



**MONITORING AND EVALUATION PRACTICES AND PERFORMANCE OF
TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING INSTITUTIONS'
PROJECTS IN KENYA**

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ABSTRACT

TVET institutions projects in Kenya have experienced minimal performance and compilation and provision of TVET institutions projects information related to performance of the projects is unsystematic, inconsistent, unrelated, slow to reach decision makers and difficult to receive. The reason as to why the TVET institutions projects have low performance despite getting huge support from development partners and National government respectively is something to be answered. The general objective of this study is to determine influence of monitoring and evaluation practices on performance of projects in TVET institutions in Kenya. The specific objectives were to establish the influence of involvement of M&E stakeholders, and M&E reporting on performance of projects in TVET institutions in Kenya. The study targeted all the public TVET institutions (National Polytechnics and Technical and Vocational Colleges) in Kenya. Questionnaires was the data collection instruments. It consisted of both structured and open-ended questions and administered through an online platform. Quantitative and qualitative data were sorted, coded, cleaned, analyzed, and presented in the form of frequency tables, bar graphs and pie charts. Descriptive and inferential statistics was used in data analysis. The analyzed data was presented using bar graphs and tables. The study found out that the stakeholder involvement and budgetary allocation positively influences the project performance in the TVET institutions and were statistically significant. The study recommended TVET institutions to develop comprehensive monitoring and evaluation plans, foster strong relationships with stakeholders, establish systematic reporting procedures and budget for monitoring and evaluation activities.

Key Words: Monitoring and Evaluation Practices, M&E Stakeholder Involvement and M&E Budgetary Allocation

Background of the Study

Globally monitoring and evaluation have been playing an essential role in evaluating and improving the performance of TVET institutions projects. Monitoring and evaluation is fundamental for planning approach in project management (Kissi, E., Agyekum, K., Baiden, B.K., Tannor, R.A., Asamoah., & Andam, E.t 2019). In Kenya monitoring and evaluation responsibility in education lies with the quality and standards officers who monitor and advise on education standards in various areas quality of training and infrastructure development (Chege & Bowa, 2020). One of the main purposes of M&E in Kenya's education is to make sure that technical and vocational education and training is being provided to all Kenyans at all levels within the country. (Kala, 2020).

Technical and Vocational Education and Training (TVET) is considered a critical component for producing middle level manpower that is needed to drive Kenya's economy towards the attainment of Vision 2030 (Education Sector Report, 2016). In its role of supporting the national development agenda, the TVET sector envisions providing skilled and globally competitive employable human resource with the right attitudes and values required for growth and prosperity of the various sectors of the economy (Republic of Kenya, 2012).

It is in this regard that in the Medium-Term Plan III (MTP III) under Kenya Vision 2030 has defined several flagship projects, programmes and policy reform objectives in the area of TVET. These focus on strengthening the link between the industry and training institutions, upgrading, expansion and revitalization of vocational training entities. There are multiple development partner projects ongoing by the World Bank, African Development Bank and Mastercard Foundation, among others, and public-private partnership projects that are underway for the overall development of the TVET ecosystem (TVETA, 2020). The grant from both national government and development partners has been helpful but regular monitoring and evaluation shall ensure effective and efficient utilization of these resources.

Monitoring and Evaluation (M&E) practices in Kenya have become crucial components of the country's development agenda, guiding evidence-based policymaking and supporting the achievement of sustainable development goals. Kenya has recognized the importance of robust M&E systems to assess project effectiveness and ensure the long-term sustainability of its development initiatives.

The Kenyan government has established a comprehensive M&E framework that underpins its development policies and strategies. The National Monitoring and Evaluation Policy provides a guiding framework for M&E across various sectors (Government of Kenya, 2017). The policy emphasizes the importance of tracking progress, measuring project outcomes, and evaluating the impacts of development interventions to inform decision-making and resource allocation.

Kenya's M&E practices extend beyond government-led initiatives. Development partners, non-governmental organizations (NGOs), and private sector entities are actively engaged in M&E efforts. For instance, NGOs in Kenya often implement M&E systems to assess the effectiveness of their projects in addressing social, economic, and environmental challenges (ActionAid Kenya, 2019). Private sector companies operating in the country also adopt M&E practices to measure the impact of their corporate social responsibility (CSR) initiatives on local communities and the environment (Safaricom PLC, 2021).

The Kenyan government, along with development partners, has invested in building institutional capacity for M&E. The Kenya School of Government, for example, offers specialized training programs on monitoring and evaluation to equip public officials with the necessary skills and

knowledge (Kenya School of Government, n.d.). These capacity-building efforts aim to enhance the quality and effectiveness of M&E practices across the country.

Problem Statement

Technical and Vocational Education and Training (TVET) colleges have the potential to significantly enhance skill development, as highlighted by Bolli et al. (2018). However, achieving these outcomes requires robust monitoring and evaluation (M&E) systems. Despite substantial efforts from both the National government and development partners, many TVET projects in Kenya have underperformed. For instance, a report by the Ministry of Education in 2022 indicated that over 40% of TVET projects initiated between 2015 and 2020 were stalled. Additionally, discrepancies in key project records have led to a 35% increase in audit queries over the past five years (Kavale & Kalola, 2017).

The underperformance of these projects is largely attributed to weak M&E systems, inadequate financial resources, and inexperienced M&E personnel. According to a survey conducted by the Kenya Institute of Curriculum Development (KICD) in 2021, 60% of TVET institutions reported insufficient funding for M&E activities, while 55% cited a lack of trained M&E staff as a major challenge.

The provision and compilation of performance-related information for TVET projects in Kenya are often unsystematic, inconsistent, and delayed. This hinders timely decision-making and effective project management. A study by the Kenya National Bureau of Statistics (KNBS) in 2019 found that only 30% of TVET projects had comprehensive and up-to-date M&E reports accessible to decision-makers.

The question of why TVET institutions, despite significant investments, lack effective M&E systems remains unanswered. Existing studies (Bolli et al., 2018; Anudo & Orwa, 2020; Kavale & Kalola, 2017) have examined M&E in vocational training institutions, but there is a notable gap in understanding how M&E tools specifically impact the performance of larger TVET institutions such as National Polytechnics and Technical and Vocational Colleges.

This study, therefore, sought to determine the influence of monitoring and evaluation practices on the performance of projects within TVET institutions in Kenya. By addressing this gap, the research seeks to provide insights into how improved M&E practices can enhance the effectiveness and outcomes of TVET projects.

General Objective

To determine the influence of monitoring and evaluation practices on the performance of projects in public TVET institutions in Kenya

Specific Objectives

- i. To establish influence of M&E Stakeholder involvement on performance of projects in TVET institutions in Kenya
- ii. To establish the influence of M&E budgetary allocation on performance of projects in TVET institutions in Kenya

Theoretical Literature Review

Resource Dependence Theory

Resource Dependence Theory (RDT), developed by Jeffrey Pfeffer and Gerald Salancik in 1978, is a management and organizational theory that focuses on how organizations depend on external resources and how their behavior is influenced by their need for these resources (Pfeffer &

Salancik, 1978). The theory posits that organizations strive to acquire and control critical resources to reduce their dependency on external actors and ensure their survival and success.

RDT explains that organizations face uncertainties and risks due to their reliance on external resources, such as funding, raw materials, technology, and information (Astley & Fombrun, 1983). To minimize their vulnerability and maintain control over these resources, organizations engage in various strategies, including forming alliances, networking, and establishing relationships with external stakeholders (Hillman & Keim, 2001).

Resource-Base Theory

Resource-Based Theory, introduced by Jay B. Barney in 1991, is a management theory that focuses on a firm's internal resources and capabilities as the primary sources of competitive advantage (Barney, 1991). According to RBV, a firm's unique resources, such as technology, knowledge, skills, reputation, and culture, can enable it to create value, achieve superior performance, and outperform competitors in the long run. It explains that not all resources are equally valuable and that sustainable competitive advantage comes from possessing resources that are rare, valuable, inimitable, and non-substitutable (Barney, 1991). These resources, referred to as strategic resources, provide a firm with a sustainable competitive edge and are difficult for competitors to replicate.

Empirical Literature Review

M&E Budgetary Allocation

Gathenge (2019) established that an increase in M & E budgetary allocation would lead to improved performance of CDF projects in Kuria West constituency. In the study by Onjole(2021) it was revealed that resource mobilization strategies in raising M&E budget, resource allocation is done in participatory manner and fund allocation and disbursement is always timely and efficient. The significance of sufficient budgetary resources for the efficacy of M&E initiatives is covered by Mutisya (2012). M&E activities are frequently impeded by insufficient funding, which results in less-than-ideal project performance. This study's substantial link between budgetary allocation and project performance supports Mutisya's findings by emphasizing the necessity of financial resources for the maintenance of reliable M&E systems.

M&E Stakeholder Engagement

The study by Ruwa, (2016) on the influence of stakeholder participation on the performance of donor funded projects: a case of Kinango integrated food security and livelihood project (KIFSLP), Kwale County, Kenya found out that Participation of stakeholders in implementation through contribution of cash or in kind has a positive impact on project performance.

The study by Wambua (2019) on Influence of Monitoring and Evaluation on The Performance of Constituency Development Funded Projects established that there was a statistically significant relationship between stakeholder involvement and performance of CDF projects in Kuria West constituency. Hence, an increase in stakeholder engagement in M & E led to an increase in performance. It was concluded that the M & E of projects was a collective responsibility that involved stakeholders.

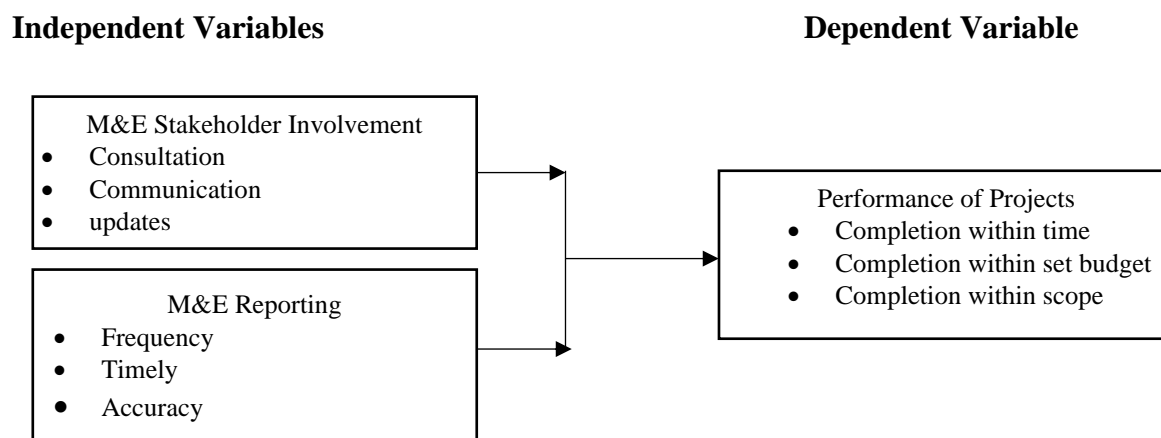
Okafor, A. E. (2021) study on influence of monitoring and evaluation system on the performance of projects sought the influence of stakeholder engagement on performance. The study deduced that stakeholder involvement which includes owning the entire process of monitoring and evaluation provided an environment for performance improvement through provision of strategies for adjustment in the implementation. Engaging stakeholders in the process of monitoring and

evaluation guarantees the inclusion of a range of viewpoints, so fostering a sense of responsibility and ownership. The results of this study, which indicate a high relationship between stakeholder engagement and project performance, are consistent with the body of research that emphasizes the value of include stakeholders in M&E operations (Porter & Goldman, 2013).

Conceptual Framework

Conceptual framework refers to a diagrammatic set of interrelated ideas on a particular phenomenon and it's characterized by cause-and-effect relationships which helps interpret more and hence making it easily understandable. This makes it more straightforward and easily predictable (Svinicki, 2019). The conceptual framework shows the anticipated relationship between staff capacity and M&E Stakeholder involvement and (dependent variable) performance of projects in TVET institutions in Kenya.

Figure 2. 1 *Conceptual Framework*



RESEARCH DESIGN AND METHODOLOGY

Research Study Design

This study used both descriptive and inferential research design. Questionnaires composed of both structured and open-ended questions, was used to collect data from TVET institutions. The data collection tools were administered to the respondents using an online form.

Population and Sampling Design

The target population for this study was the 241 Public TVET Institutions (National Polytechnics and Technical and Vocational Colleges) in Kenya.

Sampling Design

According to Cooper and Schindler (2011), a sampling frame is a list of all elements in a population from which a sample is drawn. The sampling frame of the study was administrators from the sampled public TVET institutions. Stratified and simple random sampling was employed to obtain a sample of institutions to give every institution an equal opportunity to participate in survey considering county of location, category and type of institutions. A respondent (administrator) was interviewed per institution.

Sample Size

The sample size was calculated using Yamane's formula: $n = N/(1+N(e)^2)$. The sample size was 150 TVET institutions.

$$n = 241 / (1 + 241e(0.05)^2)$$

Table 3. 1*Sample size*

Category	Population	Sample
National Polytechnics	24	15
Technical and Vocational Colleges	227	135

Research Instruments

Questionnaires was the data collection instruments. These consisted of both structured and open-ended questions administered through an online platform. The questionnaire was reviewed in the field. The researcher identified internal validity and to what extent it is suitable to be used as an instrument to realize the goals and aims of this research.

Pilot Study

Before distributing questionnaires for data collection, the researcher carried out a pilot study. Pre-testing the research tool was done to ensure the questionnaire is understandable to the respondents and to determine whether the questionnaire successfully collected the data required for the study. The target population was used to randomly choose 15 TVET institutions for the pilot project. The purpose of the pilot study was to determine the reliability and validity of the research tools (Cooper & Schindler, 2016). By using questionnaires that was emailed to respondents, the study used content validity to gauge the extent to which data is gathered.

Data Analysis

Data obtained from the field was cleaned and entered the Statistical Package for the Social Sciences (SPSS) for analysis. The data was summarized to identify emerging trends and issues related to specific themes, which was based on the study variables and objectives. Data was presented in both quantitative and qualitative formats. Quantitative data was displayed using tables that include mean and standard deviation values to aid in interpretation. Percentages, means, and standard deviations was utilized to illustrate the frequency of responses, while tables facilitated comparisons and the rate of responses. Qualitative data was presented in essay form and discussed in relation to the study objectives, theories, and empirical studies. Descriptive statistics included frequencies, percentages, means, and standard deviations to provide a summary of the data. Inferential statistical analyses included correlation and logistic regression to analyze the influence of independent variables on dependent. The significance of each independent variable was tested at a 95% confidence level.

RESULTS AND DISCUSSION**Descriptive Statistics****M&E Stakeholder Involvement and Performance of Projects**

The table 1 provides an analysis of stakeholder involvement in Monitoring and Evaluation (M&E) of projects, based on responses to various statements. The responses are categorized into five levels: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4) and Strongly Agree (5). The table also includes the mean and standard deviation for each statement, providing insight into the central tendency and variability of the responses.

Table 4. 1: Influence of M&E Stakeholder Involvement

Parameters	1	2	3	4	5	Mean	Std. Dev.
Monitoring and Evaluation projects is a collective responsibility that involves all stakeholders	0	38	21	58	22	3.46	1.058
Stakeholders are often engaged to review of project achievements against set objectives	8	29	14	88	0	3.31	0.992
Stakeholders are involved in work plan review	8	8	28	80	7	3.53	0.922
Stakeholders are involved in identifying corrective actions to address issues and risks properly	8	16	21	80	14	3.55	1.016
Regular group discussions are organized by the management to gauge the progress and performance of the projects	8	8	21	95	7	3.61	0.897
Stakeholders attend and give their contributions in project site meetings	0	16	43	73	7	3.40	1.019
Stakeholders are encouraged to give their evaluations on both completed phases of projects and completed projects	16	15	14	94	0	3.34	1.067
	Overall Mean					3.46	0.860

Based on the study findings, the average response of the respondents leans towards agreement that Monitoring and Evaluation of projects is a collective responsibility that involves all stakeholders with a moderate level of variability in responses as shown by mean and standard deviation of 3.46 and 1.058 respectively. It was also noted Stakeholders were rarely engaged to review of project achievements against set objectives as indicated by slightly above average mean of 3.31 and standard deviation of 0.992. On the other hand, respondents agreed that stakeholders are involved in work plan review and further involved in identifying corrective actions to address issues and risks properly. The management of TVET institutions organized regular group discussions to gauge the progress and performance of the projects as indicated by a relatively high mean of 3.61 and low standard deviation of 0.897. Whether stakeholders attend and give their contributions in project site meetings was also supported by an average mean of 3.40 which is relatively high though there is some variability, with a notable portion of neutral responses 1.019. It was further noted that stakeholders are encouraged to give their evaluations on both completed phases of projects and completed projects supported by a mean of 3.34 and standard Deviation of 1.067 showing relatively high variability.

The overall mean of 3.46 suggests a general agreement among respondents regarding stakeholder involvement in various aspects of M&E projects. The standard deviation of 0.860 indicates moderate variability in responses. Most statements show a trend towards agreement, highlighting that stakeholders are generally involved and engaged in the M&E processes, with the highest agreement seen in the regular organization of group discussions to gauge project progress.

M&E Budgetary Allocation and Performance of Projects

The table 2 presents data on the perceptions of respondents regarding the financial aspects of monitoring and evaluation (M&E) within an institution. The parameters evaluated were: The economical nature of conducting M&E; The adequacy of financial resources available for M&E; and whether the institution has budgeted for M&E. Each parameter is rated on a scale, likely ranging from 1 (strongly disagree) to 5 (strongly agree), with the responses summarized in five categories. The table also provides the mean score and standard deviation for each parameter, as well as an overall mean and standard deviation.

Table 4. 2: Influence of M&E Budgetary Allocation

Parameters	1	2	3	4	5	Mean	Standard Deviation
Monitoring and evaluation are economical to undertake	8	23	36	43	29	3.45	1.162
Institution has adequate financial to undertake monitoring and evaluation	0	38	36	36	29	3.40	1.102
Institution has budgeted for monitoring and evaluation	8	30	35	44	22	3.30	1.146
Overall						3.38	1.058

The average score of 3.45 suggests that respondents somewhat agree that monitoring and evaluation is economical to undertake. The standard deviation of 1.162 indicates moderate variation in responses. Also, the mean score of 3.40 indicates a slight agreement that the institution has adequate financial resources for M&E. The standard deviation of 1.102 shows relatively consistent responses among participants. Further, the mean score of 3.30 reflects a neutral to slightly positive agreement that the institution has budgeted for M&E. The standard deviation of 1.146 suggests a moderate spread in the responses.

The overall mean score of 3.38 indicates that, on average, respondents have a slightly positive perception of the financial aspects of M&E within the institution. The overall standard deviation of 1.058 implies that responses are moderately consistent.

Correlation Analysis

The Pearson correlation coefficients between the following five variables are shown in table 4.7: project performance, M&E plan, stakeholder involvement, budgetary allocation and M&E reporting. The linear link between two variables is measured by the Pearson correlation coefficient, which has a range of -1 to +1. When two variables are positively correlated, it means that when one rises, the other tends to rise as well; when they are negatively correlated, it means that when one rises, the other tends to fall.

Table 4. 3: Correlation Coefficient

		Project Performance	Stakeholder Involvement	Budgetary Allocation
Project Performance	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	139		
Stakeholder Involvement	Pearson Correlation	.622**	1	
	Sig. (2-tailed)	.003		
	N	139		
Budgetary Allocation	Pearson Correlation	.514**	.819**	1
	Sig. (2-tailed)	.001		
	N	139		

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

The correlation between project performance and the monitoring and evaluation plan is 0.502, significant at the 0.01 level, suggesting a moderate positive relationship.

This aligns with findings by Kusek and Rist (2004) on the importance of detailed M&E frameworks for achieving desired outcomes in contrast, the correlation between project performance and stakeholder involvement is 0.771, also significant at the 0.03 level, indicating a strong positive relationship.

Furthermore, the correlation between project performance and budgetary allocation is 0.514, significant at the 0.01 level, reflecting a strong positive relationship and further agrees with Mutisya (2012) which emphasizes that sufficient budgetary allocation is essential for effective M&E activities, which directly impacts performance.

Multiple Linear Regression

Model Summary

The table shows a Model Summary from a multiple regression analysis. It provides key information about the quality and significance of the regression model.

Table 4. 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.628 ^a	.394	.376	.382

The Correlation Coefficient (R) is 0.628 shows a moderate to strong positive correlation between the predictors (stakeholder involvement and budgetary allocation) and the project performance. The R Square of 0.494 indicates the proportion of variance in the dependent variable that is explained by the independent variables. Here, 49.4% of the variance in the dependent variable is explained by the independent variables. This is a reasonable amount of variance explained, indicating a moderately good fit.

The Adjusted R Square of 0.376 accounts for the number of predictors in the model and adjusts R Square to provide a more accurate estimate of the model's predictive power. A value of .376 is slightly lower than the R Square, indicating a small penalty for including multiple predictors.

The Std. Error of the Estimate of 0.382 represents the average distance that the observed values fall from the regression line. Lower values indicate a better fit. A standard error of 0.382 suggests that the model's predictions are reasonably close to the actual data points.

The table provides analysis of variance in a regression model, interpreting how well the independent variables explain the variance in the dependent variable.

Table 4. 5: Analysis of Variance

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	82.730	2	41.365	141.66	.000 ^b
	Residual	19.558	134	.146		
	Total	112.288	138			

a. Dependent Variable: APP

b. Predictors: (Constant), MR, MP, SI, BA

The Sum of Squares (SS) of 82.730 shows the variation explained by the regression model. A higher value indicates that the model explains a significant portion of the variance in the dependent variable. F-statistic (F) of 141.66 tests whether the overall regression model is a good fit for the data. A high F-value indicates a good model fit. The Significance of <.001 is less than 0.05 indicates that the model is statistically significant, meaning the predictors explain a significant portion of the variance in the dependent variable. With a residual mean square of 0.146, the model seems to have a relatively low level of unexplained variance.

The table provides a summary of a multiple linear regression analysis. It shows the relationship between the dependent variable (Project Performance) and the independent variables (stakeholder involvement and budgetary allocation).

Table 4. 6: Multiple linear regression

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.584	.135		-4.327	.002
	SI	.366	.072	.652	5.081	.001
	BA	.124	.084	.053	.290	.003

The intercept of the regression model is the predicted value of project performance when all independent variables are constant. In this case, if all the independent variables are zero, project performance is predicted to be -0.584. The standard error of the intercept estimates of 0.135 shows the variability of the coefficient estimate. The p-value of 0.002 for the t-test of the intercept is less than 0.05, indicating statistical significance at the 5% significance level.

Further for every one-unit increase in stakeholder involvement, project performance is expected to increase by 0.366 units, assuming other variables are constant. The p-value of 0.001, which is less than 0.05, shows that stakeholder involvement is highly statistically significant.

The result also suggests a positive change in project performance (0.124 units) for each unit increase in budgetary allocation, with other variables held constant. The p-value of 0.003 is less than 0.05, indicating statistical significance for budgetary allocation in predicting project performance.

Conclusions

Stakeholder Involvement and Project Performance

The study emphasizes how crucial stakeholder participation is to a project's success at every stage. Participatory engagement guarantees accountability, openness, and better decision-making, which in turn improves project performance.

Budgetary Allocation and Project Performance

The success of M&E procedures is significantly influenced by the sufficiency of financial resources. Planning a budget strategically and allocating enough money results in better project outcomes and monitoring.

Recommendations

Based on the findings and discussion, the following recommendations are proposed to improve the performance of TVET institutions' projects through enhanced M&E practices:

1. Institutions should develop comprehensive M&E plans that outline clear objectives, methodologies, and performance indicators. Regular reviews and updates of these plans will ensure alignment with institutional goals.
2. TVET institutions should foster strong relationships with stakeholders by involving them in all stages of project development. This can be achieved through regular consultations, workshops, and feedback mechanisms.
3. Institutions should establish systematic reporting procedures that ensure timely and accurate dissemination of project information. This includes adopting digital tools and platforms for efficient data collection and analysis.

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