

**INFLUENCE OF EVALUATION PRACTICES ON THE PERFORMANCE OF
WATER PROJECTS IN MAKUENI SUB COUNTY OF MAKUENI, KENYA**

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DECLARATION


This research report is my^s original work and has not been presented for any^s academic award in this university or any other institution of^s higher learning.

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DEDICATION

I dedicate this research proposal to all my family members who have been a constant source of support and encouragement throughout my study period.

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ABSTRACT

Modern development discourses identify evaluation practices as being at the core of project delivery. Performance of most interventions has traditionally been evaluated on the basis of the famous “iron triangle” criteria comprising of cost, time and quality. While there is a palpable need to improve project performance by embodying modern evaluation techniques; research in this domain has not kept pace with the wider project’s measurement agenda of increasing efficiency and effectiveness. The rigor with which funded projects are evaluated in Kenya seems simplistic. Since performance of most projects is a matter of interest due to huge capital investments they require; evaluating their performance is critical. Most evaluations applied are mirrored by traditional approaches focusing on cost, time and scope dimensions that are simplistic and continue to impact project performance: a phenomenon that explains disenfranchisement by many stakeholders today. Seemingly little work has focused on evaluating projects; hence, the study aimed at examining the influence of evaluation practices on the performance of water projects in Makueni Sub-County of Makueni County, Kenya. A descriptive research design was used to investigate the study objectives. The target population of this study was all water projects in Makueni Sub-County, Makueni County, Kenya. 204 participants were sampled randomly. In gathering data from the specified target demographic sample, the researcher utilized questionnaires. In order to provide a cross tabulation tables with the quantitative information based on main research questions, the SPSS was utilized to perform descriptive statistics, including percentages, averages, and standard deviation. The researcher guaranteed the respondents that the study takes the necessary precautions in accordance with the highest standards of ethical guidelines.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Modern development discourses identify evaluation practices as being at the core of project delivery. Performance of most interventions has traditionally been evaluated on the basis of the famous “iron triangle” criteria comprising of cost, time and quality (Chen, et al., 200). This criterion is inadequate and shallow in focus demonstrated by Gardiner, (2000) and Shenhar, et al., (2002). The project performance therefore remains a continuous discipline with outcomes not being commensurate with inputs (Ifenkwe, 20 2). Whereas reformative efforts at improving the value chain are lauded; outcomes associated with most interventions remain unsatisfactory. This paradox continues to impact project delivery leading to significant losses.

While there is a palpable need to improve project performance by embodying modern evaluation techniques; research in this domain has not kept pace with the wider project’s measurement agenda of increasing efficiency and effectiveness (Fortune and White, 2006). Several projects continue to yield evidence of the so-called “productivity paradox” with respect to their net results (Crawford and Bryce, 2003). Whereas stakeholders subscribe to the view that project performances need to include elements beyond the simplistic dimensions; indicators useful in benchmarking performance have not been accorded much attention; a phenomenon that has forced project executors to focus on idealized rather than operationalized evaluation practices.

Preoccupation by project evaluators on the “iron triangle” approach has been linked to unsatisfactory project performance. For instance, in the United Kingdom, of all the development projects implemented in 20 2, 3% of them overshot their budgets, 20% were delivered behind schedule while 7% under-delivered in scope (IEG, 2007). In the USA, the average project time overrun is estimated at 27% and that one in every six projects experiences a cost overrun of about 20% and a schedule overrun of 7% (OECD, 20 3); a figure representing a significant loss of 50 billion dollars annually. In New Zealand, an incredible 24% of all funded projects suffered at least one failure rate in a 2-month period (9IEG, 20 2).

In Malaysia, 28% of funded projects were scheduled and budget challenged. The best performing projects were 5 times more successful than the worst ones (OECD, 2003). In South Africa, 25% of financed projects experienced budget overruns, 22% overshot the time schedules and 28% failed to achieve their desired outcomes (Lloyd, 2008). In Nigeria, 30% of the funded projects experienced budget overrun, 28% under delivered in scope while 10% were abandoned (IEG, 2002). In Tanzania, 22% of financed projects experienced budget overruns, 8% of projects overshot their time schedules while 6% experienced scope-related challenges (IEG, 2007). Unsatisfactory performances in project delivery are a common occurrence in other East Africa countries including, Rwanda and Sudan which are among the heaviest recipients of foreign aid.

In Kenya 3% of projects experienced performance-based overruns compared to 28% which suffered cost-related overrun (KIPPRA, 2005). The average project overrun is estimated at 3% by KIPPRA-a public policy think-tank; a clear demonstration that project performance and evaluation practices require a paradigm shift. Performance of projects in Kenya is a matter of public interest since most of the projects require huge capital investments. Since Agriculture remains the mainstay of the economy that accounts for 80% of total employment and 26% of GDP (GOK, 2007), the role played by the agricultural project is quite critical. Revitalization of agricultural sector ranks high on government's priority list yet projects in the sector continues with dismal performance (Kibett, 2005). Though Kenya boasts it as the most vibrant economy in the region, the performance of the agricultural sector projects is not convincing.

1.2 Statement of the Problem

The rigor with which funded projects are evaluated in Kenya seems simplistic. Since performance of most projects is a matter of interest due to huge capital investments they require; evaluating their performance is critical. Critics continue to point at the wastage of funds and skewed evaluations in most projects. Criteria used to benchmark performance of most projects are not clear but the "Iron Triangle" approach seems to be widely applicable in most projects (IEG 2002). While the panacea for revamping the agricultural projects appears on course, the sector continues to post poor results. Most evaluations applied are mirrored by traditional approaches focusing on cost, time and scope dimensions that are simplistic and continue to impact project performance: a phenomenon that explains disenfranchisement by many stakeholders today.

Prevalent knowledge gaps in empirical literature on project interventions and project performance exists. Titomet, (2007) examined the influence of monitoring and evaluation on the performance of water projects in Kenya. The study focused only on monitoring and evaluation which did not factor in the approaches of evaluations. Muroga, (20) studied the influence of participatory monitoring and evaluation, an approach that gave much weight on participatory monitoring rather than participatory evaluation itself. Gumz. & Parth., (2007) handled the use of project outcome monitoring on construction projects whereby the area only focused on time management of construction on projects and not outcome tracking practices. Omondi, Odek, & Siringi, (20 7) dealt with the Influence of community participation on the performance of KIWASCO projects where by the research did not address on the specific aspects of formative evaluations influence of community participation on performance of the projects. Rugiri & Njangiru, (20 8 wrote about the Influence of community participation on the performance of KIWASCO projects. Though the study showed that there is availability of resources, it hardly considered the issue of end-of-project appraisal which is very essential for project performance. Seemingly little work has focused on evaluating projects. This work differs from previous works in terms of scope and methodology by focusing on the influence of evaluation practices on performance of water project.

1.3 Purpose of the Study

The purpose of this study was to examine the influence of evaluation practices on the performance of water projects in Makueni Sub-County, Makueni County, Kenya.

1.4 Objectives of the Study

This research was guided by the following specific project objectives:

- i. To determine the influence of participatory evaluation on the performance of water projects in Makueni Sub-County of Makueni County Kenya.
- ii. To assess the influence of outcome tracking on the performance of water projects in Makueni Sub-County of Makueni County Kenya.
- iii. To examine the influence of formative evaluation on the performance of water projects in Makueni Sub-County of Makueni County Kenya.

- iv. To establish the influence of end-of-project appraisal on the performance of the water in Makueni Sub-County of Makueni County Kenya.

1.5 Research Questions

This research was guided by the following research questions:

- i. To what extent does participatory evaluation influence the performance of water projects in Makueni Sub-County of Makueni County Kenya?
- ii. At what level does outcome tracking influence the performance of water projects in Makueni Sub-County of Makueni County Kenya?
- iii. How does formative evaluation influence the performance of water projects in Makueni Sub-County of Makueni County Kenya?
- iv. To what extent does end-of-project appraisal influence the performance of water projects in Makueni Sub-County of Makueni County Kenya?

1.6 Hypotheses of the Study

The following were the research hypothesis which the study sought to test:

H₀ : There is no significant relationship between participatory evaluation and performance of water projects.

H₀₂: There is no significant relationship between outcome tracking and performance water projects.

H₀₃: There is no significant relationship between formative evaluation and performance of water projects.

H₀₄: There is no significant relationship between end-of project appraisal and performance of water projects.

1.7 Significance of the Study

This study will benefit research institutions on the academia by making a contribution to the body of knowledge in project management. Findings from this study are expected to provide a different perspective on evaluation practices beyond the popular „iron triangle“ criterion. Researchers and academicians will find this study a pertinent literature to review material. Findings from this study might help development agencies redefine evaluation approaches. It is also hoped that this study would help project evaluators to focus on core evaluations concerns such as efficiency, effectiveness, and relevance at the expense of simplistic evaluation parameters advocated by the “iron triangle” criteria.

1.8 Delimitations of the Study

This study was delimited to Makueni county specifically Makueni Sub county and focused on water projects This study shall be delimited to funded water project in Makueni Sub-County of Makueni County, Kenya. These are long term projects that have been in existence for more than 5 years. This study shall also be delimited to geographical boundaries of Makueni Sub-County of Makueni County, Kenya. These water projects are concurrently being implemented and have been hailed for significant strides in executing the said projects. The study shall also be delimited to variables as generated from the study objectives. This scope is considered sufficient in making meaningful inferences.

1.9 Limitations of the Study

This study was taken in a vast Makueni sub-County that covers an area of approximately 2,469.9 sq km where most targeted respondents are hinterland areas. The practicability of reaching all respondents was therefore remote. To overcome this, researcher recruited research assistants familiar with the demography and terrain challenges of the area. Again, since this research envisaged livestock keepers and farmers as respondents; getting them to participate in such a research was a difficult task since most of them were faced with the challenge of trekking for long distances in search of water and animal feed. To overcome this, the researcher scheduled his engagement to coincide with their convenient time by regularly liaising with them to plan for such session in advance.

1.10 Assumption of the Study

This research was premised on assumption that targeted respondents would be accessed in reasonable time and that the local terrain in most of the hinterland areas will not be so bad to the extent of impeding this study. The researcher also assumed that respondents would appreciate the magnitude of this study and give accurate and valid information.

The researcher again assumed that natural calamities will not happen to the magnitude of affecting this research negatively. Since Makueni Sub-County is large, the researcher assumed that language will not be a barrier and that most livestock-keepers and farmers would be able to communicate in at least one official language.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides a detailed review of the already done literature relating to the influence of evaluation practices on the performance of projects. This chapter is categorized into how participatory evaluation, outcome tracking, formative evaluation and end-of project appraisal influence the performance of water project in Makueni Sub-County of Makueni County, Kenya. In addition, the chapter contains a theoretical review, conceptual framework, research gap and summary of literature review.

2.2 Performance of Water Projects in Kenya

Kenya is classified as one among the water shortage nations with 647 cubic meters per capita, which is far below the 11,000 cubic meters worldwide per capita recommendation. This leads to the country's severe unequal water distribution with surplus water distribution for certain regions, whilst for others water distribution is less than necessary. This makes water scarce in the nation (Kariuki, 20 5). As water sources are not equal, they are often remote from the settlement, and people have to trek for hours, every day, to get water. Various water projects have been launched to minimize these distances, while others are still largely financed by donors, nongovernmental organizations, the county governments and the federal government (Kariuki, 20 5).

These water projects are normally developed and aimed to improve households' quality of life by decreasing the daily water collection load and water effects (Maimuna & Kidombo, 20 7). The water projects also allow farmers to enhance their families' agricultural output and nutrition levels. The Government of Kenya has showed a constant commitment since its inception in 2002 to the sector reform, and development partners continue to assist the reform effort. Through the Ministry of Water and Irrigation the Government continues to pursue water and other development initiatives with the goal of achieving universal water and sanitation coverage by 2023. The GWP refers to water management as a range of political, social, economic and administrative systems to promote, manage water resources and provide water services at a varied societal level. Water governance has a major role to play in water development and management with political, social and economic organizations and bodies (and in their interactions), (Kariuki, 20 5).

According to the declaration of UN Habitat, formal rules and regulatory framework apply, but the provision and management of water and sanitation is still very inadequate in the water industry in general (Nyamongo, 20 7). Most decision processes, particularly related to governance and water governance, tend to explain why issues occur such as by-products of institutional structures and stakeholder engagement. In fact, however, the underlying political processes include economic and social power as much as institutional difficulties. According to World Bank statement, it is projected that 20%–40% of the funding in the water sector is lost via corruption and dishonest activities. Misappropriation of resources and funds, data on bills and customers, money extortion from consumers, illegal connections, preferences for property and equipment theft and misuse, financing of ghost projects, political manipulation, favouritism, nepotism, no transparent procurement of goods and services (low quality but high cost) and illegal services bribery are the most common issues (Nyamongo, 20 7).

A recent research in the country of the efficiency of water projects showed that the way companies manage their water resources has a strong influence on settlements, livelihoods and environmental sustainability (Mbui, 20 8). In truth, many current water crises are major governance problems rather than the application of suitable technical and management standards for the use of water and water quality, although administration has been less careful than technical difficulties traditionally. Governance arrangements excluding the poor obviously contribute to the absence of clean drinking water for more than one billion people in the World and over three billion to sufficient hygiene (UN Habitat, 20 9).

Many practices play an essential role in water project performance. These include: the initial clarity of goals and basic direction of the project mission; Top management support to give the required resources and authority for project achievements by top management; management support; Project Schedule / Plans outline the exact actions necessary to accomplish the project; Client consultation with all parties affected, referring to communication, consultation and active hearing; Staff that involves recruiting, selecting and training the project team's staff; technical duties, for example, access to the required technology and skills for carrying out particular technical actions; customer acceptance to sell the completed product to its designated end-user; Monitoring and feedback by providing full control information at each stage of the implementation process in a timely manner; Communication routes to all essential project stakeholders, by providing a suitable network and necessary data distribution, and lastly, difficulties in managing unanticipated crises and

plan deviations. According to Mbui, (20 8), the proper use of these principles ensures that the water projects are carried out effectively and successfully.

2.3 Participatory Evaluation Practice and Performance of Water Projects

Participatory assessment is a method that engages program or policy stakeholders in the assessment process. This participation may occur from the evaluation plan to the data collection, analysis and reporting of a project at any point of the assessment process. Any kind of effect assessments and quantitative and qualitative data can be adopted using a participatory evaluation method (Njeru & Kimutai, 20 8). However, the kind and amount of participation of stakeholders typically changes according to the sort of project/program that is carried out. Therefore, the objective of incorporating project stakeholders and the stakeholders engaged in order to maximize the efficacy of the strategy in attaining the project goals envisaged is always extremely important to consider.

The participatory assessment approach includes participation in a number of stakeholder projects/programs which is highly important in terms of fostering accountability, efficiency and transparency, particularly in resource allocation, and also ensuring social inequity (Njeru & Kimutai, 20 8). In addition, participatory project management evaluation guarantees that important players are included in decision-making throughout all phases of the project. In such instances, the stakeholders concerned play an active role in identifying, planning, carrying out, monitoring and evaluation and in the closing stage. In this environment, groups, organizations and people opt to play an active role in decision-making on matters that concern those groups (Njeru & Kimutai, 20 8).

Participatory assessment also includes identification of project needs. The identification of needs includes individuals participating in identifying and classifying the most pressing of their perceived needs. According to Cummings, (20 7), if individuals participate in these procedures, they are responsible for the project and successfully manage it. Participatory assessment is beneficial because it initiates a process of empowerment that enables project recipients to take responsibility for creating and designing, implementing and maintaining the continued high level of project success. Participation itself is a goal and may be considered as a process of empowerment, where people learn information, skills and experience in order to be more responsible for their growth (Cummings, 20 7).

Another stage in the participatory assessment involves stakeholders including community people involved in project plans, resources planning and activities (Mgoba & Kabote, 2020). Project planning helps to establish schedules to accomplish the project objectives. The second phase is the implementation of the project following the project planning. Participatory project assessments are crucial because they enable resources to be pooled to guarantee that the project activities are conducted effectively and effectively to ensure that the project objectives are achieved promptly and successfully. Participatory assessment techniques therefore rely on people and their engagement and co-operation determines their effectiveness. Mgoba & Kabote, (2020) further observes that some initiatives have collapsed in the absence of major participatory assessment methods.

2.4 Outcome Tracking Practice and Performance of Water Projects

Outcome tracking practice is a project management approach that is used in tracking the progress of tasks in a project (John, 2020). Project result monitoring is highly important since it makes it possible to compare the actual results with the intended progress to detect problems which may prohibit the project from keeping to time and budget. Consequently, the results tracking practice is seen as very essential for project managers and project stakeholders as it allows them to know what work has been carried out and the resources used for carrying out those tasks and helps them create a value analysis through measurement of project variances and monitoring milestones. In a given project, different tracking tools and project management approaches, such as status reports and progress reports, are used to monitor project development by giving an overview of tasks, risks and milestones at every stage of the project's life cycle (John, 2020).

In Sandrine's, (20 8) report, authorities are increasingly trying to make projects more efficient and effective since different projects continue to confront the performance restrictions. Diverse techniques for measuring the success of programs and projects have been created over the last thirty years to enhance critical results in such areas as water supply and road connections, among others. The methods of performance management also known as outcomes tracking and monitoring systems have enabled policymakers to ensure that the publicly financed initiatives achieve the expected results (Sandrine, 20 8).

Efficient monitoring systems for performance management frequently track and report on success at national or donor level on important metrics to assist evaluate if these initiatives

function according to plan (Njama, 20 5). These systems give project managers and other

project stakeholders with valuable performance information that helps to focus resources or attention on areas that require improvement. They are also able to assist policymakers in making educated policy and budget decisions, mitigating risk by identifying underperforming projects, and enhancing accountability through provision of unambiguous service efficacy information to project stakeholders (Njama, 20 5).

Shayo (2020) argues that while virtually every country has a certain sort of monitoring and tracking result system in place, it is difficult to use them to guide decision-making. State agencies often invest substantial money on data collection and reporting which may not always be helpful for policymakers (Njama, 20 5). Simultaneously, politicians may lack key policy decisions and funding information they require. Collaborating with other performance related capabilities also poses problems for States. For example, many countries have employees involved in research and evaluation, policy analysis and other attempts to streamline government procedures, frequently fragmented and useful for improving choices (Shayo, 2020).

2.5 Formative Evaluation Practice and Performance of Water Projects

Formative assessment is usually performed before or during the implementation of a project in order to increase the design and performance of the project. The formative assessment therefore helps influence decisions throughout project development. It may be useful to test or pilot some aspects of the project, especially when the project is totally new or contains items not before tested, in order to verify it works as intended (Titomet, 20 7). The company might try out key interventions from a planned activity to assess how effective proceeds will be. One may want to test an offer and see whether such can provide water efficiency refurbishments, and if so, are consumers planning to join up? This use of test before an initiative begins is not limited to the start only, because additional aspects may need to be tested throughout the lifetime of the project (Andersson & Palm, 20 7).

Titomet, (20 7) in his view, the concentration on discussion methodologies like focus groups or interviews, tends to be qualitative in the formational assessment process. The project process assessment may be as easy as the timing to chat to key personnel, enabling problems to be recognized, recorded, and rectified when feasible. Formative assessment is therefore typically geared to qualitative research approaches. In general, the questions posed for formative assessment are more transparent and lead to process exploration, both from the

point of view of the participants, and from the point of view of the project workers and

others. The use of participatory assessments is particularly important and suitable for formative assessments.

In water project development, formative evaluations focus on how the activity is working and whether expectations about implementation and beneficiary response to the activity are in line with expectations (Lee et al., 20 8). As a result of this, formative evaluation may entails including questions about the initial results of the project, such as what resources are available for undertaking a project or even to what degree has the project work been attained. Undertaking such evaluation approach makes it possible for project managers to understand the extent of their project performance in terms of attaining the desired objectives.

Andersson and Palm, (20 7) notes that the formative evaluation is normally used during the development/project phases to assess if the program is successfully recruiting and retaining its intended partners through training materials that conform to standards of accuracy and clarity, maintain its planned schedules, effectively coordinate with other on-going participants. Formative assessment may thus be used to guide intermediate rectification (formative evaluation). It could also be used to clarify implementation procedures (process evaluation). Formative assessment might entail evaluating the process of establishing, maintaining and eventually succeeding in working partnerships for community-based initiatives (Lee et al., 20 8).

2.6 End-of-Project Appraisal Practice and Performance of the Water Projects

End of project appraisal/evaluation practice is normally undertaken after the completion of a project in order to evaluate and provide feedback on the achievement of the project objectives, effectiveness of the project implementation as well as the lessons learnt for future projects (Kissi et al., 20 9). Therefore, the key purpose of the end- of- project evaluation is to establish and document the impact and effectiveness of project interventions to render accountability to donors and interested stakeholders (Kissi et al., 20 9).

Normally, end-of-project appraisal is the most key moment that is awaited by all stakeholders involved in a given project in order to discuss about the results of the project after which a final report is written by the project coordinator to donors and other interested stakeholders. This report describes the milestones of the project and discusses whether or not the principal objective of the project has been achieved (Rietveld, 202). In the case the project was unsuccessful or if one (or more) of the results specified were not achieved, it is essential to

address why the project was unsuccessful (contingencies, underestimating of the risks, lack of control over the project by organization etc.). Having an understanding of what really went wrong in a project is crucial for it helps in accomplishing greater projects in future. This is by assuring donors and stakeholders that the same will never happen based on the concrete report of the already terminated project (Rietveld, 202).

Volden, (20 8) stated that there are two essential actions that typically characterize the estimate of the project's successful conclusion and these are, evaluation and reporting. Evaluation is a process of ascertaining whether or not a project has met its objectives whereas reporting is a helpful tool for stakeholders who have supported the project financially or technically. Evaluation is also crucial for the lead organization to reflect upon what happened when the project was implemented and how better initiatives may be developed in the future. This evaluation might be carried out once (at the conclusion of the project) or multiple times (when a milestone or halfway through the project's execution is reached) (Volden, 20 8).

A number of approaches may be used to conduct an evaluation at the conclusion of the project's evaluation. Firstly, an assessment may be carried out by examining the project activities, so that the person concerned may write a partial appraisal report on the progress of the activities at the conclusion of each phase and this is in light with Gantt chart project's approach. This may include if the task was finished in due course and whether the amount provided was enough to accomplish the activity (Rietveld, 2021). In case of any delay occurring, the person responsible would write down what transpired and how the negative impact of the circumstances which delayed the project was mitigated. If the money was not enough, how the issue was handled and how the project was affected in general should be mentioned.

Another essential assessment approach is to conduct an interview with the people who participated in the project during the project assessment. This might entail talking to each participant about how they are satisfied, how the project works, how they are engaged in the project and how to improve the project further or how to create future initiatives (Venkatesh, Rai & Maruping, 20 8). The donors might get extracts from these interviews as a method of showing project success or of discussing the project failure.

Another main approach is to monitor the participants during the final project assessment and to examine what the participants do, how they interact, what they say and how they engage with the group facilitators during the workshops and other events they attend. The project

coordinator can use this information to better understand the strengths and limitations of the project. Finally, surveys may also be utilized as an end of the project assessment because they enable one to collect a data-set capable of producing statistical information about the project just ended.

2.7 Theoretical Review

The major hypotheses in the present research are described in this section. They are, Theory of Change (TOC) and Program Theory.

2.7.1 Theory of Change

Weiss, (1995) proposed Theory of Change (TOC) when he popularized the theory in model evaluation for its application. Theory of Change describes the process of change through a description of causal connections in the short-term, intermediate and long-term results of an initiative. Therefore, TOC helps to clarify the results chain(s) and explains the selected strategies, the why and how the strategies are to be developed.

The creation of the Theory of Change supporting a project is of significant assistance in designing and concentrating the assessment framework in the early stages and not in the early implementation phase, as is often the case according to Anne Mackinnon, (2006). The evaluation generally occurs either as a mid-term evaluation, at the end or after a project. A major purpose of a medium term review is to verify if the project contributes to the proposed change in line with the underlying theory of change and whether it is necessary to update the theory of change. Formative assessments would also be open to reviewing the Change Theory, but summative assessments would investigate if lessons acquired might be upgraded or applied to other fields of practice. Change theory can contribute to project assessments with complex or intricate elements.

2.7.2 Program Theory

Weiss was the first advocate of program theory (1972). The program usually defines the way in which an intervention (a project, a program, a policy, a strategy), is interpreted to contribute to an outcome chain that produces anticipated or real consequences. Additional elements, such as context and other projects and programs, contributing to the generation of effects can be explained in the program theory.

The programme's philosophy has three components: the activities or inputs in the program, the desired outcomes and procedures for achieving the desired results. A description of the essential inputs specifies the program components, describes how they are supplied, identifies their strength or quantity, and outlines the features necessary that are vital to achieving the desired objectives. The processes that depend on the output should be specified and that follow the inputs.

For many years, the program theory has guided assessment; it demonstrates the capacity of the program to solve a problem by addressing the demands of the needs evaluation. It also provides tools to determine impact regions in the assessment. According to Lipsey, (2003) the programme, via the identifying of important program aspects and giving information on how these elements interact to one another, aids to assessment practice. In order to ensure the information is in order that measures the scope and the nature of each component, its presence, data collecting strategies are then included in the framework. Once the data is collected on the elements, it is analyzed in the context.

2.8 Conceptual Framework

A conceptual framework is a depiction showing the connection between independent and dependent variables. In this study, participatory evaluation, outcome tracking, formative evaluation and end- of- project appraisal constitute the study of the independent variables whereas performance of water projects constitute the study dependent variable as illustrated in Figure 2. .

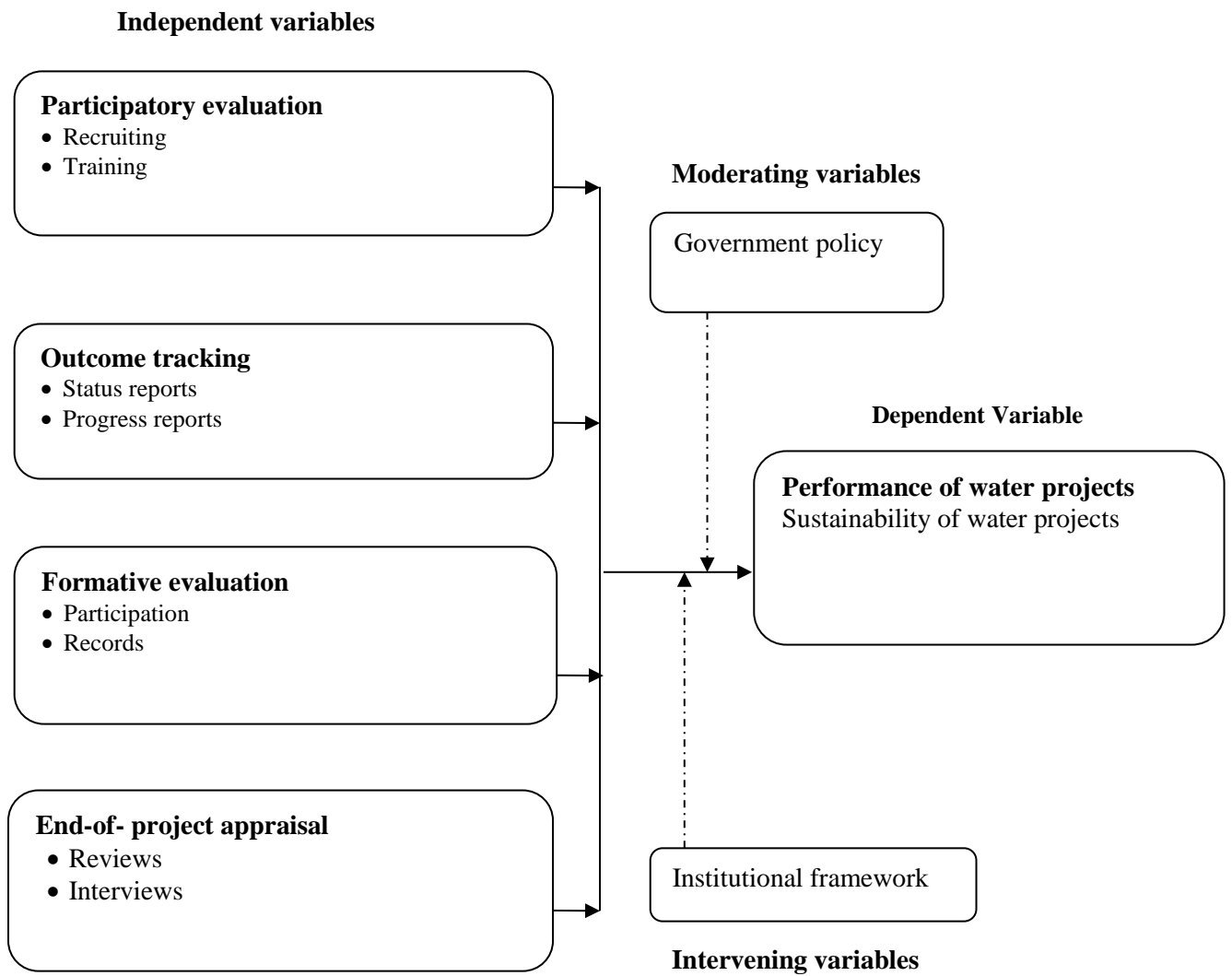


Figure2. : Conceptual Framework

2.9 Knowledge Gap

There are various studies that have been conducted both in international, regional and local context on the influence of evaluation practices on project performance.

Table 2.1: Matrix Table

Variable	Author (Year)	Title of study	Findings	Knowledge gap
Monitoring and Evaluation on the performance of water projects Mwala, Machakos County.	Titomet, (2017).	Influence of Monitoring and Evaluation on the Performance of Water Projects in Kenya: a Case of Mwala Water Project, Machakos Count	The study established that formative evaluation, summative evaluation, financing monitoring and evaluation activities, participatory data collection and skilled human resource had significant influence on performance of the water projects.	The study focused on monitoring and evaluation and not specifically on evaluation approaches.
Participatory Evaluation	Muronga, (2011)	Factors influencing the application of participatory monitoring and evaluation approach of managing development projects in Kenya	The research found out that most of stakeholders were not sufficiently empowered to fully play their role in the project.	The study did not specifically address participatory evaluation but rather participatory monitoring w

Outcome Tracking	Gumz. & Parth. (2007)	The use of project outcome monitoring on construction projects in Mexico	The study found that these projects were monitored during the construction phase in order to measure the use of processes related to project	The study specifically focused on time management in construction projects and did not address other aspects of outcome tracking
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Variable	Author (Year)	Title of study	Findings	Knowledge gap
			schedule performance.	practices.
Formative Evaluation	Omondi, Odek, & Siringi, (2017)	Influence of community participation on performance of KIWASCO projects	The study revealed existence of project managers who possess adequate experience in project management at KIWASCO.	The study did not address the specific aspects of formative evaluation which is also of great essence in project implementation process.
End-of-Project Appraisal	Rugiri & Njangiru, (2018).	Resource"s availability and performance of water projects in Nyeri County	The study found that resource availability was a useful predictor of project performance.	The study resource availability and not the end-of-project appraisal which is also very crucial for project performance

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology that were utilized while undertaking this study on the influence of evaluation practices on the performance of water projects in Makueni Sub-County, Makueni County Kenya. As such, this chapter is structured into research design, target population, sampling technique, data correction, data analysis and ethical consideration.

3.2 Research Design

Rahi, (2017) defines a study design as an overall plan of how the researcher will respond to the issues of research inquiry. It also refers to a methodology that specifies how the necessary information is collected and analyzed. A research design therefore refers to the research framework or design as well as the research techniques selected to ascertain the information necessary (Rahi, 2017). A descriptive research design was utilized for the purpose of this study to explore the objectives of the investigation. This study strategy was utilized because it allows the researcher to examine the topic comprehensively and in a profound manner.

3.3 Study Target Population

Population refers to a series of events, individuals, services, items, household group or objects to be studied by the researcher. Population is sometimes described as the whole collection of people, events or things with a common observable feature. The target population of this study was all water projects in Makueni Sub-County, Makueni County, Kenya and the respondents were the project directors and water project beneficiaries. Currently, there are a total of 13 water projects across the Makueni Sub-County in Makueni County. This made a target population of 13 project directors and 3,037 project beneficiaries thus making a total target population of 3,050 respondents.

Table 3. : Target Population

Strata	Frequency	Percentage
Project Directors	13	0.43

Project Beneficiaries	3037	99.57
Total	3050	100

3.4 Sample Size and Sampling Procedure

A sample of the population available is a smaller group or subgroup. The layered sampling approach is adopted in this investigation. Stratified random sampling is a probability sampling approach in which the researcher divides the whole population into distinct subgroups or strata, selecting the end subjects according to a random basis. The reason why this approach was chosen is that even the tiniest and most inaccessible sub-groups in the public are able to be sampled representatively by the researcher. This enabled the researcher to test the uncommon extremes of the population in question. Purpose sampling was used to sample the directors.

Furthermore, Yamane (1973) formula was utilized to calculate how big the sample is;

Using Yamane (1973) formulae

$$n = N / (1 + N * (e)^2)$$

Where;

n = sample size N = the population size

e = the acceptable sampling error (7%) at 93% confidence level

Thus; $n = 3050 / (1 + 3050 * (0.07)^2)$

n = 204

Therefore, the sample population size (n) was 204 respondents as follows;

Table 3. 2: Sample Size

Strata	Frequency	Percentage	Sample Size
Project Directors	13	0.43	4
Project Beneficiaries	3037	99.57	200
Total	3050	100	204

3.5 Research Instruments

The study used questionnaires in data collection. The researcher used questionnaires in collecting data of target population selected sample. The most appropriate method of collecting data in a study is by use of questionnaires. As such, questionnaires were utilized to gather data that cannot be observed directly such as the respondent's feelings, attitude, accomplishment, motivation as well as individual's experience. The study doesn't manipulate participants in any way making questionnaire very useful in obtaining data objectives. Questionnaires' added advantage is that it's cheap and uses less time as a data collection instrument. The questionnaire had both open ended as well as the closed ended questions

The questionnaire consisted of the introductory portion provided broad insight into the investigations and the consent of the interlocutor. Secondly, the cluster and background information was mentioned. The third portion of the survey provided the questions to obtain the respondents' facts, views and impressions regarding the study goals. The questionnaires are thorough to collect inquiries and answers to the questions of study.

This research used interview guide and focused group discussion to collect qualitative data form the respondents so that it can supplement the quantitative data.

3.6 Pilot Study

The first study, usually undertaken at modest scales by researchers before beginning into the final study later, was referred to as a pilot study. In general, a pilot study is done in order to assess the costs of the anticipated investigation, issue areas as well as to enhance the study tools, in particular, before carrying out a comprehensive study. To undertake this study, 20 participants of water projects inside the neighboring Kibwezi Sub-county, still in the Makueni County, were piloted. In the final study, 10 percent of the sampled respondents were the 20 participants participating in the pilot project. Whitehead et al., (2016) reported that a pre-test tool of research is indicated for 10 percent of the target group. The findings of the pilot study helped the researcher to investigate whether the research instrument is so reliable and valid.

3.6.1 Reliability of the Research Instrument

The measure of the researcher's instrument degree of yielding consistent results on repeated

trial data is referred to as reliability. Split-half technique was used whereby score for two halves were done, one set for odd numbers and the other, even numbers. Calculation of correlation coefficient for the two score sets was then done as follows;

$$\text{Reliability of the overall test} = \frac{2 \times \text{reliability of } \frac{1}{2} \text{ tests}}{\text{+ Reliability of } \frac{1}{2} \text{ tests}}$$

Reliability coefficient of 0.7-1 is recommended to ensure reliability.

3.7 Validity of the Research Instrument

Validity is the quality that a data collection instrument gives when used to measure the intended results. As Mohajan, (2017) provides, the validity is about meaningful and useful drawing of inferences from instrument scores. The research supervisor reviewed the data collection instrument to ensure validity of content. Both construct and content validity were tested. Content validity judges weather the instrument covers what it is supposed to cover. Content validity ensures good understanding of the questionnaire items to avoid misunderstandings. There was a provision of response options to make sure questions were line to what they are supposed to measure.

On the other hand, construct validity entails testing the study instruments so as to gain constructive/sufficient knowledge in regards to the topics of concern. Therefore, such test needs to be relevant, appropriate and utilized correctly, with the focal point being the integration of evidence that produces inferences about assessment results (Mohajan, 2017).

3.8 Data Analysis Techniques

The data analysis method according to Peersman, (2014), comprises the packaging, ordering and structuring of the major components of the obtained information so that the findings may be conveyed in an easy and efficient manner. After data collection was complete, the researcher examined the data for completeness and analytical readiness. For descriptive statistics data was coded and put in a computer in order to display the quantitative data information from cross tabulation tables on a basis of key research questions, Software

Statistical Package for Social Scientists (SPSS) is used for descriptive statistics such as percentages, mean and standard deviation. In order to make it easier for us to grasp, analyzed data was then displayed in the form of frequency tables, figures and mean and standard deviations. In addition, the researcher employed multiple regression models as follows to assess the strength of the link between the independent and dependent variables:

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

Where: **Y** is the dependent variable (Performance of Water Projects)

β_0 is the regression coefficient /**Y**-intercept,

β_1 , β_2 , β_3 and β_4 are the slopes of the regression equations,

X₁ is Participatory Evaluation Practice

X₂ is Outcome Tracking Practice

X₃ is Formative Evaluation Practice

X₄ is End-of-Project Appraisal Practice

ϵ is an error term normally assumed to be 0.

3.9 Ethical Consideration

The researcher ensured that the study was carried out according to the highest dictates of ethical conduct in research by undertaking the following measures: First, a transmittal letter was obtained from the university. Also, a research permit was obtained from the National Commission for Science, Technology and Innovation (NACOSTI) prior to commencement of the data collection. A healthy relationship with the study participants was maintained by briefing them about the purpose of the study and their role in it. In the briefs, the voluntary nature of their participation in the study was emphasized. The participants were also assured of confidentiality and anonymity during the study and afterwards.

3.1 Operationalization of Variables

Operationalization means that variables are tightly defined into quantifiable components. It defines and can be evaluated experimentally and statistically, by defining fluffy notions. Table 3.3 shows the operational definitions of the variables for the present investigation.

Table 3. 3: Operationalization of Variables

Objective	Type of Variable	Indicators	Measurement Scale	Tools of Data Analysis	Type of Analysis
Determine the influence of participatory evaluation on the performance of water projects in Makueni Sub-County of Makueni County	<u>Independent Variable</u> Participatory Evaluation	Recruiting stakeholders Training stakeholders	Interval	Frequency Percentage Mean Standard deviation	Descriptive Statistics
Assess the influence of outcome tracking on the performance of water projects in Makueni Sub-County of Makueni County	<u>Independent Variable</u> Outcome Tracking	Status Reports Progress Reports	Interval	Frequency Percentage Mean Standard deviation	Descriptive Statistics
Examine the influence of formative evaluation on the performance of water projects in Makueni Sub-County of Makueni County	<u>Independent Variable</u> Formative Evaluation	Participation Records	Interval	Frequency Percentage Mean Standard deviation	Descriptive Statistics

Establish the influence of end-of-project appraisal on the performance of the water projects in Makueni Sub-County of Makueni County	<u>Independent Variable</u> End-of-project Appraisal	Reviews Interviews	Interval	Frequency Percentage Mean Standard deviation	Descriptive Statistics
Performance of the water projects in Makueni Sub-County of Makueni County	<u>Dependent Variable</u> Performance of the water projects in Kenya	Sustainability of water projects	Interval	Frequency Percentage Mean Standard deviation	Descriptive Statistics
Government policies on water projects	<u>Moderating Variable</u> Government policies on water projects	Project control Decision making	Interval	Frequency Percentage Mean Standard deviation	Descriptive Statistics

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

4.1. Introduction

This chapter presents an analysis of data collected on influence of evaluation practices on the performance of water projects in Makueni Sub County of Makueni County, Kenya. The chapter has five sections. The first section looks at the demographic characteristics of the respondents. The second section examines influence of participatory evaluation on performance of water projects.; third section assess influence of outcome tracking on the performance of water projects; fourth section determines the influence of formative evaluation on the performance of water projects; and the last section looks at the influence of end project appraisal on the performance of water projects in Makueni County.

4.2. Questionnaire Return Rate

Out of the intended 126 respondents, only 86 returned fully completed questionnaires giving a response return rate of 68.25%. This collaborates with Amyx (20 3) assertion that a response rate of 50% is adequate, while a response rate greater than 70% is very good. This implies that based on this assertion, the response rate in this case of 68.25% is therefore good and therefore, analysis of data continued.

4.3. Background Information

The study sought to establish the background information of the respondents in Makueni County under the following; age of the respondent, education level of the respondents, and duration in the current job. The findings are presented in the following sub-sections.

4.3.1. Gender of Respondents

The respondents were asked to state their gender. The findings are presented in Table 4.2.

Table4.1: Gender of Respondents

Gender	Frequency	Percentage
Male	58	67.4
Female	28	32.6
Total	86	100

The findings indicate that 67.4% of the respondents were male while 32.6% were female. This indicates that the majority of water evaluation officers in Makueni County are male.

4.3.2. Age of Respondents

In the survey, the respondents were asked to state the age category they were in. The results are presented in Table 4.3.

Table4.2: Age of Respondents

Age Group	Frequency	Percentage
8 – 30 years	22	25.6
30 – 40 years	54	62.8
Over 40 years	10	11.6
Total	86	100

Out of the 86 respondents, 22(25.6%) of the respondents were in the 18 – 30 age group, 54 (62.8%) of the respondents were between 30 – 40 years of age, and 10 (11.6%) of the respondents were aged over 40 years. This result shows that the respondents are generally active between the ages of 18 – 40.

4.3.3. Education Level of the Respondents

The study sought to establish the education level of the respondents. It is important to consider the level of education of the respondents because it has an effect on the way the respondents interpret the questions. The results are presented in Table 4.4.

Table4.3: Education Level of Respondents

Education level	Frequency	Percentage
Diploma	30	34.9
Degree	44	51.1
Masters	10	11.6
PHD	0	0.0
Other	2	2.4
Total	86	100

Table 4.4 shows that the number of respondents with diploma level of education was 30 (34.9%), those with degree certificate were 44 (51.1 %), those with masters certificate was 10 (11.6%), those with PHD were 0 (0.0%) and those who did not specify, just indicated others were 2 (2.4%). These results show that most of the respondents had some good education level which enabled

them read and understand the questions well and provide the best possible responses.

4.3.4. Duration in Current Job

The survey also sought to establish the period of time the respondents has been in the current job. This was deemed important since an individual who has been in a field for long would know the strengths and weakness of the job they are in, in this case being involved in water infrastructure projects. It is expected that the longer one has been involved in evaluation practices of water projects, the better they understand operations of the business, and hence the higher the ability to articulate issues related to water development projects. The results are shown in Table 4.5.

Table4.4: Duration in Current Job

Duration	Frequency	Percentage
Less than 5 years	42	48.8
5 – 10 years	12	13.9
0 – 5 years	21	24.4
15 – 20 years	10	11.6
More than 20 years	1	1.3
Total	86	100

Table 4.5 shows that the number of respondents who have been in evaluation practices of water projects for less than 5 years were 42 (48.8%), 5 – 10 years were 12 (13.9%), 0 – 5 years were 21(24.4%), 15 – 20 years 10 (11.6 %) and more than 20 years was only 1 (1.3%). This result indicates that the majority of the respondents involved in evaluation of water projects in Makueni County (73.2%) have operated for more than ten years.

4.5 Presentation and Interpretation of the Study Findings

This section gives a presentation and interpretation of the findings based on the research objectives.

4.5. Participatory Evaluation and Performance of Water Projects

This indicator was used to measure the influence of participatory evaluation and performance of water projects. A questionnaire containing eight items were given to respondents and asked to indicate the extent to which they agree with the statements. Results are presented in Table 4.5

Table 4.5: Participatory Evaluation and Performance of Water Projects

Parameter	S.A	A	N	D	S.D	M	S.D
	%	%	%	%	%		
We are involved in designing of participatory project evaluation framework	(4 .9)	(47.9)	(4.8)	(2.7)	(2.7)	4.09	0.738
We participate in designing tools for data collection to track progress of water projects	(27.4)	(6 .3)	(3.8)	(8.1)		4.32	0.509
We participate in analyzing various project information	(38.7)	(54.3)	(3.8)	(1.1)	(2.2)	3.47	0.285
We Participate in meetings to receive evaluation feedback about status of project from Performance	(39.7)	(6.5)	(50.0)	(3.8)		1.103	0.611
We Participate in electing water committee leaders	(2.1)	(2.1)	(55.5)	(2.1)	(38.2)	3.49	0.311
We participate in in providing labour and materials towards the water project	(6.5)	(45.7)	(47.8)	0	0	3.18	0.256
Total Scores						3.12	0.426

The respondents were given a questionnaire to rate the opinion and their ratings were as follows: the respondents agreed that they are involved in designing of participatory project evaluation framework, that they participate in designing tools for data collection to track progress of water projects and that they participate in analyzing various project information. On the statements that we participate in meetings to receive evaluation feedback about status of project from performance, the respondents statement. On the statement that we participate in electing water committee leaders and we participate in providing labour and materials towards the water project, the respondents were neutral to these statements. *“Even if we participate in election, these people know the people they want and therefore when they go back, they replace the people we chose with their favorites”*

4.5.2 Outcome Tracking and Performance of Water Projects

This variable was used to measure the influence of outcome tracking and performance of water development projects. Results are presented in Table 4.6

Table 4.6 Outcome tracking and performance of water development projects

Parameter	S.A	A	N	D	S.D	M	S.D	
	%	%	%	%	%			
The elected committee of the water projects conducts monthly evaluation of the project	(2.4)	(29)	(9.7)	(45.7)	(3.2)	2.63	0.438	
There is a proper technique on forecasting project activities	(20.4)	(20.4)	(2.2)	(53.2)	(3.8)	4.97	0.307	
Variations are conducted on performance, schedule and cost of project activities	(36)	(17)	(2.7)	(49.5)	(4.8)	2.34	0.579	
A change request has been well handled and documented	(4.5)	(35.5)	(7)	(37.1)	(5.9)	2.12	0.314	
Stochastic method is used in outcome-tracking practices	(28)	0	(0.8)	(8.1)	(50.4)	(2.7)	3.04	0.711
Project mapping is conducted in projects outcome-tracking practices	(6.7)	(34.4)	(2.4)	(35.4)	(1.1)	2.22	0.143	
Total Scores						2.63	0.389	

When measuring the influence of outcome tracking and performance of water projects, the respondents unanimously disagreed that the elected committee of the water projects conducts monthly evaluation of the project, there is a proper technique on forecasting project activities, that

variances are conducted on performance, schedule and cost of project activities, a change request has been well handled and document outcome, stochastic method is used in outcome-tracking practices and finally that project mapping is conducted in projects outcome-tracking practices as shown in table 4.6. *“Hawa wakubwa sisi hatuwaoni kabisa, ata wanaweza kuja hapa after a year ama 6 months kwa hivo hawakuji hapa kila mwezi.”*

4.5.3 Formative Evaluation and Performance of Water Projects

The third objective was used to measure the formative evaluation and performance of water projects. Results are presented in Table 4.7

Table 4.7 Formative Evaluation and Performance of Water Projects

Parameter	S.A	A	N	D	S.D	M	S.D
	%	%	%	%	%		
Formative evaluation has been useful in pilot testing certain elements of new water projects so as to ensure that they work in the manner intended.	(2.7)	(4.5)	(22.6)	(43.5)	(6.7)	3.44	0.577
Formative evaluation practice tends to be qualitative in nature, with an emphasis on discussion-based methods such as focus groups or interviews	(8.6)	(3.8)	(3.8)	(53.2)	(30.6)	2.506	0.285
Questions asked in formative evaluation are generally more open and lead to exploration of processes, both from the viewpoint of participants, but also from that of project staff and other stakeholders.	0	0	(9.3)	(65.)	(5.6)	4.34	0.625
Formative evaluations focus on how the activity is working and	0	(1.8)	0	(77.4)	(0.8)	3.41	0.336

whether expectations about Performance and beneficiary response to the activity are in line with expectations

Formative evaluation is normally applied during the Performance phase of a development project in order to examine whether the program is successfully recruiting and retaining its intended participants, using training materials that meet standards for accuracy and clarity, maintaining its projected timelines, coordinating efficiently with other ongoing programs and activities, and meeting applicable legal standards

0 (9.6) 0 (64) (26.4) 4.22 0.166

Total Scores

2.45 0.567

Results in table 4.7 shows that data analysed from respondents responses indicate that they disagreed with the statements that formative evaluation has been useful in pilot testing certain elements of new water projects so as to ensure that they work in the manner intended, formative evaluation practice tends to be qualitative in nature, with an emphasis on discussion-based methods such as focus groups or interviews, questions asked in formative evaluation are generally more open and lead to exploration of processes, both from the viewpoint of participants, but also from that of project staff and other stakeholders, formative evaluations focus on how the activity is working and whether expectations about performance and beneficiary response to the activity are in line with expectations and formative evaluation is normally applied during the performance phase of a development project in order to examine whether the program is successfully recruiting and retaining its intended participants, using training materials that meet standards for accuracy and clarity, maintaining its projected timelines, coordinating efficiently with other ongoing programs and activities, and meeting applicable legal standards. *“Us here, we focus on public participation because our governor wants to follow what the citizens want. For example we*

drilled at borehole at Kwa Kathoka and I can tell we were sure that getting water there was a challenge but since the people wanted the borehole, the governor insisted we have to drill it, after we did it, it gave water for four months and dried up. Had we done formative evaluation, then we perhaps could have done it elsewhere and pump water to Kwa Kathoka. So this is something we need to really look into”

4.5.4 End-of-Project Appraisal and Performance of Water Projects

This last variable was used to measure the influence end of project appraisal and performance of water projects. Results are presented in Table 4.8

Table 4.8 End-of-Project Appraisal and Performance of Water Projects

Parameter	S.A	A	N	D	S.D	M	S.D
	%	%	%	%	%		
End-of-project appraisal helps in establishing and documenting the impact and effectiveness of project interventions to render accountability to donors and interested stakeholders	0	(32.2)	(54.4)	(3.4)	0	2.402	0.304
End-of-project plays a key role in discussing about the results of the project after which a final report is written by the project coordinator to donors and other interested stakeholders	(44.6)	(9.4)	(3.8)	(32.2)	0	3.09	0.308
End-of-project helps in leading organisation to reflect upon what happened during the Performance of the project and to learn how to design better	(9.4)	(21.5)	(14.5)	(12.4)	(32.2)	2.73	.0208

projects in the future.

Conducting interview with those

who participated in undertaking 0 (25.3) (10.8) (55.4) (8.6) 3.114 0.314
the project is another key
evaluation technique to employ
during the end of project appraisal

Total scores

2.76 0.276

On end of project evaluation, respondents had varied opinion. Majority of the respondents felt that the statements that end-of-project appraisal helps in establishing and documenting the impact and effectiveness of project interventions to render accountability to donors and interested stakeholders, end-of-project helps in leading organisation to reflect upon what happened during the Performance of the project and to learn how to design better projects in future and that conducting interview with those who participated in undertaking the project is another key evaluation technique to employ during the end of project appraisal were not true and thus they disagreed with them. The respondents however strongly agreed that end-of-project plays a key role in discussing about the results of the project after which a final report is written by the project coordinator to donors and other interested stakeholders.

4.6 Regression Analysis

In this study, the regression analysis was computed in order to establish the relationship between the independent and dependent variable under study. The results are presented as follows:

Table 4.9: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	0.860 ^a	0.629	0.533	.855

This model summary was done to show the strength of the relationship between the independent variable (evaluation practices) and the dependent variable (performance of water projects). R is the multiple correlation coefficients between the observed and model predicted values of the dependent variable. A large value will indicate a strong relationship between the two. The adjusted R² provide the predictive power and therefore our model shows that it can provide a variation of 62.9% in the performance of water projects.

Table 4.10: Analysis of Variance (ANOVA)

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	3.906	4	.976	13.37	.000 ^a
Residual	26.289	82	.730		
Total	30.195	86			

Variance ANOVA is used to show variations in a set of observations which is divided into distinct components. The P- value of 0.000 shows that the model was can be used to predict how the independent variables would be used to bring change in the dependent variable. The F calculated is 13.37 and which is greater than the critical one (1.467) at 5% significance level and this shows that this model can be used.

Table 4.11: Regression Coefficient

Regression coefficient is used to measure the average functional relationship between the variable

	Unstandardized Coefficients		Standardized Coefficients	T	Sig
	B	Std. Error	Beta		
(Constant)	0.486	0.458		7.688	.000
Participatory evaluation	0.697	0.441	0.692	1.516	.013
Outcome tracking	0.522	0.101	0.512	1.180	.019
Formative evaluation	0.531	0.030	0.528	0.374	.012
End-of-project appraisal	0.419	0.0311	0.415	0.640	.016

The results from the coefficient table were used to come up with the regression equations as follows:

$$Y = 3.521 + 0.692X_1 + 0.512X_2 + 0.528X_3 + 0.415X_4$$

This gives the following interpretation:

That if the project officers do not undertake participatory evaluation, outcome tracking, formative evaluation and end of project appraisal and hold all other factors constant at zero, then the performance of these projects will be at 48.6%. Similarly. If the management decides to participatory evaluation, then the project will improve its performance to 69.2%. This variable is significant since the p value of 0.013 is smaller than 0.05 hence the null hypothesis which stated that there is no significant relationship between participatory evaluation and performance of water

projects in Makueni County was rejected.

Increasing outcome tracking by one unit would lead to 51.2% improvement on the performance of water projects. This variable is significant since the p value of 0.019 is smaller than 0.05 and thus null hypothesis which stated that there is no significant relationship between outcome tracking and performance of water projects in Makueni County was rejected.

Increasing formative evaluation by one unit will lead to 53.1% increase in the performance of water projects. The variable was significant since 0.012 is smaller than 0.05 hence the null hypothesis which stated that there is no significant relationship between formative evaluation and performance of water projects in Makueni County was rejected.

Finally, a unit increase in end of project appraisal will lead to 41.5% increase in the performance of water projects. The variable was significant since the P value of 0.016 is smaller than 0.05 hence the null hypothesis which stated that end of project appraisal has no significant relationship with performance of water projects was rejected

CHAPTER FIVE

SUMMARY OF THE FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This chapter presents summary of findings, conclusions and recommendations of the study. It summarizes the results which were obtained from the analysis of the data collected. This section also presents suggestions for further studies. The aim of the study was to examine the influence of evaluation practices on performance of water projects in Makueni County; Kenya.

5.2 Summary of Findings

The main objective of this study was to examine the influence of evaluation practices on performance of water projects in Makueni County; Kenya. This section presents a summary of findings from the study.

5.2.1 Participatory evaluation and performance of water projects

The first objective was to determine how Participatory evaluation influences performance of water development projects in Makueni County, Kenya. From the study, majority of the respondents disagreed that they are involved in designing of Participatory project evaluation framework, that they participate in designing tools for data collection to track progress of water projects, that they participate in analyzing various project information, that they participate in meetings to receive evaluation feedback about status of project from implementation and that they are involved in contributing to capital, operation and maintenance costs by a composite mean of 3.63 and a standard deviation of 0.983.

5.2.2 Outcome tracking and Performance of Water development projects

On outcome tracking and performance of water development projects, the respondents agreed the elected committee of the water projects conduct monthly evaluation on the project, that there is proper technique on forecasting project activities and those variances are conducted on performance schedules and cost of project activities. The mean of weights (4.46, 4.58 and 4.48) were neutral to that statements that stochastic method is used in outcome tracking practices, that a change request has been well handled and documented and that project mapping is conducted in projects outcome tracking practices respectively.

5.2.3 Formative evaluation and Performance of water projects

In the statement of formative evaluation and performance of County water projects, an average

weight for all the statements revealed that the respondents disagreed with the statements that formative evaluation has been useful in pilot testing certain elements of new water projects so as to ensure that they work in the manner that they were intended, that formative evaluation practices tend to be qualitative nature with an emphasis on discussion based methods such as focused groups or interviews, questions asked in formative evaluation are generally more open and lead to exploration of processes, both from the viewpoint of participants, but also from that of project staff and other outcome, formative evaluations focus on how the activity is working and whether expectations about performance and beneficiary response to the activity are in line with expectations and that formative evaluation is normally applied during the performance phase of a development project in order to examine whether the program is successfully recruiting and retaining its intended participants, using training materials that meet standards for accuracy and clarity, maintaining its projected timelines, coordinating efficiently with other ongoing programs and activities, and meeting applicable legal standards.

5.2.4 End-of-Project Appraisal and Performance of water projects

In this item, the respondents had varied opinion in regard to the influence of end of project appraisal on the performance of water projects in Makueni County. The respondents agreed that end-of-project appraisal helps in establishing and documenting the impact and effectiveness of project interventions to render accountability to donors and interested stakeholders as this will determine whether the county will pay the contractor after the project is completed. The respondents strongly agreed that end-of-project plays a key role in discussing about the results of the project after which a final report is written by the project coordinator to donors and other interested stakeholders and these reports forms basis for the donor to evaluate whether the resources given were channeled to the intended purpose. However, the respondents disagreed with the statement that end-of-project helps in leading organisation to reflect upon what happened during the performance of the project and to learn how to design better projects in the future. They also disagreed that conducting interview with those who participated in undertaking the project is another key evaluation technique to employ during the end of project appraisal.

5.3 Discussion of the Findings

Influence of evaluation practices on the performance of water projects was the main focus of this study. This area discusses the response of the respondents and tries to link these findings to those of the literature review and the interview guide.

5.3.1 Participatory evaluation and performance of water projects

This is was the first variable and it looked at the influence of participatory evaluation in which the respondents were asked to indicate whether they are involved in various stages of the evaluation process and according to majority of the respondents, they agreed that they were involved in various stages of the participatory evaluation where they were asked to give their input on the evaluation infrastructure. The study also tested the hypothesis of this variable and it showed that there is positive relationship between participatory evaluation and performance of water projects. During the interview, the respondents noted that the county officials visits them and asks them to give their views on how the project is doing. Including all stakeholders in the evaluation of a project is very vital for it ensures that those who are doing these projects are kept on check and thus they are likely to do a good and quality work which will lead to improved performance of these water projects. The finding is similar to that of Cummings, (2017), who said that if individuals participate in these procedures, they are responsible for the project and successfully manage it. He furthers goes on to assert that participatory assessment is beneficial because it initiates a process of empowerment that enables project recipients to take responsibility for creating and designing, implementing and maintaining the continued high level of project success. He finally opines that participation itself is a goal and may be considered as a process of empowerment, where people learn information, skills and experience in order to be more responsible for their growth. This is in line with some of the sentiments from the respondents who noted that “ *When we participate in these projects developments, we feel that we own the project and that is why we keep an eye on these project right from the beginning up to the end until the governor himself comes here to launch it. If the contractor does not finish the project within the stipulated time, then our chairman can write to the county government and air our views. So am telling you that this participatory evaluation is very important*”

5.3.2 Outcome tracking practice and performance of water projects

Outcome tracking practice is a project management approach that is used in tracking the progress of tasks in a project. Thus this objective was designed to check the progress of the project and try to evaluate its influence on the performance of water projects. The results form analysed data showed that respondents nearly disagreed with all the statements indicating that the respondents especially the community members are noted engaged at his point. Interviews with the directors noted that the community members may not be engaged at this point in time due to professional nature of this evaluation because it requires professionals to handle it but when the community members are asked to elect leaders, they do not put in place academic qualification as a requirement and this forces the management to substitute those who do not have qualifications with others through competitive recruitment hence this could be the reason why all the respondents disagreed that they are involved. Results from the inferential statistics showed that there is

positive relationship between outcome tracking and performance of water development projects hence the null hypothesis which stated that there is no positive relationship outcome tracking and performance of water development project was rejected. These findings are in agreement with Njama, 2015 who acknowledged that efficient monitoring systems for performance management frequently track and report on success at national or donor level on important metrics to assist evaluate if these initiatives function according to plan. These systems give project managers and other project stakeholders with valuable performance information that helps to focus resources or attention on areas that require improvement. They are also able to assist policymakers in making educated policy and budget decisions, mitigating risk by identifying underperforming projects, and enhancing accountability through provision of unambiguous service efficacy information to project stakeholders.

5.3.3 Formative evaluation and performance of water projects in Makueni County

Formative assessment is usually performed before or during the performance of a project in order to increase the design and performance of the project. The results from the analysis show that there is positive relationship between formative evaluation and performance of water projects and therefore the study rejected the null hypothesis which stated that there is positive relationship between formative evaluation and performance of water projects and hence concluded that the two variables are related. These findings are in agreement with Titomet, (2017) who in his view opined that the concentration on discussion methodologies like focus groups or interviews tends to be qualitative in the formational assessment process. The project process assessment may be as easy as the timing to chat to key personnel, enabling problems to be recognized, recorded, and rectified when feasible. Formative assessment is therefore typically geared to qualitative research approaches. In general, the questions posed for formative assessment are more transparent and lead to process exploration, both from the point of view of the participants, and from the point of view of the project workers and others. The use of participatory assessments is particularly important and suitable for formative assessments

5.3.4 End-of-Project Appraisal Practice and Performance of the Water Projects

Appraising of a project after its completion is very important aspect. This objective was meant to measure the influence of end of project appraisal practice and performance of water projects. The results indicated that there is positive relationship between end of project appraisal and performance of water development projects. These findings agree with Volden's, (2018) assertion that there are two essential actions that typically characterize the estimate of the project's successful conclusion and these are evaluation and reporting. Evaluation is a process of ascertaining whether or not a project has met its objectives whereas reporting is a helpful tool for stakeholders who have supported the project financially or technically. Evaluation is also crucial for the lead organization to reflect upon what happened when the project was implemented and how better initiatives may be developed in the future

5.4 Conclusion of the Study

Evaluation Practices and Performance: The research findings indicate a strong relationship between evaluation practices and the performance of water development projects. This implies that the way projects are evaluated has an impact on their overall performance. Participatory Evaluation: The study concludes that participatory evaluation, which involves involving stakeholders and local communities in the evaluation process, has an influence on the performance of water projects. This suggests that when project evaluation actively involves the participation of relevant stakeholders, it can positively affect project performance. Outcome Evaluation: The research findings indicate that outcome evaluation, which focuses on assessing the achieved results and impacts of projects, has a significant influence on the performance of water projects. As a result, the null hypothesis (which likely stated that there is no relationship between outcome evaluation and project performance) was rejected, suggesting that outcome evaluation does indeed impact project performance. Formative Evaluation: The study concludes that formative evaluation, which emphasizes continuous feedback and improvement during the project implementation phase, has a positive influence on the performance of water projects. This suggests that when projects undergo ongoing formative evaluation, they are more likely to perform well. End of Project Appraisal: The research findings indicate that end of project appraisal, which assesses the overall project performance at its completion, has a positive influence on the performance of water projects. This implies that conducting thorough appraisals at the end of projects in Makueni County positively affects project outcomes.

In summary, the research study suggests that the evaluation practices employed in water development projects, particularly participatory evaluation, outcome evaluation, formative evaluation, and end of project appraisal, play significant roles in influencing the performance of water projects in Makueni county, Kenya.

5.5 Recommendations

It was noted during data collection that most of the respondents do not know the value of evaluation especially on outcome evaluation and formative evaluation. This study therefore recommends refresher trainings in the parameters under outcome evaluation and formative evaluation. These trainings will help the stakeholders especially the community members their roles and the borderline in respect to these evaluation. This will also make the community know the important of engaging learned people in the process of evaluation.

5.6 Suggestions for further studies

The model summary showed that the four independent variables under this study led to 62.9% variations on the performance of water projects and this implies that the remaining 37.1% is influenced by other factors. This study therefore suggests a further study on other factors such as financial stability, management and types of leadership styles and their influence on the performance of these water development projects.

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APPENDIX I: INTRODUCTION LETTER

RE: PARTICIPATION IN THE RESEARCH PROJECT

My name is Musyoki Urbanus Mutuku Reg/No: L50/84220/20 5 a student at the University of Nairobi undertaking Degree of Master of Arts in Project Planning and Management. As a requirement for completion of this course, it is a must I complete a research study titled “The Influence of Evaluation Practices on the Performance of Water Projects in Makueni Sub-County of Makueni County Kenya.”

Kindly assist me to fill this questionnaire. Any information given by you will be treated with utmost confidentiality and shall not be divulged to anybody without your express approval.

Thanks in advance for your anticipated cooperation.

Thanks and regards,



Musyoki Urbanus Mutuku

APPENDIX II: RESEARCH QUESTIONNAIRE

Section A: General Information of Respondents

Please tick where appropriate.

. Age

8 to 29 Years []

30 to 39 Years []

40 to 49 Years []

Over 50 Years []

2. Gender

Male []

Female []

3. Educational Level Attained

Diploma level []

Degree level []

Post graduate degree level []

4. Number of Years Working at the Institution?

To 5 Years []

6 to 10 Years []

Over 10 Years []

5. Mode of Ownership of the Water Project? (i)

Owned by the community member []

Owned by NGO []

Owned by government []

6. Number of Years Since the Water Project Began?

0-5years []

6- 0 years []

Above 0 years []

7 Does the Water Project Provide Enough Water to Satisfy Your Daily Household Uses?

Yes []

No []

Section B: Participatory Evaluation and Performance of Water Projects

Statements		2	3	4	5
We are Involved in designing of participatory project evaluationframework					
We participate in designing tools for data collection to trackprogress of water projects					
We participate in analyzing various project information					
We participate in meetings to receive evaluation feedbackabout status of project from implementation					
We participate in electing water committee leaders					
We participate in in providing labour and materials towards the water project					
We are involved in contributing to capital and operation andmaintenance costs (repairing water pumps)					
We are involved in meetings to receive financial report onproject revenue and expenses					

Section C: Outcome Tracking and Performance of Water Projects

Statements		2	3	4	5
The elected committee of the water projects conducts monthly evaluation of the project					
There is a proper technique on forecasting project activities					
Variances are conducted on performance, schedule and cost of project activities					
A change request has been well handled and documented.					
Stochastic method is used in outcome-tracking practices					
Project mapping is conducted in projects outcome-tracking practices					

Section D: Formative Evaluation and Performance of Water Projects

Statements		2	3	4	5
Formative evaluation has been useful in pilot testing certain elements of new water projects so as to ensure that they work in the manner intended.					
Formative evaluation practice tends to be qualitative in nature, with an emphasis on discussion-based methods such as focus groups or interviews					
Questions asked in formative evaluation are generally more open and lead to exploration of processes, both from the viewpoint of participants, but also from that of project staff and other stakeholders.					

Formative evaluations focus on how the activity is working and whether expectations about implementation and beneficiary response to the activity are in line with expectations					
Formative evaluation is normally applied during the implementation phase of a development project in order to examine whether the program is successfully recruiting and retaining its intended participants, using training materials that meet standards for accuracy and clarity, maintaining its projected timelines, coordinating efficiently with other ongoing programs and activities, and meeting applicable legal standards.					

Section E: End-of-Project Appraisal and Performance of Water Projects


Statements		2	3	4	5
End-of-project appraisal establishes project impact and accountability to stakeholders					
End-of-project discusses project results and prepares final report for donors and stakeholders.					
End-of-project aids organizational reflection and learning for future project improvement.					
Interviews with project participants are a valuable evaluation technique for end-of-project appraisal.					
Participant observation during end-of-project appraisal provides insights into participant behavior, interactions, and activities.					


INTERVIEW GUIDE

1. Please we can introduce ourselves so that we can start talking about our todays agenda. As we mention our name, lets also say where we come from and then our academic qualification
2. Are you informed in the participatory evaluation of water projects in Makueni County? If yes, please indicate your role and responsibilities.....
.....
3. Are you engaged on outcome evaluation of the water development projects? Please indicate the activities which you undertake.....
.....
4. Are you engaged in formative evaluation of the projects Please indicate your role in the committee.....
5. During the completion of the project, are you involved in the end of project evaluation? Please indicate your roles and responsibilities.....

Now this is open forum anyone who wants to give their views on the evaluation practices of these water development projects in Makueni County.


APPENDIX III: RESEARCH PERMIT


REPUBLIC OF KENYA


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