly decreased, 9 (13.4%) indicated that it was constant while 7(10.4%) indicated that it decreased. This item had a mean score of 3.493 and a SD of 1.460. This mean was below the composite mean of 3.756 implying that procurement & enhancement of ICT devices was constant for the period of the last five years.

4.9 Multiple Linear Regression Analysis

To evaluate the multivariate impact of the independent variables of the study (resource mobilization, M&E capacity building, M&E planning, and stakeholder engagement in M&E) on the dependent variable (performance of Digital learning Programme in Private schools Kiambu County), multiple regression analysis was run. This came after the mandatory multiple regression analysis assumptions were verified and satisfied. Table 4.27 displays the outcomes of the multiple regression.

Table 4. 27: Model Summary for Monitoring and Evaluation Practices and Performance of Digital Learning Programme

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.864[a]	0.747	0.731	0.589

a. Predictors: (Constant), Stakeholder Participation, Capacity Building, Resource Mobilization, Planning

From the findings in Table 4.27, the R square was 0.747 implying that 74.7 of performance of Digital learning Programme in Private schools, Kiambu County would be explained by monitoring and evaluation practices. This shows that 25.3% of the performance of Digital learning Programme in Private schools, Kiambu County can be attributed to other factors apart from M&E practices selected in this study.

The study aimed on testing the hypothesis that there is nonexistence of significant association amongst M&E practices and performance of Digital learning Programme in Private schools, Kiambu County. Table 4.28 indicates the outcomes.

Table 4. 28: ANOVA[a] for Monitoring and Evaluation Practices and Performance of Digital Learning Programme

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	66.609	4	16.652	45.774	7.55E-18[b]
	Residual	22.555	62	0.364		
	Total	**89.164**	**66**			

a. Dependent Variable: PDLP

b. Predictors: (Constant), Stakeholder Participation, Capacity Building, Resource Mobilization, Planning

As per Table 4.28, the F-calculated (45.774) is greater than the F-critical (2.5201) and the p-value(0.000) is below the significance level (0.005), which indicate that the model can be utilized in predicting the influence of M&E practices on the performance of Digital learning Programme in Private schools, Kiambu County.

The study endeavored to measure the strength of the association amongst each element of the monitoring and evaluation practices and performance of Digital learning Programme in Private schools, Kiambu County. The outcomes are presented inTable 4.29 below.

Table 4. 29: Regression Coefficients[a] for the Monitoring and Evaluation Practices and Performance of Digital Learning Programme

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.454	2.701		4.611	0.000
	Resource Mobilization	0.887	0.173	0.858	5.127	0.000
	Capacity Building	0.767	0.298	0.74	2.574	0.012
	Planning	0.831	0.282	0.781	2.947	0.005
	Stakeholder Participation	0.765	0.284	0.742	2.694	0.009

a. Dependent Variable: PDLP

The result indicated that (p = 0.000, p=0.012, p = 0.005, p =0.009) <0.05). Thus, each of the variables that constitute the monitoring and evaluation practices significantly affects performance of Digital learning Programme in Private schools, Kiambu County since their probability values were <0.05. The null hypothesis that each of the variables that constitute the M&E practices does not significantly affect performance of Digital learning Programme in Private schools, Kiambu County is rejected.

The following model is thus developed;

$Y=12.454+ 0.887X_1 + 0.767X_2 + 0.831X_3 + 0.765X_4$

This implies that an increment with a unit in the scores of resource mobilization would translate to a 0.887 unit increment in performance of digital learning programme in private schools in Kiambu County. Further, a unit increment in the scores of M&E capacity building would translate to a 0.767 unit increment in performance of digital learning programme in private schools in Kiambu County. In addition, unit increment in the scores of M&E planning would translate to a 0.831 unit increment in the performance of digital learning programme in private schools in Kiambu County. Moreover, a unit increment in the scores of stakeholder's participation in M&E would translate to a 0.765 unit increment in performance of digital learning programme in private schools in Kiambu County.

4.10 Discussion of Findings

The study sought to investigate: how resource mobilization influence Performance of Digital learning Programme in Private schools, Kiambu county; the influence of M&E capacity building on performance of Digital learning Programme in Private schools, Kiambu county; how M&E planning influence performance of Digital learning Programme in Private schools, Kiambu county and the influence of stakeholder's participation in M&E on performance of Digital learning Programme in Private schools, Kiambu county. Thus, the discussion of findings of the study were based on the aforementioned specific objectives.

4.10.1 Resource mobilization and Performance of Digital learning Programme

The study found that effective timing of resources does not influence performance of digital learning program. The outcomes disagree with Oluoch (2012) who notes that when there are not enough funds for a certain project, this prevents the performance

of the M&E practice. While in some institutions, there might be available funds for the entire project, but the management can fail to allocate specific funds that are meant for M&E. Hence, this has caused M&E system in projects to perform poorly and has led to failure of projects.

The study in addition revealed that funds for M&E were alienated from other cost and a plan for M&E funds was initiated before project implementation. The findings are in line with Barasa (2014) in his research made an observation that integration of M&E funds when creating an M&E plan, it is very vital and some projects had failed or their performance was poor because of insufficient funds. An M&E system should incorporate a budget, which includes all the expenses that will be incurred.

The research established that the budget that is allocated for monitoring and evaluation is not clear on how the funds will be utilized in the entire process. These finding differs with Earl (2001) who stated that there is need for an M&E budget when dealing with ICT projects, because they are costly. There are many direct and indirect costs, which depends on the stage of collecting data, and analysis that is needed.

Most of the respondents agreed that challenges of M&E in the performance of digital learning program comprise of the absence of accountability, especially for monitoring and making reports on performance results.

4.10.2 M&E Capacity building and Performance of Digital learning Programme

The study found that the individuals involved in the digital learning program should be

allocated job responsibilities, which relate with their skills. The outcomes are in agreement with Wysocki (2003) who stated that capacity building for M&E is important during the implementation of a project even if the individuals are experienced. It is observed that, this helps in the understanding of the project activities, providing feedback of project results and creates team building.

The study found that training was not offered to the members, to sharpen their skills and ensure they acquire the current knowledge about the project. The findings are not in line with Alcock, Targets, Indicators and Milestones (2009) who argue that capacity building of M&E helps in integrating the topics to be concealed and individuals to be trained, because the staff members may not require the same topics while been trained.

The study also found that conducting trainings and setting project goals that should be achieved enhanced the performance results of the project. The results concur with Elnaga (2013) who noted that capacity building of staff members can develop initiatives and bring change in institutions by providing skills to staff, to develop performance, provide satisfaction, which is displayed through team performance.

4.10.3 M&E planning and Performance of Digital learning Programme

The research found that project progress is not monitored and likened with the project plan. The findings are not in line with Olive (2002) who detailed that a plan for M&E gives an outline of how the project objectives will be achieved and anticipated relation amongst activities and project outcomes. The other components of an M&E plan include the data required, monitoring timeline, the data sources to be utilized and the funds for the practice of M&E.

The results show that monitoring and evaluation plan did not give an outline of all stages of the project up to the end. Earl (2001) argued that a good M&E plan ought to be implemented at the beginning of a project instead of implementing the plan after the project has been executed. It should also relate with the project or program design or research methodology. Continuous M&E therefore, helps in ensuring project result based on experiences. This can also influence the future directions that a digital learning program can take and allow change of situations.

4.10.4 Stakeholder's Participation in M&E and Performance of Digital learning Programme

The study found that stakeholders were not usually engaged in M&E activities to access the progress of ongoing activities. The findings are in disagreement with Bottomley (2015) who stated that the perspectives of stakeholders must be considered. Although the experiences of stakeholders may be limited, their opinion about the project should be taken into consideration.

The study found that stakeholders have no sufficient skills and have not been trained on M&E. The outcomes are not in line with Klimowicz (2018) who found out that, the stakeholders should be ready and willing to train in ICT skills, the topics to be covered should be for specific audiences, factors, which prevent implementation of distance learning program, should be addressed.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter provides an overview of the outcomes from the previous chapters, examines them, comes to conclusions, and makes suggestions for additional research. The study's objective informed the results and suggestions that were drawn from it.

5.2 Summary of the Findings

The first objective was determining how resource mobilization influences Performance of Digital learning Programme in Private schools, Kiambu County. A composite mean of 3.657 revealed that there is a significant association amongst resource mobilization and Performance of Digital learning Programme in Private schools, Kiambu County. The simple linear regression used in the study revealed that the null hypothesis—which claimed there was no significant association between resource mobilization and the effectiveness of the digital learning program in private schools in Kiambu County—was rejected since $p=0.006<0.05$.

The second objective was examining the influence of M&E capacity building on Performance of Digital learning Programme in Private schools, Kiambu County. A composite mean of 3.624 revealed that there is a significant association amongst M&E capacity building and Performance of Digital learning Programme in Private schools, Kiambu County. The study found from the simple linear regression that the null hypothesis that stated that there is no significant relationship between M&E capacity building and Performance of digital learning programme in private schools in Kiambu County was rejected since $p=0.039<0.05$.

The third objective was to evaluate how M&E planning influence on Performance of Digital learning Programme in Private schools, Kiambu County. A composite mean of 3.306 revealed that there is a somewhat significant association amongst M&E planning and Performance of Digital learning Programme in Private schools, Kiambu County. The study found from the simple linear regression that the null hypothesis that stated that there is no significant association amongst M&E planning and Performance of digital learning programme in private schools in Kiambu County was rejected since $p=0.003<0.05$.

The fourth objective was to examine the influence of stakeholder's involvement in M&E on Performance of Digital learning Programme in Private schools, Kiambu County. A composite mean of 3.543 revealed that there is a significant association amongst stakeholder's participation in M&E and the performance of Digital learning Programme in Private schools, Kiambu County. The study found from the simple linear regression that the null hypothesis that indicated nonexistence of significant association amongst stakeholder's engagement in M&E and performance of digital learning programme in private schools in Kiambu County was rejected due to $p=0.009<0.05$.

5.3 Conclusion

The study concluded that resource mobilization influences Performance of Digital learning Programme in Private schools, Kiambu County positively and significantly. The study also concluded that the main encounter faced in resource mobilization is sourcing and securing and that a realistic estimation for M&E is typically conducted when planning for projects. This can be explained because performance of digital learning program in private schools in Kiambu County depends on human and

budgeting factors where quality performance has led to project success in the Private schools.

The study's second conclusion was that M&E capacity building influences Performance of Digital learning Programme in Private schools, Kiambu County positively and significantly. The study concluded that the Digital learning Programme in Private schools has skilled personnel who are accountable in their work and it has good system which identifies main concerns and root of problems that the private schools in Kiambu County want to address which improves the safety in the organization.

In addition, the study revealed that good staff training on M&E enhances performance through provision of quality working conditions in the organization where administrators are well informed in the daily management of M&E systems hence provide quality work hence the improvement of performance of digital learning program in private schools in Kiambu County.

The study also concluded that M&E planning influences Performance of Digital learning Programme in Private schools, Kiambu County positively and significantly. Further, the study concluded that M&E planning plays a major role hence improves t performance of digital learning program in private schools in Kiambu County and also the private schools have a well-defined planning structure which comprises a M&E unit. It was also noted that planning clarifies the scope of the assessment in any project where the main purpose of the evaluation and it ensures the accuracy and reliability of the information generated in the digital learning program in private schools.

The study concluded that stakeholder's participation in M&E influences Performance of Digital learning Programme in Private schools, Kiambu County positively and significantly. According to the report, it is important to properly manage stakeholder engagement to improve the quality of M&E data and to make sure that projects are delivered on time. Moreover, from the findings, the participation frequency seemed low and generally, Stakeholder participation had been minimal, and as a result disadvantaged performance of digital learning program in private schools in Kiambu County.

5.4 Contribution of the Study to Knowledge in management

This study analyzed how M&E practices (resource mobilization, M&E capacity building, M&E planning, and stakeholder participation in M&E) influence Performance of digital learning program in private schools in Kiambu County, Kenya. These variables independently and simultaneously influence performance of digital learning programme in private schools in Kiambu County. Very little on the individual, collective associations, and the comparisons that followed could be found in the literature review. The results of this study, particularly in the comparisons, will make a substantial contribution to the collection of knowledge.

The findings of this study have validated the theories, which this study was founded on. The study has demonstrated that there are factors that influence the performance of digital learning programme. Specifically, the study used theory of change by Weiss (1995). The theory holds that the key importance of monitoring and evaluation practice, is to collect sufficient data so as to have the ability to foresee how a project and a number of activities can function in various situation, or how it can be changed to get

better results and therefore influence the performance of the project (Jones, 2011).

5.5 Recommendations

The study gives the following recommendation guided by the objectives and conclusions;

5.5.1 Recommendations for Policy and Practice

Firstly, M&E planning practice should be adopted in the digital learning program in private schools in Kiambu County for it is deemed as an evaluation progress, which is good for management practice. The goal of planning practice is to identify the causes of the events and patterns that M&E have identified. Program managers ought to use M&E planning practice to adjust the project because it is the best function of choosing the digital learning program objectives and determining the procedures, programs, and policies required for attaining the project goals.

The research also recommends that the digital learning program in private schools in Kiambu County ought to ensure stakeholder engagement through out the project management and ought to be forefront in safeguarding the objectives set are attained; quality projects are got and fulfill their expectations. This is due to the idea that M&E promotes institutional strengthening, which enables stakeholders to learn more from meetings and forums, that helps to prevent disputes and equips them with skills, hence enhancing stakeholder engagement.

The researcher suggests that the government offer training seminars through TSC to give stakeholders information and skills for project monitoring and assessment. There is also a need for staff training practice to be followed to in the organization since

from the outcomes it is noted that the practice influences the performance. By providing good training of staff on monitoring and evaluation, they will have knowledge in the day-to-day management through providing the quality work in the digital learning program in private schools in Kiambu County.

In order for the M&E procedures to be successful, sufficient financial resources must also be allocated, and the budget allocation process must be effective. This will ensure that the funds are made available at the appropriate times and are in the hands of the appropriate parties.

Resource mobilization should be observed in the digital learning program in private schools in Kiambu County. It has been noted that M&E budgeting practice has a greater influence on financial performance of projects because financial performance of many projects depends on human and budgeting practice where quality performance has led to project success in the organization. Budgeting entails costing, human resource management and time management. By resource mobilization, performance of in digital learning program in private schools in Kiambu County will be improved.

Capacity building practice should be encouraged by the organizational management because most development organizations are engaged in the practice for attaining development goals and adding to sustainability with regard to specific skills via planned interventions, for instance training courses, technical assistance and other actions. M&E capacity building is seen as a social process that builds the organization's future objectives.

5.5.2 Suggestions for Further Research

This study aimed to examine the influence of M&E practices on Performance of digital learning program in private schools in Kiambu County, Kenya. There is a need for further studies to carry out similar tests on other other sectors in Kenya to compare the findings. In addition, more variables depicting monitoring and evaluation practices should be adopted to uphold the study's findings that for sure digital learning program in private schools with proper M&E practices have highly improved performance. Also, this study only covers four variables of M&E practices (resource mobilization, M&E capacity building, M&E planning, and stakeholder participation in M&E), simultaneously. Future studies could increase the scope and consider each of three variables independently on performance of resource mobilization. The researcher suggests more research be done on factors influencing effective project management for educational institutions and this research can aid in carrying out these other studies.

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APPENDICES

Appendix I: Letter of Transmittal

Joel Ateya,

University of Nairobi,

P.O. Box 30197, GPO,

Nairobi, Kenya.

Dear Sir/Madam

Re: Monitoring, and Evaluation practices, and Performance of Digital Learning Programme a Case of Private Schools in Kiambu County, Kenya

I am a master degree student at the UoN and currently working on my research paper as I finalize with studies. My research study is about **M&E practices and Performance of digital learning program a case of private schools in Kiambu County, Kenya**.

I am writing this letter to request for an opportunity for collecting data, by administering research questionnaires to the target research respondents. The data that is anticipated to be collected relates to the current study and will therefore assist me to come up with adequate and effective research findings for this study. Ethical considerations will be observed by only collecting information that relates to this study and any personal information will not be disclosed. Your contribution towards the research data collection will be appreciated

Yours Sincerely,

Joel Ateya

L50/28339/2019

Appendix II: Introduction Letter

UNIVERSITY OF NAIROBI
FACULTY OF BUSINESS AND MANAGEMENT SCIENCES
OFFICE OF THE DEAN

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Website: ***business.uonbi.ac.ke***

Our Ref: **L50/28339/2019**

April 5, 2022

TO WHOM IT MAY CONCERN

RE: INTRODUCTION LETTER: JOEL AINDA ATEYA

The above named is a registered Master of Project Planning and Management Student at the Faculty of Business and Management Sciences, University of Nairobi. He is conducting research on **"Monitoring and Evaluation Practices and the Performance of Digital Learning Programme, a case of Private schools in Kiambu Sub County, Kenya".**

The purpose of this letter is to kindly request you to assist and facilitate the student with necessary data which forms an integral part of the Project.

The information and data required is needed for academic purposes only and will be treated in **Strict-Confidence**.

Your co-operation will be highly appreciated.

Dean's Office
University of Nairobi
Faculty of Business
and Management Science
P.O. Box 30197-00100, Nairobi

PHILIP MUKOLA (MR.)
FOR: ASSOCIATE DEAN,
FACULTY OF BUSINESS AND MANAGEMENT SCIENCES

JN/fmi

Appendix III: Research Questionnaire

Read the questions indicated in this questionnaire and kindly provide the relevant answers. You can indicate your answers by use of a tick. In case of any question, you can ask the research assistants. Your personal information will remain discrete.

SECTION A: BASIC INFORMATION

1. What is your age bracket?

   Below 30 [ ] 31 to 49 [ ] 50 and above [ ]

2. Gender of the respondents

   Male [ ] Female [ ]

3. Educational level of respondents

   Diploma [ ] Degree [ ] Post graduate [ ]

4. The position held in Digital Learning Program

ICT director [ ] M&E officer [ ] ICT officer [ ] Private school teacher [ ]

SECTION B: Resource mobilization and its Influence on Performance of Digital Learning Program

Using a scale of 1 to 5, Please tick ( ) the suitable scale, where 5 is strongly agree, 4 is agree, 3 is neutral, 2 is disagree and 1 is strongly disagree.

5. To what extent does resource mobilization influence the performance of Digital learning Programme?

Statement	1	2	3	4	5
Effective timing of resources influence performance of digital learning program					
Access to adequate digital learning resources influence performance of digital learning program					
The M&E budget ought to be at least 5 to 10 % of the whole budget					
The budget that is allocated for M&E needs to be clear on how the funds will be used in the entire process					
Funds for monitoring and evaluation should be alienated from other cost and a plan for M&E funds should be initiated before project implementation					
Challenges of monitoring and evaluation in the performance of digital learning program comprise the lack of accountability, especially for monitoring and making reports on performance results.					

SECTION B: Influence of Monitoring and Evaluation Capacity Building on Performance of Digital Learning Program

Using a scale of 1 to 5, Please tick ( ) the suitable scale, where 5 is

Strongly agree, 4 is agree, 3 is neutral, 2 is disagree and 1 is strongly disagree.

6. To what extent do you consider influence of M&E capacity building on the performance of digital learning program?

Statement	1	2	3	4	5
The individuals involved in the digital learning program should be allocated job responsibilities which relate with their skills					
Training should be offered to the members, in order to improve their skills and ensure they acquire the current knowledge about the project					
Frequent workshops that are set to identify challenges of monitoring and evaluation can influence the performance of digital learning program					
Conducting trainings and setting project goals that should be achieved can enhance the performance results of the project					
At least 2% of the project fund should be allocated to capacity building, to ensure there is efficiency in monitoring and evaluation					

SECTION C: Monitoring and Evaluation Planning and its influence on Performance of

Digital Learning Program

Using a of scale 1 to 5, Please tick ( ) the suitable scale, where 5 is;

Strongly agree, 4 is agree, 3 is neutral, 2 is disagree and 1 is strongly disagree.

7. To what degree do you consider M&E planning influence the performance of Digital learning Program?

Statement	1	2	3	4	5
M&E planning is an activity that is performed separately from other project activities					
Project progress is monitored and likened with the project plan					
Project activities are carried out according to the initial plan Monitoring and evaluation plan gives an outline of all stages of the project up to the end					
There are regular meetings which are held to evaluate the progress of the project and address challenges					
The set goals are standard, achievable, clear and can be used to measure performance					

SECTION D: Influence of stakeholder's participation in Monitoring and Evaluation on

Performance of Digital Learning Program

Using a scale of 1 to 5, Please tick ( ) the suitable scale, where 5 is strongly agree, 4 is agree, 3 is neutral, 2 is disagree and 1 is strongly disagree.

8. To what extent does stakeholder's participation in M&E influence Performance of Digital learning Program?

Statement	1	2	3	4	5
Stakeholders are usually engaged in M&E activities to access the progress of ongoing activities					
Involvement of stakeholders is important because it ensures successful implementation of monitoring and evaluation					
Stakeholders have sufficient skills and have been trained on M&E					
Stakeholders have information concerning the practices of M&E					
Stakeholders have controlled activities of monitoring and evaluation, leading to negative influence					

SECTION E: Performance of Digital Learning Program

9. What has been the trend of aspects of Performance of Digital Learning Program

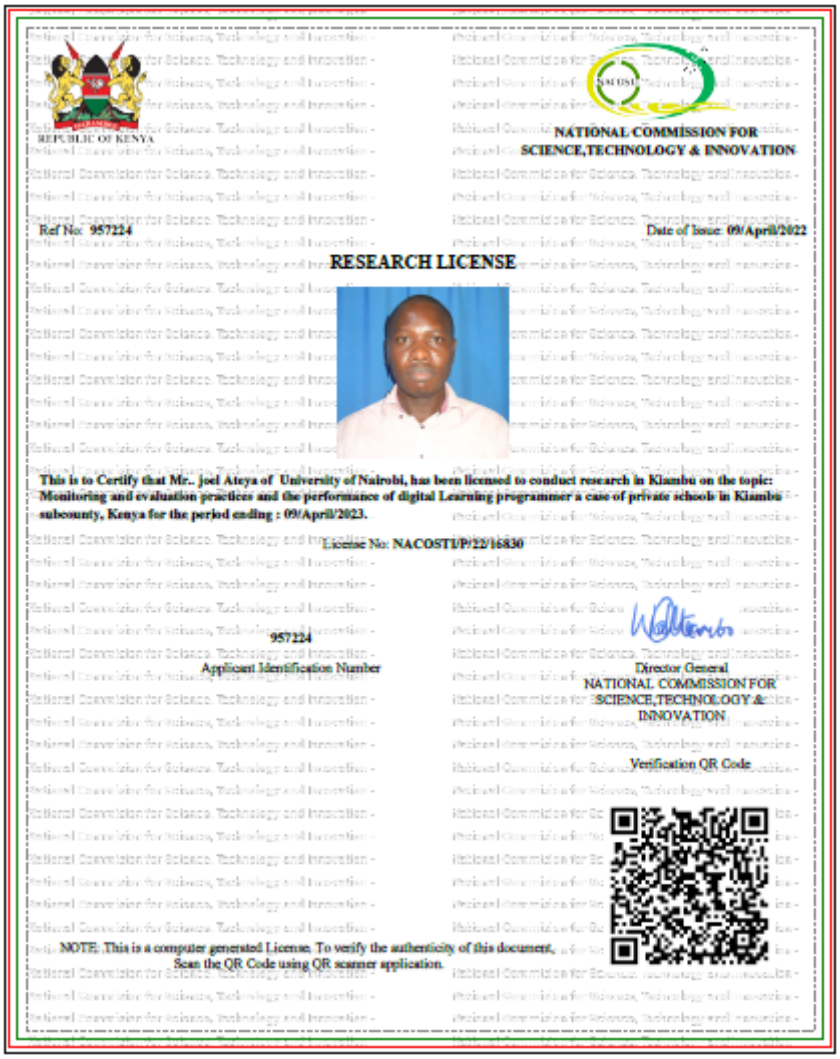
in Kenya for the period of the last five years? Using a scale from 1 to 5, where

5 = greatly improved, 4= improved, 3= constant, 2= decreased, 1 = greatly decreased.

Statement	1	2	3	4	5
Digital content					
Capacity building among the teachers					
Procurement & enhancement of ICT devices					

YOUR PARTICIPATION IS APPRECIATED.

Appendix IV: NACOSTI License



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This is to Certify that Mr.. joel Ateya of University of Nairobi, has been licensed to conduct research in Kiambu on the topic: Monitoring and evaluation practices and the performance of digital Learning programmes a case of private schools in Kiambu subcounty, Kenya for the period ending : 09/April/2023.

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Appendix V: Time Frame

Work plan	January 2022	February 2022	March 2022	April 2022	May 2022
Writing concept paper					
Develop research proposal					
Presentation of research proposal					
Collecting and analyzing data					
Submission of research project					

Appendix VI: Research Budget

ITEM	AMOUNT
TRANSPORT COST	15,000
INSTRUMENTS FOR REASEARCH STUDY	4,500
RESEARCH ASSISTANTS	30,000
RESEARCH PERMIT	1,000
PRINTING, PHOTOCOPYING AND BINDING RESEARCH PROJECT	35,000
MISCELLANEOUS EXPENSE	10,000
TOTAL COST	**95,500**