EVALUATION CAPACITY BUILDING, MONITORING AND EVALUATION ACTIVITIES, ORGANIZATIONAL CHANGE AND RESULT UTILIZATION IN NON-PROFIT ORGANIZATIONS IN MERU COUNTIES OF KENYA

By

Cavens Kithinji

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DECLARATION

I declare that this research report is my original work and has not been presented for examination for any degree in any other university.

Signature..... Date 19/11/15

Cavens Kithinji.

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This research report has been submitted for examination with our approval as the university supervisors.

Signature..... Date 19/11/2015

Prof. Harriet Kidombo

Department of Educational Studies

University of Nairobi

Signature..... Date 19.11.2015

Prof. Christopher M. Gakuu

Department of Extra Mural Studies

University of Nairobi

DEDICATION

This work is dedicated to my family; my wife Lucy who shaped the way I think today, and my children Keith, Jessie, Eldad and Ivana who have made this life a joy each day.

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LIST OF ABBREVIATIONS

AfDB:	African Development Bank
AfrEA:	African Evaluation Association
CBO:	Community Based Organization
DAC:	Development Assistance Committee
ECB:	Evaluation Capacity Building
M&E:	Monitoring and Evaluation
MERG:	Monitoring and Evaluation Reference Group
OECD:	Organization for Economic Co-operation and Development
OED:	Operations Evaluation Department
OPEV:	Operations Evaluation Department
TWG:	M&E Capacity-building Technical Working Group
PD:	M&E professional Development
RA:	M&E Resource Allocation
SS:	M&E Support Structure
EE:	Evaluational Environment
OEC:	Organizational Evaluational Change.
SD;	Standard deviation

ABSTRACT

This study aimed at establishing the influence of Evaluation Capacity Building (ECB) activities on M&E result utilization and the moderating role of M&E practice on the relationship between ECB activities and M&E result utilization. It also sought to determine the mediating influence of Organizational Evaluational Change (OEC) on relationship between ECB and M&E practice. This was done at a time when there is an increasing demand of credible and usable information through M&E processes throughout the world. ECB activities considered were; professional development, resource allocation, M&E support structures, and activities that help build evaluational environment. A review of literature was done and it was established that although there are numerous studies on the role of ECB in promoting M&E process but there are few empirical studies conducted showing the relationship between ECB activities and M&E results utilization. Hypotheses were formulated to help test the relationship between ECB activities and M&E results utilization. The study was guided by pragmatism paradigm. A descriptive survey design was used in the study. Using stratified random sampling the study obtained a sample of 218 from a population of 504. A structured questionnaire with Likert-type interval scale anchored on a five-point scale was used to collect primary data. An interview guide and document review techniques were used to triangulate the results. Tess for statistical assumptions showed that normality was not perfect but reflected a near normal distribution with linearity of the variables confirmed. The tests also confirmed that the variables had no multicollinearity. Pearson's Product Moment Correlation was used to test the direction and relationships between the variables and this showed that all ECB variables had influence on M&E result utilization. Regressions analysis indicated that the strengths of these relationships were significant at .05 significant level and using F-tests, the hypothesis of the study were tested it was established that ECB activities of professional development, resource allocation, M&E support structure and activities that help create evaluational environment separately and jointly have influence on M&E result utilization. It was also established that M&E activities have a moderating role on the relationship between ECB activities and M&E results utilization. However, study established that the influence of ECB activities on M&E result utilization by employees is not necessarily mediated by organizational evaluation change. The study recommends that organizations should invest in ECB activities in a more systematic way to build capacity in M&E in an effort to improve M&E result utilization. Project organizations should also pay attention to evaluational needs of its employees so that they could plan a comprehensive evaluational capacity building plan. Project employees should also be sensitized to change their view of M&E as an accountability tool and embrace the right evaluational philosophies so as not to lose M&E aspect of knowledge generation. There is need to carry out a study to establish factors that have influenced a high level of M&E results utilization in the counties of Meru and Tharaka Nithi. The study also recommend establishment of a ECB model that would be used in a simple way to build M&E capacities in a systematic manner in the region.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Monitoring and evaluating projects is an important process whose main role is to inform decisions in the running of a project and informing planning of future projects (Seasons, 2003). M&E results are used as evidence in decisions that are aimed at bettering the implementation of project plans (Scheirer, 2012). As a system, M&E makes valuable contribution to project decision-making and learning by providing information on progress and status of project undertaking. Because of this monitoring and evaluation (M&E) is increasingly recognized as an indispensable tool of project management (Suárez-Herrera, Springett & Kagan, 2009).

The acknowledged need to improve the performance of projects, calls for parties to pay close attention to the provision of information management, both to support the implementation of projects/programs and to provide feedback for the design of new initiatives (Hanh, Hill, Kay & Quy, 2009; Killick, 1978). Given the greater transparency now expected of the projects organizations, governments and agencies assisting them, there is need to respond to calls for more efficiency in project activities (with clear indicators of development impact and evidence) that these organizations have systems in place that support learning from experience (Koppel, 1986). This is a core function of M&E. Besides strengthening project design and implementation, M&E could be used to stimulate partnership with project stakeholders.

In the past, M&E system has been seen as an accountability tool meant for reporting to donors with emphases laid on inputs and activities. Implementers of these systems have seen this as a tedious administrative task that has to be done but which contributes little to the quality of their efforts or achievements (Woodhill, 2005). More studies today reveal that evaluation results improve organization management by improving planning, assist in decision-making, assist in policy-making, indicate where action is needed, improve monitoring, indicate where technical assistance and training are needed besides being a tool from which huge knowledge has been generated (UNDP, 2002).

This importance not-withstanding, Segone (2008) cited the World Bank Independent Evaluation Group conclusion that, for all development agencies funded by World Bank monitoring and evaluation remains the weakest link in the management chain. Quoting a report by Swedish International Development Agency, he further says that most stakeholders in the projects studied never saw the findings of evaluation and that the few who did, found nothing very new or useful in them. This put a lot of questions on the level of M&E results utilization and points to the need for special focus on M&E process and how to improve them, more so M&E results utilization.

1.1.1 Monitoring and evaluation results utilization

The objective of any M&E system should never be to produce large volumes of performance data, or a large number of high-quality evaluations but to produce information that is usable in a number of ways. This is to say that M&E system should not be supply-driven but demand-driven if we have to see its usefulness (Woodhill, 2005). Utilization of M&E results has been said to be a major determinant of project sustainability resulting from good planning, precise implementation and informed decision making (Mackay, 2007).

The purposes of M&E information has been cited to be; feeding back into programs and projects; improving policy analysis and policy development; aiding in budget decision making and project planning; helping in managerial activities; enhancing transparency and accountability; project sustainability and many others (Mackay, 2007). These cannot be realized if M&E information utilization is not addressed. To stress the importance of M&E results utilization, Development Assistance Committee (DAC) principle for evaluations states that: “for evaluations to be useful, they must be used” (OECD-DAC 1991). The question is, why fund costly M&E systems if they are not used (Patton, 1997)?

Evaluations are a costly venture and there is need for justification of this cost. In a training session at the inaugural meeting of the African Evaluation Association in Nairobi, Kenya, September1999, Patton Quinn noted that the value of an evaluation has to at least equal its cost and that this value should be evaluated according to its utilization. He argued that M&E results utilization is not something one becomes interested in at the end of an evaluation but rather it should be integrated from the moment stakeholders and evaluators begin interacting and conceptualizing the evaluation decisions, since these decisions would affect utilization in a major way. This point to a demand-driven M&E where the

stakeholders are sure of what they are seeking in any particular evaluation process. It was acknowledged in this meeting that training stakeholders in evaluation methods and processes attends to both short-term and long-term evaluation uses. Making decision-makers more sophisticated about evaluation can contribute to greater use of evaluation over time (Patton, 1999).

In general M&E models, results utilization has been captured as one of M&E activities. Because of the importance that has been attributed to results utilization, this study has singled it out to enable more scrutiny as a study variable. The focus was to establish how M&E activities were influenced by Evolutional Capacity Building and how this influences M&E results utilization. M&E result utilization starts when project stakeholders own an M&E system. Scholars have argued that there is need to create ownership of M&E process so that clients and stakeholders do not feel that evaluation has been designed by funding agencies and so it is addressing their interests rather than the concerns and priorities of the client (Guijt, 1999; Segone. 2008). This signals the need to rethink evaluation as a process and seek solutions to problems inherent in M&E process. One option that has been suggested to bridge the gap between data gathering in an M&E process and utilization of M%E results is Evaluation Capacity Building.

1.1.2 Evaluation capacity building (ECB)

Evaluation Capacity Building (ECB) involves the design and implementation of teaching and learning strategies to help individuals, groups, and organizations, learn about what constitutes effective, useful, and professional evaluation practice. It is strengthening capacities of stakeholders to commission, design, implement, interpret and use evaluation results (Preskill & Boyle, 2008). With the importance of M&E in mind, ECB in any project makes sense in that if the capacity of the personnel is wanting then we may not expect credible information from an M&E process. Any decision made from such information would be misleading and would lead to project failure or have negative impact on project sustainability. Evaluation Capacity Building (ECB) is thus done to equip the personnel with skills necessary to carry out M&E activities effectively and building a supportive M&E system. Evaluation capacity building should be an area of great interest to organizations, programs and governments as they seek to enhance their effectiveness and accountability through M&E (King and Volkov, 2005). The main goal of ECB has been cited as to strengthen organization's capacity to; Design, implement and manage effective evaluations; access, build, and use evaluative knowledge and skills; cultivate a

spirit of continuous organizational learning; for improvement and accountability, and lastly to create awareness and support for program evaluation and self-evaluation as a performance improvement strategy (Adams & Dickinson, 2010).

Schaumburg-Muller (1996) describes ECB as activities, which provide support for systems of evaluation, audit, feedback, and learning from policies, programs, or projects performed at various levels. To him these activities are separate from M&E system itself but having a supportive role to ensure sustainability of M&E. Preskill and Boyle, (2008) argues that for evaluation practice to be sustained, participants must be provided with leadership support, incentives, resources and opportunities to transfer their learning about evaluation to their everyday work. The author suggests that sustainable evaluation practice also requires the development of systems, processes, policies and plans to help organizations accomplish their mission and strategic goals.

From the above, this study has considered Preskill & Boyle (2008) categorization of ECB concerns and borrowed other scholars ideas to come up with variables of ECD activities used in the study. These include; M&E professional development; M&E resources allocation; M&E support structures and creating evolutional environment.

1.1.2.1 Monitoring and evaluation professional development

This has been viewed as the process of building knowledge, beliefs, and skills of individuals in a particular area. M&E professional development would then mean training individuals in skills and techniques that one must learn to conduct evaluation (Taylor-Powell & Boyd, 2008). Any form of training in M&E could be used to enhance knowledge, skills, and confidence so that project teams are able to conduct adequate evaluations of their own projects with understanding and focused on utilization purposes of the same (Huffman, Thomas & Lawrenz, 2008).

According to the need of individuals, staff would be encouraged to attend county and national evaluation conferences, workshops or seek a course in an institution. Taylor-Powell and Boyd (2008) suggested that professional development would also encompass thematic training, technical assistance, collaborative evaluation projects, mentoring and coaching and establishing communities of practice. These are seen to improve knowledge and skills of M&E practitioners.

1.1.2.2 Monitoring and evaluation resources allocation

These are the resources needed to sustain evaluations. Resource allocation is seen as the distribution of resources among competing interests or programs. This means that the importance attached to one program would determine allocation priorities. In M&E, these resources would broadly be classified into two; time and finances. With the availability of these two, the others depend on availability of the same in the market. Taylor-Powell *et al.* (2008) argues that other resources necessary for M&E are evaluation and ECB expertise, evaluation materials and evaluation champions.

The significance of M&E to funding agencies, Governments, programs/project and stakeholders in general has been emphasized in literature (Binnendijk, 1989; Lahey, 2010). This study sought to find out if there is increased resource allocation as an M&E capacity building strategy and also to establish how the same has influenced results utilization.

1.1.2.3 Monitoring and evaluation support structures

Organizational structure that supports M&E objectives is necessary for carrying out of effective M&E activities. These are activities that are not directly M&E activities but rather conditions in the organization that makes carrying out of M&E activities more efficient. Different scholars have made suggestions of what support systems could be in an effective and efficient M&E system. King *et al.* (2005) argue that purposeful socialization of individuals into the evaluation process and peer learning structures are some of the support systems that ECB sensitizes organizations about. Khan (1998) suggested that M&E support should include provision of evaluation materials, evaluation champions, use of organizational assets and acquiring appropriate technology. Volkov and King, (2007) suggests more factors which include; developing and implementing a purposeful long-term ECB plan for the organization and building reliable communication systems. When these and other support systems are missing, professional training and M&E planning may not make much difference in M&E performance.

1.1.2.4 Evaluational environment

This is viewed in two ways; the attitude of the organization toward M&E activities and the right working environment where M&E becomes part of the organizational culture and M&E functions are incorporated in the mandate of the organization at the planning stage (Preskill & Torres, 1999) . For this to happen, the organization would need a leadership

that supports M&E functions, verbalizing their support for evaluation informally and formally, rewards and applauds M&E efforts and results utilization (Khan, 2003).

The organization should not demand M&E to ensure accountability and transparency only but go out of the ordinary to make policies and procedures that guide evaluation decisions and actions in the organization. Their planning would include M&E core values that are acceptable to all. The effort is to establish a foundation of an effective M&E culture in the organization that create a trusting environment in which people are not hesitant to talk about their successes and failures, and establishing internal system that would support in coordinating activities of information collection, consolidation, analysis, dissemination and providing constructive criticism and feedback (Khan; 2003; Clinton, 2014).

1.1.3 Monitoring and evaluation activities

A project M&E system is a set of plans in a project that are put in place for the purpose of gathering data, analyzing and reporting processes; along with necessary supporting conditions and capacities required for the process in order to make valuable contributions to project decision-making and learning (Suárez-Herrera, Springett & Kagan 2009; TACHE, 2011). M&E activities are a combination of activities designed to achieve the above purpose.

M&E components vary from one organization to another. For example in 2009, MERG (Monitoring and Evaluation Reference Group) working with members of the M&E Capacity-building Technical Working Group (TWG) developed a 12 Components Monitoring and Evaluation System Assessment tool for UNAIDS. Generally though, the most common activities in M&E systems are; purposes of M&E; development of M&E plan; development of indicator system; development of data collection system; development of data dissemination systems, adjustment of M&E plans and M&E results utilization. Focusing on M&E results utilization shows that end results of any M&E system is important in project management (Cousins & Leithwood, 1986). For this study M&E results utilization was treated as a dependent variable because of its importance in project management.

1.1.4 Organizational evaluational change

Organizational evaluational change would be described as that situation created after a certain process or processes aimed at making evaluational status different from its present state. Taylor-Powell *et al.* (2008) attributed ECB activities to the change in an

organizations' view on M&E. Basing his arguments on the theory of change, he showed how ECB activities can influence individuals' cognitive, affective, behavioral and psychomotor faculties. When these individuals join to form a team, there is change in the teams' outlook on M&E and in turn, the entire organization is changed in areas such as; shared understanding on M&E; increased demand for evaluation and more evaluational data being used in decision making. He also argued that evaluative planning would be embedded throughout the organization and there would be improved learning and performance of M&E process and project operations.

1.1.5 M&E capacities in Africa

In 1998 at a conference in Abidjan, senior officials from 12 African countries together with 21 international agencies for development assistance acknowledged that developing Africa's capacity for M&E is essential for improving governance. They saw a need for more training in evaluation design, methodology, and practice (OED & AfDB, 1998). In a build up conference in Johannesburg in 2000, African Evaluation Association (AfrEA) acknowledged that developing capacity for M&E requires building both supply (the skills, tools, technologies, and project framework for evaluation) and demand (awareness of the need for M&E and understanding of its purpose and uses) (OED & AfDB, 1998). They acknowledged that, one M&E system cannot be used to serve all other projects as it is, thus the need for one that is tailored to each specific project.

Eleven years later in a paper presented by Operations Evaluation Department (OPEV) of African Development Bank (AfDB) in Casablanca Morocco, the same need was noted and it was also noted that a number of efforts aimed at bridging the gap had been seen. It was noted that there was increased emphasis on results, project effectiveness, and impact and that building monitoring and evaluation capacity was necessary to measure them. It was also noted that all indications pointed to a relatively limited supply of appropriate M&E capacity in the counties. Thus it was agreed that African institutions must do more to strengthen their capacity to monitor and evaluate for M&E to become useful (AfDB, 2009).

Since the 1980s, Kenya had made some strides in the use of M&E. Somerset (1987) recorded that Kenya had succeeded in developing and using evaluation information for educational improvement showing the usefulness of monitoring and evaluation in improving the efficiency and effectiveness of education. From this early realization, one

would expect that M&E has become an effective tool for project improvement in the country as a result of knowledge transfer within the ministry and other sectors in the country. This is not so as Odhiambo (2000) argued that in Kenya, evaluations are yet to reach an acceptable level of operation since when they are carried out, they deal more with inputs and outputs rather than with impacts. He said that evaluations are mostly driven by activists and donor demands and evaluators lack professionalism. Today, a lot has been done to improve M&E and make it an integral part of any project/program. There are indicators that projects/programs lack forums where the information gathered in these M&E activities is synthesized and shared to benefit all projects/program in a particular sector.

1.1.6 Non-profit organizations in Meru region

Meru region is made up of two counties namely; Meru and Tharaka Nithi counties. These counties have experienced growth of different types of projects ranging from small self-help projects to large established programs. A number of multinational donor agencies have started implementing projects in partnership with local Community Based Organizations (CBO) and government ministries in the counties. These organizations have suggested tools to collect data and the implementers are trained on how to use them and M&E in general. What is in question is the degree to which the information generated through these tools is being used to improve general running of the organizations besides being used as an accountability tool to the donor agencies. The evaluational information from these organizations may not have been widely circulated to benefit the counties in understanding the dynamics of developments among the communities in which these projects have been implemented. This is so because there is no known forum in the counties that bring organizations from different sectors together with a view of facilitating this exchange as was confirmed by three development officers from three different sub-counties in the counties.

Better information on the outcomes and processes of any projects would contribute substantially to improved use of scarce resources in the future and it would be crucially important to the incremental accumulation of knowledge that leads to better policy and practice (Lennie, 2005; Naccarella et al., 2007). ECB has been suggested as a way of changing the situation for it to improve M&E process (both demand and supply) so as to have more reliable data being used in making decision on current projects in the effort to make them more efficient and sustainable in the future.

1.2 Statement of the problem

The importance of M&E is seen in its contribution to organizational learning, improved planning, implementation and effectiveness of projects/programs through utilization of the information that is generated by it. Therefore M&E should be an important project management tool. It is estimated that internationally, several billions are spent on evaluations; yet meta-evaluations have shown that a third of evaluations are not worth their investment (in terms of utilization) and another third are of uneven quality (Quesnel & Québec, 2010).

To improve M&E results utilization, evaluators have argued for the introduction of Evaluation Capacity Building (ECB) (Baker & Bruner, 2006; Díaz-Puente, Yagüe, & Afonso, 2008; Adams & Dickinson, 2010). This is so because ECB is said to be designed to build capacity for stakeholders and organizations' system in order to improve M&E activities and most importantly, results utilization. ECB is designed as a tool that would cause change in the way an organization perceives M&E activities to increase demand and supply of M&E processes that produce usable information. Studies have generally agreed that ECB activities improve M&E activities (Volkov *et al.*, 2007; Nielsen, Lemire & Skov, 2011) but more studies in ECB need to be carried to establish ECB processes and its general influence on M&E results utilization (Huffman *et al.*, 2008; Preskill & Boyle, 2008). This study sought to show the extent to which these ECB activities influence M&E results utilization which is a major element in M&E activities.

In Africa, ECB has been recommended for M&E activities more so in public sector (Somerset, 1987 ; AfDB, 2009). The argument has been that in most cases, evaluations are yet to reach an acceptable level of operation since emphasis has been laid more on inputs and outputs rather than on impacts. More so evaluations are mostly driven by activists and donor demands and evaluators who carry them out lack in professionalism (Odhiambo, 2000). In most cases information gathered by M&E processes has neither been circulated in the organizations to inform the stakeholders of the status of the project nor has the information been shared among organizations. This study sought to establish the influence of ECB activities on the use of M&E data within and between projects in Meru counties of Kenya. Limited studies on M&E utilization and specifically in the counties of Meru have been done, more so on ECB activities and their influence on M&E result utilization. The situational analysis shows that most projects organizations carry out M&E activities to fulfill donor requirement and little is heard about utilization of these results beyond the

confines of the project and for accountability purposes. This is so even when in some cases, time has been taken to build employees capacity on M&E by the funding agencies.

A number of ECB models have been formulated most of which have made assumptions that M&E results utilization is guaranteed when M&E information is credible. Among these, multidisciplinary ECB model of Preskill and Boyle (2008) has attempted to link M&E results utilization with ECB activity at a theoretical level. There is, therefore, need to empirically show how ECB activities could influence M&E activities in general and more so M&E results utilization. The question this study sought to answer is, whether ECB practices would lead to gathering credible information essential in improving project performance through proper utilization of the same information. This would give ECB activities the foundation needed for it to be part of a structured capacity building process in any M&E system.

ECB activities can contribute to organizational change within M&E. Taylor-Powell *et al.* (2008) has tried to demonstrate this using the theory of change. ECB activities are viewed as inputs whose outcome on the individual is reflected by changes in cognitive, affective, behavioral and psychomotor evolutional skills. When these individuals come together as a team they share experiences; meaning that as a team, there is a possible change. The cumulative influence of this would be program change and consequently organizational change in M&E views and attitude. The overall influence of this change in perception on ECB activities, M&E activities and results utilization need to be established empirically. This study has attempted to show the influence of ECB activities on the organizational evaluational change and how this may mediate the relationship between ECB activities and M&E results utilization.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of Evaluation Capacity Building on utilization of M&E results by employees among Non-Profit Organizations in the counties of Meru and Tharaka Nithi. It also sought to establish the moderating role of M&E activities on the relationship between ECB activities and M&E results utilization in the counties. The study also sought to establish if organizational evaluational change has any mediating influence on the relationship between ECB activities and M&E results utilization.

1.4 Objectives of the study

To achieve the purpose of this study, seven objectives were indentified to guide the study;

1. To establish the influence of M&E professional development on M&E results utilization by employees among Non-Profit Organizations in Meru counties.
2. To determine the influence of M&E resource allocation on M&E results utilization by employees among Non-Profit Organizations in Meru counties.
3. To assess the influence of M&E support structure on M&E results utilization by employees among Non-Profit Organizations in Meru counties.
4. To determine the influence of evaluational environment in an organization on M&E results utilization by employees among Non-Profit Organizations in Meru counties.
5. To establish the joint influence of ECB activities on M&E results utilization by employees among Non-Profit Organizations in Meru counties.
6. To determine the moderating influence of M&E activities on the relationship ECB activities and M&E results utilization by employees among Non-Profit Organizations in Meru counties.
7. To establish how organizational evaluational change mediates on the relationship between ECB activities and M&E results utilization by employees among Non-Profit Organizations in Meru counties.

1.5 Research questions

The following questions were used to seek information for the purposes of the study;

1. In what way does M&E professional development influence M&E results utilization by employees among Non-Profit Organizations in Meru counties?
2. In what way does M&E resource allocation influence M&E results utilization by employees among Non-Profit Organizations in Meru counties?
3. How does M&E support structure influence M&E results utilization by employees among Non-Profit Organizations in Meru counties?
4. How does evaluational environment in organization influence M&E results utilization by employees among Non-Profit Organizations in Meru counties?
5. In what way does ECB activities jointly influence M&E results utilization by employees among Non-Profit Organizations in Meru counties?

6. In what way do M&E activities moderate on the relationship between between ECB activities and M&E results utilization by employees among Non-Profit Organizations in Meru counties?
7. How does organizational evaluational change mediates the relationship between ECB activities and M&E results utilization by employees among Non-Profit Organizations in Meru counties?

1.6 Hypothesis of the study

The following hypothesis explains the possible relationships of the variables as perceived by the study.

1. **H0;** M&E professional development has no significant influence on M&E results utilization by employees among non-profit organizations in Meru counties.
   H1; M&E professional development has significant influence on M&E results utilization by employees among non-profit organizations in Meru counties.

2. **H0;** M&E resource allocation has no significant influence on M&E results utilization by employees among non-profit organizations in Meru counties.
   H1; M&E resource allocation has significant influence on M&E results utilization by employees among non-profit organizations in Meru counties.

3. **H0;** M&E support structure has no significant influence on M&E results utilization by employees among non-profit organizations in Meru counties.
   H1; M&E support structure has significant influence on M&E results utilization by employees among non-profit organizations in Meru counties.

4. **H0;** Evaluational environment within organizations has no significant influence on M&E results utilization among non-profit organizations in Meru counties.
   H1; Evaluational environment within organizations has significant influence on M&E results utilization among non-profit organizations in Meru counties.

5. **H0;** ECB joint activities have no significant influence on M&E results utilization by employees among non-profit organizations in Meru counties.
   H1; ECB joint activities have significant influence on M&E results utilization by employees among non-profit organizations in Meru counties

6. **H0;** The influence of ECB activities on M&E results utilization by employees among non-profit organizations in Meru counties does not depends on M&E activities.

   H1; The influence of ECB activities on M&E results utilization by employees among non-profit organizations in Meru counties depends on M&E practices.

7. **H0;** Organizational evaluational change has no significant mediating influence on the relationship between ECB activities and M&E results utilization by employees among non-profit organizations in Meru counties.

   H1; Organizational evaluational change has significant mediating influence on the relationship between ECB activities and M&E results utilization by employees among non-profit organizations in Meru counties.

1.7 Significance of the study

This study explored the concept of ECB as undertaken by organizations and the benefits it has in improving M&E results. This study would thus be useful to project managers who would seek justification for the spending they do on ECB. The study has also exposed some of the reasons why some M&E systems fail and/or have results that may not be used. This would inform M&E practitioners of what to check in their M&E systems to avoid the same shortcomings.

Because ECB was presented as a framework that can be implemented systematically according to an organization's needs, the organizations in the two counties would benefit by understanding which among the ECB activities they lack most and the levels in which these activities would influence the performance of M&E results.

The policy makers and management of project organizations would benefit by understanding the need for sharing M&E results to avoid duplication of efforts. Besides the study may be a basis on which policy makers would formulate and establish M&E standards for the region to guide M&E practice. This would ensure some level of quality in M&E process and the resulting findings.

Scholars would find this a foundation for formulating ECB models that are customized for the area which would be a correct idealization of the reality on the ground. When compared to other models in ECB, a theory may be established to generalize ECB practice

as means of improving M&E a field that is fast gaining grounds as a an effective way of assessing the influence of development agenda across the globe.

1.8 Limitations of the study

This study encountered a number of limitations; the first limitation was brought by the different understanding of ECB concepts among the sectors represented by various non-profit organizations in Meru counties. To overcome this, ECB concept was broken into understandable activities and questions presented these activities as just ordinary organization activities not following what is prescribed by any ECB framework.

The targeted population was staff working in organizations across all sections of projects and a few of them were not directly involved in M&E purely, though the ideal is that they should. Thus the researcher had to establish beforehand that the respondents were in a way dealing with M&E aspect in the organization before giving the questionnaires. This was time consuming. All the same, the sample taken was large enough to mitigate this limitation and allowed for various analyses without causing any concerns.

The area of coverage was also wide and with employees who were very mobile since the projects covered a vast area. Therefore getting them was a problem. The data collecting process was not as fast as it was anticipated and it ended being expensive due to many trips to these organizations.

As was anticipated in a pragmatism study, some variables varied in their manifestations during the study. This influence was reduced by the use of the interview guide that allowed for probing and document review that gave actual records of these activities as were interpreted using the themes established before the study.

1.9 Delimitations of the study

This study confined itself to the influence of ECB activities on M&E results utilization and not the entire M&E process because the study aimed at focusing on M&E results utilization. Other M&E activities were studied in as far as they influence results utilization in their role as moderators between the independent and the dependent variables.

There were various ECB variables that were found in literature but this study categorized most of these into the four outlined in the conceptual framework and used the ones that are related as indicators of each category. Due to the fact that there are many frameworks and

models suggested for carrying out ECB, the study was not based on any single framework but used the common elements in a number of them to formulate a conceptual framework that guided the study.

Meru counties as used in this study referred to the counties in Meru region of Kenya. These counties are Meru county and Tharaka Nithi County. The two counties have many registered non-profit organizations that could have been studied but the study delimited itself to those that had a lifespan of three or more years for the reason that there was a high probability that they had an established M&E system in place. This study also considered project internal stakeholders though there were external stakeholders who may demand M&E results. This is because of the proliferation of project external stakeholders which would make it difficult to capture them in this study.

1.10 Assumptions of the study

This study had made a number of assumptions. Among them is that in Meru counties, learning process would be enhanced through a structured and systematic reflection of the elements in the ECB activities. This is consistent with constructivism learning theory which asserts that learning is an active, constructive process where people construct or create their own representations of reality. In the process new information is linked to prior knowledge creating mental representations (Cunningham & Duffy, 1996); Fosnot, 1996). This assumption was noted to be correct and that the emphases put by different organizations varied a lot. However this was not seen as influencing the outcome of the study since all organizations had some form of ECB.

In the study, it was assumed that the more project stakeholders were knowledgeable about M&E the more they would be capable of supporting and utilizing evaluation process and its findings. This assumption held true as it was acknowledged that those involved in M&E processes were able to make reference to its outcomes during consultative meetings.

It had also assumed that evaluation capacity building at individual and team levels would results to organizational change in which they would be ready to accept and use evaluation information to better their planning, implementation of the process, future planning and sustainability of M&E systems. This would be discussed in chapter four and five of the study.

1.11 Definition of significant terms

The following terms are defined as used in the study. It is acknowledged that they may be used elsewhere to mean different things.

Evaluation Capacity Building activities are learning and functional actions that are designed to strengthen the evaluation process of an organization.

Evaluational environment; is seen as the right working environment where M&E is incorporated in the mandate of the organization at the planning stage.

M&E resources allocation; is the way an organization makes allocations for M&E activities as compared to other activities in the project.

M&E support structures; these was seen as systems and conditions in the organization that makes carrying of M&E activities more efficient.

M&E Professional Development; is the building of knowledge, beliefs, and skills of individuals, groups and/or an organization in evaluation processes.

Monitoring and evaluation activities; were defined as broad activities in a project that are put in place for the purpose of gathering data, analyzing and reporting processes on the status and progress sustainability and impact of a project.

M&E results ; any information associated with the outcome of an evaluation, for example, data, interpretations, recommendations.

M&E results utilization; is the use of evaluation results for projects/programs and policy change, generation of knowledge and learning.

Organizational Evaluational Change; is the process of making a difference in the present state of organization's views in M&E.

1.12 Organization of the study

The study is presented as follows; chapter one contains the introduction, background to the problem where all the variables are explained, the statement of the problem, the purpose of the study, the objectives, the research questions and hypothesis, the significance of the study, the assumptions, the limitations, delimitation and the definition of significant terms. Chapter two reviews literature on each variable, then highlight the theories that informs this study, the conceptual framework and the summary of the literature and gaps established. Chapter three describes the research design, the target population, sampling design, data collection, piloting, validity and reliability, data analysis techniques and operational definition of variables. Chapter four contains the analysis of data to answer the research questions, test of hypothesis and discussions. Chapter five has summarized the

findings, made recommendations and documented the limitations, areas that need to be studies further and contribution of the study to the body on knowledge. The references and other appendixes follow.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature concerning M&E results utilization and how it relates to Evaluation Capacity Building (ECB), organizational change and M&E practices. The chapter draws from published articles, organization reports and empirical research report in an effort to present different views and arguments concerning these variables. The chapter explored the dependent variable (M&E results utilization) first followed by independent variables (ECB activities), intervening variable (organizational change) and then the moderating variable (M&E practices). This chapter also reviewed theories that informed the study and presented a conceptual framework to show the relationship between the variables. Finally the chapter presents gaps established from the literature reviewed and a summary of the chapter.

2.2 The concept of M&E results utilization

M&E results utilization is seen as the justification for the cost of evaluations (Patton, 1997). In the past, it was estimated that internationally several billions are spent on evaluations yet Meta-evaluations have shown that a third of evaluations were not worth their investment and another third were of uneven quality (Quesnel and Québec, 2010). If we consider Patton (1999) and Briceño (2010) views that the value of evaluation is in the utilization of its result, then most of this spending have been in vain. The uneven quality has resulted to unreliable data, thus making utilization of the same minimal.

Utilization of M&E results is anchored on the learning aspect of it. This learning is viewed not only as the accumulation of knowledge or skills but rather as the ability to constantly improve the efficacy of action more so in project practice (Woodhill, 2005). Woodhill argues that this learning has bearing on the constructivist philosophy which argues that 'reality' as humans experience, is constructed through our social interaction. This means that, "What is experienced as 'real' is, at least in part, a social construction influenced by history, culture and language." This argument is the bases for participatory M&E. The big question here lies in the capacity of the stakeholders to interpret experiences. This thus calls for building of their capacity to participate in and correctly interpret M&E experiences in the field.

The ability to learn from utilization of M&E results has been wanting. A study by Taut (2007) showed that there was low organizational readiness for learning from evaluation due to lack of role model leadership, defensive communication, lack of transparency and lack of formal structures and processes to encourage reflection. She also found out that organizational culture was dominated by power struggles among internal organs arising from divergent M&E goals and agendas. In these situations, it is difficult to promote learning as an organizational habit. A purposeful capacity building in M&E could correct this and in areas where it has been done, studies need to be done validate this preposition.

M&E goal and agenda setting need to be synchronized in order to direct M&E efforts and resources with great efficiency. The purposes of M&E are different to various bodies that carry them out (Lahey, 2010). Development banks and bilateral aid agencies often use M&E to measure development effectiveness, be accountable to donors and stakeholders, and to demonstrate transparency while academics conducts very rigorous studies with a knowledge-generation focus and an intention to influence policy. Governments carry out significant M&E to improve the efficiency and effectiveness of programs and inform resource allocation (Briceño, 2010). Where organizations have divergent purposes, skill is needed to seam them in a manner that would make utilization possible for all the purposes.

Most of reasons why utilization of M&E results has not been very successful have been studied by a number of scholars. Among these reasons are lack of baselines survey from where change would be evaluated, lack of clarity about the end-use(r) leading to collection of excessive amounts of data that is not useful, failing to build on existing local institutions to conduct or be involved in M&E activities (Guijt, 1999).

There are other reasons advanced by scholars explaining why M&E results utilization has failed. These include creating of ownership **of** M&E process so that clients and stakeholders do not feel that evaluation has been designed by funding agencies thus the feeling that these evaluations address the interests of these agencies rather than the concerns and priorities of the client (Guijt, 1999; Segone, 2008). Creation of ownership also plays an important role in ensuring sustainability of the M&E process. Further, they say that it is necessary for M&E to be careful about the timing so that findings are often available when they are needed thus making them relevant. There is need to ensure flexibility and responsiveness to the information needs of key stakeholders; to ensure strong methodology that is appropriate in the context of every evaluation in terms of time,

budget pressures, information need and so on. Other reasons include; making evaluations simple, inexpensive and not making demands on already overtaxed program staff; building local expertise to conduct, review and use evaluations and building Communication channels to ensure that clients are kept informed of progress and initial findings in simple languages (Koppel, 1986; Mierlo, Arkesteijn and Leeuwis, 2010b; Seasons, 2003; Tilbury, 2007; Tilbury 2009).

Utilization of M&E results could be enhanced if evaluation processes and designs pay careful consideration to the fact that everything that is done from initiation to the end of the process would influence the use of the results of the process. Utilization is concerned with how real people in the real world apply evaluation findings and experiences of the evaluation process (Patton, 2001). Therefore, the intended users should be involved from the start. Since a number of these are those in the situation, knowledge in M&E activities may not be obvious, thus necessitating ECB activities.

While Project M&E offers many potential benefits to project or program success, it could also results in a waste of time and resources and failure to notice problems if it is carried out poorly or inappropriately (Estrella and Gaventa, 1998). This alludes to the need of making M&E personnel well equipped in both Knowledge and experience in M&E activities. ECB has been proposed to offers this capacity since its activities would course change in individuals, M&E teams and the organization in general resulting to better M&E activities and project ownership which is a sign of possible project sustainability (Khan, 1998). The extent to which this preposition holds true is the focus of this study.

Several studies have been done on uses of M&E results. For example the European Commission's Project Cycle Management Guidelines emphasise the use of M&E results in programming, project identification and project planning, as part of a structured process of feedback and institutional learning (European Commission, 2004). World Bank acknowledges that the role of M&E is generally seen as one of regular and continuous tracking of inputs, outputs, outcomes, and impacts of development activities against targets. They further argue that M&E determines whether adequate implementation progress has been made to achieve outcomes, and provides management with information to enhance project implementation (World Bank, 2006)

Cousins and Leithwood, (1986) analyzed sixty five studies from different sectors and listed the uses of M&E results as decision making, education (learning- influencing the

way they operate) among others. Briceño, (2010), listed a number of M&E results users and the purpose for use. Among them were Governments, Development Banks, Aids agencies, evaluation bodies and academia. According to him the list of uses is long but among them is that M&E results are used for accountability and transparencies, visibility of projects, control of implementation, feedback into planning, generation of knowledge, revising processes, policy making and test innovations. Woodhill (2005) argues that, given the increasing demand for accountability in development agenda and their impact, there is now a call for learning-oriented M&E paradigm.

From the above, it is evident that M&E results are used in a number of ways. To measure utilization in this study, indicators consideration were limited to M&E results being used in; planning for projects, inform decisions making, enhancement of project practices and use of M&E results to create knowledge and learning as may be verified by establishment of best practices.

2.3 The Concept of Evaluation Capacity Building (ECB)

The term capacity has been defined as 'the ability of people, organizations and society as a whole to manage their affairs successfully' (OECD, 2006). This agrees with Fowler's view that organizational capacity is 'the ability of an organization to achieve effectively what it sets out to do' (Fowler *et al*, 1995). Thus evaluation capacity can be said to be the ability of an M&E system to effectively achieve monitoring and evolutional objectives of an organization. The capacity of an individual, an organization or a society varies from time to time due to both internal and external influences; what is useful today may be outdated tomorrow (Simister & Smith, 2010). This variation may bring about deficiencies in the ability in question. Therefore capacity building is seen as a more deliberate process in which people, organizations or society as a whole create, strengthen or maintain this ability over time.

The term 'Evaluation Capacity Building' (ECB) was in use long before it was used as a conference theme in the year 2000 by American Evaluation Association's and in another theme, "Mainstreaming Evaluation," used in yet another conference in 2001 by the same association. The two terms have been suggested as the start of profession's enthusiasm on the topic of ECB (Preskill & Boyle, 2008). Since then ECB has become a hot topic of conversation, activity, and study. Evaluation capacity building has been developed through

research from several intersecting fields, notably evaluation studies, human resource development, organization development, adult learning and social and industrial psychology(King & Volkov, 2005). Evidence of this interest in ECB can be seen in the AEA conference sessions between 2000 and 2007 that had papers related to ECB and the birth of AEA's Organizational Learning and Evaluation Capacity Building Topical Interest Group in 2006 (Preskill & Boyle 2008).

ECB is also seen as activities which provide support for systems of evaluation, audit, feedback, and learning from policies, programs, or projects performed at various levels (Schaumburg-Muller, 1996). This definition is broadened enough by the use of the word "activities" but it is not specific enough to point out the actual activities of ECB. He viewed these activities as being separate from M&E system itself but having a supportive role to ensure sustainability of M&E. Hueftle Stockdill, Baizerman and Compton (2002) says that ECB is the intentional work to continuously create and sustain overall organizational processes that lead to quality evaluation and its routine use. This definition brings in the intent of the organization to boost these M&E abilities. Preskill *et al.* (2008) gave a detailed description of ECB as involving the design and implementation of teaching and learning strategies to help individuals, groups, and organizations, learn about what constitutes effective, useful, and professional evaluation practice. They say that ECB aims at sustainable evaluation practice—where members continuously ask questions that matter, collect, analyze, and interpret data, and use evaluation findings for decision-making and action. For evaluation practice to be sustained, participants must be provided with leadership support, incentives, resources, and opportunities to transfer their learning about evaluation to their everyday work (Patton, 2000). Sustainable evaluation practice also requires the development of systems, processes, policies, and plans that help embed evaluation work into the way the organization accomplishes its mission and strategic goals. All these are to be packaged well in the ECB concept. The implementation of this package is assumed to improve M&E activities among them results utilization.

The following dimensions of ECB could be deduced in these key concepts presented in various definitions; ECB is two-fold: both 'ability to do' (potential) and actual 'doing' (practice) (Boyle, Lemaire & Rist, 1999); it aims at improving the potential of individual, group, organization, and sector, national M&E activities applicable to programs in the same circumstances (Picciotto, 1998); ECB is aimed at generating more demand and supply of evaluation information; ECB is aimed at increasing the use of evaluation

results ; leads to increased generation of knowledge and learning through evaluations information (khan, 1998); improve analytical skills of project stakeholders to be able to make sense of and use M&E results ; ECB requires institutionalization of evaluation creating part of the organization culture and lastly, ECB is linked to creation and development of professional evaluation organizations/associations (Taylor-Powell *et al.*, 2008).

The goals of ECB are have been argued by King and Volkov (2005) as strengthening and sustaining an organization's capacity to; design, implement, and manage effective evaluation projects; access, build, and use evaluative knowledge and skills; cultivate a spirit of continuous organizational learning, improvement, accountability; create awareness and support for program evaluation and self-evaluation as a performance improvement strategy. Three views come out clear in these goals; the ability of an individual evaluator, the institutional culture of evaluation and the readiness to learn from the evaluations.

According to Boyle *et al.* (1999), capacity involves three interdependent levels: individual, organizational and the enabling environment that together defines demand, supply and use of evaluation. Therefore we may say that capacity to do evaluation may include the ability to set up evaluation agenda, determining what is to be evaluated and using which methodology. Building capacity therefore means developing these abilities at an individual and group level, through inter-active and dialogue activities that are useful for creating knowledge and skills, thereby empowering people for active evaluation.

Capacity to do evaluations covers the complete evaluation process, from the demand for evaluation, initiation and carrying out of evaluations, to learning from and disseminating the results (Boyle, 2005). He farther suggests that, capacity includes the evaluation system (policy, legal and institutional arrangements) as well as the wider accountability environment. Capacity issues implicate actors across the entire range of stakeholders involved in and affected by development co-operation, including not only governments but also intended beneficiaries, civil society, implementing partners and the general public in both donor and partner nations. He agrees with Stockdill, Baizerman, and Compton (2002), who defined Evaluation Capacity Building (ECB) as the intentional work to continuously create and sustain overall (inclusive) organizational processes that make

quality evaluation and its uses routine. These thoughts allude to participatory approach in Monitoring and Evaluation process.

In one way or another all project staff are involved in the implementation of M&E system. To harmonize actions, training in M&E is an important activity that needs a systematic approach**.** An analysis with stakeholders in IUCN programs, done in 2004 revealed that M&E has not been widely applied and is not well understood in the management context with respect to both project planning and adaptive management. Thus the importance of designing and delivering training courses to well-defined target audiences to increase understanding of M&E and its usefulness as a core management tool is necessary.

2.4 Evaluation capacity building and M&E results utilization

From the literature above, conclusion can be made that Evaluation Capacity Building (ECB) is a tool that enhances M&E practices. M&E results utilization has been viewed as a key element that is positively influenced by ECB activities. The general purposes of ECB can be summed up into two. The first notion is to improve the knowledge and skills of individuals, where staff members in an organization are expected to have an understanding of evaluation, and the confidence to apply basic evaluation approaches and methods to their work. The second one is to strengthen organizational evaluation approaches, develop mechanisms and established systems and processes for identifying, collecting, and using evaluative information (IFAD, 2002). The second purpose is of interest to this study.

Valery and Shakir (2007) see ECB activities as tools to strengthen the technical capacity of evaluators to not only conduct evaluations but also to improve capacity of clients and stakeholders to interpret and use the findings of the evaluation. Naccarella *et al*. (2007) argued that, the definition of evaluation capacity-building should not only make reference to equipping organizations to routinely conduct evaluations, but should also stress the varied uses to which evaluation findings can be put. This broadens the scope of ECB to include strengthening the motivation and capacity of managers, planners, policy-makers, legislators, funding agencies and public opinion to commission, assess and/or use evaluations. From this, the influence of ECB activities on M&E results utilization may not be denied, and that the reason why agencies do not use evaluation findings or find little use of M&E results could be as a result of low evaluation capacities among the said stakeholders.

There are a number of activities that have been identified as key to building capacity in M&E. These include; professional development, resources and support, organizational development and creation of enabling environment (Taylor-Powell *et al*, 2008). This study has separated and arranged these variables as explained below.

2.4.1 M&E professional development and results utilization

Patton (1997) argued that no matter how rigorous the methods of data collection, design, and reporting are in evaluation, if it does not get used it is a bad evaluation. This has necessitated a good concern on M&E results utilization and as a result, there is a growing trend toward professionalization in evaluation due to an exponential demand for high quality evaluations (Quesnel *et al.,* 2010). According to Taylor-Powell and Boyd (2008), this professionalization is seen in activities aimed at building knowledge, beliefs, and skills of individuals in evaluation. This has been the motivation behind trainings at all levels in M&E cycle. Since evaluation competence could be determined by factors such as, skills, knowledge, and attitudes of individuals towards M&E, training of individuals in these factors is key. ECB offers skills and techniques that one must learn to conduct evaluation (Huffman *et al.,* 2008). This need for developing professionalism in M&E has been highlighted by Taylor-Powell and Boyd (2008) who argue that only few personnel in M&E have a background in evaluation. The biggest number has an advanced degree in social sciences and may have completed courses in research methods. They argue that these come with their own epistemological and methodological interests and a range of orientations to evaluation that sometimes act against the purposes of evaluations and have influence on M&E results utilization. They argue that these personnel need to be trained focusing on evaluational skills. The people who carry out M&E functions are professionals and managers in an organization thus it should be part of the organizations policy to orient and train them for the M&E functions.

Training is used to enhance knowledge, skills, and confidence so that project staffs are able to conduct adequate evaluations of their own projects. According to the need of individuals, staff may be encouraged to attend regional and national evaluation conferences, workshops or seek a course in an institution. The skills sought may range from analytical, information technology, methodology, interpersonal relations, and communication skill and so on.

Khan (1998) argued that M&E function should be looked upon as the collective responsibility in the organization. This means that every person in the organization should have the ability to carry out M&E. This she says, would help to create a culture of conscious monitoring and evaluation, information sharing, seeking internal assistance in case of problem and most of all sharing credit for success and responsibility for failure. Khan implies that utilization is enhanced in project where project staff has taken time to develop their skills M&E.

Besides trainings, there are other components that could be done to develop, professionalism in M&E. these include; technical assistance, collaborative evaluation of projects, mentoring and coaching and establishing Communities of Practice (Taylor-Powell & Boyd, 2008). (Douglah, Boyd and Gundermann (2003) suggested a number of activities that are used by development organizations around the word to improve the performance of M&E. They include among others, team-building; coaching; mentoring; exchange visits; technical assistance; and, short and long-term training. When this is done, the expected outcomes include the team's ability to conduct and use evaluation results as a group and would results to changes in individual knowledge, skills, attitudes, and behaviors. Because individuals have differing needs and orientations, professional development may need to start with a need analysis before any activity is carried out.

Collaboration is seen as an essential component of ECB. Collaboration has been noted to emerged as the essential thread in the fabric of ECB efforts, warranting its explicit inclusion as a key concept in ECB models, efforts, and evaluations (Labin, Duffy, Meyers, Wandersman, & Lesesne, 2012). These writers found collaborative issues were reported as an aspect of existing strengths, strategies, barriers, individual-level outcomes, and organizational-level outcomes. Clinton (2014) argues that collaboration is an important process variable in evaluations. She argues that collaboration in these programs and in the evaluation suggested that stakeholders were sharing ideas, information, and action. In this study, she uses a number of indicators to show evaluation engagement. Among them are; attending evaluation training; resourcing; collaboration in evaluation activities and interest in technical assistance.

Quoting a study by United Nations Development Programme (UNDP) study, Khan (1998) lists a number of factors that reflect on success and sustainability of M&E systems. Among them are; Suitable institutional framework with adequate feedback linkage; Staff

training and logistics support; Demonstrated benefits of evaluation and Technical assistance. She argues that all of these factors are important and that weakening of any one may threaten the success of the entire system.

The same reasons would be the cause of M&E failures. Binnendijk (1989), contend that M&E operations fail because follow-up technical assistance and training efforts for project M&E staff were found to be lacking in many cases. The study also found out that technical advisers assigned M&E responsibilities often lacked evaluation methods skills or pertinent experience and this resulted to massive data collection efforts with no focus, little capacity for data processing and analysis, and even less for presenting findings in a manner that drew management's attention and resulted in actions to improve project performance. However, some donors used technical assistance and training to transfer skills in evaluation methods and concepts.

M&E is technical in very many ways. In carrying out evaluations, there is need to do personalized real-time consultation conducted face-to-face, by phone, via Web-based technologies, or by e-mail on subject of technical matter in M&E. This offers moments and opportunities for learning as well as building of relationship that would led to further consultations when the learner perceives the assistance as relevant and practical.

2.4.2 M&E support structures and results utilization

Another important aspect of ECB is the concern of internal support structures that supports M&E activities. Some organization may lack necessary logistical support (such as computers, transportation, etc.) to enable them perform efficient M&E data-gathering, data-entry and analysis (Douglah *et at.*, 2003) . When these and other support systems are missing, no amount of professional training and planning would make much difference in M&E performance and this would mean that the data corrected may not be sufficient to support meaningful results utilization. Therefore, infrastructure to support the evaluation process such as networks and software have been studied as some of the support that ECB sensitizes for organizations to improve M&E activities and M&E results utilization (King & Volkov, 2005)

Other support system within the ECB framework have been suggested by Khan (2003) as including aspects such as use of; evaluation and ECB expertise, technology and time. Any one of these is important for ensuring that the team dealing with M&E has all it takes to

carry out credible evolutional exercise. Khan alludes that this leads to generating credible information that allows utilization of these results in various ways. Using an M&E catalyst as an agent of change in M&E has also been suggested. This is an individual in a leadership position who facilitates significant change in other staff members' evaluation knowledge and skills. He inputs on the organization's evaluation mainstreaming and use of evaluation practices and results (García-Iriarte, Suarez-Balcazar, Taylor-Ritzler, & Luna, 2011).

M&E is a regular activity in many projects and organizations. This makes it necessary for organizations to consider creating a strong M&E support structure to be able develop and implement a purposeful long-term M&E plan for the organization. For this to happen, the leadership of the organization need to be pro-evaluation since the success of this lies on them.

The importance of support system for M&E was underscored by Preskill and Boyle, (2008) when they argued that it was critical to keep the conversation going about developing and implementing evaluation activities, processes, structures, and systems that sustain high-quality evaluation practice. They propose that organization's leadership should creates a culture of inquiry, create necessary systems and structures for engaging in evaluation practice, provides communication channels and opportunities to access and disseminate evaluation information. This they said would significantly affect not how people learn about evaluation but also the extent to which evaluation practice becomes sustained.

In another study by Taylor-Powell and Boyd (2008), successful ECB was argued to depend on communication structures that facilitate horizontal and vertical information flows across the entire organization. This would be made possible by increasing the use of electronic technologies. They argued that additional peer-support and learning structures, such as program area liaison structures, evaluation advisory groups, and mentoring structures, can build on existing mechanisms to facilitate ECB. They saw data management systems as necessary to facilitate creation, management, and use of data, and can incorporate question banks for customized data collection, Web based data processing, templates for using and communicating data, and processes for monitoring data quality and sharing lessons learned.

Other approaches that have been cited for strengthening internal support structures for M&E include; Making arrangements to retain unit's experience and knowledge with continuous on the job training system (Khan, 2003); Creating opportunities for delegation of higher responsibility and giving M&E personnel space to work more independently (Taut, 2007); this would create some degree of autonomy thus giving the evaluation space to plan and execute M&E strategies without having to deal other project jobs. The long effect of this is an efficient M&E system and greater ability to make sense out of streams of M&E data coming to the organization. By extension then the data produced is more usable by various stakeholders.

M&E activities would require interaction among departments at all levels of management. This would ensure experience sharing, building team spirit and affiliation with the organization (Scheirer: 2012).. This is not important only in bonding of project personnel but it's an avenue for learning from each other and a way to pass on important lessons for M&E experience that the other department would use. Khan (2003) has also suggested that organizations should evolve standards for internal monitoring and evaluation for quality of work and performance in the unit as well as means for sustained improvement in output, trouble shooting and conflict resolution. Such standards become the bases of evaluating respective areas and this would make evaluators' work smoother. At the same time feedback becomes essential to achieving this because it becomes the passage through which M&E results are passed to enable subsequent utilization.

2.4.3 M&E resource allocation and M&E Results utilization

Allocation of resources is the apportioning of productive assets among different uses in a project. Resource allocation arises as an issue because the resources of a project are always limited in supply and because any given resource can have many alternative uses. M&E resources are people, money, computer hardware and software vehicles etc. Based on experience and specifics of each M&E system, it is possible to determine the amount of necessary resources in regards to each M&E step.

The most effective M&E systems are the ones that match the system's purpose and design with the project's ability to implement it in terms of its capacity. A part of this capacity is the resources allowed for use in M&E (Cristina, 2012). These may be categorized into three; (a) financial capacity to do M&E; (b) Human capacity to do M&E (People, skills and knowledge) and (c) Physical capacity to do M&E (equipment, technology and

machines) (UNAIDS, 2008). Taylor-Powell and Boyd (2008) argue that specific M&E resources necessary for M&E include evaluation and ECB expertise, evaluation materials and evaluation champions.

Financial capacity to do M&E is critical for any work to be undertaken. Credibility of information gathered from and M&E system that is underfunded would be questioned more especially the quality of that information. More likely is the fact that crucial data may have been left out. As Woodhill (2005) points out, utilization of such data may not be meaningful.

Human capacity to do M&E refers to the ability of persons mandated to carry out M&E activities. This ability include a variety of skills and knowledge to steer each step in an M&E system as demonstrated in M&E activities reviewed in the next section. Organizations need to invest in skilled personnel to run M&E either by hiring already trained people; which may be very difficult for most projects to achieve because few people are skilled in conventional M&E; train the people you need either on-the-job or through external courses; or hire external consultants for focused inputs (IFAD, 2002). Ability to gather and interpret data to make it usable and the ability to themselves use the same is the key element of investing resources in M&E personnel (Briceño, 2010).

In building resource capacity for M&E several strategies and interventions have been suggested. Douglah *et al.* (2003) suggested that sufficient allocation of resources and technical assistance should be part of a well planed M&E capacity building process. They argued that based on indicators drawn from existing literature, demand for M&E increases when there is monitoring information and evaluation recommendations to allocate resources and commissioning of appropriate evaluations that use the recommendations, rather than focusing on monitoring.

The above is a clear demonstration that M&E systems will succeed when organizations consider having sufficient resources allocated to it functions. This was verified by a study by CLEAR (Centre for Learning on Evaluation and Results) of African monitoring and evaluation systems in 2012 in which they noted that the weight of resources allocated to monitoring systems in Ghana, Kenya and Benin is demonstrated by the extensive reporting mechanisms in place. They noted that lead agencies collate information from other departments and that this action is dependent on capacities of these departments to collect quality information. The study concluded that in all these cases, considerable

human and financial resources are put into development of these departments (CLEAR, 2012).

In their guide for project M&E, IFAD suggest that the key areas to be considered from project's resources are financial capacity to do M&E and human capacity to do M&E. They say that budget limitations are consistently one of the greatest constraints to implementing M&E and they suggest financial allocations for areas such as direct M&E staff salaries; training and employing local M&E experts to consult and facilitate; indirect salary allocations of management and field staff to support M&E; outsourcing costs for services such as data collection, data analysis, or training; travel budgets to support M&E meetings, retreats, field visits, etc.; consulting budgets to support baseline, midline and endline evaluations, as well as action research; communications costs including website development, newsletters, etc.; publications and media development costs to ensure you have high-quality materials to share with various M&E clients (IFAD, 2002).

These influences utilization of M&E results by improving the quality of data gathered and establishing communication channels to ensure that clients are kept informed of progress and initial findings in simple languages understandable by the intended users (Tilbury, 2007).

2.4.4 Evaluational environment and M&E results utilization

A favorable organizational environment is one of the components of ECB framework. Functioning of any M&E depends on creating the right working environment and building capacity; its acceptability depends on making it part of the organization's culture where M&E functions are incorporated in the mandate of the organization at the planning stage (Preskill & Torres, 1999). This would be followed by a Leadership that actively support and convey their support for M&E process. Leaders who understand and express the purpose and value of ECB to others, set evaluation expectations, encourage, nudge, allocate resources, ask critical questions and request studies, use evaluation results and know how results are used, encourage inquiry and critique, verbalize their support for evaluation informally and formally, and reward and applaud M&E efforts. Khan (2003) found out that these attributes have a positive influence on the progress of M&E and results utilization in the organizations where they are present. This action would possibly improve M&E results utilization in these organizations' life.

The organization should not demand M&E to ensure accountability and transparency only. This would equate evaluation with reporting and the purpose of evaluation as a critical inquiry and a learning process would be lost and organizations subjugated to doing evaluation to satisfy funders or promote programs, with consequences to evaluation design and learning (King & Volkov, 2005). In this scenario, M&E staff is content with reports that describe activities and the number of people served but is less motivated to ask critical questions or engage in higher-level evaluation. The solution to this scenario has been suggested to be ECB where its activities equip those demanding M&E and those supplying it to be clear of what they need it for. This evaluational environment would increase utilization and justify M&E activities. When the staff can see the benefit of M&E and seeing how instrumental they are in shaping the direction of their organization, there is likelihood of increased demand for M&E.

Policies and procedures are rules and guidelines that guide evaluation decisions and actions in an organization. There should be guidelines on finance allocation, staffing, planning, training and so on which would aid the organization in having a direction in M&E. Carrying out evaluation with no written policy guidelines may results to evaluation becoming equated with end-of-session questionnaires, whose use can limit learning about evaluation options and approaches (Woodhill, 2005) . The value system adopted during planning process should include M&E core values that are acceptable to all. These values would then be reflected in the behavior of people associated with the organization as staff members, partners and other stakeholders.

In any organization, creating a trusting environment in which people are not hesitant to talk about their successes and failures is key to establishing a good foundation for M&E. Together with this, organizations need to establish an internal system that would support in coordinating activities of information collection, consolidation, analysis, dissemination, providing constructive criticism and feedback (Khan, 2003). This would results into a strong value system based on norms such as transparency, accountability and shared responsibility for success and failure.

A provocative idea that evaluation is well on its way to becoming a social epidemic has been entertained (Preskill, 2008). Preskill beliefs that interest in and commitment to evaluation is increasing with each passing day and he gives examples of the rising number of professional organizations and their membership as the reason for this thinking. All the

scenarios discussed here are measures that are reflective of positive evaluational environment. This is said to improve M&E activities resulting to better utilization of M&E information. As much as this has been suggested, there seems to be no study carried to measure the influence of evaluational environment on M&E results utilization

2.5 M&E activities, ECB activities and M&E results utilization

The acknowledged need to improve the performance of projects, calls for parties to pay close attention to the provision of information management, both to support the implementation of projects/programs and to provide feedback for the design of new initiatives (Killick, 1978; Hanh *et al.,* 2009) This is done through M&E. A project M&E system is a set of plans in a project put in place for the purpose of gathering data, analyzing and reporting processes; along with necessary supporting conditions and capacities required for the process in order to make a valuable contribution to project decision-making and learning (TACHE, 2011; Tilbury, 2007). The aspect of supporting conditions and required capacities account for the need of ECB to enable M&E to strengthen project design and implementation besides stimulating partnership with project stakeholders.

M&E activities have diverse dimensions in terms of what should be included in it. The practice has so many elements that are technical and complex. In 2009 for example, MERG (Monitoring and Evaluation Reference Group) working with members of the M&E Capacity-building Technical Working Group (TWG) developed a 12 Components Monitoring & Evaluation System Assessment tool for UNAIDS and was tested with great success in Guatemala, Moldova, and Zanzibar. These elements were interwoven in a circular framework and at the centre is data dissemination and use (UNAIDS, 2009).

The 12 components were not intended to be implemented sequentially; however, they should all be present and working to an acceptable standard in order for M&E systems to function effectively. It was acknowledged that resource availability may constrain this holistic implementation and suggest that organizations should focus on a few of the components at the onset and bring in others as funds are available. The acceptable standards and resource provision for M&E is a pointer to the need for ECB. The complexity of M&E functions and the understanding of project staff in terms of what is required of them also provide the rationale for evaluation capacity building in M&E. In most of organizations, the variables below are considered essential in an M&E plan.

2.5.1 Drawing the Purpose of M&E plan

The main purposes of M&E are its contribution to organizational learning, improving planning, implementation and effectiveness of projects/programs. Molas-Gallart (2012) highlights three main M&E purposes as; distributive – using results to inform or determine the distribution of resources across the potential actors and beneficiaries of a specific policy or program; improvement - focuses on deriving lessons from the past experience and adapting activities that evaluation studies concludes as better practice and Controlling - scrutinizing how organizations and individuals use resources to carry out activities to achieve project objective. Achievement of these would require elaborate planning by well skilled personnel (Simister & Smith, 2010). These skills are not natural, thus the need for Evaluation Capacity Building. M&E systems should have well defined objectives that make the system relevant to the project. ECB prepares organizations to draw such objectives and if these are achieved to some degree of satisfaction, then utilization of M&E results would be improved. A search of the literature has limited empirical studies this far that show this influence hence this study aimed at doing a study to investigate this.

2.5.2 M&E plan development

An M&E Plan is a document that describes a system which links strategic information obtained from various data collection systems to decisions that improves project/programs (Tilbury, 2007). It is a fundamental document that ensures accountability and measure of success of a project. Its primary goal is to act as a guide to M&E implementation. An M&E plan is a living document and needs to be adjusted when a program is modified or new information is obtained.

A survey done by Holvoet and Renard (2007) in eleven countries revealed that there is a very fragmental approach towards M&E planning, and that the focus is overwhelmingly on technical and methodological issues, to the detriment of the overall policy and institutional/organizational set-up. There is need to ask the following questions, what information is needed and who needs it; how often should the information be collected and how to get it; the implications on budget and who is to collect that information. This is technical and may not be effectively done if the stakeholders do not have the right skills to link the information need and its collection.

To mitigate this trend, a diagnosis of the actual state of M&E supply and demand need to be done to identify strengths and weaknesses as the starting point in M&E planning

(Holvoet & Renard; 2007). This should preferably be done by a team consisting of independent M&E experts and representatives of all stakeholders involved. From this a coherent approach to capacity-building on M&E (ECB activities) would be set to bridge the gap. Plans are a blue print to follow towards a desired end. The end of any M&E system is utilization of its results. This should be clear as planners start and should be considered as a priority.

2.5.3 Indicator system development

In the context of monitoring and evaluation, an indicator is a quantitative metric that provides information to monitor performance, measure achievement and determine accountability (UNAIDS, 2010). An indicator is a unit of information, measured over time that documents change. It provides evidence of how much has been or has not been achieved. They are quantitative (number-related) measures and qualitative (narrative-related) observations that enable a large amount of data to be reduced down to its simplest form (Tilbury, 2009).

A good indicator should be clear and concise. It should focus on a single issue that provides relevant information on a situation; particularly information that provides the strategic insight required for effective planning and sound decision-making. An indicator therefore carries the information that is analyzed to form facts that are utilized as results. An indicator is largely influenced by a number of factors but there are three most important among them because of their impact on the credibility of the data; validity- the extent to which a measurement or test accurately measures what is intended to be measured; reliability- the consistency of the data when collected repeatedly using the same procedures and under the same conditions; and bias- Any effect during the collection or interpretation of information that leads to a systematic error in one direction (UNAIDS, 2010).

Indicator development is a systematic process and understanding of the elements involved may present difficulties in practice due to lack of skills. ECB activities could change this and thus ensure that credible indicators are developed.

2.5.4 Monitoring and evaluation methodologies

Both qualitative and quantitative research methods are used in Monitoring and Evaluation studies. Because of this, any effort to classify M&E methodologies has its shortcomings

(Mertens, 1999; Weiss, 1998). In practice the logical approach would be negotiating what needs to be assessed and measured, and then finding appropriate methods from the large pool of both qualitative and quantitative methods. Selection of the method depends largely on the type of information needed and the skills of those involved (Guijt, 1999).

M&E methodologies may be based on positivist, the constructivist, and the transformative paradigms (Lay & Papadopoulos, 2007). The distinction between the first two paradigms is described in terms of quantitative versus qualitative methodologies (Mierlo et al., 2010b). The positivist paradigm is founded on the idea that one reality, or truth, exists and that this truth can be known by outsiders in a certain probability. They continue to argue that the processes of change can be planned and controlled rationally in this paradigm. This resonate well with the use of monitoring and evaluation methodologies that are directed at assessing and controlling the project progress, its effectiveness and efficiency measured against predefined goals (Pitman, Feinstein, & Ingram, 2005). The inherent weakness in positivist inclined monitoring and evaluation methodologies is that they are less sensitive to integrating relevant stakeholder considerations, a situation which M&E is moving away from (Guba & Lincoln, 1989).

Constructivist perspective claims that reality is not given but shaped by people as they interact and that multiple realities exist and can only be known during the said interaction thus making this paradigm more preferred in monitoring and evaluation (Guba & Lincoln, 1994). The methodologies may help participants to understand each others' viewpoints. This inclusive nature of these methodologies helps in ownership of decisions taken as a result of M&E activities thus enhancing sustainability of both M&E system and the project in general (Thiele, Devaux, Velasco & Horton, 2007). The emphasis on learning in these constructivist approaches resonates well with wider calls for learning oriented monitoring and evaluation which is seen the key guiding principle in evaluations (Engel & Carlsson, 2002).

In transformative paradigm, different perspectives are seen to be grounded in power inequalities that exist (Mierlo et.al, 2010). This may be the bases of reflexive monitoring. Sometimes power relations may be the reason for some current M&E activities but any change in these relations would not necessarily contribute to M&E system change (Abma & Widdershoven, 2005). Their main aim is to increase objectivity by inviting

marginalized groups to participate and support in building their own status and to develop radically new visions and practices.

In selecting which methods are relevant for stakeholders in M&E activities Guijt (1999) suggested use of questions such as; “which task does the method need to accomplish (assess, register, compile, analyze or show information for dissemination)?; Is the method to be used for quantitative or qualitative information?; What unit of analysis does the method have to cope with and what context and medium would be most appropriate?” As revealed here, there are a number of decisions to make concerning M&E methodologies. Having a wrong method makes the whole M&E process irrelevant since the information gathered may not be useful. All the stakeholders in M&E thus need to have capacity to determine the appropriate method to use when, how and where.

An effective evaluation is not measured by its complexity but by appropriate and correct use of data collection methods, accurate analysis of the data, a solid design based on well-developed evaluation questions and available resources, and the use of data to guide decisions (CDC, 2010). The underlying influence of methodologies on the data collected cannot be over stated. For results to be utilized, they must be valid and reliable which has a lot to do with methodologies and philosophical foundation of each. There is need for users of evaluation to be identified and a variety of methods employed to ensure that evaluation meets their needs (Patton, 1997).

2.5.5 Information system (data collection)

Linked directly to the methods is development of a system to collect data; the how of a chosen method. How one prepares for data collection influences the quality of the data collected. The following need to be addressed; ethical concerns, preparation of written guidelines for how data collection was done, pre-test data collection indicators, instruments and procedures, and train all staff that would collect the data (The Urban Institute, 2004). For this reason, Monitoring and Evaluation Systems can make extensive demands on the data supply system. In order to meet the needs of M&E at each level (inputs, outputs, outcomes and impact), the M&E system needs to draw on information coming from a variety of different sources (Keitan , Okidegbe & Marchant, 2009).

M&E involves a lot more than information gathering. A good M&E system includes a number of design features that ensure the smooth functioning of the system and the validity of M&E information gathered for utilization. This point to the fact that overall,

data collection system is technical in process and the use of information technology and building capacity for those involved is necessary to equip them for the task of evaluation (OECD, 2006).

2.5.6 Adjustments to M&E plan (reviews)

This is done after reviews of the plans are done. It is designed to help the design team to quickly review the realism of the plan and make adjustments if/where necessary as the process continues. This is important in that it checks any unrealistic elements associated with resources available, the capacity (both skills and time) of staff to effectively collect, analyze and use the data suggested and so on (Díaz-Puente *et al.,* 2008). The aim is to collect the system and keeping it realist. This capacity could be built by ECB activities.

The review of M&E plans is anchored on the results of the M&E system. The status of the system itself is evaluated in terms of how well it has been able to achieve its purpose (Miller & Salkind, 2002). The information is used to show successes and failures of the system and corrective measures taken. Adjustment of plans includes a check on the purposes of M&E. If the scenario has changed this need to be captured. Therefore, all capacity building is needed for both planner and implementer and ECB is a possible framework for this to be done (Seasons, 2003). As these practices improve the question there is the need to check if M&E activities are improving and how does this improvement influence results utilization?

2.6 ECB Activities, organizational evaluational change and M&E results utilization

In project management, organizational change is about reviewing and modifying management structures and project processes. Organization evaluational change occurs when M&E strategies and attitude of employees in a project organization change (Clinton, 2014). In general, organizational change is an approach to transitioning individuals, teams, and organizations to a desired future state (Kotter, 2011). The change doesn't come by itself but rather caused by both internal and external influences around the organization. ECB in this case is viewed as a major factor that would influence evaluational change.

Torres and Preskill, (2001) give evaluators a practical advice on how to shape a favorable organizational culture. They researched on an organization's readiness for organizational learning from evaluation based on four main contextual factors: leadership, organizational

structures, culture, and communication. Leadership that understands the value of evaluation would cause change by showing need for M&E in the manner they use these results. Solomon and Chowdhury (2002) established a positive relationship between the use of evaluation results for learning in organizations and an already existing culture of self-evaluation that makes demand for evaluation a norm.

Change may be viewed in the way it affects organizations. For example, Reeler, (2005) categorized changes that may occur in an organization into three; Emergent change - describes the day-to-day unfolding of life, adaptive and uneven processes of unconscious and conscious learning from experience; Transformative change - which is occasioned by a crisis when there is a feeling of unhappiness, uncomfortable or unfulfilled and Projectable change - which occurs when relationships are (relatively) coherent, stable, and predictable, and where unpredictable outcomes do not threaten desired results. To him these changes are interconnected with almost similar strategies to achieve them. Some of the strategies highlighted include; action learning, building relationship, community trust, peers experience, group responses to crisis, planning and implementation of desired change, humanizing of project approaches and so on. Appreciation of the importance of this change by top management leads to in-building of M&E right from the planning stage of a project. ECB activities consider a number of these strategies referred to by Reeler (2005). Thus we would be right to say that these activities influence individuals towards evaluation excellence and in turn individuals would influence a team that eventually influences the organization to embrace learning and change from M&E activities (Huffman *et al.,* 2008).

Other indicators of organizational change within M&E include; an introduction and maintenance of purposeful socialization into the organization's evaluation process and building peer learning structures. These are innovative ways of maintaining organizational evolutional change (Volkov & King, 2007). These scholars suggest that this change contribute to appreciation of M&E and its uses. For these to happen, there would be and introduction of ECB activities first and then this would influence ECB activities in the future. As more and more ECB activities are undertaken, appreciation of M&E results and their utilization is enhanced.

2.7 Theoretical Framework.

The first decade of the 21st century has seen evaluators and organizational leaders become interested in, and committed to, building the evaluation capacity of their members. This is based on the logic that evaluation capacity building simultaneously addresses demands for accountability and for interactive participation and improves M&E systems (Preskill & Boyle, 2008). Models have been formulated based on a number of theories to guide ECB in programs/projects.

A model has been described as a representation of reality. It is a simplified structure of reality that presents significant features of relationships in a generalized form (Goldfarb & Ratner, 2008). In this sense a model represent a construct that approximate the reality and is used to study a specific phenomenon. Wacker (1998), quoting Sutherland, (1976) defined a theory as an ordered set of assertions about a generic behavior or structure assumed to hold throughout a significantly broad range of specific instances. Thus a theory explains something or generalized statements aimed about a phenomenon. The two are used in this study to capture what has been explained about ECB and to show streams of thoughts about how in reality ECB could be implemented.

2.7.1 Collaborative Immersion Model

Developed by Huffman *et al.* (2008), this approach provides a method of immersing individuals and organizations in the complexities of evaluation as a means of developing their capacity. They defined capacity as specific evaluation knowledge, skills, and dispositions that people possess. This model conceive ECB as a process in which one develops the skills of project workers as they engage in more and more complex evaluation activities. In the process, they encounter challenges which they must solve and this sharpens their skills in evaluations.

In its approach, collaborative immersion immerses individual into complex collaborative activity starting with complex real-world, hands-on activity. Normally a team of inexperienced individuals is put together to evaluate a program guided by a few experienced evaluators who acts as directors of what is learnt. This approach to ECB is grounded in social–constructivist learning theory, a philosophy of learning founded on the premise that, by reflecting on experiences, individuals construct their understandings of the world (Middleton, Terry, & Bloch, (1989). Individuals generate their own rules and mental models that are used to make sense of their experiences (Vygotsky, 1997). Social–

constructivist views of learning, therefore, support the notion that ECB should be a real-world, hands-on process of learning that takes place in both a social and cultural context (Huffman *et al.,* 2008). Recognizing that developing evaluation capacity is challenging and that it presents a wide range of problems and difficulties, the authors recommended more research on evaluation capacity building so as to better understand the effects of various methods. The model concentrates on generating credible results from M&E process to improve utilization.

This explains in some ways the situation in the counties where a number of employees are engaged by project organizations without little or no skill in M&E. as they are inducted in the functions of M&E they learn about M&E.

2.7.2The Easy Evaluation Initiative Model

Formulated by Adams and Dickinson (2010), this model sets out two interventions and shows their contribution to achieving changes in evaluation capability. The model considers key factors known to contribute to building evaluation capacity within organizations, such as leadership support; incentives; resources allocation; opportunities for learning about evaluation, development of systems, processes, policies and plans.

This model acknowledges that building evaluation capacity requires skill development on one hand and organizational commitment in a number of different areas on another. It shows the integration of training and consultancy and how they contribute to building the evaluative capacity. Though the model acknowledges the need for organizational support, the model fails to show how M&E support systems are developed within the organization beside the support given by consultant. This model also is silent on whether or not capacity for M&E results utilization need to be built separately and neither does it show any association of improved M&E capacity and Results utilization.

2.7.3 Multidisciplinary ECB Model

This was developed by Preskill and Boyle in 2008 drawing its foundation on a multidisciplinary scope of evaluation, organizational learning and change, adult education and workplace learning in an effort to describe the big picture of ECB.

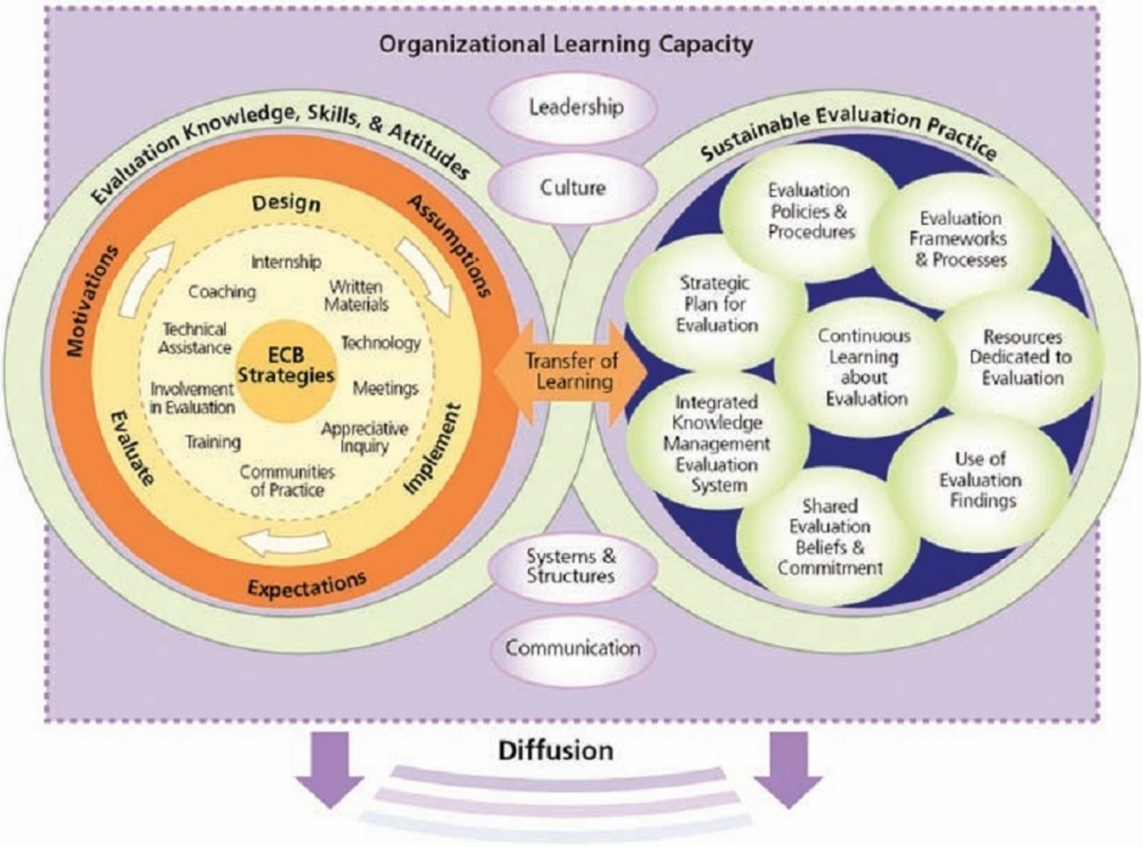

Figure 1; Multidisciplinary ECB model (Preskill & Boyle, 2008)**.**

The left side of the model represents the initiation, planning, designing, and implementation of the ECB effort. The outer circle reflects the goal of ECB being the development of evaluation knowledge, skills, and attitudes. Resulting from this circle, there are various kinds of motivations, assumptions and expectations for the ECB to achieve. These ultimately affect the design and implementation of all ECB activities. In the middle circles are ECB strategies that reflect various teaching and learning approaches for helping people develop the knowledge, skills, and attitudes to think evaluatively and to engage in evaluation practice. The transfer of learning arrow links the ECB effort to what is required to sustain evaluative thinking and practice. This is affected by organizational learning capacity of the system in which the ECB is occurring.

They propose that the extent to which and the ways in which the organization's leadership values learning and evaluation, creates a culture of inquiry, and thus create necessary systems and structures for engaging in evaluation practice, beside providing communication channels and opportunities to access and disseminate evaluation

information. The circle on the right side of the model indicates the processes, practices, policies, and resources that they believed are required for sustainable evaluation practice. They argue that these are goals or aspirations for those who see evaluation as a means for achieving individual, group, and organizational learning. The final component of the model is diffusion, as depicted on the outside of the model with two arrows pointing outward to indicate that ECB participants would learn about evaluation and they have the potential for sharing their knowledge, skills, and attitudes with a wide range of audiences.

Motivation to engage in ECB should stems from internal needs and conditions, rather than external. These are such as:- changes in the organization; mandate from leadership to increase the learning function of evaluation; perceived lack of internal evaluation knowledge and skills; a desire to seek new or increased funding; perceived shortage of evaluators with expertise and background in specific program content or specialized organizations and desire to use evaluation to make program improvements. Part of the results of ECB activities in this model is use of evaluation finding and assumes that ECB activities would improve results utilization. A search of literature has this far reveal limited studies that has been done to empirically show that after ECB activities, better results utilization is achieved.

2.7.4 Catalyst-for-Change Approach

This is the introduction of an evaluation expert as an agent of change in respect to M&E in an organization. In a case study done by García-Iriarte *et al.* (2011), in the USA at the University of Illinois in Chicago, they presented the use of collaborative immersion approach suggested by Huffman *et al.* (2008) and strategies from Preskill and Boyle's (2008) ECB model, based on a constructivist adult learning theory to show the influence of the catalyst diffusing ECB knowledge and skills. The program coordinator played the role of a catalyst and he was seen to diffuse evaluation knowledge and skills to staff thus promoting mainstreaming and use of evaluation practices within the organization. The results were evaluated on the bases of improved M&E capacities as seen in M&E activities.

2.7.5 Theory of Change

Popularized by Weiss, theory of change is a way to describe a set of assumption that explain both the mini-steps that lead to long term goal of interest and the connections between program activities and outcomes that occur at each step of the way. A theory of

change is the product of a series of critical thinking exercises that provides a comprehensive picture of the early and intermediate term changes in a given community that are needed to reach a long-term goal articulated by the community (Weiss, 2000).

A theory of change creates an honest picture of the steps required to reach a goal. It provides a good premise for improving overall evaluation plans and strengthens a community's ability to claim credit for outcomes that were predicted in their theory. This is based on the fact that change takes time and therefore, successes may not be recognized when they occur (Connell & Kubisch, 1998). Laying down exactly what you are trying to accomplish and how you would know that you are making progress is what would ensure that all the efforts are recognized.

In line with this theory, an organization could perceive a certain evaluative capabilities and plan steps to build it. On the other hand, ECB could be recognized as part of the min-steps designed in a series of steps in M&E. Viewed in this way, the activities are documented in order to note the change they bring about in real evaluation. The capacity that is developed would results to change in individual, these individuals would belong to a team mandated to carry out M&E thus they would influence change in the team. In turn there would be organizational change that would be reflected in structure change that would support M&E.

2.7.6 The Outcomes Theory

Developed by Duignan, Outcomes theory provides a comprehensive set of definitions, principles, examples and descriptions that are used in analyzing all types of outcomes and performance at any level; individual, organizational, community, regional, national and global. It attempt to increase generic understanding about how such systems function. The theory has two key concepts; outcomes hierarchies and outcomes systems.

According to Duignan (2009) an outcomes hierarchy is formally defined as a cascading set of causes in the real world. These can be viewed as elements (often called outcomes) where any one element can be caused by one (or more) other element(s) and can, in turn, cause other elements to occur or not occur. An outcomes system is formally defined as a system designed to assist control organizations (controllers) and intervention organizations (influencers) to bring about changes in the level of measures of elements (outcomes) within an outcomes hierarchy (Duignan, 2009). He says that outcome theory attribute

changes in a situation to parties (individuals, projects, programs, organizations, coalitions, joint ventures, governments etc); to contract or delegate the achievement of outcomes; and to hold parties to account (reward or punish them) for changes in outcomes. This study seeks to attribute improvement of M&E result utilization to situation where the M&E process is carried by persons with a certain level of capacity built through an ECB process. Evaluational status of an organization may also be changed by ECB activities and this change may result to increase in utilization of M&E results.

Outcomes theory aims to integrate the design and functioning of outcomes systems. At planning, everything is an expectation. At this stage, things like goals, developmental objectives, outputs, inputs, targets, indicators, sources of data and even assumptions that are put down in a plan are all objectives because they are plan to attain or realize during implementation. Attainment of all the foregoing would be manifested in results. ECB plans could be viewed as objectives aims at improving evaluational capacities in project organizations as a whole.

2.7.7 Constructivist learning Theory

Learning is the change that is brought about by some experience in a social setting. Driscoll (2000) says it is a persisting change in human performance or performance potential that comes about as a result of the learner's experience and interaction with the world. Constructivists argue that learning takes place as knowledge is socially constructed by learners based on their interpretations of experiences in the world. Since knowledge cannot be transmitted, they argue that instructions should consist of experiences that provide interpretable experiences that facilitate knowledge construction (Jonassen, 1999).

For constructivists, objects and events have no absolute meaning; rather, the individual interprets each of them and constructs meaning based on individual experience and evolved beliefs. The task of the instructors is to provide a rich context within which meaning can be negotiated and ways of understanding can emerge and evolve naturally (Hannafin, Hannafin, Land, & Oliver, 1997).

This learning in ECB is at best done both in practice and theory in a training setup. As such, this transfers skills and knowledge to employees who engage in these activities because some guiding principles of constructivist thinking are consistent with ECB thinking. In this, learning is seen as an active process in which learners uses input to constructs meaning. Although the crucial action of constructing meaning is mental,

physical actions, hands-on experience are necessary for learning thus ECB also involves the actual engagement in ECB and association with our surroundings. Repeated actions are necessary because learning takes time thus for significant learning we need to revisit ideas, ponder them try them out, play with them and use them (Hein, 1991). Social–constructivist views of learning, therefore, support the notion that ECB to be a real-world, hands-on process of learning that takes place in both a social and cultural context as reflected in collaborative immersion model.

As a learning process, the collection, analysis and presentation of M&E information should be in such a way that it triggers interest and learning from those involved. A learning oriented M&E systems recognizes that much learning is already occurring, often in informal ways, and that the individuals involved in any situation usually have considerable knowledge about what is happening. Thus M&E should aim at capturing, utilizing and enhancing these informal processes to tap into the wealth of this tacit knowledge through effective reflective processes.

2.7.8 Experiential learning theory and evaluation utilization model

In this model learning is defined as the process whereby knowledge is created through the transformation of experience. The argument is that knowledge results from the combination of grasping and transforming experience (Kolb 1984:41). The theory sets out four distinct learning styles based on a four-stage learning cycle; Concrete experiences which provide a basis for reflective observations. These observations and reflections are assimilated and distilled into abstract concepts producing new implications for action which can be actively tested in turn creating new experiences (Beard, & Wilson, 2002).

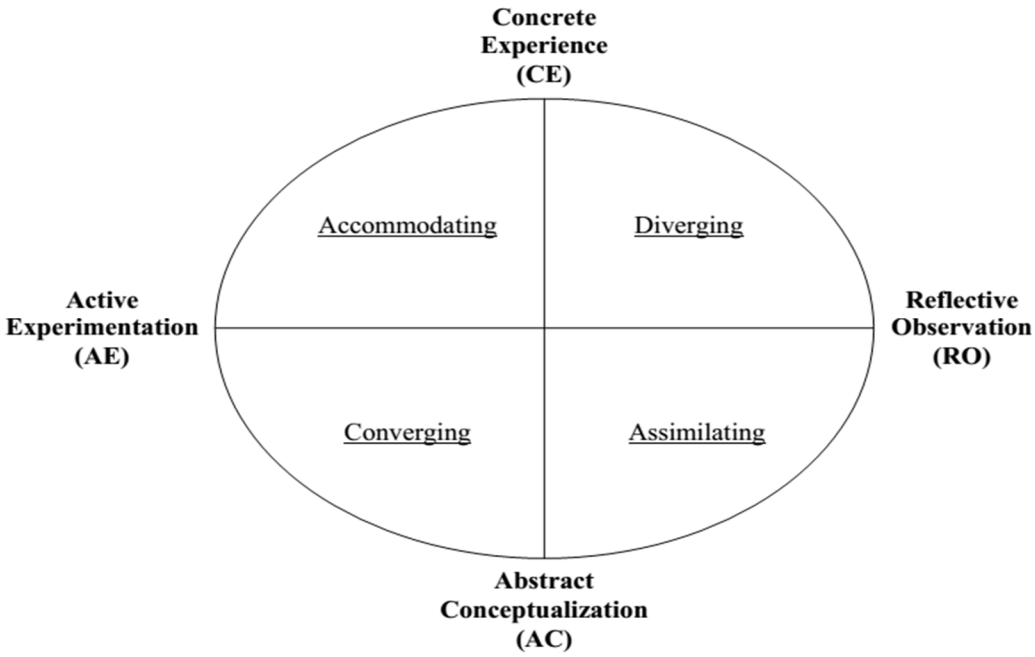

Figure 2; Experiential Learning Theory

Source; Kolb, (2001); Experiential Learning Theory: Previous research and new directions

Based on these learning stages, there are four overlapping stages that should be taken to maximize the internal and external benefits of an evaluation report. First, the project team goes through the experience (preparation, evaluation plan, process, debrief and review) of the evaluation report (Kolb, 2005). The team then reflects on the conclusions and recommendations, and generalizes the information beyond the immediate project. From there the focus shifts to how this newly acquired knowledge should be applied to the project and beyond. Finally, the team considers what needs to be shared with other teams, with the broader organization, and the sector (Lisko, & O'DELL, 2010).

Evaluation results utilization could be fast tracked by developing a utilization plan. As a process, this would involve noting all recommendations in an evaluation plan and all possible actions that need to be taken. These would then be assigned to person and time of action would be indicated.

2.8 Conceptual Framework

The relationships of variables in this study were conceptualized as shown in Figure 3. ECB activities are the independent variables of this study and in this respect; the aim was to find out how each of these variables (developing M&E Professionalism, M&E Resource allocation, M&E Support structures and Establishment of Evaluational

environment) influences M&E results utilization which is dependent variable. The influence of joint ECB activities on M&E results utilization was also established.

ECB actually targets improving M&E activities in general and for this reason, it was necessary to establish how these M&E activities moderate between ECB activities and M&E results utilization. M&E results utilization is in itself an M&E activities but being the end results of the M&E process, it was isolated as a dependent variable and other M&E activities were treated as moderating variable.

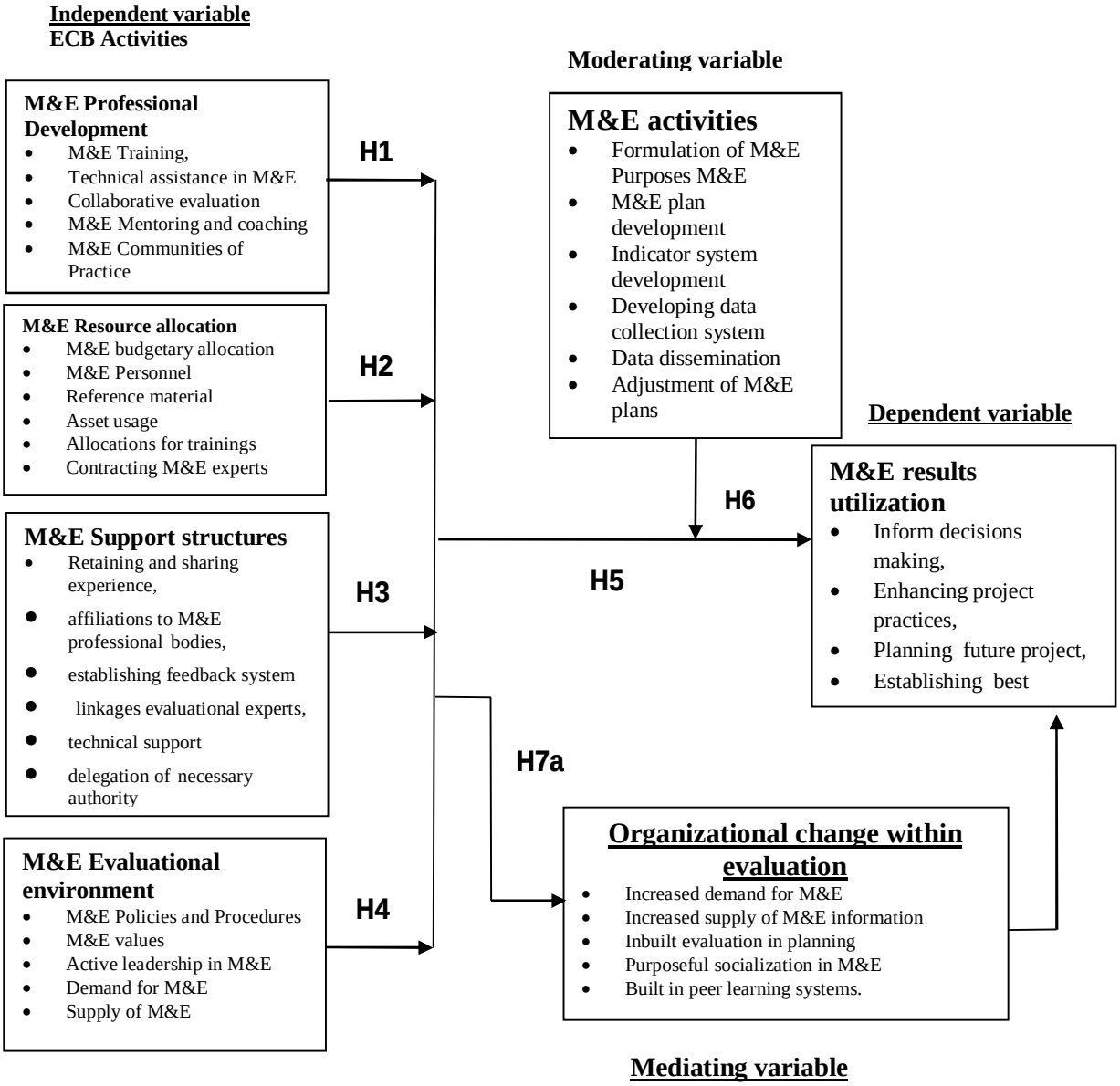

Figure 4; Conceptual Framework on relationship between ECB activities, M&E activities, organizational evaluational change and M&E result utilization

In the study organizational evaluational change was seen as a mediating variable that would influence the relationship between ECB activities and M&E results utilization. This was so because ECB activities are conducted to participants in either a formal or informal way, resulting to change in the individuals' cognitive, affective, behavioural and psychomotor domains in reference to M&E activities. These individuals would join together to course change in the entire project team which would results to owning and valuing M&E in the project/program. The overall influence of this would be that, the entire organization is likely to change in the following ways; increased demand for M&E; more resources would be allocated to M&E; improved problem solving; evaluative thinking would be inbuilt in all planning and also there would be improved learning and performance leading to improved M&E activities and possibly better M&E results utilization.

2.9 Gaps established in the literature

Form the literature reviewed, it has been established that different ECB models do not show direct link between ECB activities and M&E results utilization. It is important to note here that the models assume that M&E results utilization is assured when credible data has been corrected through an efficient M&E activities. Only multidisciplinary ECB model (Preskill & Boyle, 2008) acknowledges use of evaluation finding as part of the transferred learning, but it is at a theoretical level and this study has not so far seen any study that has been done to empirically show that ECB activities results to better M&E results utilization.

There is a good body of literature on necessity for ECB as a means of strengthening M&E but its actual influence on M&E activities in general needs to be studied. From the literature review, there seems to be no study on ECB carried in the Meru counties and indeed this search came across none that has been done in the Kenya.

More specifically the table below shows a summary of all the gaps and how this study has tried to bridge them.

Table 2.1 summarizes the knowledge gaps established in the literature.

Researcher	Variables	Findings	Knowledge Gaps	Action
Patton, M. Q. (1997)	Factors of Utilization focused evaluation	Among others these factors are recorded; • Uses and user focused evaluation; • Continuous strategizing about use from the beginning of the evaluation. • Enhanced stakeholders involving. • Train users on evaluation processes and the uses of information.	• Doesn't present a systematic way of ensuring that these factors are embodied in an M&E system • Used review of literature only	• These factors were encapsulate in ECB function. • Tested utilization of M&E results in the field.
Woodhill, J. (2005).	Elements of M&E as a learning system;	M&E as a learning system is characterized by; • An analysis of the stakeholders information and learning needs; • Creation of norms and values to guide interactions; design and facilitation of necessary learning processes; • Establishment of clear performance and learning questions; • Collection, analysis and presentation of information in a way that triggers interest and learning.	• This was a theoretical presentation of these elements. No study done to show there is actual learning in an M&E system. • Used review of literature only	• Presented ECB as learning model in M&E system. • Tested this learning in the field as was used in transfer of knowledge to new projects and establishment of best practices.
Valéry, R., & Shakir, S. (2007)	Evaluation capacity building in organization	Evaluation capacity building process would be improved if it would; • Employ a mix of participative and utilization-focused approach • Organize participative workshops and on-the-job training, • Ensured continuity of collaborators, • Use dissemination /advocacy activities	• The role of the organization in ECB is not showed. • No clear efforts to show utilization behold dissemination of the results.	Showed the contribution of organizations to ECB activities Showed the influence of ECB on utilization.
Taut, S. (2007)	Evaluation capacity building and M&E results utilization.	• low organizational readiness for learning from evaluation • need to facilitate an individual's ability to learn from evaluation through ECB • underscore the need for organizational supportive • need for organizational contexts and structures, as necessities for learning to occur throughout the organization	• Focused on individual-level learning from self-evaluation with the help of an expert facilitator, thus lacked to show the effect of these individual to the organization as a whole. • Its case study of one organization	Linkage was established between ECB and M&E results utilization from an individual point of view to organizational change in M&E thinking and study the trend in many organizations.

Manh Cuong, M.C & Fargher, M.J. (2007) (unpublished)	Influence of ECD activities on evaluations in Vietnam	• Evaluation champions enhanced ECD effectiveness. • National demand for evaluation is built by doing • Adults learn by doing • Partnerships with donors strengthen experiential learning • Regional networks of evaluators add value	• The study is silent on the influence of ECD/ECB on M&E results utilization	Investigated this relationship
Naccarella, L., Pirkis, J., Kohn, F., Morley, B., Burgess, P., & Blashki, G. (2007)	Building evaluation capacity: Definitional and practical implications	An analysis of methods used in ECB. • Provision of Evaluational manuals • On-site and telephone technical assistance • Training of trainers to disseminate skills • Training workshops • Interactive web-based systems to guide evaluation design, data collection, data entry and analysis	• No linkages to the influence of ECB on M&E activities including results utilization • Theoretical based on M&E reports.	Investigated the relationship between ECB and Results utilization.
Preskill, H., & Boyle, S. (2008)	Multidisciplinary Model of Evaluation Capacity Building	Proposes a model for implementing ECB activities complete with; • The initiation • objectives • Process • Perceived outcomes and Benefits	• The model is theoretical and need to be tested especially in relation to M&E results utilization.	The study adapted and a simplify model to empirically test the ECB activities against M&E results utilization
Huffman, D., Thomas, K., & Lawrenz, F. (2008)	A Collaborative Immersion Approach to Evaluation Capacity Building	• Suggested this model and attempted to place it on a continuum of methods used in ECB	• No direct link of the model to M&E results utilization. The relationship is assumed. • Applied in a school set up thus need to be applied in other sectors	Linked ECB to results utilization in non-profit organizations.
Taylor-Powell, E., & Boyd, H. H. (2008)	Evaluation capacity Building framework and theory of change	Development of a three-component ECB framework: • Professional development, • resources and supports, • Organizational environment. Diffusion of learning through theory of change.	• The frame work and the model are theoretical. • There is no association of ECB activities and M&E results utilization	• Adaptation and testing of the framework • Link ECB activities to M&E results utilization
Díaz-Puente, J. M., Yagüe, J. L., & Afonso, A. (2008)	Evolution of the evaluation process and its capacity building through an empowerment approach.	The use of the empowerment model gave rise to; • Changes in attitudes and actions at the individual, interpersonal, and collective levels • Empowerment of the stakeholders and the evaluators • Progressive empowerment of the evaluation process • Development of an evaluation culture and internal evaluation capacities.	The empowerment is through participation but the study is silent of any other technique used for empowerment.	Looked at ECB using a variety of methods.

Briceño B. (2010)	Type of M&E System: Clients, Intended Uses, and Actual Utilization	• M&E results utilization covers; client satisfaction surveys, evident in adoption of recommendations and commitments. • Utilization is beginning to be addressed more systematically. • M&E capacity building deals with the development of successful M&E systems	• No direct link of Evaluation capacity building and M&E results utilization. • No pointers to how utilization can be more efficient	• Showed how ECB influences M&E results utilization
Adams, J., & Dickinson, P. (2010)	Easy Evaluation Initiative in ECB in communities	• Development of evaluation skills and knowledge (capability) among participants working in communities	• Used training only in the effort to build capacity.	Tested use of three other areas besides training.
García-Iriarte, E., Suarez-Balcazar, Y., Taylor-Ritzler, T., & Luna, M. (2011)	Using a Catalyst-for-Change Approach to Evaluation Capacity Building.	• Evaluation knowledge, skills, and awareness of the benefits of using evaluation findings changed the program coordinator's values regarding evaluation. • Use of catalyst for change diffuses evaluation knowledge and skills to other staff and promote mainstreaming and use of evaluation results within the program.	• Failed to show specific ways used by the catalyst in building capacity. • No linkage to M&E results utilization.	Specific areas were looked into and linked the capacity building to results utilization.

2.10 Summary of literature review

From the literature reviewed, this study has picked out a number of concerns for each of the study variable. These concerns could be indicated by a variety of factors. The first ECB activity that this study considered is M&E Professional Development. Here ECB activities are concerned with developing skill and technical capacities, increase knowledge and cause change in M&E attitude among the stakeholders. The indicators that this study was seeking are; number of M&E related training, Technical assistance, Collaborative evaluation, Mentoring and coaching, courses in M&E and establishing Communities of Practice.

The second variable is M&E Resource allocation where the concerns are allocations of finances, human recourse, evaluational material and organizational assets for use in M&E. This study sought to establish if there are deliberate budgetary allocations for M&E, commitment in hiring M&E personnel, purchasing of M&E reference materials and use of organizational asset of M&E purposes.

The third was M&E Support structures which involves Logistical support, Peer learning structures, evaluation champions (consultants), technical support, long-term ECB plan and communication systems. In these activities the focus was looking for interaction among departments at all levels of management, records of experience sharing, building team

spirit, affiliation with other M&E organization, socialization into the organization's evaluation process and established feedback systems.

The fourth variable is the establishment of evaluational environment. The concerns here are building of evolutional culture, having pro-evaluation and change supportive leadership, free communication culture and constant demand and supply of evaluations.

The independent variable of M&E results utilization was reviewed seeking to separate it from other M&E activities since it is the goal of any M&E system. The relationship between ECB activities and M&E planning, generation of knowledge, establishment of sustainable M&E system, Project ownership and learning from M&E activities was established. There is a realization that this relationship would be intervened by organization change resulting from continuous ECB activities and the relationship could be moderated the other M&E practices.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology that was used in this study. It details research design, target population, sampling techniques and sample size, research instrument, validity and reliability of instrument. It also explains data collection procedures and methods of data analysis that were used.

3.1.1 Research Paradigms

The Philosophical direction of this study is pragmatism as opposed to the two prominent research paradigms; positivism and constructivism. Positivist paradigm proposes that a single reality exist and proposes that it should be studied using scientific method involving systematic observation and description of phenomena contextualized within a model or theory, the presentation of hypotheses, the execution of tightly controlled experimental study, the use of inferential statistics to test hypotheses, and, finally, the interpretation of the statistical results in the light of the original theory (Ponterotto, 2005).

In contrast, constructivists hold that reality is constructed in the mind of the individual, rather than it being an externally singular entity (Hansen, 2004), suggesting that reality is socially constructed (Mertens, 1998). The constructivist researcher tends to rely upon the views of the participants on the situation being studied (Ponterotto, 2005). Therefore constructivist paradigm provides the primary foundation and anchor for qualitative research methods.

Pragmatism views knowledge as being both constructed and based on the reality of the world we experience and live in (Johnson & Onwuegbuzie, 2004). It claims that knowledge arises out of actions, situations, and consequences; it is concerned with applications (what works) and solutions to problems thus putting the problem as most important instead of methods (Creswell, 2013). Creswell argues that pragmatic paradigm places the research problem as central and applies all approaches to understanding the problem. These means that data collection and analysis methods are chosen as those most likely to provide insights into the problem with no philosophical loyalty to any alternative paradigm thus it provides the underlying philosophical framework for mixed-methods research (Mackenzie & Knipe, 2006). Pragmatism also helps to shed light on how research

approaches can be used in ways that offer the best opportunities for answering important research questions (Johnson & Onwuegbuzie, 2004).

This study was thus anchored on pragmatism paradigm because the nature of programs and projects being undertaken in the area are diverse with different purposes that need different capacity and approaches in evaluations. All of them have community contribution aspect which makes them rather dynamic. This dynamism could easily be accommodated by pragmatism which offers bases for use of different tools such as interview, questionnaire, document analysis, focus group discussions and observation in data collection. The way ECB activities are carried out also vary from one organization to another, based on the prioritized M&E needs and/or deficiencies.

3.2 Research Design

This study assumed a mixed mode approach to conduct a descriptive survey of the phenomena based on pragmatism philosophical framework amenable to mixed-method approaches in research (Mackenzie & Knipe, 2006). This approach attempts to consider multiple viewpoints, perspectives, positions, and standpoints of a phenomenon to enable confirmation or corroboration of each other through triangulation and to develop analysis in order to provide richer data (Johnson, Onwuegbuzie & Turner, 2007).

This study sought to describe and understand ECB experience, ideas, beliefs, practices and the values of the practice in monitoring and evaluation. In this respect, it generated qualitative data. The purpose was to have an in-depth understanding of the ECB activities as practiced by individual projects and the stakeholder's perspective of the practice in order to draw important lessons for ECB practice (Cooper, Schindler & Sun, 2006). The data was collected over a short span of time (actually two months) with an aim of making inferences on the influence of ECB activities on M&E results utilization, thus making the study a cross-sectional survey (Imai & Nakachi, 1995; Levin, 2006).

So as to test the hypothesis, quantitative data was used in line with positivist view of developing knowledge. Data was collected using predetermined instruments that yielded statistical data (Creswell, 2008). This data was subjected to rigorous quantitative analysis in a formal and rigid fashion. Information gathered from the survey was used to make generalizations from the sample and assumed application of the same back to entire population within the limits of random error as suggested by Kotrlik & Higgins (2001).

3.3 Target Population

This study was based in Meru and Tharaka Nithi counties of Kenya. These counties have a good number of registered non-profit organizations in the counties. There are some that work under government ministries and others are international NGOs, national NGOs and CBOs. The study targeted organizations that had a life span of three or more years. Having practiced project management for this long, these organizations would have carried out some form of evaluation and thus the study sought to evaluate M&E results utilization and how it may be influenced by ECB activities. Among these were 11 project organizations working under government ministries and 95 project organizations either international NGOs national NGOs or CBOs. These organizations were from different sectors of the economy as shown in Table 3.1.

Table 3.1 Target project organizations

NGOs per Sector	Number
Agriculture	12
Water	6
Community service	67
Educational	11
Environmental conservation	8
Health	2
Total	106

The target respondents were made up of 504 personnel in these organizations consisting of project managers, M&E managers/officers, project officers, data officers and Project implementing staff. These are involved directly in running the projects and are also responsible for carrying monitoring activities in terms of continuous data collection besides being involved in any mid-term or terminal evaluations whether done internally or in collaboration with external evaluators.

3.4 Sample and Sampling Procedure

This was the process of getting the respondents who were to be used in the study as representatives of the target population. From these it was possible to make generalizations of the findings to be applicable to the entire population. A number of procedures were done as explained here.

3.4.1 Sample size

Respondents were drawn from the 106 organizations which have been in operation for more than three years. Because the number of organizations were less than 200 (106-number of organizations meeting the three year and above threshold) a census of the organizations was preferable rather than a sample (Watson, 2001). This meant that the respondents were drawn from all these organizations.

The size of a study sample is always critical in producing meaningful results (High, 2000). The overall sample size for this study was determined using a formula by Krejcie and Morgan (1970). This method gives a sample size that is sufficient to provide enough accuracy to base decisions on the findings with confidence.

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

Where; S = required sample size; x^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.84); N = the population size (504) P = the population proportion (assumed to be .50 since this would provide the maximum sample size); d = the degree of accuracy expressed as a proportion (.05)

$$s = \frac{(3.84)(504)(0.5)(1-0.5)}{(0.0025)(504-1) + (3.84)(0.5)(1-0.5)}$$

$$n = \frac{483.84}{01.2575+0.96}; \qquad n = 218.196 \sim 218$$

Using Cohen's (1988) statistical power analysis, the sample required to perform a correlation analysis from a population of 500 is 85 while that which is required to perform a multiple regression analysis is 116 (Cohen, 1992). From this argument Chuan, (2006) argues that for a population of about 500, the sampling size can range from a minimum of 85 for performing correlation analysis to a maximum of 217 as recommended by Krejcie and Morgan (1970). Based on this and putting in consideration that this study had a targeted population of 504 with a sample size of 218; there was sufficient room to conduct analysis.

With the sample size determined, proportional allocation was adopted to distribute the respondents among employee categories aiming to have at least 43 percent as shown in Table 3.2 below. Thus $\frac{218}{504} \times 100 = 43.254 = 43\%$

Table 3.2; sample size

Category	Total Number	Sample size
Project managers	81	35
M&E managers/officers	89	38
Project officers	112	48
Data officers	38	17
Project implementing staff	184	80
Totals	504	218

3.4.2 Sampling Technique

To sample the respondents, stratified random sampling was used to ensures that all parts of a population are represented in the sample in order to increase the efficiency of the study (Kothari, 2009; Kotrlik & Higgins, 2001). The study used job positions (Project managers, M&E managers/officers, Project officers, M&E staff and Project staff) held by the respondents in these organizations as strata. To have proportional representation from each stratum, a sample was drawn independently in the same ratio so as to have similar percentage of each total. Random sampling was used to ensure that each element in each stratum had equal probability to be selected for the study. Computer random numbers were generated for each category and respondents were assigned these numbers randomly in proportion to the number of employees in each sector. Table 3.3 shows the allocation of random numbers per sector.

Table 3.3; Allocation of random numbers per sector

	Number of employees sampled per job title									
	Project managers		Project Officers		M&E managers/ officers		Data officers		Project Implementation staff	
	N	n	N	n	N	n	N	n	N	n
Agriculture	10	5	16	8	11	5	6	3	22	10
Water	4	2	12	6	6	3	1	1	19	8
Community service	48	18	39	15	56	20	19	8	68	30
Educational	10	5	25	10	9	5	6	3	34	15
Environmental	7	3	14	6	5	3	4	2	20	8
Health	2	2	6	3	2	2	2	1	21	9
Total	81	*35*	112	*48*	89	*38*	38	*17*	184	*80*
N = 504; n = 218										

The allocation of the random numbers was done systematically per sector. The organizations were arranged in terms of their sizes determined by the number of employees in the organization. The first project organization in every sector was selected then every 3rd project was selected. To make sure that all the sampled organizations were represented; those not selected for the first category of employees were picked for the seconded, third, fourth or fifth.

3.5 Research instruments

This study was based on pragmatism which allows use of various tools in data collection. The mixing rational of this study at instruments level was guided by two factors; instrument validity; aiming at maximizing the appropriateness and/or utility of the instruments used in the study and significance enhancement to maximize researchers' interpretations of data (Onwuegbuzie & Leech, 2006). Thus three tools were used in the study.

3.5.1 Questionnaire

The questionnaire was the main tool for collecting data because it offered an objective means of collecting information about people's knowledge, beliefs, attitudes and behavior concerns (Boynton & Greenhalgh, 2004). Besides being an instrument that can collect a lot of data, questionnaires are considered easier to administer, analyze and were economical to use in terms of time & money (Kothari, 2009; Miller & Salkind, 2002).

The questionnaire had two sections. Section (A) carried questions aimed at collecting information on respondents experience in M&E and project implementation. Section (B) had sub-sections1, 2, 3, 4, 5, 6 and 7 that targeted gathering information aimed at

answering research questions 1, 2, 3, 4, 5, 6 and 7 respectively. The questionnaire had a set of questions designed to collect data mostly on opinion of the respondents concerning their perspectives of the phenomenon. Each section had a set of likert-scale type of questions that allows statistical analysis.

3.5.2 Interview

In addition to questionnaire, semi structured interviews were used to collect in-depth information through interview. This allowed flexibility since it presented an opportunity to restructure questions as needed (Kothari, 2009). The interview targeted ten key informants (5 project managers and 5 M&E managers) with an aim of getting data that was used to verify and add meaning to the data collected using questionnaires. The interview was face to face which was advantageous since the interviewer probed and noted non verbal signs that added meaning to the process. This data was used to triangulate the findings of the study.

3.5.3 Document analysis

This is the use of data which has already been collected and analyzed by someone else (Kothari, 2009). In this study, materials that were considered were Project plans, yearly M&E plans, M&E reports and other project reports. There were no specific ECB plans thus there were no reports. ECB activities were incorporated in general trainings for project implementation and were done under training for M&E. From project plans, one could single out other ECB activities such as resource allocation, M&E support structures and efforts to create evaluational environment. Content analysis of these reports was done to pick documented evidence for indicators of these ECB activities. A checklist of the types of secondary material and themes that guided data collection was developed.

3.5.4 Piloting of the research instruments

Testing of the research instruments on a pilot sample was done. This process allowed the researcher to identify whether respondents understood the questions and instructions, and whether the meaning of questions was the same for all respondents (Kelley, Clark, Brown, & Sitzia, 2003). Twelve respondents from neighboring counties of Isiolo were used to answer the questionnaire while three interviews were conducted. Documents from one of the organizations were reviewed to check if the themes developed for document analysis were appropriate. The targeted population had the same characteristics with study population since most of them had the same donors and were carrying project with similar

scope. Test-retest method was used. In the first round, researcher took detailed notes on how participants reacted to the format of the instruments, how long the respondents took to answer the questions, questions that needed to be explained, their reaction to each question and so on. Answers to all the questions were studied to check whether they represent the data intended to be collected. The researcher identified and corrected problems relating to the content; wording, layout, length, format and instructions that were not clear.

The results of the pilot study were shared with my supervisors to evaluate the findings. The instruments were accepted for use after analysis of the data they generate was determined as appropriate.

3.5.5 Validity of instruments

Validity refers to the appropriateness, meaningfulness and usefulness of data a researcher collects using a research instrument. The questions of concern here were the interpretation of the test results, or determining if the measurements picked the expected variables without contamination from other characteristics. Traditionally validity of instruments has been determined by examining construct, content, and criterion-related concepts.

Construct validity is the degree to which an instrument measures the variable it was designed to measure. DeVon *et al.*, (2007) argues that construct validity is supported if the instrument's items are related to its operationally defined theory and concepts. This study conceptualized the variables based on literature review and theories studied by a number of researchers to validate them, thus Construct validity was assured.

To ensure content validity, this study considered the variables and their dimensions as searched in the literature (Hogan, Greenfield &Schmidt, 2001). The study then proceeded to seek opinion from the research supervisors as experts in M&E to review the appropriate indicators of the variables and verify consistencies of the questionnaire with the content area.

Criterion-related validity pertains to evidence of a relationship between the attributes in a measurement tool with its performance on some other variable (DeVon *et al.*, 2007). This criterion should possess relevance (what is judged to be the proper measure); freedom from bias (giving each subject an equal opportunity to score well) and reliability (stable or

reproducible) qualities (Kothari, 2009). The results of the reliability test in the next section validate this.

3.5.6 Reliability of instruments

The reliability of a research instrument concerns the extent to which the instrument yields the same results on repeated trials (Darr, 2005). It has been argued that there can be no validity without reliability and a demonstration of validity is sufficient to establish reliability (Lincoln, 1985; Patton, 2001). Since the suitability of the instruments was assessed by experts, this would increase reliability.

Internal consistency indicates how well the items on a tool fit together conceptually. All the instruments were checked on how well they fit with the concepts in the area of study before piloting was done. The questionnaire used Likert-type scales to measure the indicators of each variable. Therefore after piloting, it was necessary to calculate and report Cronbach's alpha coefficient for internal consistency reliability for all the scales used (Gliem & Gliem, 2003). Alpha was calculated for each of the concepts to avoid inflating the value of alpha by including larger number of questions (Tavakol & Dennick 2011). Cronbach's alpha reliability coefficient normally ranges between 0 and 1. The closer Cronbach's alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale. There seems to be general agreement that an alpha coefficient of 0.7 and above is an acceptable reliability coefficient (Nunnaly, 1978; Santos, 1999; Gliem & Gliem, 2003). For this study, these tests are reported in Table 3.4.

Table 3.4; Reliability summaries

Variable	Cronbach's alpha	Number of Items in the scale
M&E results utilization	0.839	5
M&E professional development	0.897	5
M&E resource Allocation	0.837	6
M&E support system	0.740	7
Evaluational environment	0.788	5
M&E activities	0.730	6
Organizational evaluational change	0.757	5

3.6 Data analysis techniques

The qualitative data was analyzed by use of constant comparison analysis to identify underlying themes presented through the data (Leech & Onwuegbuzie, 2007). The data

generated through the questionnaires and interviews was edited to detect errors and omissions and to correct these where possible. M&E plans and M&E reports were read through to determine the data which was chunked into smaller meaningful parts. These chunks were labeled with a descriptive title or a code. Similar coding was done to the other data, assigning numerals to ensure that data was put into a limited number of categories or classes. Because of the large volume of data collected, classification was done to reduce the data into homogeneous groups to enable the researcher to get meaningful relationships and interpretation qualitatively.

Descriptive analysis was done to study distributions of variables as they presented themselves. Correlation analysis was conducted to study the direction and strength of the variables to determine the amount of correlation between them. To test the significance of the influence the independent variable has on the dependent and hypothesis testing regression analysis was done. Before the testing of Hypothesis was carried out, it was necessary to carry out a number of tests to verify assumptions made in the study.

3.6.1 Multicolinearity diagnosis

To make sure that the actual influence of independent variables on the dependent variable is obtained, A multicolinearity diagnosis was done by examining the ***variance inflation factors*** (VIF) for the predictors. $VIF_j = \frac{1}{1-R_j^2}$. $(\frac{1}{1-\mathrm{R}_\mathrm{j}^2})$ is called the j^{th} variance inflation factor and R_j^2 is the coefficient of determination of the model that includes all predictors except the j^{th} predictor. If $VIF_j \geq 10$, then there is a problem with multicolinearity. The judgment was based on the rule that if $VIF_j \geq 10$, then there is a problem of multicollinearity. Any VIF value that is ≥5 indicates presence of some level of multicollinearity. The values of each item representing indicators of each independent variable of the study were aggregated to get a composite mean. The new variable was used to run multicollinearity diagnosis and the resulting VIF values were ranging between 1.007 and 1.177. Table 3.5 gives these statistics.

Table 3.5; Collinearity Statistics

Models		Collinearity Statistics	
		Tolerance	VIF
1	**Coefficients of Professional development**		
	Training and workshops in M&E		
	collaborative evaluations	.874	1.144
	mentorship and coaching programs	.993	1.007
	Membership to a communities of Practice	.964	1.037
	M&E technical assistance	.976	1.025
2	**Coefficients of Recourse Allocation**		
	Budgetary allocation	.936	1.068
	Hiring qualified personnel for M&E	.962	1.039
	M&E reference materials	.973	1.027
	Using of organizational assets	.931	1.074
	Contracting M&E experts	.956	1.044
	Allocations for trainings	.982	1.018
3	**Coefficients of support structures**		
	M&E experience sharing	.965	1.037
	Affiliations to M&E professional bodies	.980	1.021
	Delegating necessary authority to M&E personnel	.966	1.035
	Established M&E feedback system	.856	1.168
	Established linkages with evaluation experts	.850	1.177
	Technical support in M&E activities	.967	1.034
4	**Coefficients of evaluational environment**		
	M&E policies and procedures	.958	1.044
	M&E guiding values	.970	1.031
	leadership support for M&E	.959	1.043
	Constant demand for M&E data	.960	1.041
	Constant supply of M&E data	.980	1.020
5	**Coefficients of M&E activities**		
	Formulation of M&E Purpose	.876	1.142
	M&E plan development	.871	1.148
	Indicator system development	.891	1.122
	Development of data collection methods	.851	1.175
	M&E data dissemination	.866	1.154
	Adjustment of M&E plans	.939	1.064
6	**Coefficients of Organization evaluational change**		
	Increased demand for M&E	.904	1.107
	Increased supply of M&E data	.837	1.194
	Inbuilt evaluation in project planning	.906	1.103
	Purposeful socialization in M&E	.956	1.046
	Built-in peer M&E learning systems	.914	1.086

a. Dependent Variable: M&E Results utilization

Two values are given in the models above; Tolerance and VIF. Tolerance is an indicator of how much of variability of the specified independent variable is not explained by the other independent variables in the model. If this value is very small (less than 0.10), it indicates presence of high multiple correlation with other variables suggesting the possibility of multicollinearity. The tolerance values were ranging between 0.850 and 0.993 indicating absence of multicollinearity. VIF (Variance inflation factor) is just the inverse of the Tolerance value (1 divided by Tolerance). VIF values above 10 would be a concern here, indicating multicollinearity. VIF values were between 1.007 and 1.177; therefore the test shows that there were no issues of multicollinaerity in the variables.

3.6.2 Normality Test

Many parametric tests are based on the assumption that the data follows a normal distribution. It is assumed that the populations from which the samples are taken are normally distributed. When these assumptions do not hold, any conclusion drawn from it cannot be said to be accurate and reliable (Thode, 2002). Normality test compares the scores in the sample to a normally distributed set of scores with the same mean and standard deviation. For small sample sizes (less than 40), these tests have little power to test normality thus they most often pass the test (Oztuna, Elhan & Tuccar 2006). But for large samples, normality test are important so as to give credibility to the hypothesis testing. Besides assessing normality visually, normality test need to be done.

This study used Shapiro-Wilk W test which is based on the correlation between the data and the corresponding normal scores and provides better power (Peat and Barton, 2005). Power is the ability to detect whether a sample comes from a normal distribution or not.

$$W = \frac{\left(\sum a_i x_{(i)}\right)^2}{\sum (x_i - \bar{x})^2}$$

Source; Shapiro & Wilk, (1965): An analysis of variance test for normality

The statistic is positive and less than or equal to one. Being close to one indicates normality. The judgment followed these guidelines; W is insignificant if the variable's distribution is not different from normal. W statistics = 1 when a sample variable data is perfectly normal. When W is significantly smaller than 1, then the distribution is non-normal (Ghasemi & Zahediasl, 2012). SPSS software tests for both Shapiro Wilks and Kolmogorov-Smirnov.

The choice of which between the two follows recommendations that for test that have a small sample of n= 3 to 2000, use Shapiro Wilks and for those n > 2000 use Kolmogorov-Smirnov The sample size for this study was n=183 therefore Shapro Willks was used. In this test statistics stands for W. Following a SPSS run, the following results were obtained using the main independent variables and dependent variable as shown in Table 3.6

Table 3.6; Tests of Normality

Variables	Shapiro-Wilk		
	Statistic	df	Sig.
Professional Development Activities.	.976	182	.003
Resource Allocation activities	.972	182	.001
Evaluational environment activities	.963	182	.000
M&E support structures	.983	182	.027
M&E Results utilization	.970	182	.001
M&E Practice	.997	182	.002
Evaluational organizational change	.957	182	.000

All the statistics in the test (W) were above 0.96. The list was 0.963 and the highest was 0.983. None of the variables had W statistics =1, therefore none was a perfect normal distribution but the scores were significantly closer to 1 which was acceptable since, perfectly normal distribution is rarely achievable.

3.6.3 Likert scale as an interval measure

Likert scale types of questions were used in the study. These are differentiated as likert item; when an item is used to measure a single variable and likert scale; when a number of items are arranged as a group intended to measure a single variable (Brown, 2011). Boone and Boone, (2012) argued that Likert scale data, can be analyzed as an interval measurement scale. These scales are created by the researcher by calculating a composite score (sum or mean) from four or more Likert-type items. Therefore, the composite score for Likert scales should be analyzed as an interval measurement scale. Descriptive statistics recommended for interval scale items include the mean for central tendency and standard deviations for variability. Additional data analysis procedures appropriate for interval scale items would include the Pearson's r, t-test, ANOVA, and regression procedures. To support this view Carifio and Rocco (2007) argued that Likert Scale can themselves be scaled to add further refinements and weighted scoring to the aggregation of items into sub-scale and total scale scores, which also tends to improve the linear and interval scale properties of the resulting composites.

To support this Bertram (2007) said that in summing up likert question responses which makes the data interval, all questions must use the same scale (e.g. 5 point scale) and there must be a defendable approximation to an interval scale

(i.e. coding indicates magnitude of equal distance between the items). The equidistance issue in likert scale has been the point of departure for the debate of whether the scale is ordinal or interval but the creation of a composite score as argued by Boone and Boone (2012) gives this debate another statistical dimension.

Composite score were used in analysis and decision rules after analysis of mean scores were guided by the logical equal levels of the score approximated to the first decimal point in line with equidistance arguments (Carifio and Rocco, 2007; Bertram, 2007; lantz, 2013). This study used one verbal anchors; 1=not at all (NA); 2= to a little extent (LE); 3= to a moderate extent (ME); 4= to a great extent (GE); 5= to a very great extent (VGE) Therefore the judgment rule followed this argument; Not at All would be for values lying between 1<NA>1.8; To a little extent for values between 1.8<LE>2.6; To a moderate extent for values between 2.6<ME>3.4; To a great extent for values between 3.4<GE>4.2; To a very great extent for values between 4.2<VGE>5.0. This creates a scale that has an equidistance of 0.8.

Correlations coefficient was used to measure relationships. Decision rule followed Cohen (1988) suggested guidelines that r-value of between .10 to .29 means small or weak correlation; r-value of between .30 to .4.9 means medium or moderate correlation and r-value of between .50 to 1.0 means large or strong correlation. These guidelines apply whether or not there is a negative sign out in front of the r value. The negative sign refers only to the direction of the relationship, not its strength. These guidelines were also used by Shirley, Stanley and Daniel (2005).

3.6.4 Linearity test

The linear relationship of the variables was explored using scatter plots. M&E results utilization was used as the dependent variable to test its relationship with the independent variables which included; professional development, Resource allocation, activities that build M&E support structure and Organizational evaluational change. The tests revealed that these variables have linear relationship therefore, inferential analysis was possible. (See Appendixes VIII)

3.6.5 Hypothesis testing

Regression models were used to test the strength of the independent variables as far as their relationship with the dependent variable is concerned. The contribution of each of the ECB activity to M&E results utilization was determined using the coefficient of

determination. F statistics were used to test hypothesis of the study since the population was 183.

Table 3.7 Models for testing the hypothesis

Objective	**Hypotheses**	Model for Hypothesis testing
To establish the influence of M&E professional development on M&E results utilization by project stakeholders in Meru counties.	**Hypothesis 1;** **H0:** M&E professional development has no significant influence on M&E results utilization by employees among non-profit organizations in Meru counties.	$y = a + \beta_1 X_1 + e$ y= M&E results utilization a=constant β_1= Beta coefficient X_1= M&E professional development e= error term
To determine the influence of resource allocation on M&E results utilization by project stakeholders in Meru counties.	**Hypothesis 2;** **H0;** M&E resource allocation has no significant influence on M&E results utilization by employees among non-profit organizations in Meru counties.	$y = a + \beta_2 X_2 + e$ y= M&E results utilization a=constant β_2= Beta coefficient X_2= M&E resource allocation e= error term
To assess the influence of M&E support structure on M&E results utilization by project stakeholders in Meru counties.	**Hypothesis 3** **H0;** M&E support structure has no significant influence on M&E results utilization by employees among non-profit organizations in Meru counties	$y = a + \beta_3 X_3 + e$ y= M&E results utilization a=constant β_3= Beta coefficient X_3= M&E support structure e= error term
To assess the influence of M&E support structure on M&E results utilization by project stakeholders in Meru counties.	**Hypothesis 4:** H0; Evaluational environment within organizations has no significant influence on M&E results utilization among non-profit organizations in Meru counties.	$y = a + \beta_4 X_4 + e$ y= M&E results utilization a=constant β_4= Beta coefficient X_4= evaluational environment e= error term
To establish the joint influence of ECB activities on M&E results utilization in Meru counties.	**Hypothesis 5** **H0;** ECB joint activities have no significant influence on M&E results utilization by employees among non-profit organizations in Meru counties.	$y = a + \beta_5 X_5 + e$ y= M&E results utilization a=constant β_5 = Beta coefficient X_5 = dimensions of Joint ECB activities e= error term
To determine the moderating role of M&E activities on ECB activities and M&E results utilization in Meru counties.	**Hypothesis 6;** **H0;** The influence of ECB activities on M&E results utilization by employees among non-profit organizations in Meru counties does not depends on M&E practices.	$y = a + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_1 X_2 X_3 X_4 X_5 X_6 + e$ y= M&E results utilization a=constant β_5 …n = Beta coefficient X_5 = dimension of joint ECB activities X_6= M&E practice $X_5 X_6$= represent the interaction term e= error term
To establish how organizational change within M&E intervenes	**Hypothesis 7;**	Step 1; $y = a + \beta_5 X_5 + e$ y= M&E results utilization

<table>
<tr><td rowspan="4">on the relationship between ECB activities and M&E results utilization in Meru counties.</td><td rowspan="4">H0; Organizational evaluational change has no significant mediating influence on the relationship between ECB activities and M&E results utilization by employees among non-profit organizations in Meru counties.</td><td>a=constant
β_5 = Beta coefficient
X_5 = dimensions of Joint ECB activities
e= error term</td></tr>
<tr><td>Step 2; $y = a_2 + C_1X_5 + e_2$
y= organizational evaluational change
a_2=constant
C_1…n = Beta coefficient
X_5 = dimensions of joint ECB activities
e= error term</td></tr>
<tr><td>Step 3; $y = a_2 + C_2P_1 + e_2$
Y = M&E results utilization
a_2=constant
C_2 = Beta coefficient
P_1 = dimensions of OEC activities
e_2 = error term</td></tr>
<tr><td>Step 4; $\boldsymbol{y = a_2 + B_5X_5 + C_2P_1 + e}$
y = M&E results utilization
a_2 = constant
B_5 and C_1 = beta coefficients
X_5 = dimension of ECB activities
P_1 = dimension of OEC activities
e = error term</td></tr>
<tr><td colspan="3">This study made judgment based on Hsueh-Sheng Wu, (2011) observations on the following decision Rules for intervening variable;

1. Z completely mediates the X-Y relation if all three conditions are met: (1) X predicts Y; (2) X predicts Z; (3) X no longer predicts Y, but Z does when both X and Z are used to predict Y
2. Z partially mediates the X-Y relation if all three conditions are met: (1) X predicts Y; (2) X predicts Z; (3)Both X and Z predict Y, but X have a smaller regression coefficient when both X and Z are used to predict Y than when only X is used
3. Z does not mediate the X-Y relation if ; (1) X does not predict Z; (2) Z does not predict Y; (3) The regression coefficient of X remain the same before and after Z is used to predict Y</td></tr>
</table>

3.6.6 Modelling the mediating variable

A mediating variable transmits the effect of an independent variable to a dependent variable. This transmission causes change to the first influence when there was no mediating variable. Thus it would be important to measure this influence. In organizations for example, work environment leads to changes in the intervening variable of job perception, which in turn influences behavioral outcomes in terms of performance (James & Brett, 1984)

There are various methods from a variety of disciplines that have been proposed to test path models involving intervening variables, also referred to as mediation or mediating variables (MacKinnon, Lockwood, Hoffman, West & Sheets, 2002). The assumption is if

a mediating variable is causally related to the outcome, a predictor variable that changes the mediating variables would change the outcome (MacKinnon, 1994). Mediator analysis is the statistical analysis of: (1) the influence of an independent variable to mediating variables and (2) the link between mediators with predictor influences on the outcomes (Baron & Kenny 1986; Judd & Kenny 1981a)

In non experimental studies such as this, it is also referred to as "Effect decomposition" where the total influence of an independent variable is separated into the direct influence of the independent variable on the outcome variable and the indirect influence of the independent variable on the outcome through changes in one or more mediators (Alwin & Hauser 1975). There are three basic equations used to estimate the influence of intervening variable as shown in Figure 5 expressed in relation to this study.

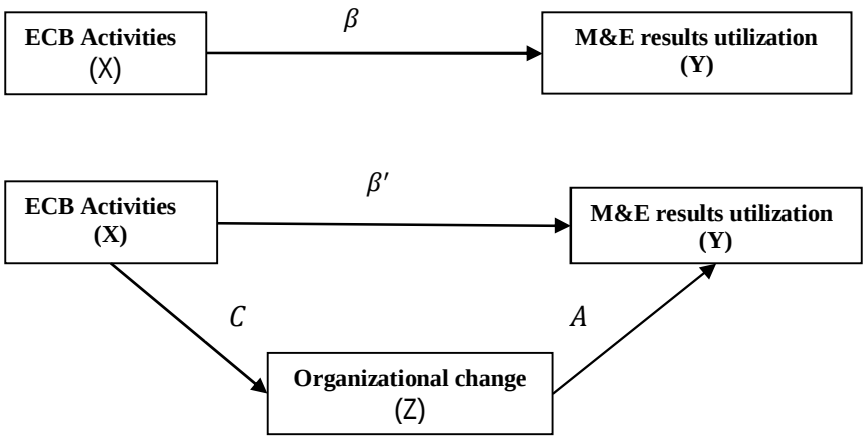

Figure 4; mediating variables models

Source; Derek, Kristopher, Zakary & Richard (2011): Mediation Analysis in Social Psychology: Current Practices and New Recommendations

Test if X predicts Y; $y = a + \beta_5 X_5 + e$

Test if X predicts Z**;** $y = a_2 + C_1 X_5 + e_2$

Test if Z predicts Y; $y = a_2 + C_1 P_1 + e_3$

Test if X still predicts Y when Z is in the model $y = a_2 + B_5 X_5 + C_2 P_1 + e$

The significance test of the X-Y relationship was relied upon to (1) assess whether there is a significant total effect and thus decide whether it is appropriate to proceed with examining indirect effects, and (2) assess the extent, and therefore the importance or completeness, of any mediation observed (Hayes, 2009; MacKinnon et al., 2002; Shrout & Bolger, 2002; Zhao et al.,2010). In general tests of the intervening variable effect are useful because they examine processes by which variables are related (MacKinnon, Lockwood, Hoffman, West, & Sheets, 2002).

3.7 Ethical issues

Permission was sought from relevant authorities to carry out research this research. Letters were written and dispatched to seek a chance to distribute questionnaires conduct interviews and seek authority to review document from the sampled organizations. There was no single respondent who was coerced to take part in this study. All the respondents were assured that their identity and that of the organization they worked for would be kept a secret and for this they were requested not to indicate their names or that of the organization on the questionnaires. The findings of the study would be made available on request and the researcher pledged to be liable if any of this was not kept.

3.8 Operational definition of variables

This table aims at making the variables clear by showing the indicators that was measured. The purpose is to make sure that the instruments used to collect the data are more accurate. The variables per research objective have been identified with corresponding indicators as showed in Table 3.8 below.

Table 3.8 Operational definitions of variables

Variables	Indicators	Measurement scales	Types of analysis
M&E Professional Development	• i) Number of Training ii)Contribution of training	• Ordinal/ nominal • Likert scale/ Interval	Means/percentages Correlation and Regression
	• i)Number of times assisted in technical issues ii)Influence of technical assistance	• Ordinal/ nominal • Interval (Likert scale)	Means/percentages Correlation and Regression

	• i)Number of collaborative evaluation ii)Influence of Collaborative evaluation	• Ordinal/ nominal • Interval (Likert scale)	Means/percentages Correlation and Regression
	• i)Number of mentoring and coaching programs ii)Influence of mentoring and coaching	• Ordinal/ nominal • Interval (Likert scale)	Means/percentages Correlation and Regression
	• i) Number of communities of Practice ii) Influence of communities of Practice	• Ordinal/ nominal • Interval (Likert scale)	Means Correlation and Regression
M&E Resource allocation	• Allocations in the budget	• Ordinal/ nominal • Interval (Likert scale)	Means Correlation and Regression
	• i)Hiring M&E personnel ii)Influence of M&E personnel	• Ordinal/ nominal • Interval (Likert scale)	Means Correlation and Regression
	• i)Number of M&E reference materials ii)Influence of M&E reference material	• Ordinal / nominal / • Interval (Likert scale)	Means Correlation and Regression
	• Allocation for M&E training • Influence of this allocation	• Nominal/ Ordinal • Interval (Likert scale)	Means Correlation and Regression
	• Contracting M&E experts • Influence of this contracting	• Ordinal / nominal • Interval (Likert scale)	Means Correlation and Regression
	• Use of organizational asset • Influence of use of organizational asset	• Nominal/ Ordinal • Interval (Likert scale)	Means/percentages Correlation and Regression
M&E Support structures	• Retaining and sharing of M&E experience • Affiliation to M&E professional organization • Delegating authority • Established M&E feedback systems • Linkages with evaluational experts • Technical support structures	• Nominal/ Ordinal • Interval (Likert scale)	Means/percentages Correlation and Regression
	Influence of; • Retaining and sharing of M&E experience • Affiliation to M&E professional organization • Delegating authority • Established M&E feedback systems • Linkages with evaluational experts	• Nominal/ Ordinal • Interval (Likert scale)	Means/percentages Correlation and Regression

	• Technical support structures		
Evaluation environment	• i) extent of M&E Policies and Procedures ii)Influence of M&E Policies and Procedures	• Nominal/ Ordinal • Interval (Likert scale)	Mean/percentages Correlation and Regression
	• i) extent of M&E values ii)Influence of M&E values	• Nominal/ Ordinal • Interval (Likert scale)	Mean/percentages Correlation and Regression
	• i)leadership support for M&E ii)Influence of leadership support for M&E	• Nominal/ Ordinal • Interval (Likert scale)	Mean/percentages Correlation and Regression
	• i) extent of Demand and supply for M&E ii)Influence demand and supply for M&E	• Nominal/ Ordinal • Interval (Likert scale)	Mean/percentages Correlation and Regression
M&E results utilization	• Reference to M&E data in making decision • M&E results utilization to project sustainability • Reference to M&E data in project planning • M&E data in establishing facts (knowledge)	• Nominal/ Ordinal • Interval (Likert scale)	Mean/percentages Correlation and Regression
M&E activities	Influence of • Formulating M&E purposes • Drawing M&E plan • Development of M&E plans • M&E Indicator system • Data collection system • Data dissemination systems • Adjustment of M&E plans	• Nominal/ Ordinal • Interval (Likert scale)	Mean/percentages Correlation and Regression
Organizational change within M&E	• Diagnosis of M&E supply and demand. • Number of Consultative forums in problem solving • Drawing M&E inclined project plans • Teamwork in M&E approaches	• Nominal/ Ordinal / Interval	Mean/percentages Correlation and Regression

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter starts with descriptions of the respondents and a discussion of assumptions made in the study that would guide analysis and interpretation of the presented result. Data has been analyzed and presented first in descriptive format and then inferential with interpretations of the trends noted. Hypotheses have been tested and discussions made to link the study with the existing body of knowledge. This section is arranged according to research objectives to help the chapter have a logical flow.

4.2 Response rate and profile of the respondents

The sample size of this study was 218 employees working in 109 project organizations in Meru counties. Questionnaires were used as the main tool of data collection. A total of 183 questionnaires were returned which was a return rate of 83.9% which is adequate for this study. Richardson (2005) indicated that a response rate of 60% and above is both desirable and achievable in social sciences though in some cases it could go lower. The face to face interviews targeting ten key informants (5 project managers and 5 M&E managers) were done guided by an interview schedule for the purpose of triangulating the results from the questionnaires.

Document analysis was used to collect secondary data. The targeted documents were from one organization from each sector that made up the target population. These organizations could only provide their project proposals and work plans as the only tools used in the planning of M&E, the main reference being the logical framework. There were no documents showing a detailed ECB plan but there was evidence of evaluation capacity building activities for particular areas mostly, M&E tools (methodology), data collection, reporting, building an M&E culture and technical support. A total of 12 documents were reviewed. There were; 6 project proposals (only sections of them were given because organizations were reluctant to give them), 4 work plans, and 2 power point presentation of M&E reports. The purpose of this review was also for triangulation.

For each category, the representation was good and the distribution of respondents was almost at the same percentage from all the sectors. Education sector had the lowest number of respondents since there were only three organizations that were purely

educational. However, there were eight projects hosted by other programs that dealt with payment of school fees and other school requirements for the underprivileged in various communities.

Normality of the distribution of the population was achieved by making sure that there was no bias in picking the respondents from all the sectors. Every effort was made to use the same proportion across the sectors based on the overall number of respondents. Table 4.1 shows the targeted respondents, sample size and the response rate per category.

This study considered two variables in the bio-data. These were seen as being important to the study since they referred to professional qualification in project management and/or monitoring and evaluation and the experience of the respondents in M&E.

Table 4.1 Target population, sample size and number of respondents

	Number of employees sampled per job title														
	Project managers			Project Officers			M&E managers/ officers			Data officers			Project Implementation staff		
	N	n	R	N	n	R	N	n	R	N	n	R	N	n	R
Agriculture	10	5	4	16	8	7	11	5	4	6	3	1	22	10	9
Water	4	2	2	12	6	4	6	3	2	1	1	1	19	8	7
Community service	48	18	15	39	15	13	56	20	18	19	8	6	68	30	28
Educational	10	5	2	25	10	8	9	5	4	6	3	0	34	15	14
Environmental	7	3	3	14	6	4	5	3	2	4	2	1	20	8	8
Health	2	2	2	6	3	3	2	2	2	2	1	1	21	9	8
Total	81	35	28	112	48	39	89	38	32	38	17	10	184	80	74
Key	N = target population (Total 504) n = sample size (Total 218) R = Number that responded (Total 183)														

4.2.1 Professional qualification

Table 4.2 shows that a total of 77.8% of the sample indicated that they had professional qualification in M&E and/or project planning (diploma, 27.5%; Degree, 35.1%; Masters, 15.2%). However, after the interviews were done, it was evident that a number of respondents considered having done a unit or two in M&E and/or project management to be professional qualification. This however did not have any effect on the outcome of the study as this was only used for profiling the respondents. A number of respondents (22.2%, explained by others in the table) had only attended M&E workshops and trainings offered by experts that were contracted by the organizations.

Table 4.2 profession qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	47	25.7	27.5	27.5
	Degree	60	32.8	35.1	62.6
	Masters	26	14.2	15.2	77.8
	Others	38	20.8	22.2	100.0
	Total	171	93.4	100.0	
Missing	99.00	12	6.6		
Total		183	100.0		

4.2.2 Job experience

Most respondents (59%) had experience of between 5-10 years, followed by the category that had experience of between 0-4 which had a 20.8%. Only 15.8% of the respondents had an experience of between 11- 14 years and the remaining percentage had an experience of above 15 years. Considering that the study was targeting employees who worked in organizations that had a life span of over three years, the distribution was guided in such a way that the questionnaires were given only to those who had an experience of over two years and at least one year's experience in the counties of study.

4.3 Descriptive analysis of M&E results utilization

It was important to establish the extent to which M&E results were utilized in Meru counties by employees in non-profit organizations at project level. The indicators that were being measured included, the use of M&E results to inform decision making, use of M&E results to learn and enhance project practices, use of M&E results in planning for future project, M&E results used to establish best practices and use of M&E results to enhance project sustainability. Table 4.3 shows that the respondents perceived M&E results as being utilized at high levels in the counties since the indicators had means ranging from 4.028 to 4.231 measured using a 5 point likert scale. A look at the frequencies will show that the majority of the respondents (with the least being 45.9% and the highest 68.9%) felt that these results were being used to a great extent followed by those who felt that they were being used to a very great extent. The use of M&E data to enhance project sustainability was viewed as the main use of M&E data in the counties with a mean of 4.231 and SD of 0.67434 where total number 170 respondents rated this use to either to a great extent-110 and to a very great extent-60, a total of 93.9%.

Table 4.3; Descriptive analysis of M&E results utilization

	Frequency and percentage					n	Mean	SD
	NA	**LE**	**ME**	**GE**	**VGE**			
M&E results enhances project sustainability	1; 0.5%	4; 2.2%	7; 3.8%	110; 60.1%	60; 32.8%	182; 99.5	4.231	.67434
M&E results used in Planning for future project	1; 0.5%	4; 2.2%	14; 7.7%	103; 56.3%	60; 32.8	182; 99.5%	4.192	.71399
M&E results used in enhancing project practices	1; 0.5%	5; 2.7%	21; 11.5%	105; 57.4%	50; 27.3	182; 99.5%	4.088	.73805
Use of M&E results to make project decisions	3; 1.6%	4; 2.2%	10; 5.5%	126; 68.9	40; 21.9	183; 100%	4.071	.71128
M&E results used to learn and establish best practices	3; 1.6%	5; 2.7%	33; 18%	84; 45.9%	57; 31.1%	182; 99.5%	4.028	.86957
Composite mean						183	4.1038	.43568

NA = Not at all; **LE**= to a little extent; **ME**= to a moderate extent; **GE**= to a great extent; **VGE**= to a very great extent; **n**= total number of respondents; **SD**= standard deviation.

The use of M&E results in planning for future projects came second with a mean of 4.192 and SD of 0.71399. This shows that those concerned with planning projects depend to a great extent on the information from M&E process. The use of M&E results in decision making came fourth with a mean of 4.071 and SD of 0.71128. The activity that had the least mean was the use of M&E results to facilitate learning and establish best practices with a mean of 4.028 and SD of .86957 with a total of 141 respondents rating the use to great extent-84 and to a very great extent-57 which is 77% of the total number of the respondents.

The composite mean for M&E results utilization was 4.1038 and a SD of 0.43568. Measured on a 5 point Likert Scale, this was a high indication that M&E results are utilized in the counties to a great extent.

Interviews were conducted and documents reviewed to triangulate the results from the questionnaires and the same trends were observed. Out of the documents seen, these themes showing utilization of M&E data were picked out. The use of M&E results in promoting project sustainability, planning future project, making project decisions, enhancing project practices and learning from M&E. Project sustainability was more frequent showing that the organizations were using M&E results more to determine sustainability of their projects.

The concept of sustainability was a major concern for almost all project stakeholders, as ten of those interviewed also agreed that they have to handle issues that may threaten project sustainability as a matter of priority. As one manager said,

"Monitoring information we get from the project staff with high levels of community participation tell us that community has owned up the project, meaning we expect higher chances of sustainability in these projects."

Those interviewed confirmed that they are able to design better projects on the basis of past evaluations. The documents reviewed indicated that a number of project officers made reference to M&E reports in planning for projects and making daily decisions. This being one area where M&E information needs to be used more regularly in comparison to other areas studied, it was noted that there is need to improve in this area. Most of the respondents interviewed said that utilization would improve if communication of M&E results would be done in a better way so that information needed would be available when these decisions are taken. As one M&E manager indicated,

"The biggest hindrance in utilization of M&E results is the fact that in most cases, M&E results are delayed during analysis thus most decisions are made using the raw data."

The use of M&E results to enhance project practices scored a mean of 4.088 and a SD of 0.73805. This could be explained by these sentiments from a project manager, who said that,

"M&E activities are designed to be undertaken by all employees of the organizations at least in collecting the data. The employees are encouraged to make use of the data collected and make adjustments to project activities on their own and inform the management."

As the information is passed on to the manager, employees have already used it to improve their performance. Practices in project management that are normally noted to yield better results than others in terms of their performance are distinguished by use of M&E tools. After they are distinguished, the employees, are impressed upon to use them. Some employees may fail to associate this change in strategy to M&E because of miscommunication. As one of the M&E managers said,

"Employees may not associate change in project practice to M&E because sometimes we the managers do not give reasons why these changes were taken and neither do we attribute them to M&E results."

The results of this study revealed that organizations are learning from M&E against the background of studies that had revealed otherwise in other areas. A study conducted by Taut (2007) showed that there was low organizational readiness for learning from evaluation due to lack of role model leadership, defective communication, lack of transparency and lack of formal structures and processes to encourage reflection. The only areas that the respondents felt needed improvement among the reasons cited by Taut were communication and conflicts within the internal organs of the organizations.

From the interviews and document analysis, it was revealed that a number of organizations were implementing projects without baseline surveys and others know that such surveys exist but they have never seen them. This is among the reasons advanced to explain why M&E fail according to Guijt (1999). In most cases, studies have revealed why stakeholders have failed to make use of M&E result. Some of these reasons include, lack of flexibility and responsiveness to the information needs of key stakeholders; lack of a strong methodology that is appropriate in the context of every evaluation, failure to make evaluations simple and inexpensive, not making demands on already overtaxed program staff; building Communication channels to ensure that clients are kept informed and so on (Koppel, 1986; Mierlo, Arkesteijn, & Leeuwis, 2010). Generally the low usage of M&E results is due to lack of emphasis by the management in these organizations and that the leaders are not a good example in utilization of these results (Seasons, 2003; Tilbury, 2007; Tilbury, 2009). Contrary to the above findings, this study recorded moderately high levels of utilization regardless of the fact there was little baseline surveys.

4.3.1 Descriptive analysis of professional development activities in M&E

A descriptive analysis of various indicators of M&E professional development (as a variable of ECB) occurring among non-organizations in Meru counties was done. The factors singled out as indicators of M&E professional development in this study were; training and/or workshop on M&E, technical assistance in M&E, collaborative evaluation, M&E mentoring and coaching programs and seeking membership or belonging to M&E communities of practice.

Table 4.4; Descriptive statistics professional development activities in M&E

Description	Frequency and percentage					n	Mean	SD
	NA	LE	ME	GE	VGE			
Receives M&E technical assistance in M&E	4; 2.2%	38; 20.8%	85; 46.4%	40; 21.9%	16; 8.7%	183; 100%	3.1421	.92078
Training and/or workshop on M&E	2; 1.1%	61; 33.3%	85; 46.4%	27; 14.8%	8; 4.4%	183 100%	2.8798	.82992
M&E mentoring and coaching programs	43; 23.5%	45; 24.6%	52; 28.4%	25; 13.7%	17; 9.3%	182 99.5%	2.6044	1.24713
Collaborative M&E	56; 3..6%	50; 27.3%	49; 26.8%	17; 9.3%	11; 6.0%	183 100%	2.3279	1.17746
Memberships to M&E community of Practice	72; 39.3%	51; 27.9%	31; 16.9%	16; 8.7%	12; 6.6%	182 99.5%	2.1484	1.22360
Composite mean						**183**	**2.6153**	**.65414**

NA = Not at all; **LE**= to a little extent; **ME**= to a moderate extent; **GE**= to a great extent; **VGE**= to a very great extent; **n**= total number of respondents; **SD**= standard deviation.

From Table 4.4, receiving M&E technical assistance was the most popular activity among organizations in the counties with a mean of 3.1421 and SD of 0.92078. This is explained by the number of respondents who felt that the activity was done to moderate extent (85-46.4%), to a great extent (40-21.9%) and to a very great extent (16-8.7%). However from the interviews, it was evident that the kind of technical assistance received was elementary since it was done mostly on the basis such as use of computer software in M&E, reporting and dissemination rather than technical help in issues such as M&E tool development, indicator identification and measurements or determining appropriate methodology for an evaluation in line with M&E purpose. Only three managers reported that they had training on methodology and indicator development among those interviewed. The views of one M&E manager captured this very well. He said that;

> *"Most times, we organize training for M&E and the topics we mostly train on are using the tools, reporting and using computer software. No time have we offered training on development of M&E purpose or M&E objectives. We are guided by project objects in general."*

Training and/or attending workshop on M&E was done to a moderate extent with a mean of 2.8798 and SD of 0.82992. Evidence from documents reviewed from these organizations indicated that the organizations had done a number of training and others were planned to be done. From the interviews, it was indicated that, trainings have been done mostly on use of tools that were already developed, reporting and presentation of data. It was evident that little had been done on equipping the personnel with skills to

conceptualize M&E, interpret M&E reports and making sense of M&E data. However, experience of these employees should be put into account.

M&E mentoring and coaching programs had a Mean of 2.6044 and SD of 1.24713**.** This can be seen from the numbers that rated this activity in a low manner. 43 of the respondents had not seen any such program while 45 of them said that these programs were done to a little extent. From the interviews, it was evident that a number of organizations did not have programs in place to induct their employees into M&E culture of the organization but they expected these employees to perform M&E functions. They relied on individual employees seeking assistance from other. As was explained by a manager;

> *"It is seen as a duty of each supervisor to make sure that those under him or her are oriented in their roles including M&E function."*

There was no evidence from the document review that gave record of this activity being done. However, from the interviews, it emerged that in a number of organizations, this activity is alluded to in human resource manual as part of a supervisor's responsibility.

The activity of carrying out collaborative M&E with other people or organizations was among the least performed in the counties with a mean of 2.3279 (done to a little extent) and a SD of 1.17746, showing a wide variation in the scores. This was evident even from document reviewed which showed that only three organizations had recorded this kind of an activity. As was indicated by one M&E manager;

> *"Even us who are doing similar projects, and are funded by the same donor do collaborative M&E to a small extent and when we do it, it is normally initiated by the donors."*

Other inter-organizational collaborations in M&E activities had not been seen in the counties though there was evidence of organizations borrowing and using tools developed by others especially in agricultural projects that use beneficiaries as the main agents of collecting data from the field.

The least done activity among these activities that promote professional development in M&E was belonging to or seeking memberships to M&E community of Practice with a mean of 2.1484 and a SD of 1.2236. A total of 71 respondents felt that this had not been

done at all and 51 felt that it was done to a little extent. This makes a total 67.2%. Only a few respondents mostly from the management belonged to or have sought to belong to these communities of practice. Only three of the ten interviewed were active members of these communities. The key reason why this is so was summarized by one manager who said that;

> *"We have only seen some international bodies in the internet and personally I do not have a lot of time to interact in these forums. We need some serious professional bodies in this area and those who join need to be committed to the wellbeing of these bodies and their membership."*

This was an indicator that these communities of practice have not been formed in the counties and this explains the low score in this activity.

The composite mean for the ECB activity of professional development was 2.6153 and SD of 0.65414. This means that the activity was performed to a moderate extent measured on a 5 point likert scale. This shows that organizations have not taken professional development very seriously as a means of improving M&E processes. However this was a significant attempt in the implementation of these activities.

4.3.2 Descriptive Analysis of M&E resource allocation activities

The necessity of allocating resources to build capacity for an evaluation and the actual conducting of evaluation has been emphasized in a number of studies. This study sought to establish if the organizations in the counties do allocate resources as a means of building capacity in M&E. In this respect, the study considered yearly budgetary allocation for M&E activities, hiring qualified M&E personnel and contracting M&E experts by organizations, buying and use of M&E reference materials in organization, allocation for training in M&E and Use of organizations assets in M&E activities as the main indicators of this variable. Table 4.8 gives the means of these indicators.

Table 4.5; Descriptive Statistics of Resource Allocation activities

Description	Frequency and percentage					N	Mean	SD
	NA	LE	ME	GE	VGE			
Use of organizations assets in M&E activities	0	65; 35.5%	79; 43.2%	28; 15.3%	10; 5.5%	182; 99.5%	2.9066	.85208
Yearly budgetary allocation for M&E activities	3; 1.6%	42; 23.0%	86; 47.0%	46; 25.1%	6; 3.3%	183; 100%	2.8033	.80150
Hired qualified M&E personnel in organizations	9; 4.9%	70; 38.3%	78; 42.6%	19; 10.4%	7; 3.8%	183; 100%	2.6995	.86593
Buy M&E reference materials in our organization	22; 12%	64; 35%	66; 36.1%	17; 9.3%	14; 7.7%	183; 100%	2.6557	1.05693
Allocations for trainings	42; 22.9%	45; 24.6%	54; 29.5%	25; 13.7%	17; 9.3%	183 100%	2.6687	.85246
Contracting M&E experts	24; 13.1%	76; 41.5%	63; 34.4%	17; 9.3%	3; 1.6%	183; 100%	2.6231	.75862
Composite mean						**183**	**2.7262**	**.59947**

NA = Not at all; **LE**= to a little extent; **ME**= to a moderate extent; **GE**= to a great extent; **VGE**= to a very great extent; **n**= total number of respondents; **SD**= standard deviation

All the activities here had means that ranged from 2.6231 to 2.9066 meaning that they all were done to a moderate extent. The use of organization assets was first with a mean of 2.907 and SD of 0.8521. Organizations assets considered here were any machines including computers and other office equipments, vehicles, office space etc. Since almost all M&E activities were done by the project officers, it was considered that they used these assets because M&E activities are mostly incorporated in the day to day project activities. All the documents reviewed indicated that organizations allow use of organizations' assets but the mean of 2.907 is an indicator that employees feel that these could be used more to enhance evaluations.

Yearly budgetary allocations for M&E activities come second with a mean of 2.8033 and a SD of 0.80150. From documents review, all organizations had some allocations for M&E. However the interviews revealed that there is little allocation to M&E specific activities. One of the managers pointed out that;

> *"Most M&E allocations in this organization are done only as salaries for M&E officers and data entry persons with other allocations set for terminal evaluations… a number of employees who take part in M&E activities are ordinary project personnel and they carry out M&E activities as part of their routine duties."*

This means that it was not possible to distinguish which allocations were made with the aim of generally empowering the staff on routine responsibilities and that which was done for M&E action of data collection during M&E activities. The other activity that had allocations in most organizations was training though it was clear that the trainings were not specifically for M&E. This activity had a mean of 2.6687 and SD of 0.85246. There is little in terms of allocation being done for M&E training specifically. Most of these training are done in general. One of the M&E managers interviewed said that;

> *"In our organization, the trainings are mostly on general implementation and monitoring is treated as a big part of that."*

Hiring qualified M&E personnel in organizations had a mean of 2.6695 and SD of 0.86593. The activity had a fair share of records seen during documents review from the sampled population which indicated that organizations were hiring qualified M&E personnel to some extent. From the interviews, it was clear that organizations had tried to hire personnel that have some qualification in M&E. However the numbers were low per organization which was explained by what was said by an M&E manager in one organization;

> "*…organizations see this function as another project practice that needs only one expert or experienced personnel to head the department and guides all the other project staff in carrying out M&E functions."*

Only in a few instances were these activities are done by consultants in conjunction with the project personnel. Resources allocated for these consultants had a mean of 2.6231 and SD of 0.75862. With the paradigm change in M&E from just a transparency check to a broader purpose of knowledge generation for use not only in projects but a wider range of stakeholders, it is important to have personnel who are qualified to do the job.

Buying and use of M&E reference materials in the organizations had a mean of 2.656 with SD of 1.0569. The interviews revealed the importance of these M&E reference materials to an organization. There importance was highlighted by one manager who said that;

> *"They* (reference materials) *help evaluators to keep in touch with other evaluations done by others and from these, one could learn a lot."*

From the interviews, it was also realized that these reference materials were mainly workshops and/or seminar manuals and reports of these workshops. There were no M&E reports from other organizations at all neither did organizations have books in M&E. This casted doubt on the level of sharing that these organizations do of their M&E reports. Only three managers had soft copies of M&E reports from other organizations but the reports were not circulated within the organizations. However, there were seminar reports on M&E and implementers manuals that had guidelines on M&E processes.

Allocating resources for conducting trainings in the organization was done to a moderate extent with a mean of 2.6687 and a SD of 0.85246. This means that a number of respondents felt that there was much that needed to be done through training but there was no much allocation for it. This was evident from interviews as acknowledge by an M&E manager who said that

> *"We do trainings mostly at the beginning of the projects and when a new dimension in project implementation was being introduced. This includes some dimension of M&E."*

As confirmed earlier, there were very few training forums on M&E only and that in most cases it is just a session in general training on project implementation.

The respondents felt that organizations allocated resources used to contract M&E experts to a moderate extent with a mean of 2.6231 and SD of 0.75862. This was explained by the fact that most of these organizations do contract M&E experts only as facilitators in a training session and during summative evaluations. Those interviewed give lack of funding as the main reason for this. However, it was indicated that M&E process would benefit more from these experts if, as one manager said,

> *"They are engaged in planning to give direction and during the practice to monitor the actual activities periodically and in overall interpretation."*

The composite mean was 2.7262 and SD of 0.59947. This means that to a moderate extent, the organizations are allocating resources for M&E processes but these results also point out to the need for organizations to invest more in M&E especially training, contracting experts and buying M&E reference materials because they form the bases on which evaluators draw their arguments and confidence in what they do since they are backed up by other evaluators' works.

4.3.3 Descriptive analysis of activities that build M&E Support Structures

These are evaluation capacity building activities that are not directly M&E activities but establish conditions in organizations that make carrying of M&E activities more efficient. The respondents were asked to make responses on the activities that were taken to build M&E support structure. The activities considered are presented in Table 4.6.

Table 4.6; Descriptive statistics of building M&E Support structures

Description	Frequency and percentage					n	Mean	SD
	NA	LE	ME	GE	VGE			
M&E experience sharing between departments and projects.	12; 6.6%	43; 23.5%	73; 39.9%	32; 17.5%	20; 10.9	180; 98.4%	3.0278	1.06457
Technical support to improve M&E practice	4; 2.2%	53; 29%	80; 43.7%	41; 22.4%	4; 2.2%	182; 99.5%	2.9341	.83172
Establish M&E feedback system	7; 3.8%	56; 30.6%	81; 44.3%	29; 15.8%	7; 3.8%	180	2.8500	.87469
Development of internal M&E standards	3; 1.7%	42; 23.2%	86; 47.5%	45; 24.9%	5; 2.8%	181; 98.9%	2.8412	.84523
Delegating necessary authority to M&E personnel	11; 6.0%	47; 25.7%	93; 50.8%	25; 13.7%	6; 3.3	182; 99.5%	2.8242	.86162
Establish linkages with evaluation experts	25; 13.7%	74; 40.4	63; 34.4%	16; 8.7%	3; 1.6%	181	2.4365	.89604
Affiliation to M&E professional bodies and attended any M&E forums	149; 81.4%	17; 9.3%	10; 5.5%	3; 1.6%	1; 0.5%	180; 98.4%	1.2778	.69359
Composite mean						182	2.598	.56809

NA = Not at all; LE= to a little extent; ME= to a moderate extent; GE= to a great extent; VGE= to a very great extent; n= total number of respondents; SD= standard deviation

The mean scores of these activities indicate that the most common activity taken in these organizations was sharing M&E experience between departments and projects with a mean of 3.0278 and SD of 1.0646. The frequencies show that most of the respondents rated this activity as taking place to a moderate extent (73), to a great extent (32), and to a great extent (20) making a total of 125 respondents which is 68.3%. This means that these employees shared these experiences to a moderate extent. The documents reviewed did not show a lot of records of this activity in many organizations sampled for document review. Only 3 out of 12 documents had records showing evidence of this activity. Also from interviews, it was clear that most (7 out of 10) organizations did little to facilitate, exchange of any M&E experience between different organizations. Even between organizations that are funded by the same donor, only two forums were noted to have been done to share M&E information which was the initiative of the donors and not organizations themselves. However, managers acknowledged that there was of sharing M&E experiences between projects under the same program. As one of them said;

"We always hold consultative meeting with those ending each section of our program where we share lesions learnt during implementation and M&E processes."

Technical support to improve M&E activities had a mean of 2.9341 and a SD of 0.83172. Generally, there was technical support from organizations for M&E activities to a moderate extent. From the documents, activities under technical support appeared to have more records than other activities in the counties. These activities were differentiated from technical assistance activity for professional development by the magnitude in which they are taken and the technical details involved. In this regard the aim was to find out how organizations had invested in technology such as computers, networks, interconnectivity and other logistical support to make M&E activities easier to carry. The interviews revealed that the management of the project organizations invested in technology in general. Mostly these facilities were shared by all functions in the organizations as one manager put it;

"*There are no separate systems for M&E but we integrate one system to carry all the functions. These help in transfer of M&E information between the departments and projects."*

Developing standards for internal monitoring and evaluation of M&E work had a mean of 2.8412 and a SD of 0.84523. From the interviews it was clear that this is usually a good means of standardizing output, trouble shooting and conflict resolutions in cases where the evaluators did not agree on what would be considered a significant influence of some activity. This moderate mean-score indicate that there is a lot to be done by organizations in the counties towards this.

Establishing M&E feedback system was said to help in passing M&E information forward and backward within an organization. This activity had a mean score of 2.850 and a SD of 0.87469. From the interviews it was clear that these systems were not a completely separate system and they were mostly affected by employees' commitment to follow up and use the system. In most cases, general communication channels are also used to pass on M&E results. This was confirmed by one M&E manager who said that

"*We use regular e-mails and an open platform created in the main E-system to report on daily activities and any challenges during implementation and*

the monitoring indicators of all the variables to the people concern…." However he confessed that *"... usage of this general system is sometimes hindered by technological aspect of interconnectivity and networking of the computers which in some instances is unreliable."*

The management of organizations in the counties delegated authority to M&E personnel to enable them carryout M&E activities and make decision in M&E without restrictions. The mean for this activity was 2.8242 with a SD of 0.86162. This means that delegation was done to a moderate extent among these organizations.

Establish linkages with evaluation experts as an activity to build M&E support structure, scored a mean of 2.4365 and SD of 0.89604, meaning that it was taken to a little extent. This linkage was in form of consultancy where external evaluators were used as part of the evaluation team when taking mostly mid-term and end-term evaluations. However, this linkage is lost after the exercise as was said by one of the M&E managers that,

"*The interaction of the project staff and M&E consultants end as soon as data collection is completed. In most cases data analysis is normally done outside the project though sometimes they send reports in parts and finally the come to present the final report."*

From this, it was established that organizations did not have continuous linkage with evaluation experts with a view of assisting M&E personnel to keep in touch with what is considered appropriate practice in M&E and solve any problem that arises from M&E processes. Documentary evidence for this activity was also every low similar to that of affiliation to M&E professional bodies and attendance of M&E forums.

The least activity in this category was seeking affiliation to M&E professional bodies and/or attending M&E forums with a mean of 1.2778 and SD of 0.7998 meaning that this activity was done by a small number of organizations. A total number of 149 (81.4%) respondents were not affiliated nor had they sought affiliation to such bodies. From the interviews it was established that even project managers and M&E managers had not sought any affiliation but they had at least attended evaluation forums organized by such bodies. The views of most of them were explained by on manager who confessed that

"*There are no M&E professional bodies known to them locally and those that are, seems not to be very active."*

Overall the composite mean for these activities was 2.543 and SD of 0.56809. This means that M&E support structures were built in the counties to a little extent. This was moderately significant thus there is need to improve these activities in the counties. More so on, establishing linkages with evaluation experts and affiliation to professional bodies and/or attending M&E forums.

4.3.4 Descriptive analysis of activities that help create evaluational environment in organizations

Evaluational environment was viewed as the attitude and conditions in the organization that help to facilitate M&E activities where M&E becomes part of the organization culture and M&E functions are incorporated in the mandate of the organization at the planning stage. The presence of M&E policies and procedures, M&E guiding values, leadership support for M&E, demand for and supply of M&E information were considered as indicators of this and were investigated in this study. Table 4.7 shows these statistics.

Table 4.7; Descriptive statistics of activities that create evaluational environment

	Frequency and percentage					n	Mean	SD
	NA	LE	ME	GE	VGE			
leadership support for M&E	0	0	33; 18%	67; 36.6%	82; 44.8%	182; 99.5%	4.2692	.74998
Constant demand for M&E data	0	0	44; 24%	64; 35%	73; 39.9	181; 98.9%	4.1602	.79005
Supply of M&E information.	2; 1.1%	3; 1.6%	20; 10.9%	102; 56%	55; 30.1%	182; 99.5%	3.8572	.88652
Established M&E guiding values	1; 0.5%	54; 29.5%	53; 29%	57; 31.1%	17; 9.3%	182; 99.5%	3.1923	.98685
Established M&E policies and procedures	11; 6.0%	110; 60.1%	55; 30.1%	6; 3.3%	0	182; 99.5%	2.3077	.63407
Composite mean						182	3.5573	.43704

NA = Not at all; LE= to a little extent; ME= to a moderate extent; GE= to a great extent; VGE= to a very great extent; n= total number of respondents; SD= standard deviation

The respondents viewed leadership support for M&E as occurring most often with a mean of 4.269 and SD of 0.74998. Here leaders of the organizations were seen as champions in M&E processes and that they used M&E results in day to day running of the organizations. It is important to note that no respondent who rated leadership support as not there at all nor to a little extent. The frequencies indicated that respondents rated this support as being there to a moderate extent to a very great extent (**ME**=33, **GE**=67, **VGE** =82). The same scenario was noted for constant demand for M&E data. Most of the project managers interviewed indicated that they advocate for M&E and use the data to review project plans and drawing of plans for the next projects. As one of them had said,

"Today, M&E data need to be key in running projects organizations as it is the only way to make sure the activities and objectives are being realized and that resources are being used well."

Constant demand for M&E information had a mean of 4.160 and SD of 0.79005. Generally M&E information is demanded for a number of reasons and if supplied as demanded, then logically, utilization of the same should be there. The high mean could be explained by the fact that all organizations sampled dealt with projects and in project management M&E is part of the common practice. However, it was established that supply of M&E information was lower than its demand with a mean of 3.8572 and SD of 0.88562. This means that there were fewer evaluations done yet the demand was higher and that organizations were in need of more M&E information than what was available.

All the same, documents reviewed indicated a rather low record of both demand and supply of M&E in these organizations beside what was planned in the project implementation plans. This was also confirmed through the interviews where, not even one respondent interviewed indicated that their organization had demanded for an evaluation of the general impact of their programs even though some have been operational for over seven years. They cited lack of funding to do this type of evaluation.

Establishment of M&E guiding values had a mean of 3.1923 with SD of 0.98685. This indicates that this was done to a moderate extent. Establishment of M&E policies and procedure was the least done with a mean of 2.3077 meaning that these were present to a little extent. There appeared to be more records of these activities in the document reviewed than any other activity in this category. This scenario may mean that policies and procedures are documented in organizations strategic plans and project plans but not advocated for as much in practice.

The composite mean for all the activities that help create evaluational environment in organizations was 3.5573 and SD of 0.43704. This means that overall these activities were done to a great extent when measured in a 5 point likert scale. This was a significant attempt by these organizations. This was explained by the concentration of the respondents score around the higher score of to a moderate extent to the score of to a very great extent.

4.3.5 Joint evaluation capacity building activities

In finding out the joint influence of evaluation capacity building activities on M&E results utilization, the composite means of all the activities in each category were calculated to offer a descriptive analysis of these variables and then comparisons were done. The means in Table 4.8 show that only evaluation capacity building activities designed to create evaluational environment were being done to a great extent with a mean of 3.5573 and SD of 0.43704. All the other activities were found to be done among these organizations to a moderate extent. Resource Allocation activities was second with a mean of 2.7262 and SD of 0.59947 and the least was M&E support structure with a mean of 2.543 and SD of 0.56809. Activities that help develop professionalism in M&E had a mean of 2.6153 and SD of 0.65414.

Table 4.8; Descriptive statistics of ECB joint activities

Description	n	Mean	Std. Deviation
Evaluational environment activities	182	3.5573	.43704
Resource Allocation activities	183	2.7262	.59947
Professional Development Activities.	183	2.6153	.65414
M&E support structures	182	2.5430	.56809
Composite mean	182	2.8648	.39264

The composite mean for joint evaluation capacity building activities was 2.8648 and SD of 0.39264. This means that evaluation capacity building activities are carried out in the counties to a moderate extent. Measured using a 5 point Likert Scale, this is an average level in occurence meaning more could be done to build capacity for M&E in the counties. Interviews also revealed that evaluation capacity building was not being conducted following any model or specific order. All ECB activities were done on a need basis but it was clear that they were done to build M&E capacity. As one of the M&E managers said of his institution;

> "*Most ECB activities are done sponsored by the donors when they want to introduce a new dimesion in the way M&E is done or explaining new tools and templates."*

The understanding of evaluation capacity building activities as seen in improving M&E processes was viewed as important as one M&E manager said,

> *"Every time we have a new project, we endeavor to prepare our employees in implementation of the project and on M&E aspects that need to be checked so as to have information on implementation flowing back to the*

managers and donors. This helps as it answers a lot of questions on the outcome and ownership of the project."

From this analysis, it is clear that organizations would benefit more if evaluation capacity building is done from a structured approach designed to address each organization's need as may be determined through a detailed need analysis.

4.3.6 Descriptive analysis of M&E activities

Evaluation capacity building activities are designed to generally improve M&E activities in organizations. The assumption made in this study was that as M&E activities improve, M&E results utilization also improves. Therefore these activities would most likely have some moderating influence on the relationship between evaluation capacity building and M&E results utilization. M&E activities include a number of M&E actions carried out in project organizations. The activities explored in this study and their rates of implementation are summarized in Table 4. 9.

Table 4.9; Descriptive statistics of M&E activities

Description	Frequency and percentage					n	Mean	SD
	NA	LE	ME	GE	VGE			
Indicator system development	3; 1.6%	58; 31.7%	87; 47.5%	31; 16.9%	2; 1.1%	181; 98.9%	2.8398	.76141
Development of data collection tools	7; 3.8%	59; 32.2%	107; 58.5%	9; 4.9%	0	182; 99.5%	2.6484	.63722
M&E plan development	6; 3.3%	62; 33.9%	108; 59%	6; 3.3%	0	182; 99.5%	2.6264	.60656
M&E data dissemination	12; 6.6	62; 33.9%	96; 52.5%	10; 5.5%	2; 1.1%	182 99.5%	2.6044	.74149
Formulation of M&E Purpose	12; 6.6%	70; 38.3%	82; 44.8%	18; 9.8%	0	182; 99.5%	2.5824	.75897
Adjustment of M&E plans	9; 4.9%	76; 41.5%	90; 49.2%	7; 3.8%	0	182; 99.5%	2.5220	.65398
Composite mean						182	2.6571	.42182

NA = Not at all; LE= to a little extent; ME= to a moderate extent; GE= to a great extent; VGE= to a very great extent; n= total number of respondents; SD= standard deviation

The M&E activity that was perceived to be taken more was the development of indicator systems with a mean of 2.8398 and SD of 0.7614, followed by development of data collection tools with a mean of 2.6484 and SD of 0.63722. This is significant because these activities are core in any evaluation. The quality of data collected depends on having the right indicator and the tool to measure the same. However, the formulation of M&E purpose had a low mean of 2.5824 and SD of 0.75897. Being the basis on which evaluations are directed, it indicated a possibility of M&E processes that may be too general thus they may not be able to generate data that meets specific purposes. The M&E

activities that was least performed was adjustment of M&E plan with a mean of 2.522 and SD of 0.65398. This could be explained by the fact that not all evaluations would lead to adjustments of M&E plans if the said plans are consistent with what is happening on the ground.

The composite mean of M&E activities was 2.6571 with SD of 0.42182. This is also seen in the concentration of the respondent scores around the scale of 'to a little extent' and that one of 'to a moderate extent.' Further, the frequency distribution shows that the activities of development of data collection tool, M&E plan development, formulation of M&E purpose and adjustment of M&E plan were done only to a great extent and in all activities the concentration of scores was around the to a little extent and moderate score, therefore on average M&E activities were performed to a great extent. Document review indicated that all the indicators of M&E activities were documented in the documents seen. All the same, adjustment of M&E plans was not documented so much. The respondents interviewed revealed that M&E activities involve all the managers since these activities are done at planning level. However they indicated that capacities need to built in these areas more so because as one manager pointed out;

> *"M&E activities have become a key element in management. The tools and general methodology keep on changing and the circumstance under which the activities are taken also change"*

4.3.7 Organizational evaluational change

Organizational evaluational change is the conditions which results from evaluation capacity building (ECB) and M&E processes which make organizations perceive M&E differently. The presence of these conditions associated with this change were determined in this study by looking at factors such as; increased demand and supply of evaluation information; usage of evaluational data in decision making; evaluative planning embedded throughout the organization's plans; purposeful socialization into M&E and built-in M&E peer learning systems within the organizations where the respondents worked.

Table 4.10; Descriptive Statistics of organizational evaluational change (OEC)

Description	Frequency and percentage					n	Mean	SD
	NA	LE	ME	GE	VGE			
Purposeful socialization in M&E	11; 6%	38; 20.8%	73; 39.9%	46; 25.1%	15; 8.2%	183; 100%	3.0874	1.01256
Increased demand for M&E information	8; 4.4%	35; 19.1%	86; 47%	41; 22.4%	12; 6.6%	182 99.5%	3.0769	.92516
Increased supply of M&E information	4; 2.2%	53; 29.3%	78; 43.1%	42; 23.2%	4; 2.2%	181; 98.9%	2.9932	.87348
Inbuilt evaluation in planning	3; 1.6%	50; 27.3%	93; 50.8%	29; 15.8%	8; 4.4%	183 100%	2.9399	.81987
Built-in M&E peer learning systems	9; 4.9%	83; 45.5%	69; 37.7%	13; 7.1%	8; 4.4%	182; 99.5%	2.6044	.86528
Composite mean OEC						183	2.9404	.47160

NA = Not at all; LE= to a little extent; ME= to a moderate extent; GE= to a great extent; VGE= to a very great extent; n= total number of respondents; SD= standard deviation

A look at the mean summaries of the perceived occurrence of these activities in Table 4.10 indicated that Purposeful socialization in M&E was more frequently done with a mean of 3.0874 and SD of 1.01256, followed by increased demand for M&E with a mean of 3.0769 and SD of 0.92516. The increased supply for M&E data was noted to have a lower mean than that of increased demand of the same with a mean of 2.9932 and SD of 0.87348. This is consistent with results established in the ECB activities that help create evaluational environment. The least was built-in peer M&E learning systems with a mean of 2.6044 and SD of 0.86528.

The composite mean for organizational evaluational change was 2.9276 with SD of 0.4716. The frequencies indicated this rating by the respondents with the majority of them scoring these activities as being done either to a little extent or moderate extent. This means that these activities that indicate change in evaluational thinking in organizations in the counties were present to a great extent and that the organizations were seen to embrace this change. From the interviews, it was noted that most organizations do not have a structured way of socializing its employees into M&E even though it had the highest mean. The socialization was done on the bases of general induction of employees when they are joining the organizations or when one shares new knowledge on M&E with others formally or not. All those interviewed indicated that they do general induction that involves M&E responsibilities. As one M&E manager said,

> *"Employees learn more as they carry out the M&E activities in consultation with those that have experience in the same."*

This could be seen as an application of Collaborative Immersion Model developed by Huffman et al. (2008) where individuals are immersed in the complexities of evaluation as a means of developing their capacity. Built-in peer learning structures were also not defined but employees acknowledged that they learn from their colleagues on a day to day basis.

4.4 Correlation analysis of the variables

Using Pearson Product Moment Correlation, a correlation analysis was done to explore the direction of the relationships between independent variable and dependent variable. This was determined by checking the positive or negative value before the (r) value. The strength of these relationships was considered by looking at the correlation value (r). A correlation of 0 indicates no relationship at all, a correlation of 1.0 indicates a perfect positive correlation, and a value of –1.0 indicates a perfect negative correlation. As noted earlier, the judgment rule on the strength of the correlation was guided by the guidelines suggested by (1988) who indicated that r-value of between .10 to .29 means small or weak correlation; r-value of between .30 to .4.9 means medium or moderate correlation and r-value of between .50 to 1.0 means large or strong correlation. Shirley et al. (2005) used the terms weak, moderate and strong for the same ranges instead of small, medium and large respectively. The above guidelines were applied whether or not there was a negative sign in front of r value since the negative sign refers only to the direction and not the strength of the relationship.

Having measured these variables on a likert scale, Pearson Product Moment Correlation was used and these relationships were determined at a 95% level of confidence, meaning that the sample proportion (p) was less than or equal to 0.05. Table 4.11 shows the correlation coefficients of independent variables on dependent variables.

Table 4.11; Correlations of ECB activities and M&E results utilization

		Professional Development Activities.	Resource Allocation activities	M&E support structures	Evaluational environment activities	M&E results utilization
Professional Development Activities.	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	183				
Resource Allocation activities	Pearson Correlation	.395**	1			
	Sig. (2-tailed)	.000				
	N	183	183			
M&E support structures	Pearson Correlation	.461**	.435**	1		
	Sig. (2-tailed)	.000	.000			
	N	182	182	182		
Evaluational environment activities	Pearson Correlation	.085	.106	.220**	1	
	Sig. (2-tailed)	.251	.152	.003		
	N	182	182	182	182	
M&E results utilization	**Pearson Correlation**	**.639****	**.399****	**.472****	**.400****	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	182	182	181	181	182

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

Source; Primary Data (2015)

In general, the relationship between various evaluation capacity building activities and M&E results utilization was not very high in the counties. There was a strong, positive correlation between professional development activities and M&E results utilization with [r=.639, n=182, p=.0005<.05]. This was the only relationship among those examined here that had a strong relationship.

The relationship between resource allocation activities and M&E results utilization was a moderate positive correlation where [r=.399, n=182, p=.0005<.05], while the relationship between activities that help build M&E support structure was established as [r=.472, n=182, p=.0005<.05] which was a moderate positive relationship. There was a moderate, positive correlation between activities that help create evaluational environment and M&E results utilization with [r=.400, n=182, p=.0005<.05].

The overall relationship between joint evaluation capacity building (ECB) activities and M&E results utilization was determined using Pearson Product Moment Correlation and there was a strong positive correlation between the two variables [r =.719, n=182, p=.0005<.05], meaning that joint ECB activities are perceived to contribute to better M&E results utilization as indicated in Table 4.12.

Table 4.12; Correlations of Joint ECB activities and M&E results utilization

		Joint ECB activities	M&E results utilization
Joint ECB activities	Pearson Correlation	1	.719**
	Sig. (2-tailed)		.000
	N	182	182
M&E results utilization	Pearson Correlation	.719**	1
	Sig. (2-tailed)	.000	
	N	182	182

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

To establish if there was any correlation between ECB activities and M&E activities, the composite means of the two variables were used in a Pearson Product-Moment Correlation. The results were that there was a strong positive correlation between the two variables [r =.625, n=181, p=.0005<.05], meaning that joint ECB activities are perceived to contribute to better M&E activities as indicated in Table 4.13.

Table 4.13 Correlations Joint ECB activities and M&E activities

		Joint ECB activities	M&E Practice
Joint ECB activities	Pearson Correlation	1	.315**
	Sig. (2-tailed)		.000
	N	182	181
M&E activities	Pearson Correlation	.625**	1
	Sig. (2-tailed)	.000	
	N	181	182

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

The relationship between M&E activities on M&E results utilization was also investigated using Pearson Product Moment Correlation. There was a strong positive correlation were [r = .795, n = 182, p = 0.0005<.05] as seen in Table 4.14. This means that M&E activities are perceived to contribute to better M&E results utilization. Being the process from which the results are obtained, this strong correlation was expected. M&E results utilization is also considered to be part of M&E activities in some sense, when it is not taken the M&E process is never complete. In this study M&E was conceptualized as detached from the process so as to measure the extent to which it was practiced and how it was influenced by ECB activities.

Table 4.14; Correlations of M&E activities and M&E results utilization

		M&E activities	M&E results utilization
M&E activities	Pearson Correlation	1	.795**
	Sig. (2-tailed)		.000
	N	182	182
M&E results utilization	Pearson Correlation	.795**	1
	Sig. (2-tailed)	.000	
	N	182	182

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

Following in the theory of change, it was conceptualized that when evaluation capacity building is done, it would results to change in individuals who in turn would bring change to the team in which they belong. This in turn would bring about change in M&E departments creating structures that would bring change in the organizational perspectives concerning M&E. Therefore organizational evaluational change was considered as a possible mediation variable in this study.

The relationship between evaluation capacity building and organizational evaluational change was investigated using Pearson product moment correlation and there was as a weak positive correlation were [r=.257, n=182, p=.0005<.05] as shown in Table 4.15. This means that evaluation capacity building activities contribute to a small extent to organizational evaluational change.

Table 4.15; Correlations of Joint ECB activities and organizational evaluational change

		Joint ECB activities	Evaluational organizational change
Joint ECB activities	Pearson Correlation	1	.257**
	Sig. (2-tailed)		.000
	N	182	181
Evaluational organizational change	Pearson Correlation	.257**	1
	Sig. (2-tailed)	.000	
	N	181	182

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

On its own organizational evaluational change was seen to have a strong positive relationship with M&E results utilization where [r=.784, n=182, p=.0005<.05] as indicated in Table 4.16. This could be explained by a close look at the variables considered in organizational evaluational change; as these conditions are being created, utilization of M&E results would in a way be at the centre of the processes. Increased demand and supply of M&E results for example is core to utilization of M&E results. On the other hand, purposeful socialization into M&E and establishing M&E peer learning systems

establishes channels that are important in sharing M&E data results to better utilization of M&E results.

Table 4.16; Correlations of evaluational organizational change and M&E results utilization.

		Evaluational organizational change	M&E Results utilization
Evaluational organizational change	Pearson Correlation	1	.784**
	Sig. (2-tailed)		.000
	N	182	182
M&E Results utilization	Pearson Correlation	.784**	1
	Sig. (2-tailed)	.000	
	N	182	182

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

4.5 Test of hypothesis

Based on the conceptualized relationships between the variables, seven research objectives were formulated with their corresponding hypotheses. The hypotheses were tested to establish the statistical significance of the influence of the respective independent variables on the dependent variable. From the regression analyses the values of R, R^2, F ratio, t-values and p values were obtained. The R-value shows the strength of the relationship between the variables, R^2-(coefficient of determination) value shows the extent to which variations in independent indicators explain indicators of the dependent variable (goodness of fit or explanatory power), F-value shows the statistical significance of the overall model, t-values represent the significance of individual variables, Beta values show the effect of the independent variable on the dependent variable (positive or negative) and p-values represents the confidence level at 95% or 0.05 significant level at which point a decision to confirm the hypothesis was made at values of F-ratio where $p<0.05$.

In using F test to determine significance, the general rule is if $F_{calculated} < F_{critical}$, you should accept the null hypothesis because then $p>.05$ and when $F_{calculated} > F_{critical}$, you should reject the null hypothesis because $p<.05$. SPSS software provides p values for each tested difference. Therefore, rather than determining acceptance or rejection of the null hypothesis by comparing $F_{calculated}$ to $F_{critical}$, the value of p and α were compared. The decision rule adopted was; if p-value < α, reject the null hypothesis and accept alternative hypothesis and if p-value > α, accept the null hypothesis and reject the alternative

hypothesis (Feir-Walsh and Toothaker (1974); Erdfelder, Faul, and Buchner, (1996); Huitema, (2011).

It is important to note that the models in these tests focus on determining the contribution of the variables being measured to the dependent variable and not the goodness of the model in explaining the phenomenon in totality. This therefore means that the coefficient of determination can go lower than 0.7 thresholds that qualify regression models as sufficiently explaining the phenomenon statistically.

Test of hypothesis 1;

H0: M&E professional development has no influence on M&E results utilization by employees among non-profit organizations in Meru counties.

The hypothesis aimed at establishing the influence of professional development on M&E results utilization among non-profit organizations in Meru counties. A composite index for M&E results utilization was used as the dependent variable where the use of M&E results to; inform decisions making, enhancing project practices, Plan for future project, establish best practices and to enhances project sustainability were used as indicators. Professional development was measured using training in M&E, technical assistance in M&E, collaborative evaluation, M&E mentoring and coaching programs and seeking membership to M&E communities of practice as indicators and its composite mean was used as the independent variable.

The test was based on a linear regression model; $y = a + \beta_1 X_1 + e$ where

y= M&E results utilization
a=constant
β_1= Beta coefficient
X_1= M&E professional development
e= error term

The results are presented in Table 4.17. The model summary show the correlation (r) and the coefficient of determination (R-square), where r = 0.639 meaning that M&E professional development activities have a relatively strong influence on M&E results utilization at P=0.0005<0.05. The value of R squared (0.408) suggest that M&E

professional development activities explain 40.8% of the variation in M&E results utilization score. This means that 59.2% of M&E results utilization is explained by other factors not in the model. The Durbin-Watson statistic was 1.778, which is less than 2.0 but close enough, showing absence of autocorrelation and that the regression analysis had not violated the assumptions of correlation.

Table 4.17; Regression results of the influence of professional development in M&E on M&E results utilization

Model summaries	**R**	**R-Square**	**Durbin-Watson**	**Unstandardized coefficient**	
				B	**Std. Error**
	.639	.408	1.778		
(Constant)				2.657	.105
Professional Development Activities.				.436	.039
F(1,181) = 124.688, p=.0005<.05					
a. Dependent Variable: M&E Results utilization b. Predictors: Professional Development Activities.					

The F ratio was significant as F(1,181) =124.688, P=0.0005< 0.05. This means that professional development had a strong and positive influence on M&E results utilization. Therefore from the results of the test above we reject the null hypothesis and accept the alternate hypothesis which means that M&E professional development has significant influence on M&E results utilization by employees among non-profit organizations in Meru counties at 0.05 level of significant.

The journals reviewed did not report the variance of professional development on M&E results utilization in actual figures but the findings agrees with Hueftle et al. (2002) who viewed these professional development activities of ECB as designed to continuously create and sustain overall organizational processes that lead to quality evaluation and its routine use. With a composite mean of 2.6153, the organizations in the counties could be said to be doing professional development to a moderate extent, which correlate to M&E results utilization at [r =.639, n=183, p=.0005<.05]. This is a high correlation which means that with more training, there would be an increase of M&E results utilization.

The results also agrees with one of the aims of ECB activities as advanced by Taylor-Powell *et al.,* (2008) who indicated that professional development in M&E increases the use of evaluation results as well as increasing generation of knowledge through

evaluations information. Knowledge generation as an indicator of M&E results utilization was captured in this study under the activity of using M&E results for learning and establishing best practices. It had a mean of 4.028 which means that the organizations used M&E results as a learning tool to a great extent.

The findings also validate the arguments in a report by IFAD, (2002) that suggested that professional development activities have a role in strengthening of organizational evaluation approaches, developing mechanisms and establishing systems and processes for identifying, collecting, and using evaluative information. This was also alluded to by Haffman *et al.*, (2008) who said that ECB offers skills and techniques that one must learn to conduct and use evaluations. Other results of this study shows that ECB activities have a high positive correlation with M&E activities where [r =.625, n=181, p=.0005<.05], indicating that ECB activities improves M&E process.

As was seen in the results of this study, ECB activities strengthen the capacity of clients and stakeholders to interpret and use the findings of the evaluation in the counties. This view was also advanced by Naccarella *et al.* (2007). This shows that there is need for organizations to build capacity for all the stakeholders not only project staff directly involved in M&E as long as these stakeholders are interested the project, there is need to show them how to understand the progress by actively involving them in the processes of evaluation.

Quesnel *et al.*, (2010) pointed out that, as the demand for quality usable evaluations increases, there is need to develop professionalism in M&E to meet that demand. Evidently, it was determined in this study that professional development in M&E contributes greatly to utilization of M&E results. Not only do professional development activities equip the general stakeholders on skills to carry out M&E activities, but as Khan (1998) put it, M&E utilization is enhanced in project where project staffs have taken time to develop their skills in M&E.

Therefore M&E professional development is seen to be responsible to a great extent for growth in evaluation competence as determined by factors such as, skills, knowledge, attitudes of individuals towards M&E and ability to use evaluation results (Huffman *et al.*, 2008).

Test of hypothesis 2;

H0; M&E resource allocation has no influence on M&E results utilization by employees among non-profit organizations in Meru counties.

The composite index for M&E results utilization was used as the dependent variable while composite mean for M&E recourse allocation was used as the independent variable. The indicators of M&E recourse allocation were yearly budgetary allocation for M&E activities, hiring qualified M&E personnel in organizations, allocating resourcese for training in M&E, contracting M&E experts, buying and use of M&E reference materials in organization and Use of organizations assets in M&E. A linear regression model; $y = a + \beta_2 X_2 + e$ was used where;

y= M&E results utilization

a=constant

β_2= Beta coefficient

X_2= M&E resource allocation

e= error term

The results presented in Table 4.18 show the correlation coefficient r = 0.399 meaning that M&E Resource allocation activities have a moderate positive influence on M&E results utilization at P=0.0005<.05. The value of R squared = 0.159, suggesting that M&E Resource allocation activities explain only 15.9% of the variation in the respondent score on M&E results utilization and 84.1% is explained by other factors not in the model. The Durbin-Watson statistic was 2.016, showing that there was no autocorrelation.

Table 4.18; Regression results of the influence of Resource Allocation activities on M&E results utilization

Model summaries	**R**	**R-Square**	**Durbin-Watson**	**Unstandardized coefficient**	
				B	**Std. Error**
	.399	.159	2.016		
(Constant)				3.747	.129
Resource allocation activities				.261	.045
F(1,181) = 34.273, p=.0005<.05					
a. Dependent Variable: M&E Results utilization					
b. Predictors: Resource Allocation activities					

The F ratio was significant with F(1,181)=34.273, P=0.0005<0.05. This means that resource allocation has statistically significant influence on M&E results utilization. From

these result, we reject the null hypothesis and accept the alternate hypothesis thus concluding that M&E resource allocation has significant influence on M&E results utilization by employees among non-profit organizations in Meru counties at 0.05 level of significant.

These findings put emphasis on the provision of resources for carrying out M&E activities. The employees felt that this would increase the frequency and quality of M&E activities. If these resources are not sufficient, there is a possibility that the M&E process would suffer. From these findings, the study agrees with woodhill (2005) who concluded that if resources are not sufficient for carrying out M&E activities, the data collected may not be meaningful enough for utilization.

These results show that allocation of resources for M&E is importance for the organization processes to benefit fully from M&E results utilization. Briceño, (2010) argued that ability to gather and interpret data to make it usable and the ability of the personnel themselves to use the same is the basis on which investing resources in M&E personnel is anchored. This means that it is necessary to allocate resources to facilitate development of these abilities. With 26.1% increase in results utilization coming from a unit increase in resource allocation, then organizations that value the benefits of M&E can argue for this increase in results allocation.

These findings agrees with Tilbury (2007) who argued that for M&E results to be usable, they must be presented in arragements and languages understood by the intended stakeholders. To him, there was need to allocate resources for carrying M&E activities and developing skills of personnel and other stakeholders through training. This puts the need for training not only on the project staff but also those who must use the M&E results to equip them with skills to make sence out of the data provided.

A report by IFAD (2002) concluded that organizations need to invest in skilled personnel to run M&E either by; 1) hiring already trained people; 2) training the people you need either on-the-job or through external courses; 3) hiring external consultants for focused inputs in M&E. There was an effort in the counties where the activity of hiring qualified M&E personnel had a mean of 2.6995; allocation for training had a mean of 2.6687; and that of contracting external M&E experts had a mean of 2.623. Though done to a moderate extent, this effort shows that organizations in the counties have acknowledged the importance of the same.

UNAIDS (2008) categorized resources for M&E into three to show their relatve importance; (a) financial capacity to do M&E; (b) Human capacity to do M&E (People, skills and knowledge) and (c) Physical capacity to do M&E (equipment, technology and machines). Investing in these areas was seen as a mandatory step for any meaningful evaluations to take place. The importance of resource allocation has been validated in this study for the categories necessary for carrying M&E as seen in activities analyzed in Table 4.8; such as use of organizations assets with a mean of 2.9066; budgetary allocation for M&E activities with a mean of 2.8033 and hiring qualified personnel with a mean of 2.6995.

Taylor-Powell *et al.* (2008) argues that specific M&E resources necessary for M&E should also include those for evaluation and ECB expertise, evaluation materials and evaluation champions. This shows the importance of setting resources aside to hire these experts and buy any necessary materials for M&E. In this study, the respondent didn't feel like there were enough resources allocated which was reflected also in the relationship test. With R squared being 15.9%, there is need to take the advice of Taylor and increase both the involvement of ECB experts and M&E reference materials to improve M&E results utilization.

Together, budgetary allocation, buying M&E reference material, hiring qualified personnel and use of organizations' assets help to build the skills and increase efficiency of personnel in M&E meaning that they are able to carry out M&E activities and utilize M&E results in their organizations.

Test of hypothesis 3

H0; M&E support structure has no influence on M&E results utilization by employees among non-profit organizations in Meru counties

Still using M&E results utilization as the criterion variable, the significance of the influence of building M&E support structure on M&E activities was sought. The indicators for this were; Retaining and sharing M&E experience, affiliations to M&E professional bodies, establishing feedback system, linkages with evaluational experts, technical support and delegation of necessary authority. The composite mean of these indicators was computed and used in the analysis. The test used linear regression model; $y = a + \beta_3 X_3 + e$ where;

y= M&E results utilization

a=constant

β_3= Beta coefficient

X_3= M&E support structure

e= error term

The results presented in Table 4.19 show the correlation (r) and the coefficient of determination (R-square), where r = 0.472 meaning that M&E support structures have moderate influence on M&E results utilization at P=0.0005<0.05. The value of R squared (0.222) suggest that M&E support structures explain 22.2% of the variance of the respondent score in M&E results utilization and 77.8% is explained by other factors not factored in the model. The Durbin-Watson statistic was 1.985, which is very close to 2, showing that there was no autocorrelation.

Table 4.19; Regression results of the influence of building M&E support structure on M&E results utilization

Model summaries	**R**	**R-Square**	**Durbin-Watson**	**Unstandardized coefficient**	
				B	**Std. Error**
	.472	.222	1.985		
(Constant)				3.428	.098
M&E Support Structure activities.				.270	.038
F(1,180) = 51.483, p=.0005<.05					
a. Dependent Variable: M&E Results utilization b. Predictors: M&E Support Structure activities					

The F ratio for this model was significant with F(1,180)=51.483, p=0.0005<0.05. This implies that there was a statistically significant influence of M&E support structure on M&E results utilization. From the results above, the null hypothesis was rejected and the alternate hypothesis was accepted. This means that M&E support structure significantly influence M&E results utilization by employees among non-profit organizations in Meru counties at 0.05 level of significant.

The findings of this study are evidence that M&E process benefits from support structures that are intentionally built to facilitate M&E. This agrees with Khan (1998) who argued that including M&E support structures such as provision of evaluation materials, evaluation champions, use of organizational assets and acquiring appropriate technology in evaluation capacity gives M&E process a boost in ensuring that the process is more

efficient. In Meru counties, technical support to improve activities had a mean score of 2.9341 meaning that it was performed to a moderate extent. The organizations would still do more to acquire more M&E appropriate technology to boost this capacity.

These findings also agrees with King & Volkov (2005) argument that building M&E support structures as sensitizes by ECB activities play an important role in helping organizations to improve M&E activities leading to improved M&E results utilization. Douglah, *et al.,* (2003) and Khan, (2003) argue that the role of M&E support structures is seen in their support for efficient M&E data gathering, data entry and analysis aiming at producing relevant results that are usable.

It was verified in this study that linkages with M&E experts who are used as agents of change in M&E increases the levels of M&E results utilization as a results of sensitizations on the importance of data generated in M&E processes. García-Iriarte, *et al.,* 2011 concluded that these experts have influence in helping organization's mainstream evaluations and use of evaluation results is better in these circumstances. The linkage to evaluation experts had been done to a little extent in the counties with a mean of 2.4365. There is need to encourage more interactions in this area in the counties and even allocate more resources as discussed earlier.

Delegating necessary authority for M&E personnel was one of the indictors examined in the study and it was practiced in the counties to a moderate extent with a mean of 2.8242. This would arguably improves M&E results utilization since these employees have a free hand in making decisions on M&E related issues as they occur. Taut (2007) argued that creating opportunities for delegation of higher responsibility and giving M&E personnel space to work more independently would create some degree of autonomy thus giving the evaluators space to plan and execute M&E strategies without having to deal with other project jobs. By extension, these are perceived to point to the management trends that are emerging from the evaluations to enable them to make evidence based decisions on the running of the organizations.

Khan (2003) suggested that organizations should evolve standards for internal monitoring and evaluation for quality of work and performance in the unit as well as means for sustained improvement in output, trouble shooting and conflict resolution. Such standards become the bases of evaluation in respective areas and this would make evaluators' work smoother. Development of M&E standards in the counties scored a mean of 2.8412

showing that it was done to a moderate extent. At the same time feedback becomes essential to achieving this because it becomes the passage through which M&E results are passed to enable subsequent utilization. Establishment of feedback system also scored almost the same mean of 2.85 as an activity that would support M&E activities.

Test of hypothesis 4:

H0; Evaluational environment within organizations has no influence on M&E results utilization among non-profit organizations in Meru counties.

Using the composite mean of M&E utilization as the criterion, an analysis of activities that are responsible for building evaluational environment within organization was done. These activities included; the presence of M&E policies and procedures, M&E guiding values, leadership support for M&E, demand and supply of M&E information. A composite index of these activities was used as the predictor variable to test this hypothesis. Analysis using a linear regression model; $y = a + \beta_4 X_4 + e$ was done where; y= M&E results utilization

a=constant

β_4= Beta coefficient

X_4= evaluational environment

e= error term

The results presented in Table 4.20 show the correlation (r) and the coefficient of determination (R-square), where r = 0.400 meaning that evaluational environment within organizations had a moderate influence on M&E results utilization at P<0.0005. The value of R squared (0.160) suggest that evaluational environment within organizations explain only 16% of the variance of the respondent score in M&E results utilization leaving 86.2% which could be explained by other factors not included in the model. The Durbin-Watson statistic was 2.076, which is very close to 2, showing that there was no autocorrelation.

Table 4.20; Regression results of the influence of creating an evaluational environment on M&E results utilization

Model summaries	R	R-Square	Durbin-Watson	Unstandardized coefficient	
				B	Std. Error
	.400	.160	2.076		
(Constant)				3.579	.158
Evaluational environment				.262	.045
F(1,179) = 34.080, p=.0005<.05					
a. Dependent Variable: M&E Results utilization					
b. Predictors: Evaluational environment					

The F ratio was significant since F (1,179) = 34.08, p=0.0005<.05. This means that there is a statistically significant influence of evaluational environment on M&E results utilization. From these results the null hypothesis was rejected and the alternate hypothesis accepted. Therefore evaluational environment within organizations has significant influence on M&E results utilization by employees among Non-Profit Organizations in Meru counties at 0.05 level of significant.

This shows that creating evaluational environment in organizations influence M&E processes and the utilization of results from the same process. These findings agree with the arguments of Preskill *et al.* (1999) who said that to some extent, M&E process depends on creating the right evaluational environment and building organizational capacity that constantly improves this environment. They argued that acceptability and use of M&E results depends on making M&E part of the organization's culture where M&E functions are incorporated in the mandate of the organization from the planning stage.

This study explored leadership support as a necessary element in creating this evaluational environment. Its role in improving M&E results utilization was also seen with the test of the overall influence of evaluational environment on results utilization. Khan (2003) argued that leaders have a big role to play in creating evaluational environment. He argued that leaders should understand and express the purpose and value of evaluational capacity building to others, set evaluation expectations, encourage, nudge, allocate resources, ask critical questions and request for evaluational studies, encourage inquiry and critique, verbalize their support for evaluation informally and formally, reward and applaud M&E efforts and so on. He said that these leaders have a positive influence on the progress of M&E and results utilization in their organizations. The importance of leadership support in M&E was also linked to utilization in a study by Solomon and Chowdhury (2002) who

said that a leadership that understands the value of evaluation causes change by showing need for M&E in the manner in which they use these results.

Among the indicators of creating evaluational environment studied in this study was constant demand for M&E results and supply of the same. From the discriptive analysis, they were seen as important with means of 4.1602 and 3.8572 respectively. This agrees with the arguement of King & Volkov, (2005) who pointed to the importance of demand for M&E information in improving utilization of M&E results . They cautioned that organization should not demand M&E to ensure accountability and transparency only. This they said, would equate evaluation with reporting and the purpose of evaluation as a critical inquiry and a learning process would be lost and organizations subjugated to doing evaluation to satisfy funders or promote programs thus affecting evaluation design and the potential of learning from M&E. Khan (2003) argued that in these circumstances, evaluators are less motivated to ask critical questions or engage in higher-level evaluation. The importance of learning from M&E process is thus highlighted. This study included the aspect of learning as an indicator for M&E results utilization and was seen to take place in counties to a great extent with a mean of 4.028 and SD of 0.86957.

The importance of policies, procedures and guiding values in M&E was seen to contribute to creation of evaluation environment in this study. This agrees with Woodhill (2005) who argued that carrying out evaluation with no written policy guidelines may results to evaluation becoming equated with end-of-session questionnaires, whose use can limit learning about evaluation options and approaches.

Khan (2003) also supported other activities that would results to creation of evaluational environment. He said that when organizations are keen to establish an internal system that would support in coordinating activities of information collection, consolidation, analysis, dissemination, providing constructive criticism and feedback, utilization of M&E results improves. This notion has been supported with the results of this study.

Test of hypothesis 5

H0; ECB joint activities have no influence on M&E results utilization by employees among non-profit organizations in Meru counties.

The focus in this hypothesis was to see the totality of the influence of ECB activities on M&E results utilization. Therefore, the composite mean of M&E results utilization was

used as the dependent variable and a composite index of professional development, M&E resource allocation, M&E support structures and activities that help create evaluational environment as the dependent variables. The test was done using linear regression model; $y = a + \beta_5 X_5 + e$ where;

y= M&E results utilization

a=constant

$\beta_5 \ldots$n = Beta coefficient

$X_5 \ldots$.n = dimensions of Joint ECB activities

e= error term

The results presented in Table 4.21 show the correlation (r) and the coefficient of determination (R-square), where r = 0.719 meaning that joint ECB activities have high influence on M&E results utilization at P<0.0005. The value of R squared (0.517) suggest that joint ECB activities explain 51.7 % of the variance of the respondent score in M&E results utilization and 49.3% is explained by other factors not fitted in this model. The Durbin-Watson statistic was 1.907, which is very close to 2, showing that there was no autocorrelation.

Table 4.21; Regression results of the influence of Joint evaluation capacity building activities on M&E results utilization

Model summaries	**R**	**R-Square**	**Durbin-Watson**	**Unstandardized coefficient**	
				B	**Std. Error**
	.719	.517	1.907		
(Constant)				3.402	.158
Joint ECB activities				.513	.045
F(1,180) = 192.103, p=.0005<.05					
a. Dependent Variable: M&E Results utilization					
b. Predictors: Joint ECB activities					

The F ratio was significant at F (1,180)=192.103, p=0.0005<0.05. This implies that the influence of joint ECB activities on M&E results utilization was statistically significant. From these results, the null hypothesis was rejected and the alternate hypothesis accepted. Therefore conclusion was made that M&E resource allocation has significant influence on M&E results utilization by employees among non-profit organizations in Meru counties at 0.05 level of significant.

This study based its arguments for M&E results utilization in the ability of these results to influence day to day decisions of the organization, planning, generation of knowledge and sustainable M&E system. All the ECB functions considered had influence on M&E results utilization. This agree with Hueftle *et al.*, (2002) who argued that ECB activities continuously create and sustain overall organizational processes that lead to quality evaluation and its routine use.

It was established that ECB activities are important in as far as improving M&E results utilization is concerned. This is in line with a study by Preskill *et al.,* (2008) who said that the aim of ECB activities was to establish sustainable evaluation practice—where members continuously ask questions that matter, collect, analyze, and interpret data, and use evaluation findings for decision-making and action. According to them, the design and implementation of ECB strategies help individuals, groups, and organizations, learn about what constitutes effective, useful, and professional evaluation practice.

King and Volkov (2005) said that ECB activities were seen as a tool to strengthen and sustain an organization's capacity to; design, implement, and manage effective evaluation projects; access, build, and use evaluative knowledge and skills; cultivate a spirit of continuous organizational learning, improvement, accountability; create awareness and support for program evaluation and self-evaluation as a performance improvement strategy. These are elements of M&E results utilization that this study has established as being influenced by ECB activities

The importance of ECB activities in improving M&E results utilization was also emphasized by a conclusion in a report done by IFAD (2002) which said that ECB strengthens organizational evaluation approaches; develop mechanisms and established systems and processes for identifying, collecting, and using evaluative information.

The perceived influence of establishing M&E support is in line with Segone (2008) and Valéry and Shakir (2007) who argued that ECB activities are tools aimed at strengthening the technical capacity of evaluators to conduct evaluations and capacity of clients and stakeholders to interpret and use the findings of the evaluation.

Test of hypothesis 6;

H0; The influence of ECB activities on M&E results utilization by employees among non-profit organizations in Meru counties does not depend on M&E practices.

This hypothesis sought to establish the moderating influence of M&E activities on M&E results utilization. Moderated influence in a regression model shows the influence of an independent variable on the dependent variable as a function of a third variable. The aim is to see how the influence of the explanatory variables changes when the moderator variable is introduced in the model. The moderate variable in this study was M&E activities done in organizations in the counties.

The aim was to find out how the relationship between ECB and M&E results utilization would be moderated by M&E activities. This moderating influence was measured in terms of how the influence of the explanatory variables changes when the moderator variable is introduced. ECB activities are aimed at improving M&E activities for better M&E results. M&E results utilization was used as the criterion and the composite index of joint ECB activities as the independent variable and M&E activities as the moderator. This was expressed in a regression model; $y = a + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_1 X_2 X_3 X_4 X_5 X_6 + e$ Where

y= M&E results utilization

a=constant

β_5 …n = Beta coefficient

X_5 = dimension of joint ECB activities

X_6= M&E practice

$X_1 X_2 X_3 X_4 X_5 X_6$= represent the interaction term

e= error term

Stepwise regression technique was used in order to test the influence of M&E activities on the relationship between ECB activities and M&E results utilization. In this, three SPSS regression models 1, 2 and 3 were used. The variables in Regression model 1 were composite means of joint ECB activities and M&E results utilization. Model 2 used the variables in model 1 plus M&E activities with M&E results utilization being used as the criterion variable. Model 3 has all the variables in model 2 plus the interactive term. If the

difference in R square in model 1 is significantly different from that of model 3, the moderator has influence.

Step one; Influence of joint ECB activities on M&E results utilization

From Table 4.22 the value of R-squared in model 1 is 0.515 meaning that joint ECB activities explains 51.5% of the variance in the score of M&E results utilization. The F ratio was F(1,178)=189.301, p=.0005<.05 showing that the model was statistically significant. The beta values for joint ECB activities was .513 indicating that for every unit increase in joint ECB activities, M&E results utilization increased by 51.3%. The overall Durbin Watson statistics was 1.900 which was close enough to 2 thus there was no autocorrelation.

Step two; Influence of joint ECB activities and M&E activities on M&E results utilization

After the introduction of the moderator M&E activities in Model 2, there was a significant improvement of the influence of M&E activities on the relationship between joint ECB activities and M&E results utilization. From Table 4.25 model 2, the R squared value was 0.543 meaning that joint ECB activities and M&E activities explain 54.3% of the variation in M&E results utilization. The change in R squared was 0.027, an increase of 2.7%. The F values are statistically significant (F(2,177) = 105.073, p=.0005<0.05 showing that the influence of the independent variable and the moderator were significant in the model.

Table 4.22; Regression results of the influence of Joint ECB activities, M&E activities and the interaction term on M&E results utilization

Model	R	R Square	Change Statistics						Durbin-Watson
			R Square Change	df	F ratio	Sig.	F Change	Sig. F Change	
1	.718[a]	.515	.515	1,178	189.301	.000	189.301	.000	
2	.737[b]	.543	.027	2,177	105.073	.000	10.617	.001	
3	.775[c]	.600	.057	6,173	43.301	.000	6.219	.000	1.900

a. Predictors: (Constant), Joint ECB activities
b. Predictors: (Constant), Joint ECB activities , M&E Practice
c. Predictors: (Constant), Joint ECB activities , M&E Practice, Resource Allocation activities, Evaluational environment activities, Professional Development Activities., M&E support structures
d. Dependent Variable: M&E results utilization

Step three; Influence of Joint evaluation capacity building activities, M&E activities and the interactive term on M&E results utilization

In this step, the interaction term was introduced in the model. The results under change statistics in Table 4.22 reveal that the R squared change increased by .057 from .718 to .775 when the interaction variable was added which means there is an improvement of 5.7%. The change was significant at p=.0005<0.05 therefore, the results show statistically significant relationship between the variables and the interaction term. F ratio was F(6,173)=43.301 p=.0005<.05) showing that the model was statistically significant. The F changed from 189.301 to 43.301 showing a decrease when interaction was added indicating that the regression of joint ECB activities and M&E activities on M&E results utilization was statistically significant.

The test of hypothesis shows that there is a relationship between the three variables since M&E activities improves the goodness of fit in the relationship between M&E activities and M&E results utilization by 8.5% which is significant at 0.05 level of significant. Therefore the null hypothesis was rejected and alternate hypothesis accepted. The conclusion was that M&E activities in general moderate the relationship between ECB activities and M&E results utilizations based on this study.

Table 4.23; Unstandardized Coefficients of the regression models of Joint evaluation capacity building activities, M&E practice, the interaction term and M&E results utilization

Model		Unstandardized Coefficients	
		B	Std. Error
1	(Constant)	3.405	.090
	Joint ECB activities	.513	.037
2	(Constant)	3.051	.140
	Joint ECB activities	.487	.037
	M&E Practice	.156	.048
3	(Constant)	2.418	.219
	Joint ECB activities	.449	.036
	M&E Practice	.186	.046
	Professional Development Activities.	.109	.034
	Resource Allocation activities	-.001	.036
	M&E support structures	.050	.040
	Evaluational environment activities	.066	.044

a. Dependent Variable: M&E results utilization

According to these results, formulation of M&E Purpose is one of M&E activities that help to improve the quality of M&E to a little extent with a mean of 2.5824 and SD of 0.75897 as shown in Table 4.9. This agrees with Molas-Gallart (2012) highlights that M&E purposes need to be formulated to address three areas; distributive – using results to

inform or determine the distribution of resources across the potential actors and beneficiaries of a specific project, policy or program; improvement - focuses on deriving lessons from the past experience and adapting activities that evaluation studies would conclude as better practice and Controlling- scrutinizing how organizations and individuals use resources to carry out activities to achieve project objectives. The relationship between the M&E purposes and M&E results utilization is very essential from the start and it has been established that ECB activities help in equipping personnel to understand this.

It was established that ECB activities leads to better M&E plan development to a moderate extent with a mean of 2.6264 and SD of 0.60656 (Table 4.9). This comes as evidence that the recommendation of Holvoet *et al.,* (2007) that capacity building in M&E need to be done to mitigate against a fragmental approach towards M&E planning. He said that this would turn the focus of M&E from one that overwhelmingly lean towards technical and methodological issues, to the detriment of the overall policy and organizational set-up.

Another study by Díaz-Puente *et al.,* (2008) concluded that capacity (both on skills and time) of staff to effectively collect, analyze and use the data depends on the purpose and plan of M&E. The importance of ECB activities is further seen in Holvoet *et al.,* (2007) recommendations that a diagnosis of the actual state of M&E demand and supply need to be done to identify strengths and weaknesses as the starting point in M&E planning. This should preferably be done by a team consisting of independent M&E experts and representatives of all stakeholders involved. The importance of M&E purpose has been validated in this study.

The findings also agree with a report by UNAIDS (2010) that indicator system and evaluation methodology in general has influence on M&E results utilization. The report warned that any effect during the collection or interpretation of information would leads to a systematic error in M&E results utilization. In general, M&E results utilization is almost the expected outcome of M&E activities and these activities determine the level of data usability in any M&E system. Therefore it is safe to say that ECB activities that are aimed at improving M&E activities would directly have influence on M&E results utilization as shown in this study.

These findings present a scenario that agrees with The Urban Institute (2004). They were concerned that M&E activities need to be strong in; Ethical practice, preparation of written

guidelines on how data collections is done, pre-testing, data collection tools, determining necessary indicators and training all staff that would collect the data. These concerns are part of what is addressed by ECB activities and validated as shown in the analysis of this study.

Test of hypothesis 7;

H0; Organizational evaluational change has no mediating influence on the relationship between ECB activities and M&E results utilization by employees among non-profit organizations in Meru counties.

To determine the mediation influence of organizational evaluational change on the relationship between ECB activities and M&E results utilization, the study used stepwise regression. A composite mean score of organizational evaluational change was computed and was used in model advanced Baron and Kenny (1986) to testing for mediation influence. As condition, for testing mediation, all the variables involved must show some correlation (Judd and Kenny, 1981; James and Brett, 1984; Baron and Kenny, 1986). Table 4.24 show that all the three variables were correlated thus this condition was confirmed.

Table 4.24; Correlations of variables in mediation test

		Joint ECB activities	Evaluational organizational change	M&E results utilization
Joint ECB activities	Pearson Correlation	1	.257**	.719**
	Sig. (2-tailed)		.000	.000
	N	182	181	182
Evaluational organizational change	Pearson Correlation	.257**	1	.214**
	Sig. (2-tailed)	.000		.004
	N	181	182	181
M&E results utilization	Pearson Correlation	.719**	.214**	1
	Sig. (2-tailed)	.000	.004	
	N	182	181	182

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

The relationship between Joint ECB activities and organizational evaluational change was [r = .257, n = 181, p = .0005<.05] showing a low positive relationship between the two variables. The relationship between organizational change and M&E results utilization was [r = .214, n = 181, p = .004<.05] also indicating a low positive relationship between the two variable. The relationship between joint ECB activities and M&E results

utilization was [r = .719, n = 182, p = .0005<.05] indicating a strong positive relationship between the two variables. To test mediation, they proposed a four steps model representing the following paths.

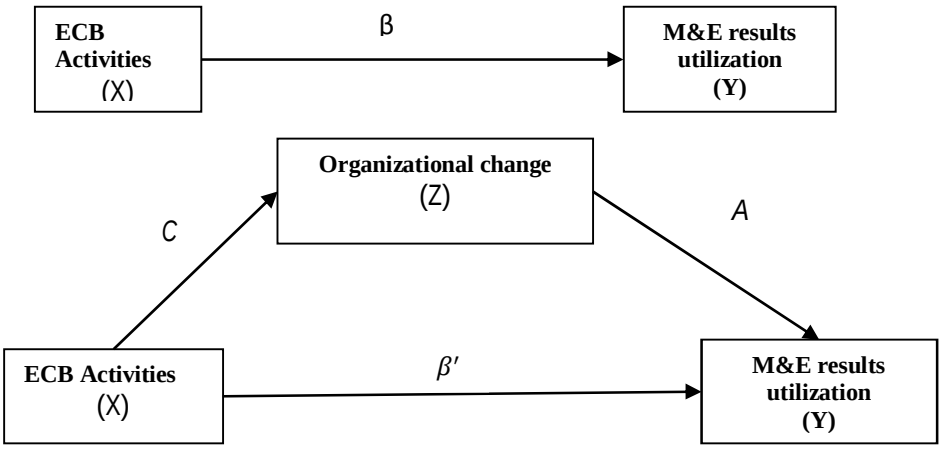

Figure 5: mediation paths: Source; Derec *et al.*, (2011)

Step one; Influence of joint ECB activities on M&E results utilization

This steps show that the dependent variable is correlated with the outcome. Using M&E results utilization as the criterion variable in a regression equation and ECB activities as a predictor, the path β was estimated. According to Baron and Kenny, there must be a statistically significant correlation of these variables for there to be mediation. This was presented again in hypothesis five using the regression expression below.

$$y = a + \beta_5 X_5 + e$$

y= M&E results utilization

a=constant

β_5 = Beta coefficient

X_5 = dimensions of Joint ECB activities

e= error term

Correlation coefficient (r) and the coefficient of determination (R-square) were determined where r = 0.719 meaning that joint ECB activities had high influence on M&E results utilization at P<0.0005. The value of R squared (0.517) suggest that joint ECB activities explain 51.7 % of the variance of the respondent score in M&E results utilization and 49.3% is explained by other factors not fitted in this model. This fulfills the first condition. The F ratio was significant at F (1,180)=192.328, p=0.0005<0.05. This implies that the

influence of joint ECB activities on M&E results utilization was statistically significant at p=0.05.

Step two; Influence of ECB activities on organizational evaluational change.

Baron and Kenny (1986) argued that the independent variable must be correlated with the mediator. Thus using organizational evaluational change as the criterion variable in the regression equation and ECB activities as the predictor variable, path *C* was tested and established. The condition is that the influence of the independent variable on mediator variable must be statistically significant. This was represented by model 2;

$y = a_2 + C_1X_5 + e_2$) where

y= organizational evaluational change

a_2=constant

C_1…n = Beta coefficient

X_5 = dimensions of joint ECB activities

e_2= error term

Table 4.25 show the correlation (r) and the coefficient of determination (R-square), where r = 0.257 meaning that joint ECB activities have low influence on organizational evaluational change at P=0.0005<0.05 level of significant.

Table 4.25; Regression results of Joint ECB activities and Organizational Evaluational Change

Model summaries	**R**	**R-Square**	**Durbin-Watson**	**Unstandardized coefficient**	
				B	**Std. Error**
	.257	.066	1.129		
(Constant)				3.164	.162
Joint ECB activities				.239	.067
F(1,179) = 12.637, p=.0005<.05					
a. Dependent Variable: organizational evaluational change					
b. Predictors: Joint ECB activities					

The value of R squared (0.066) suggest that joint ECB activities explain 6.6 % of the variance of the respondent score in Organizational change in evaluation. However, the model does not explain 93.4% of the variation in organizational evaluational change, suggesting that there are other factors associated with the variable which were not

captured by the model. The Durbin-Watson statistic was 2.129, which is very close to 2, showing that there was no autocorrelation.

The F ratio was F(1,179)=12.673 p=0.0005<0.05. This implies that joint ECB activities have statistically significant influence on organizational evaluational change. The regression analysis is to confirm that the independent variable (ECB) is a significant predictor of the mediator (OEC). This fulfills the second condition in testing mediation influence.

Step three; Influence of organizational evaluational change on M&E results utilization.

The purpose here was to show that the mediator influences the outcome variable. Using M&E results utilization as the criterion variable in a regression equation and organizational evaluational change as predictor path *A* was tested and established. This was expressed in equation, $y = a_2 + C_1P_1 + e_2$ Where Y = M&E results utilization

a_2=constant

C_1 = Beta coefficient

P_1 = dimensions of OEC activities

e_2 = error term

The results of this model shows that R squared is 0.46 which means that organizational evaluational change explains 4.6% of the variation in respondents' scores on M&E results utilization scale. The F ratio was F(1,179)=8.567, P=0.004<0.05. This shows that organizational evaluational change influence on M&E results utilization is statistically significant as expressed in Table 4.26 meeting the third condition of mediation testing.

Table 4.26; Regression results of organizational evaluational change activities and M&E results utilization

Model summaries	**R**	**R-Square**	**Durbin-Watson**	**Unstandardized coefficient**	
				B	**Std. Error**
	.214	.046	2.134		
(Constant)				3.997	.211
organizational evaluational change				.164	.056
F(1,179) = 8.567, p=.0005<.05					
a. Dependent Variable: M&E results utilization					
b. Predictors: organizational evaluational change					

Step 4: Influence of ECB activities and organizational evaluational change on M&E results utilization

To establish that organizational evaluational change mediates the relationship between ECB activities and M&E results utilization, all the three variables were entered into the regression equation to test for mediation effect.

The regression expression was given as $y = a_2 + B_5 X_5 + C_1 P_1 + e$ where

y = M&E results utilization

a_2 = constant

$B_5 \, and \, C_1$ = beta coefficients

X_5 = dimension of ECB activities

P_1 = dimension of OEC activities

e = error term

The results reveal that R squared was 0.521 meaning that both OEC and ECB are responsible for 52.1% of the variation in M&E results utilization score. The model is significant since F (2,178) = 96.756, p = 0.0005<0.05. The F ratios imply that the influence of OEC on the relationship between ECB and M&E results utilization is statistically significant at p-value<.001 level of significance as shown in Table 4.27.

Baron and Kenny (1986) argued that when the mediator and the independent variable are used simultaneously to predict the dependent variable the previously significant path between independent and dependent (Step 1) is now greatly reduced. The results in this model indicate that the path did not reduce. The value of R squared increased and this is explained by the t-values which shows that organization evaluational change was not significant in the model since t=0.569, p=.570>.05. The variable just improves the goodness of fit.

Table 4.27; Regression results of ECB activities and organizational evaluational change activities on M&E results utilization

Model summaries	R	R-Square	Durbin-Watson	Unstandardized coefficient			
				B	Std. Error	t	sig
	.722a	.521	1.899				
(Constant)				3.396	.089	20.981	.000
Joint ECB activities				.510	.038	13.287	.000
organizational evaluational change				.023	.041	.569	.570
F(2,178) = 96.756, p=.0005<.05							

a. Dependent Variable: M&E results utilization

b. Predictors: Joint ECB activities; organizational evaluational change

Baron and Kenny, 1986 holds that if these conditions all hold in the predicted direction, then the influence of the independent variable on the dependent variable must be less in the fourth equation than in the first. The influence of independent variable on the dependent variable in the first equation was R^2=.513 and that in the fourth was R^2=.521 all significant at $\alpha = .05$. This means that null hypothesis was accepted and the alternate hypothesis rejected. Therefore under the circumstances, organizational evaluational change was not a mediator on the relationship between joint ECB activities and M&E results utilization. The values of each path are showed in Figure 7.

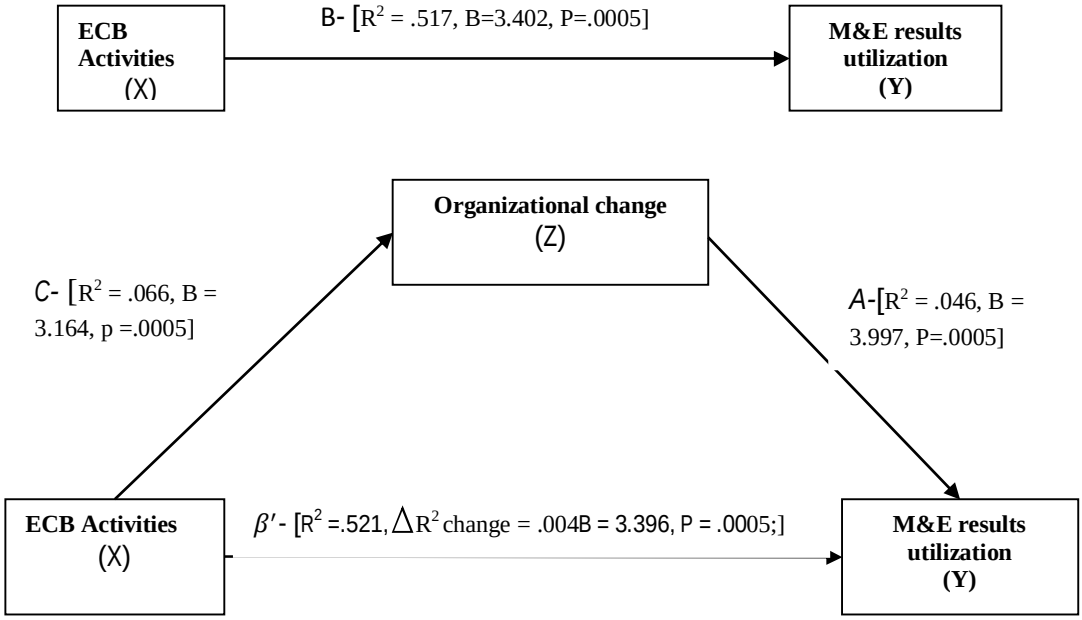

Figure 6; Mediation paths values

From the correlation analysis it was established that ECB activities would help build an evaluational culture in organizations which is a change that improves M&E results utilization. This study revealed that when organizational evaluational change is treated as an independent variable, it influences M&E results utilization. Reeler, (2005) argued that activities such as; M&E relationship building, sharing peers experience, group responses to crisis, creating teams, M&E action learning systems, planning and implementation of M&E programs would cause desired organizational change within M&E. Some of these are the same activities that were established as indicators of organizational evaluational change.

Purposeful socialization into the organization's evaluation process and building peer learning structures were also said to cause organizations change within M&E in this study. Volkov and King, (2007) said that these activities are innovative ways of maintaining organizational evolutional change in an organization. Preskill & Boyle, (2008) propose that the extent to which and the ways in which the organization's leadership values learning and evaluation, creates a culture of inquiry, thus creating necessary systems and structures for engaging in evaluation practice, beside providing communication channels and opportunities to access and disseminate evaluation information. This is the culture that this study sought to investigate and it was evident that the change influences M&E results utilization to some extent.

In their use of collaborative immersion approach, García-Iriarte, *et al.*, (2011) introduced an agent of change in M&E at the University of Illinois in Chicago, they presented a model of change that with time, slowly resulted to better M&E activities and M&E results utilization. This study cantered its investigation on the influence of ECB activities on evaluational change and agreed that the use of ECB activities improves and builds an evaluative culture in organizations that leads to a reliance on M&E results in decision making and evidence for action taken within organizations. However in Meru counties the building of this evaluational culture was not seen to be very significant as revealed in this study.

In summary the test of hypothesis in this study are presented in Table 4.28 below.

Table 4.28; Summary of test of hypothesis

Objective	Hypothesis	Regression model	Results	Remarks
To establish the influence of M&E professional development on M&E results utilization by project stakeholders in Meru counties.	**Hypothesis 1;** **H0:** M&E professional development has no significant influence on M&E results utilization by employees among non-profit organizations in Meru counties.	$y = a + \beta_1 X_1 + e$	R^2 =(0.408) F,(1,181)=124.688, P=0.0005< 0.05.	Reject
To determine the influence of resource allocation on M&E results utilization by project stakeholders in	**Hypothesis 2;** **H0;** M&E resource allocation has no significant influence on M&E results utilization by	$y = a + \beta_2 X_2 + e$	R^2 =(0.159) F,(1,181)=34.273, P=0.0005<0.05.	Reject

Meru counties.	employees among non-profit organizations in Meru counties.			
To assess the influence of M&E support structure on M&E results utilization by project stakeholders in Meru counties.	**Hypothesis 3** **H0;** M&E support structure has no significant influence on M&E results utilization by employees among non-profit organizations in Meru counties	$y = a + \beta_3 X_3 + e$	R^2=(0.222) F(1,180)=51.483, p=0.0005<0.05	Reject
To assess the influence of M&E support structure on M&E results utilization by project stakeholders in Meru counties.	**Hypothesis 4:** H0; Evaluational environment within organizations has no significant influence on M&E results utilization among non-profit organizations in Meru counties.	$y = a + \beta_4 X_4 + e$	R^2=(0.138) F(1,179)=34.08, p=0.0005<.05.	Reject
To establish the joint influence of ECB activities on M&E results utilization in Meru counties.	**Hypothesis 5** **H0;** ECB joint activities have no significant influence on M&E results utilization by employees among non-profit organizations in Meru counties.	$y = a + \beta_5 X_5 + e$	R^2= (0.517) F(1,180)=192.328, p=0.0005<0.05	Reject
To determine the moderating role of M&E activities on ECB activities and M&E results utilization in Meru counties.	**Hypothesis 6;** **H0;** The influence of ECB activities on M&E results utilization by employees among non-profit organizations in Meru counties does not depends on M&E practices.	$y = a + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_1 X_2 X_3 X_4 X_5 X_6 + e$	Overall R^2=0.600 F1(91,178)=189.301, p=0.0005<0.05 F2(1,177)=105.073, p=0.0005<0.05 F3(6,173)=43.301, p=0.0005<0.05 Increase in R^2=0.85	Reject
To establish how organizational change within M&E intervenes on the relationship between ECB activities and	**Hypothesis 7;** **H0;** Organizational evaluational change has no significant mediating influence on the	**Step 1** $\boldsymbol{y = a + \beta_5 X_5 + e}$	R^2= (0.517) F(1,180)=192.328, p=0.0005<0.05	First condition confirmed

M&E results utilization in Meru counties.	relationship between ECB activities and M&E results utilization by employees among non-profit organizations in Meru counties.	**Step 2** $y = a_2 + C_1X_5 + e_2$	R^2=0.257 F(1,179)=12.673 p=0.0005<0.05.	Second condition confirmed
		Step 3 $y = a_2 + C_1P_1 + e_2$	R^2=0.46 F(1,179)=8.567, P=0.004<0.05.	Third condition confirmed
		Step 4 $Y = a_2 + B_5 X_5 + C_1 P_1 + e$	R^2 = .521 F(2,178)= 96.756, p = 0.0005<0.05.	Confirmation of mediation failed; the strength of the relationship increased instead of decreasing.
		Conclusion; Accept the null hypothesis.		

4.6 Summary

The chapter has presented and discussed assumptions that were made in order to interpret the data. The respondents were profiled using professional qualification and job experience. Reliability test was also done using Cronbach's alpha since the respondents were 183. Descriptive analysis was done for all the variables triangulating the results using information from the document review and the interviews. The data has been presented in tables showing means and standard deviations of all the indicators and then the composite means were calculated. This composite means were used to run a number of tests including correlation analysis and regression analysis which were carried out to determine the strength of those relations and the F-test to test the Hypothesis. The study has tested seven null hypotheses and six of them were rejected and only one was accepted. The judgments were made after tests were done at 0.05 significant levels. Discussions have been done for all the seven hypotheses in an effort to put the findings of the study into perspective with existing body of knowledge.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summaries of the major findings of the study and draw conclusions based on the data analyzed in chapter four. The chapter also state recommendations based on the evidence presented in the study. The contributions that this study has made on the body of knowledge have been indicated and it has also suggested areas for further studies.

5.2 Summary of findings

In summary, the study has come up with a number of findings discussed below.

5.2.1 M&E data utilization

It was determined that in general M&E results were utilized in Meru counties to a great extent. The employees of these organizations seem to pay attention to the provision of M&E information to support the implementation of projects/programs and to provide feedback. It was confirmed that in all the areas of utilization studied there was a rather high level of M&E results utilization which against what studies in M&E result utilization have shown. This was explained by the fact that the respondent of this study were project workers only who has said by one manager that;

> *"…employees are encouraged to make use of the data collected to make adjustments to project activities on their own and inform the management."*

Use of M&E information for learning was rated the lowest meaning that there was a lower organizational readiness for learning from evaluation. A number of project worker in these organizations had no access to the final M&E results which was indicated by the fact that even the researcher could only get two power point presentation of M&E reports and not the full report. This could therefore mean that the utilization referred to by the respondent was based on the use of data the employees directly collect which definitely gives them useful information.

The biggest hindrance to M&E results utilization was communication of these results to the relevant stakeholders who needed them. Beside this, some employees failed to associate the changes being implemented in projects to M&E since the management sometimes do not give reason for the change nor do they attribute it to M&E results.

5.2.2 Influence of professional development activities in M&E on M&E results utilization

The activities studied as indicators of ECB function of M&E professional development were; training and/or attending workshops in M&E, technical assistance in M&E, collaborative evaluation, M&E mentorship and coaching programs and seeking membership to M&E communities of practice.

It was determined that most project workers in the counties are not members of M&E community of practice as this activity was done to a little extent. The respondents agreed that receiving technical assistance in M&E was happening to a moderate extent and it was essential in M&E process. However, this assistance was elementary; dealing only with common computer applications and little was being done on methodology, development of indicators and other M&E technical areas. Overall activities that were done to develop professionalism in M&E were done to a moderate extent. The study established that there was some relationship between M&E professional development and M&E result utilization in the two counties. This means that as organizations engage in activities that develop professionalism in M&E, they are going to benefit more from M&E process as more quality data is generated and used in various was to improve efficiency and effectiveness of the projects.

It was also established that development of professionalism in M&E using strategies such as mentoring and coaching, carrying out collaborative M&E and belonging to M&E community of practice were least used.

5.2.3 Influence of resource allocation on M&E results utilization

As an ECB function, allocating resources for M&E activities was seen as essential in that it ensured that M&E activities are carried without undue delays and interruptions. In the study, it was determined that budgetary allocation for M&E activities, hiring of qualified M&E personnel by organizations, allocating funds for engaging M&E experts, buying M&E reference materials, allocating resources for training in M&E and use of organizational assets to carry out M&E activities were practiced in the counties to a moderate extent. Use organizational assets to carry out M&E an activity was done to a moderate extent while allocation of resources for contracting M&E experts was the least.

There was no much effort to allocate resources in the budget specifically for M&E beyond the salaries allocated for M&E officers and data entry persons. This could cause

limitations in M&E process when the activity need more people than those in the projects payroll. Besides this, organization were not seen to invest more in M&E reference materials even though these were said to help evaluations to keep updated on what others are doing world over. Moderate efforts were also seen in allocating resources for training in M&E and engaging M&E experts.

The composite mean for these activities shows that allocating resources for M&E purposes was done to a moderate extent. Having measured these attributes on a 5 point likert scale, this was a significant attempt in making sure that there are resources for M&E. It also indicate that employees feel that a lot more could be done in this area.

The study established that there was a relationship between resource allocation for M&E and M&E results utilization which was tested using Pearson Product Moment Correlation. This relationship was seen to be statistically significant and therefore the null hypothesis was rejected and alternate hypothesis accepted. The conclusion therefore was that M&E resource allocation had significant influence on M&E results utilization by employees among Non-Profit Organizations in Meru counties.

5.2.4 Influence of building M&E support structure on M&E results utilization

M&E support systems are established with an aim of facilitating M&E activities within an organization. As ECB activities, the aim is to improve M&E activities in these organizations. This study investigated these activities as indicators of building M&E support structure among organizations in the counties; M&E experience sharing between departments and projects, technical support, development of internal M&E standards, establishing M&E feedback system, delegating necessary authority to M&E personnel, establishing linkages with evaluation experts and affiliation of employees to M&E professional bodies or attendance of M&E forums. It was established that employees in these organizations are largely not affiliated to M&E professional bodies. Almost the same was experienced with the activity of establishing linkages with evaluational experts which was also done to little extent with a mean of 2.437. Overall, these activities were done in the counties to a moderate extent since the composite mean was 2.5988 with SD of 0.5681.

The relationship between activities taken to build M&E support structures and M&E results utilization in the counties was tested and established to be a positive low

relationship. The hypothesis was tested and this relationship was seen to be significant and therefore the null hypothesis was rejected and alternate hypothesis accepted meaning that M&E support structure significantly influences M&E results utilization by employees among Non-Profit Organizations in Meru counties.

5.2.5 Influence of creating evaluational environment on M&E results utilization

The influence of creating an evaluational environment in organizations on M&E results utilization was determined in this study. The activities that help create evaluational environment considered in the study were; establishing M&E policies and procedures, M&E guiding values, leadership support for M&E, constant demand for M&E information and supply of M&E information.

Leadership support for M&E activities was perceived to occur to a very great extent. They were seen as champions in M&E processes and that they used M&E results in day to day running of the organizations. There was a higher demand for M&E information and this could account for higher levels of utilization seen in this study. However, the supply of this M&E information was noted to be lower than what was demanded with a small margin. The least done activity in this category was establishment of M&E policies and procedures. It was noted that these were general in all the organizations meaning that they may not have been specific for M&E. The composite mean for these activities was 3.5573 with SD of 0.43703 meaning that these activities that help create evaluational environment were taken in the counties to a great extent.

Overall, there was a low positive correlation between activities that build evaluational environment and M&E results utilization. This relationship was tested for significance and it was established that ECB activities designed to build evaluational environment had a significant influence on M&E results utilization. With this, the study rejected the null hypothesis and accepted the alternate hypothesis thus concluding that activities that create evaluational environment within organizations significantly influence M&E results utilization by employees among Non-Profit Organizations in Meru counties.

5.2.6 Influence of Joint ECB activities and M&E results utilization

It was established that every ECB activity influences M&E results utilization by employee among non-profit organizations in Meru counties at varying percentages. The direction

and strength of each of these relationships was done using Pearson Product Moment Correlation. There was a strong, positive correlation between the professional development activities and M&E results utilization as established earlier. While the relationship between resource allocation activities and M&E results utilization was moderate. The relationship between activities that help build M&E support structure and M&E results utilization was established as positive and moderate and the same with that between activities that help create evaluational environment and M&E results utilization. The overall relationship between joint evaluation capacity building (ECB) activities and M&E results utilization was determined to be a strong positive correlation where meaning that joint ECB activities are perceived to contribute to better M&E results utilization.

The significance of the influence of joint ECB activities on M&E results utilization was tested and established at p= 0.05 level of significance. With this the null hypothesis was rejected and alternate hypothesis accepted. This means that there was a significant influence of M&E resource allocation on M&E results utilization by employees among Non-profit organizations in Meru counties.

5.2.7 The moderating influence of M&E activities on the relationship between ECB activities and M&E results utilization

The assumption made in this study was that ECB activities improve M&E activities and consequently these M&E activities would influence M&E results utilization in the counties. Being the activities that are targeted by ECB activities and that they are what is done routinely in M&E practice, the means of their occurrences is rather low. This would explain why the study established that demand of M&E data was less than what was supplied.

The overall direction and strength of this influence was determined using Pearson Product Moment Correlation. The results were that there was a strong positive correlation between the ECB activities and M&E activities meaning that joint ECB activities are perceived to contribute to better M&E activities in the counties. The relationship between M&E activities and M&E results utilization was also investigated and was established as a strong positive correlation. This was expected since M&E results are a product of M&E activities and as such, utilization of these results would in some way depend on their quality.

The significance of the influence of M&E activities on the relationship between ECB activities and M&E results utilization was determined using stepwise regression. In the first step, it was established that joint ECB activities have significant influence on M&E result utilization at .05 level of significant. In step two the influence of both ECB activities and M&E activities (the moderator) on M&E results utilization were tested and it was established that M&E activities significantly improved the relationship between joint ECB activities and M&E results utilization after the results improved the goodness of fit of the model. The third step involved introducing the interaction term in the model. The results under change statistics reveal that the R squared change increased by .057 and that the change was significant at $p=.0005<0.05$. This revealed that M&E activities help to improve the goodness of fit by 8.5% and from these, the null hypothesis was rejected and alternate hypothesis accepted meaning that M&E activities in general moderate on the relationship between ECB activities and M&E results utilizations.

5.2.8 The mediating influence of organizational evaluational change on the relationship between ECB activities and M&E results utilization.

Investigations were done on the conditions that are associated with organizational evaluational change in the counties. These included increased demand for evaluations; more evaluational data used in decision making; evaluative planning embedded throughout the organization; purposeful socialization into M&E and built-in peer learning systems within the organizations. These were seen to be present where the respondents worked at varying degree. The composite mean was 2.9276 with SD of 0.42182 meaning that these activities were present to a moderate extent. To be able to test for mediation, all the variables involved need to correlate. The test of correlation was done and the three were seen to correlate.

Using Baron and Kenny (1986) model, the mediation influence was tested in four steps. In step one, the relationship between joint ECB activities and M&E results utilization was tested. It was established that joint ECB activities had high influence on M&E results utilization which was significant at $P<0.0005$. In step two, the relationship between organizational evaluational change and ECB activities was tested. It was established that joint ECB activities had significant influence on organizational evaluational change. This fulfilled the second condition in testing mediation influence. Step three tested the influence of organizational evaluational change on M&E results utilization and it revealed that organizational evaluational change had significant influence on M&E results

utilization. This was the third condition of testing for mediation influence. Step four tested if the relationship between joint ECB activities and M&E results utilization was mediated by organizational evaluational change. The results reveal that both organizational evaluational change and ECB activities are responsible for a significant variation in M&E results utilization score. This notwithstanding, the equation failed to verify mediation since this path increased in value instead of decreasing. Baron and Kenny (1986) argued that when the mediator and the independent variable are used simultaneously to predict the dependent variable the previously significant path between independent and dependent (Step 1) is now greatly reduced. This means that organizational evaluational change did not mediate the relationship between joint ECB activities and M&E results utilization, thus the null hypothesis was accepted.

5.3 Conclusions

M&E results utilization is fundamental in prudent project management to support planning, implementation of ongoing projects and future projects. The employees of the organizations in the counties seemed to pay attention to the provision of M&E information to support the implementation of projects/programs and to provide feedback. A higher level of synthesis of M&E results could lead to more learning from M&E results not only in the concerned project but also in similar projects and in general among communities in which these projects are situated.

Ways of communicating M&E results both inside the project and between various projects is necessary so that M&E results would be available to the wider community which would make them more usable in general planning of community development and learning. Friendly feedback systems need to be established to pass on M&E data and results.

The fact that there was a high correlation between M&E professional development and M&E results utilization shows that stakeholders in project management need to put more effort to increase the level of professional development in M&E. Organizations could benefit more by having progressive mentoring and coaching programs in M&E, doing collaborative M&E with other organizations and being members of M&E community of practice.

It is also necessary for organization to put into consideration the appropriateness of resources allocated to carry out M&E activities. These would go a long way in ensuring

that organizations have secured funds for hiring of qualified M&E personnel, engaging M&E experts and buying M&E reference materials that would boost the level of confidence in M&E personnel.

The medium correlation coefficient between these activities and M&E results utilization would be improved if organizations paid more attention to sourcing for more funding for M&E resources. In the same note, organizations would greatly benefit from a good M&E oriented support system both from within and though affiliations with other M&E professional bodies. An internal M&E support system would improve coordination of data collection, consolidation and analysis, dissemination, providing constructive criticism and feedback while the external system would link the organization with other evaluative systems in the counties and beyond where sharing of results and experiences would benefit all.

It is necessary for organizations to create an evaluational environment in organizations in the counties. The findings of this study indicated that there is a positive correlation between this environment and M&E results utilization. The more organizations carry out ECB activities, the more this environment is built through individuals' change in perception towards M&E process and utilization of its results.

Organizations should take serious attention to ECB activities in an effort to improve their M&E processes if they hope to get meaningful results from their M&E systems. With the importance of M&E results going beyond the purpose of a single project, the society at large need to look into improving M&E activities through building capacity for the same.

Organizations are changing in the way they view M&E and its importance, more so the potential of the M&E process to generate knowledge that is useful in planning projects that are capable of changing societies. An organization that constantly demand for M&E information and is seen to use the same results, is on its way to changing the perception of people on M&E as a tool associated with accountability only. This change would be the reason for high level of results utilization among project employees in the counties.

To create a positive evaluational environment, organizations see M&E as a key component in project management and make purposeful socialization of its members into M&E and plan built-in peer M&E learning systems within the organizations. The influence of this would be a thought out M&E systems and better M&E results utilization.

5.4 Recommendations

From the results of this study, the following number of recommendations has been made for various groups of people in the society.

5.4.1 Recommendations for M&E practitioners

This study recommends that in order to reap full benefits of an M&E process, capacity need to be built for all project stakeholders. This would be to avoid faulty methodological errors that would lead to unusable data, and to overcome other institutional reasons that may results to failures in M&E process. Also, Capacity needs to be built to enable project workers extract valuable lessons from M&E process

In order to monitor the aspects of ECB, organizations are encouraged to a have a framework to follow in building M&E capacity. This would also enable organizations to systematically implement these activities based on individual needs of the employees and organizations.

Organizations need to approach ECB from a strategic point of view, complete with need analysis and recommended strategies to address various needs of their stakeholders. This plan can be spread for a specific period of time depending on resource availability.

Any change in project implementation, or any decision made informed by M&E results should be correctly be attributed to them so as to show to the members the centrality of M&E in the day to day running of organizations. This would results to them appreciating the M&E process and its importance.

Although organization evaluation change doesn't contribute in a big way in improving the relationship between ECB and M&E results utilization, it has a direct impact on M&E results utilization and organizations should explored ways of creating this change. Absence of baseline studies on which the programming was based is an issue that could hinder judgment of achievements in organizations. Organizations are therefore encouraged to do these evaluations and once done; they should be made available to all stakeholders.

5.4.2 Recommendations for policy makers

It was also established that employees were not so much aware of professional bodies in M&E and project management associations that they could be affiliated to. Organizations and individuals should seek to form and strengthen such bodies or seek affiliation to already existing ones.

It is possible to set a policy that would be a foundation in which M&E standards in the region would be formulated and agreed upon for use in M&E practice. This would ensure some level of quality in M&E process and the resulting findings. As a result, utilization of these findings would be greatly improved. Individually organizations can establish policies that would see M&E systems built to improve data exchange within organizations, departments and even with other organizations. This would improve sharing of M&E results to have all the stakeholders informed of M&E results. The government can also establish registration that would see avenues created for sharing and storage of M&E data to improve research and learning either in the counties or nationally. This would help avoid duplication of efforts more so in baseline evaluations.

5.5 Study's Contribution to Knowledge

There have been a lot of contributions made to show that ECB influences M&E practice in general. This study has established that ECB activities have influence on M&E result utilization as a specific element in M&E practice and that this influence is seen among projects from all sectors; Agricultural, Water, Community service, Educational, Environmental conservation and Health, therefore it a phenomenon with a wide application.

Literature review indicated that most studies done previously on the influence of ECB on M&E practice were theoretical and those that were not, they were mostly based on document reviews. This study has taken the theoretical perspectives of these studies and tested them empirically using opinions of ordinary project worker and M&E experts working within these projects. Besides, this study may be the first of its kind done to show this relationship in Kenya since literature review did not establish any other empirical study done on the influence of ECB on M&E results utilization in the counties.

The study also established that ECB activities could be responsible for change in employee's perspectives of M&E activities although the study did not establish a mediation influence of this change in the relationship between ECB activities and M&E results utilization.

The study has established that the region lacks a centralized system of gathering and disseminating M&E results between different projects in one sector and even across different sectors for wider circulation and use.

5.6 Suggestions for further studies

M&E results utilization were perceived to have been utilized in big way in the counties yet studies have shown that utilization of M&E result has not been that high in other areas. There is need to do a study that focuses on the reasons for this high level of utilization and how projects have controlled factors that are cited in literature to be hindering M&E result utilization.

This study revealed that organizations doing ECB do not follow any model nor do they know of existence of such models. ECB has been carried out on needs bases mostly on new tools for data collection and reporting templates. There is need to develop an ECB model that would be popularized for use by most organizations in urban and rural setting customized for the region.

There was an indication that there is a growing organizational change within M&E created by a number of factors besides ECB activities. An independent study need to be done to establish these factors and other studies to show the influence of organizational evaluational change on M&E activities and/or on M&E results utilization.

From the interviews and document analysis, it was clear that there was a lot of secrecy in treating findings of M&E processes. This shows that a number of organizations do not appreciate the need for exchange of M&E information and this hinders M&E results utilization. A study to establish the reason and show the benefits of sharing these M&E reports is necessary. Besides there is need to do a study to establish the best way to establish an M&E results sharing model acceptable to all organizations and stakeholders.

There is a good body of literature on the necessity for ECB as a means of strengthening M&E but its actual influence on M&E activities in general needs to be studied. This study concentrated on the influence of ECB on M&E results utilization which is only one aspect of M&E process.

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APPENDICES

Appendix I: Letter of Introduction

Cavens Kithinji
P.O. Box 749, 60200
MERU.

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…….

Dear Sir/madam,

RE: A REQUEST TO CARRY OUT RESEARCH

I am a PhD candidate in the University of Nairobi, for the award of PhD in Project Planning and Management, monitoring and evaluation option. I am conducting a research on the influence of evaluation capacity building (ECB) on M&E results utilization among non-profit organization in Meru counties. Your organization has been selected to be part of this study. I humbly request you to allow me to collect data from your employees. I would also request that you grant me time for an interview and/or allow me access to your M&E plans, M&E reports and ECB plans and reports of your organization.

The information being sought is meant for research purposes only and would not be used against anyone. Your responses will be treated in a confidential manner. No name of individuals or business enterprise is needed from the respondents.

Thank you in advance.

Yours faithfully

Cavens Kithinji

Appendix II Questionnaire

The information being sought in this questionnaire is meant for educational research purposes only and will not be used against anyone. Your responses will be confidential. No name of individuals or organization is needed from the respondents. Please answer truthfully following instructions for each question. Thank you in advance.

1. **Please fill in the information in the table below by ticking appropriately.**

Professional qualification (in project management and/or M&E) (Tick appropriately)			**Practical job experience ((in project management and M&E) (Tick appropriately)**		
1	Diploma		1	0 – 4 years	
2	First Degree		2	5 – 10 years	
3	Master		3	11 – 14 years	
4	PhD		4	15 – 20 Years	
5	Any other (state below)		5	21 – 24 years	
			6	25 – 30 years	
			7	Above 31 years	

2. Please indicate your position in the organization

Category	**Tick**
Project managers	
M&E managers/officers	
Project officers	
Data officers	
Project implementing staff	

3. The list below contains some of the ways in which M&E results are utilized. Indicate the level of utilization choosing from a score of 1-5 (where 1= not at all, 2= to a little extent, 3= the moderate extent, 4=to a great extent, 5= to a very great extent).

M&E results utilization	**Response**				
	1	2	3	4	5
1. M&E data is used to make project decisions					
2. M&E results are used in enhancing project practices					
3. Planning for future project is informed by information from previous M&E activities					
4. We have been able to establish facts and patterns in project management through M&E					
5. The **FOUR** uses above have influence on project sustainability					

4. Listed below are some activities that could be carried to develop professionalism in M&E. Indicate how often these activities are taken in a year in your organization. (where 1= not at all, 2= to a little extent, 3= the moderate extent, 4=to a great extent, 5= to a very great extent)

Activity	**Responses**				
	1	**2**	**3**	**4**	**5**
Training and/or workshop on M&E					
Receives technical assistance in M&E (data collecting tools, statistical software, data analysis etc)					
Doing collaborative M&E with other people or organizations					
We have M&E mentoring and coaching programs					
We seek memberships to M&E community of Practice					

5. Below are statements on M&E resource allocation. Tick appropriately those applicable to your organization and their magnitude. (where 1= not at all, 2= to a little extent, 3= the moderate extent, 4=to a great extent, 5= to a very great extent)

Activities	Response				
	1	2	3	4	5
We have budgetary allocation M&E activities yearly					
We hire qualified M&E personnel in our organization					
We have M&E reference materials in our organization					
We allow organizations assets to be use in M&E activities					
We do contract M&E experts during evaluations					
We allocate resource for training in M&E					

6. Below are some activities that are practiced in organizations to build M&E support structures necessary for efficient M&E activities. If they occur in your organization indicate the magnitude by ticking 1-5. (Where 1= not at all, 2= to a little extent, 3= the moderate extent, 4=to a great extent, 5= to a very great extent).

Activities	Response				
	1	2	3	4	5
M&E experience sharing is done between departments and projects.					
We seek affiliations to M&E professional bodies					
We delegate necessary authority to M&E personnel					
Development of internal M&E standards					
We establish and continuously improves M&E feedback system					
We establish linkages with evaluation experts					
We seek technical support (computers, networks, interconnectivity) to improve our M&E practice					

7. Organizations aim at creating an evaluational environment that support M&E actions. Below are statements that indicate that these activities do take place. Tick appropriately to the best of your Knowledge those that occur in your organization and their magnitude. (Where 1= not at all, 2= to a little extent, 3= the moderate extent, 4=to a great extent, 5= to a very great extent).

Items	Response				
	1	2	3	4	5
There are established M&E policies and procedures in our organization and they are reviewed often.					
Our organization has values guiding M&E.					
The leadership of this organization leads in M&E support.					
M&E information is always demanded to facilitate decision making					
M&E information is supplied for continuous use in the organization					

8. Below are M&E activities done in most organizations, indicate those done in your organization and the level of implementation by ticking appropriately. (1= not at all, 2= to a little extent, 3= the moderate extent, 4=to a great extent, 5= to a very great extent).

M&E activities.	**Response**				
	1	**2**	**3**	**4**	**5**
We formulate M&E Purposes					
We develop M&E plan					
We take time to develop and understand indicator used in M&E					
We take time to selecting and developing appropriate data collection tools					
We have created good channels of data dissemination					
We use M&E to make adjustment to our M&E plans					

9. Building capacity for M&E helps in changing opinions of many concerning M&E activities and M&E data utilization. State your opinion on the following statements based on your experience. Tick appropriately between 1 and 5. (where 1= not at all, 2= to a little extent, 3= the moderate extent, 4=to a great extent, 5= to a very great extent).

ECB activities	Response				
	1	2	3	4	5
There is increase in demand for M&E data as stakeholders appreciate the role of M&E.					
The supply of M&E data has increased as uses of the same become apparent.					
We are drawing more M&E inclined project plans so as to learn from M&E.					
We are Purposefully socializing our employees in M&E and building teamwork towards M&E approaches					
We have in place peer learning systems.					

10. Indicate your opinion on the following statements based on your experience. Tick appropriately (1= not at all, 2= to a little extent, 3= the moderate extent, 4=to a great extent, 5= to a very great extent).

Statements	Responses				
	1	2	3	4	5
Increased demand for M&E results to increased variety of data available thus improving its utilization.					
Incorporating evaluation in planning determines specific M&E data generated for particular purposes leading to better utilization of the same.					
Purposeful socialization in M&E equips staff with skills that helps them utilize M&E data.					
Peer learning systems influences general learning and establish linkages between groups thus improve utilization.					

Thank you for your time and honest responses.

Appendix III; Interview schedule

Section B: 1

a. In which areas do you utilize M&E results in your organization?
b. What are the impendent that you experience in your effort to utilize M&E results.
c. When do you think your staff uses M&E results?
d. Which are your strong points in M&E results utilization?
e. Which evaluations have you done this far?
f. Do you have any planed schedule that you follow to build capacity in M&E
g. Have you undertaken these activities to develop professionalism in M&E in your organization, and to what extent?
    - Training /workshops
    - Seek technical assistance
    - M&E mentoring and coaching programs
    - Collaborative M&E with other people or organizations
    - Seek memberships to M&E community of Practice
h. What areas in M&E have trained your staff?
i. Based on your experience, do the above activities have any influence M&E results utilization?
j. Has your organization established M&E policies, procedures and M&E guiding values
k. How would you rate these activities as influencing M&E results utilization;
    - M&E policies and procedures
    - M&E guiding values
    - Leadership support for M&E.
    - Constant demand and supply of M&E data
l. Do your organization have these provisions for M&E process?
    - Money budgeted for M&E
    - Buy M&E reference materials
    - Use organizational assets for M&E
    - Hired qualified M&E personnel
m. How do these influence results utilization?

n. Are these among activities that your organizations do to build M&E support structures?
    - M&E experience sharing between departments and projects
    - Technical support to improve M&E practice
    - Establish M&E feedback system
    - Delegating necessary authority to M&E personnel
    - Establish linkages with evaluation experts
    - Seek affiliation to M&E professional bodies or attended any M&E forums

o. In what ways do these activities influence M&E results utilization?

p. Based on your experience, to what extent do ECB activities influence M&E practice?

q. In your opinion, how do ECB activities influence the following?
    1. Demand and supply of M&E activities
    2. increased number of consultative forums to problem solving
    3. Drawing of M&E inclined plans
    4. Builds teamwork towards M&E approaches.

r. Do these activities influence M&E results utilization? Rate these influence in a skill of 1 to 5.

Thank you

Appendix IV: Secondary data checklist

Type of secondary materials	Number
M&E plans	
M&E reports	
ECD reports	

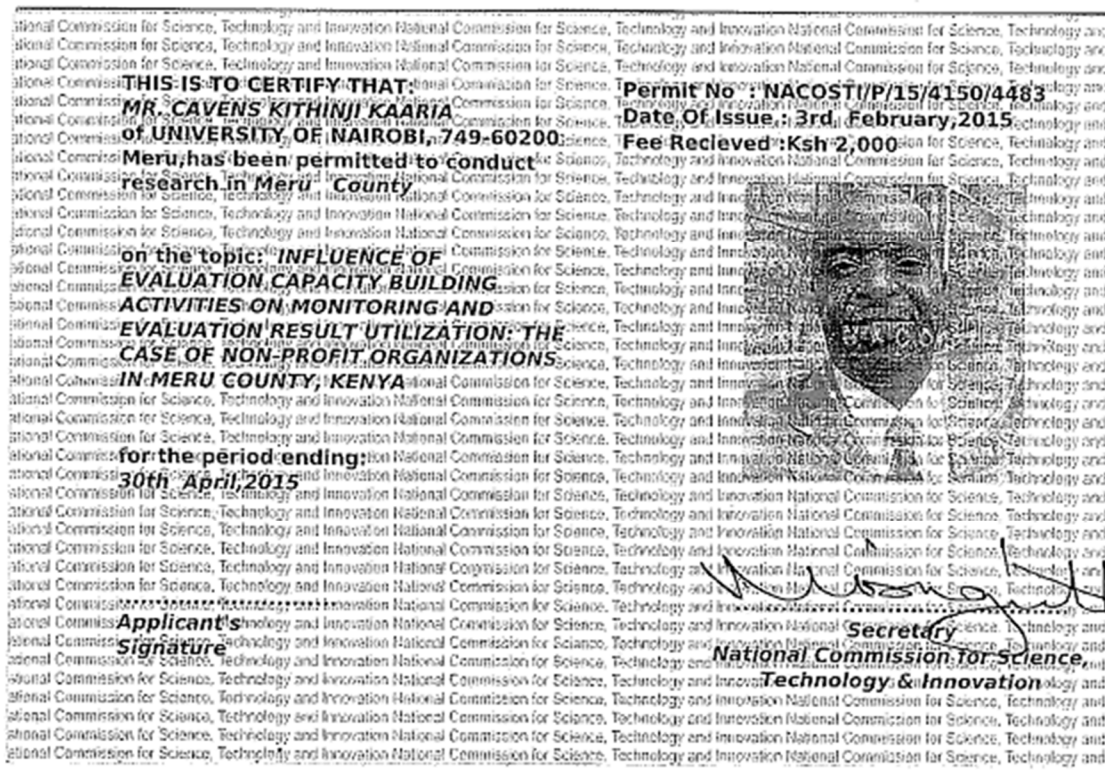
Themes to look for in the secondary data

Category	No.	Linkage to M&E activities	Linkage to M&E Results utilization
Professional development themes			
M&E trainings undertaken			
Collaborative evaluation done			
M&E mentorship and coaching done or underway			
M&E Technical assistance given or brought.			
Communities of Practice involved with.			
M&E Resource allocation			
Allocations in the budget			
Hiring of M&E personnel			
Purchasing of M&E reference materials			
Use of organizational asset			
M&E Support structures			
Records of experience sharing			
Affiliation to M&E professional organization			
Socialization into the organization's M&E			
M&E feedback systems			
Organizational Change within M&E			
Diagnosis of M&E supply and demand.			
Number of Consultative forums in problem solving			
M&E inclined project plans			
Teamwork in M&E approaches			
Evaluation environment			
M&E Policies and Procedures			
M&E values			
Active leadership in M&E			
Request for M&E			
M&E practice			
Purposes of M&E			
M&E plan			
M&E Indicator system			
Data collection system			
Data dissemination systems			
Adjustment of M&E plans			

Appendix V: Generated random numbers for the respondents

35 Random Numbers for Project Managers
20 57 08 48 58 52 71 76 15 50 53 68 84 76 39 64 10 43 74 65 48 15 29 30 28 36 11 85 12 61 82 81 22 28 33 **Specs:** This table of 35 random numbers was produced according to the following specifications: Numbers were randomly selected from within the range of 1 to 85. Duplicate numbers were allowed. This table was generated on 10/18/2014.
38 Random Numbers for M&E Managers/Officers
06 11 85 39 65 53 25 83 87 34 82 01 25 19 79 13 56 56 14 29 50 09 43 07 49 79 35 80 10 88 31 02 41 13 31 42 35 55 **Specs:** This table of 38 random numbers was produced according to the following specifications: Numbers were randomly selected from within the range of 1 to 89. Duplicate numbers were allowed. This table was generated on 10/18/2014.
48 Random Numbers for Project officers
051 091 055 104 069 092 105 096 009 046 078 094 097 006 057 046 109 001 071 085 014 032 009 077 067 068 064 075 043 057 073 109 054 053 087 066 072 054 107 058 049 044 005 093 025 004 096 014 **Specs:** This table of 48 random numbers was produced according to the following specifications: Numbers were randomly selected from within the range of 1 to 112. Duplicate numbers were allowed. This table was generated on 10/18/2014
17 Random Numbers for Data officers
13 15 30 13 16 26 34 11 21 12 02 22 38 37 19 06 19 **Specs:** This table of 17 random numbers was produced according to the following specifications: Numbers were randomly selected from within the range of 1 to 38. Duplicate numbers were allowed. This table was generated on 10/18/2014.
80 Random Numbers Project Implementation staff
139 127 066 113 019 020 116 146 007 106 176 102 003 067 158 068 107 086 151 091 172 114 152 173 159 017 077 129 156 161 011 094 076 180 003 118 140 024 053 016 128 111 113 107 125 072 096 121 180 090 088 145 109 119 089 178 096 021 014 134 093 166 132 099 148 001 124 123 077 078 174 020 065 164 050 160 062 125 168 126 **Specs:** This table of 80 random numbers was produced according to the following specifications: Numbers were randomly selected from within the range of 1 to 184. Duplicate numbers were allowed. This table was generated on 10/18/2014

Appendix VI; Research Permits


THIS IS TO CERTIFY THAT:
MR. CAVENS KITHINJI KAARIA
of UNIVERSITY OF NAIROBI, 749-60200
Meru has been permitted to conduct
research in Meru County
on the topic: INFLUENCE OF EVALUATION CAPACITY BUILDING ACTIVITIES ON MONITORING AND EVALUATION RESULT UTILIZATION: THE CASE OF NON-PROFIT ORGANIZATIONS IN MERU COUNTY, KENYA
for the period ending:
30th April,2015
Applicant's Signature
Permit No : NACOST/P/15/4150/4483
Date Of Issue.: 3rd February,2015
Fee Recieved :Ksh 2,000
Secretary
National Commission for Science, Technology & Innovation

Appendix VII; Reliability Tests

Reliability test for M&E results utilization. Item-Total Statistics

Overall alpha

Reliability Statistics

Cronbach's Alpha	N of Items
.839	5

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Use of M&E data to make project decisions	12.8333	16.333	.870	.773
M&E results used in enhancing project practices	13.9167	16.992	.708	.801
M&E data used in Planning for future project	13.3333	19.333	.173	.929
M&E data used to establish best practice	13.5000	13.000	.890	.729
M&E data enhances project sustainability	13.7500	11.114	.862	.738

Reliability test for M&E professional Development Item-Total Statistics

Overall alpha

Reliability Statistics

Cronbach's Alpha	N of Items
.897	5

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Training and/or workshop on M&E	12.5833	9.174	.640	.898
Receives technical assistance in M&E	12.5000	9.182	.599	.904
Collaborative M&E with other people or organizations	12.8333	6.697	.884	.842
M&E mentoring and coaching programs	12.8333	8.152	.776	.870
Memberships to M&E community of Practice	12.5833	6.083	.917	.837

Reliability test for M&E Resource Allocation Item-Total Statistics

Overall alpha

Reliability Statistics

Cronbach's Alpha	N of Items
.837	4

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Yearly budgetary allocation for M&E activities	9.3333	4.061	.653	.806
Hired qualified M&E personnel in organizations	9.2500	4.205	.545	.843
Buy M&E reference materials in our organization	9.5833	2.629	.823	.726
Use of organizations assets in M&E activities	9.5833	3.538	.720	.771

Reliability test for M&E support system Item-Total Statistics

Overall alpha

Reliability Statistics

Cronbach's Alpha	N of Items
.740	7

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
M&E experience sharing between departments and projects.	19.5833	12.447	.221	.755
Affiliations to M&E professional bodies	19.8333	12.152	.358	.729
Delegating necessary authority to M&E personnel	19.5833	11.902	.432	.716
Established M&E feedback system	20.0000	8.545	.812	.606
Established linkages with evaluation experts	19.9167	10.811	.599	.681

Technical support to improve M&E practice	19.6667	8.242	.810	.602
M&E experience sharing and results utilization	18.9167	12.447	.099	.802

Reliability test for evaluational environment Item-Total Statistics

Overall alpha

Reliability Statistics

Cronbach's Alpha	N of Items
.788	4

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Established M&E policies and procedures	9.3333	5.515	.498	.787
Established M&E guiding values	9.6667	3.879	.633	.721
leadership support for M&E	9.3333	5.152	.478	.790
Demand and Supply of M&E information.	9.4167	3.174	.851	.580

Reliability test for M&E activities Item-Total Statistics

Overall alpha

Reliability Statistics

Cronbach's Alpha	N of Items
.730	6

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
M&E purpose	20.1667	8.333	.313	.730
M&E plans	20.0833	7.356	.332	.736
M&E indicator development	20.0000	8.000	.313	.732
M&E data collection methods	20.3333	5.879	.667	.622
M&E data dissemination	20.3333	5.879	.667	.622
M&E plans adjustments	19.9167	7.538	.546	.678

Reliability test organizational evaluational change Item-Total Statistics

Overall alpha

Reliability Statistics

Cronbach's Alpha	N of Items
.757	4

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Increased demand for M&E	12.3333	2.242	.808	.557
Inbuilt evaluation in project planning	12.8333	2.515	.532	.714
Purposeful socialization in M&E	12.2500	2.205	.801	.557
Built in peer learning systems	12.5833	3.356	.179	.880

Appendix VIII; linearity scatter plots