Journal of
Entreprenuership and
Project Management
(JEPM)

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CARI Journals

Journal of Entrepreneurship and Project Management
ISSSN 2520 – 9116 (Online)
Vol. 5, Issue No. 2, pp 46 - 66, 2020
www.carijournals.org

Influence of Monitoring and Evaluation Systems on Performance of Projects in Non-Governmental Organizations: A Case of Education Projects in Mombasa County, Kenya

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ABSTRACT

Purpose: The purpose of this study was to examine the influence of monitoring and evaluation systems on performance of projects in non-governmental organizations: A case of education projects in Mombasa County. To achieve this purpose the study assessed how organizational structures and human capacity for monitoring and evaluation influence project performance in non-governmental organizations in Mombasa County. Also, the study examined how a project monitoring and evaluation plan and work planning for monitoring and evaluation activities influence project performance in Non-Governmental Organizations in Mombasa County.

Methodology: A descriptive research design was used in this study and structured questionnaires were used to collect the study data. The study population constituted of project officers, managers, and monitoring and evaluation staff in the twenty-two registered non-governmental organizations operating in Education sector in Mombasa County. According to NGOs statistics in published Annual NGO report of 2018/2019, a registered NGO had an average of 10 employees stationed in Kenya. Therefore, the approximate number of project staff in Education sector is approximately 220. Yamane (1967) formula was applied in determination of sample size, with 1% margin of error. Based on the formula, total of 69 participants were required. The participants were voluntary sampled into the study sample though self-administering of online based questionnaire. Prior data collection, a sample of fifteen individuals working in education sector was considered in piloting of the research instruments. To adjust for incidences of non-response rate in voluntary sampling, an additional 30 participants were considered giving a cumulatively sample size of 99 participants. In this study a total of 15 project staff implementing projects in Education sector were considered for piloting. A reliability analysis of pilot data yielded a Cronbach's alpha of 0.890 implying a high level of internal consistency. Data was collected from sampled seventy respondents from ten non-governmental organizations while observing standard ethical and health guidelines. Collected data was downloaded from kobo-collect online platform and exported to Excel and SPSS for further processing. Descriptive and inferential statistics were generated and used to interpret the nature of relationship between the predictor variables and the dependent variable.

Results: The study established that the performance of projects in education sector significantly and positively correlated with organizational structures for M&E ($r=0.639$, $p<0.05$), human resource capacity for M&E ($r=0.412$, $p<0.05$) and project M&E plan ($r=0.273$, $p<0.05$). However,

the performance of projects in education sector was found to have a weak positive correlation with M&E work plan where (r=0.015, p>0.05). A regression model of the predictors against the performance of projects in education sector yielded R-square value of 74.1 % leading to a conclusion that the four components under study influence project performance in education sector.

Unique contribution to theory, policy and practice: The study recommends that the management of NGOs with technical support of focal M&E staff put in place mechanisms to further strengthen their existing systems for M&E. Also, further research can be explored on how M&E work plan influences project performance while considering adoption mixed methods approach in order to understand the justification for underlying relationships.

Keywords: *Human capacity, organizational structure, project M&E plan, education-based projects, non-governmental organizations, costed work plan, Performance*

1.0 INTRODUCTION

In the world we live today, the public looks up to the government and civil society for delivery of public goods and services. The civil society is a central component of democracy and development globally (Obadare, 2013). Non-governmental organizations (NGOs) are part of the civil society group and are widely recognized as independent institutions that are neither governmental nor intergovernmental established for charitable purposes (Kareithi & Lund, 2012). NGOs are driven by people with common interest for public good and can be international, national or even local (UN charter). Over the last three decades there has been exponential growth in non-governmental organizations (NGOs) in all spheres of human activities worldwide, especially in developing countries (Bromideh, 2011). NGOs in developing countries receive funding in form of development assistance aimed at improving the living conditions of targeted population. This development assistance has been focused on complementing government's efforts in critical sectors like health, education and livelihoods (United Nations Development Programme, 2011).

The coordination between the state and NGOs remains poor, which has led to duplication and wastage of limited resources. Olarinmoye (2012) calls for the programming in charitable institutions such as NGOs, CBOs and FBOs be reconciled with the logic of the state in order to ensure concerted efforts towards realization of national goals. According to annual report of NGOCB, (2019) the collaboration between NGOs and Government in Kenya remains under par, an analysis of a decade long trends indicates only a third of NGOs regularly file their annual reports. In 2018/19 reporting period only 3028 NGOs out of 8,893 active NGOs filed their returns. The report identifies low levels of accountability and transparency among registered NGOs which is a threat to attainment of Kenya Vision 2030 and broadly the SDGs.

In an effort to address coordination between development stakeholders, the United Nations General Assembly (2015) developed a framework for collaborative partnerships between countries and all stakeholders in implementation of 2030 agenda on sustainable development. The framework outlines 17 Sustainable Development Goals (SDGs) and 169 targets building on Millennium Development Goals (MDGs). The implementation of the plan is anchored on a call for partnership in spirit for global solidarity. In enforcing this global solidarity, developed countries are expected to implement their commitments for official development assistance

standing at 0.7% and 0.15% - 0.20% of gross national income (GDP) for official assistance to developing countries and least developed countries respectively (SDG 17 -17.2). The implementation of the plan envisages partnerships between governments and the civil society building on synergies in strengths and underscores mobilization of available resources.

The function of NGOs in the execution of SDGs to a great extent relies upon area and reach of its programming. Hege and Demailly (2018) outlines four key roles of NGOs in implementation of SDG at national level: (a) holding the government to account, (b) holding private sector to account, (c) implementing projects and communicating the SDGs. However, some NGOs play several roles simultaneously (Spitz et al., 2015). Broadly, Lewis (2007) summarized the work of NGOs into three roles; the implementer, catalyst and a partner. Similar to MDGs, SDGs initiative may not be realized if implementing partners fail to align their developmental agenda and direct resources accordingly (Okon & Ukwayi, 2013). The NGOs involved in the implementation of MDGs, lacked transparency and accountability with projects implemented failing to be effective and efficient (ibid). Obadare (2013) defined accountability as the obligation of an entity to provide their stakeholders with explanations about decisions and actions.

The projects carried out by NGOs in developing countries have been characterized by high failure rates and unsatisfying performance (Golini et al., 2015). Researchers in project management discipline have considered adoption of novel project management practices as a possible recourse for poor performance (ibid). Studies assessing M&E practices regionally reveals varied experiences and challenges in implementation of NGOs projects. In Uganda, Nasambu (2016) found project teams under study were implementing relatively few projects and therefore able to meet the needs. Also, the NGOs committed funds for implementation of M&E work plan. Another study by Banteyirga (2018) indicated most projects implemented were not effectively monitored and evaluated. The study highlighted the challenges contributing to this situation as constrained funding, limiting policy framework, lack of expertise and limited understanding on how to use the M&E tools among the project staff. The study proposes NGOs to employ a participatory approach in conducting M&E, allocation of more funds for M&E, staff capacity building and development of clear M&E plan as means to strengthening NGOs M&E systems.

Locally, studies have explored how some components of M&E systems have influenced project performance in the NGO sector. Karanja and Yusuf (2018) found that there was lack of clarity on project goals and objectives among staff and their roles did not match their experience and qualifications. Another study by Mutekhele (2018) found that M&E was negatively correlated with the performance of the projects. Extensive literature has been documented on determinants of effective M&E systems, general research on monitoring and evaluation as a practice and its influence on project performance. Also, some researchers have investigated how some components of M&E system contribute to project performance in different project settings. This study focused on NGOs in the Education sector.

1.1 Statement of the problem

Projects are designed to address problems or issues within our communities. Education is a social service that every government should provide to its citizenry. With globalization, other partners including NGOs have been established to complement government's efforts in delivery of this social service. According to Non-Governmental Organizations Coordination Board (NGOCB)

report of 2018/19, over the last ten years the number of registered NGOs has increased by 65%. In 2018/19 reporting period approximately 9.4 billion shillings, an equivalent of 12% of total funds received by NGOs were spent in education related projects. Also, the sector registered relative growth of 71% in funding and 17% increase in number of newly registered NGOs. Despite these positive trends, concerns have been raised on the contribution to development, accountability and transparency for two thirds of registered NGOs who fail to file returns. This further raises a question on its achievements and the effectiveness of their projects (Kirsch, 2013; Micah & Luketero, 2017).

Studies have characterized projects carried out by NGOs in developing countries by high failure rates and unsatisfying performance (Golini et al. 2015). Project management specialists and researchers have considered adoption of novel project management practices as a possible recourse for poor performance (ibid). Monitoring and evaluation is one of project management practices that is evolving and viewed as a tool for effective management of projects. NGOs projects are unique in its design and purpose and it is expected that adoption of M&E practices varies accordingly (Shapiro, 2011).

Despite variation in context of project implementation, some common features for M&E practice cuts across NGOs. For every approved project, organizations through their management assess project needs; identify functions, required human resource, recruit and brings on-board the successful individuals to execute project activities. The clarity on reporting lines, the roles and responsibilities of recruited project staff ensures employees understand their tasks and able to help the organizations achieve their goals (Görgens & Kusek, 2009; Kaschny & Nolden, 2018). However, it is common to have employees in NGOs running multiple projects thereby constraining their capacity to effectively deliver on their roles.

The literature reviewed reveals M&E activities requires to be integrated in broader project activities, support of project staff in implementation, continued capacity building of staff on new approaches and common understanding on project deliverables and reporting needs (Tengan & Aigbavboa, 2017; WySocki, 2013). In practice, most projects are planned and budgeted rigidly with a focus on project deliverables at expense of capacity development for those in charge of delivery. A study on NGOs conducted by ITAD (2014) established that the budget allocated for M&E activities ranged between 0% and 25%.

At project design level, comprehensive plans for M&E are expected to be developed with engagement of project staff all through the project cycle. These plans should be linked to other project and organizational guidelines. This ensures M&E provides for tracking of progress, taking corrective measures and facilitate organizational learning aimed at improving performance (Kang et al., 2020). However, most NGOs are constrained in capacity and expertise to provide stewardship for M&E. Also, M&E practice focused on donor compliance and reporting (Abu-Aisha, 2013).

1.2 Purpose of the study

The purpose of this study was to establish the influence of monitoring and evaluation systems on performance of projects implemented by non-governmental organizations in the Education sector in Mombasa County.

1.3 Objectives of the study

i. To assess how organizational structures for monitoring and evaluation influences performance of education-based projects in non-governmental organizations in Mombasa County.
ii. To determine how human capacity for monitoring and evaluation influence performance of education-based projects in non-governmental organizations in Mombasa County.
iii. To examine the influence project monitoring and evaluation plan on performance of education-based projects in non-governmental organizations in Mombasa County.
iv. To establish how a costed work plan for monitoring and evaluation influences performance of education-based projects in non-governmental organizations in Mombasa County.

1.4 Research questions

i. To what extent does an organizational structure for monitoring and evaluation influence the performance of education-based projects in non-governmental organizations in Mombasa County?
ii. Does human capacity for monitoring and evaluation influence the performance of education-based projects in non-governmental organizations in Mombasa County?
iii. How does a project monitoring and evaluation plan influence the performance of education-based projects in non-governmental organizations in Mombasa County?
iv. How does a costed work plan for monitoring and evaluation influence the performance of education-based projects in non-governmental organizations in Mombasa County?

2.0 LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 Open system theory

Open system theory builds on earlier principles of general system theory as advanced by Von Bertalanffy (1956). In this context a system was viewed as a set of objects organized in a manner that they work together to execute a function in a unitary version. The concept of open system was first applied by Katz and Kahn (1966) in analyzing organizations. In this case organizations were viewed as open system owing to material exchange with the environment e.g. people, technology and even machines. A system encompasses key three components namely; people, processes and products each with underlying attributes composed of input, process and outputs (Tien & Berg, 2003). All these components are in continuous interaction with the external environment. This theory has been used to explore the relationship between the organization as a whole or partly its elements and the environment. The theory anchors a success of any system (organization) on synergy, interdependence between subsystems, interconnections within and with the environment. This theory can aid in understanding the interrelatedness of the parts making up an M&E system and to describe how they connect with other systems within the organization.

2.1.2 Resource allocation theory

The resource allocation theory was first put forward by Hackman (1985). The theory argues that a unit's centrality in an organization's workflow is relevant than, unit’s centrality to the organization's mission. Therefore, in allocation of resources, mission over work flow is preferred. The allocation

of resources for any function in an entity is pegged on relevance to those in authority. Resources are considered scarce; therefore, in an organization rationality of choice influences what function will be funded. In most cases, project managers with the help of middle level management are responsible for choices in allocating resources in projects (Bower, 2017). Monitoring and evaluation practice is a function that requires both physical and human resources necessary to run its operations. Across NGOs, the practice of M&E is still new and viewed as it plays a peripheral role in management of projects. Despite advocacy and stringent measures placed by project funders, reallocation of resources commonly affects budgets for M&E. The concept of resource allocation is relevant to M&E, as it requires financing of staff compensation, capacity building for project staff and allocation of funds for conduct of routine M&E activities that are periodically work planned.

2.2 Empirical Literature Review and Research Gaps

The table 1 outlines a summary of empirical literature review and research gap

Table 1: Summary of Empirical Literature Review and Research Gap

Variable	Author and Year	Findings	Knowledge gap	Focus of current study
Organizational structures for M&E	Nasambu (2016)	M&E structures were significantly positively correlated with the performance of monitoring and Evaluation systems.	The literatures focus on how M&E structures influences performance of M&E system and not project performance	Focused on how M&E structures contribute to project performance
Human capacity for M&E	Karanja & Yusuf (2018)	Technical expertise influenced project performance in NGOs by benefiting from expert judgment, coordination of human resource skills, project performance projection and lastly capacity development & training on M&E	Focused on skills, decision making, training and development and forecasting	Explored the influence of continued supervision, mentoring and coaching of M&E staff, funds allocation for capacity building and training on M&E also M&E needs assessment was considered
Project M&E plans	Micah (2017)	A fairly strong correlation between M&E plans and project performance. Staff had limited knowledge on M&E plans therefore require more training.	Literature limited to participation and staff knowledge of M&E plans Study setting was maternal health projects.	The proposed study sought to explore the linkage of M&E plan to organizational strategy, alignment to standard practices and provision for M&E strengthening
Work planning for M&E	Mutekhele (2018)	M&E work plan has no significant influence on performance of Educational Building Infrastructural projects in Bungoma County	The study only sought to establish the presence, conformance and utilization of M&E work plans. Focused on Educational Building infrastructural projects	Explored how the completeness of M&E work plan, commitment of resources and participation of project team in its development and

Variable	Author and Year	Findings	Knowledge gap	Focus of current study
				periodical review influences performance

2.3 Conceptual framework

A conceptual framework is a model outlining the concepts under study and shows how they are interlinked to wholly provide broad understanding of phenomena (Jabareen, 2009). In this study, the framework graphically presents the way the researcher conceptualized the relationships between the independent and dependent variable while considering confounding factors of moderating variables. The conceptual framework in **Figure** presents how the relationships between the variables were conceptualized. The study aimed at finding out how the independent variables (organizational structures for M&E, human capacity for M&E, project M&E plan and budgeted M&E work plan) influence performance of projects.

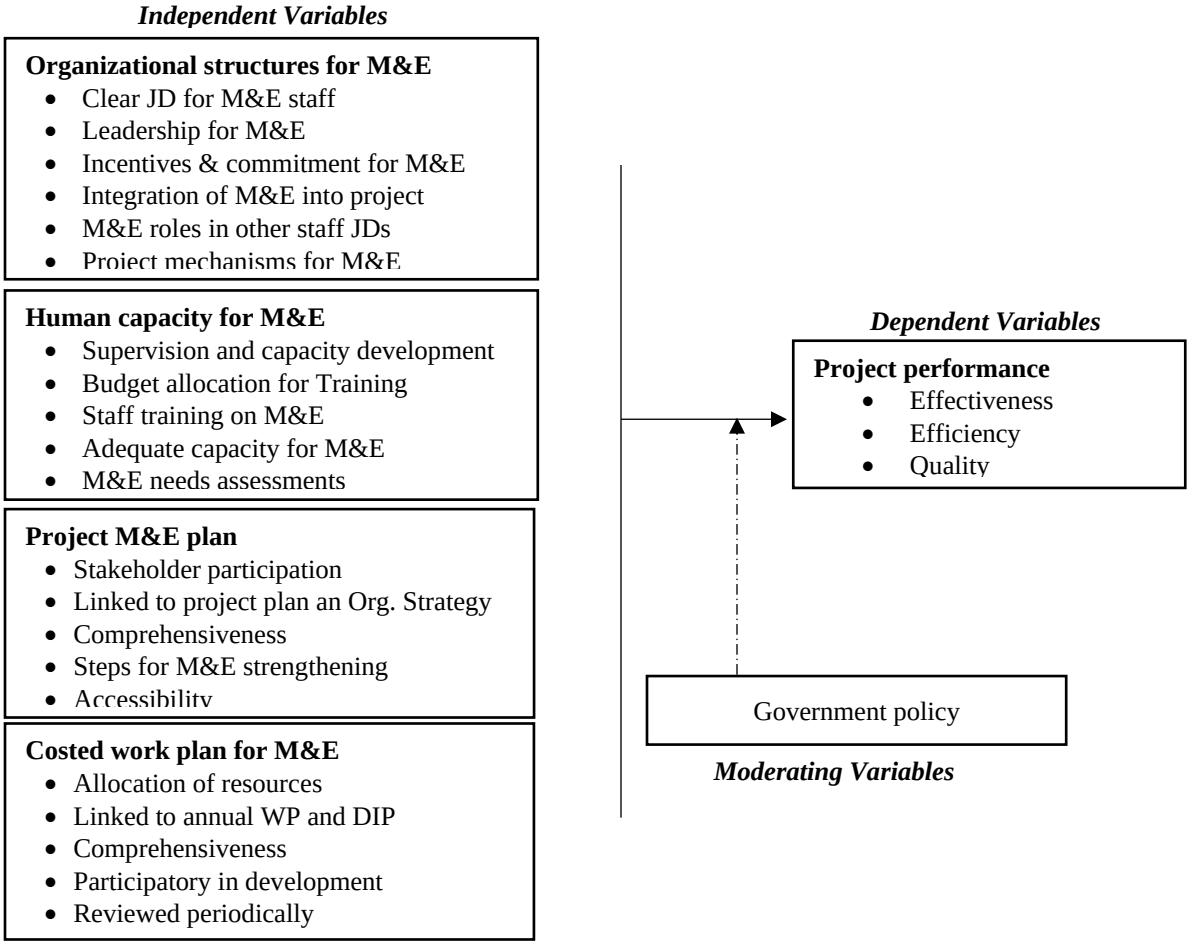

Figure 1: Conceptual framework of influence of M&E systems on performance of NGOs

3.0 RESEARCH METHODOLOGY

A descriptive research design was used in this study and structured questionnaires were used to collect the study data. The study population constituted of project officers, managers, and monitoring and evaluation staff in the twenty-two registered non-governmental organizations operating in Education sector in Mombasa County. According to NGOs statistics in published Annual NGO report of 2018/2019, a registered NGO had an average of 10 employees stationed in Kenya. Therefore, the approximate number of project staff in Education sector is approximately 220. Yamane (1967) formula was applied in determination of sample size, with 1% margin of error. Based on the formula, total of 69 participants were required. The participants were voluntary sampled into the study sample though self-administering of online based questionnaire. Prior data collection, a sample of fifteen individuals working in education sector was considered in piloting of the research instruments. To adjust for incidences of non-response rate in voluntary sampling, an additional 30 participants were considered giving a cumulatively sample size of 99 participants. In this study a total of 15 project staff implementing projects in Education sector were considered for piloting. A reliability analysis of pilot data yielded a Cronbach's alpha of 0.890 implying a high level of internal consistency. Data was collected from sampled seventy respondents from ten non-governmental organizations while observing standard ethical and health guidelines. Collected data was downloaded from kobo-collect online platform and exported to Excel and SPSS for further processing. Descriptive and inferential statistics were generated and used to interpret the nature of relationship between the predictor variables and the dependent variable.

4.0 FINDINGS AND PRESENTATION

4.1 Questionnaire Return Rate

The study deployed a questionnaire via online platforms and paper based to collect the data. The study targeted project managers, M&E staff or focal points and project staff. Table 2 presents the summary of return rate.

Table 2: Questionnaire Return Rate

Response	Frequency	Percent
Returned	67	68%
Unreturned	22	32%
Total	99	100%

As per **Table** 2, the study sample size was 99 respondents from 22 education-based projects in Mombasa County. The researcher received a total of 67 completely sufficiently filled questionnaires, an equivalent of 68% return rate. This being equivalent to 97% of targeted sample size.

4.2 Organizational structures for monitoring and evaluation and project performance

The first objective of the study was to assess how organizational structures for monitoring and evaluation influences performance of education-based projects in NGOs. To achieve this, the respondents were asked to rate the extent to which they agree or disagree with the statements on a

5-point Likert scale described as follows: 1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-strongly agree. The results are presented in Table 3.

Table 3: Descriptive statistics for Organization Structures for Monitoring and Evaluation

Statement		SD	D	N	A	SA	Mean (N=67)	S Dev
There is clarity on role and mandate of M&E staff and it is well outlined in their job descriptions.	F	0	0	9	40	18	4.13	0.625
	%	0	0	13.4	59.7	26.9		
There is effective leadership for M&E within the project (M&E focal points, M&E units or M&E professional)	F	0	0	10	39	18	4.12	0.640
	%	0	0	14.9	58.2	26.9		
There are incentives and the commitment from the management to ensure M&E system performance	F	0	0	29	19	19	3.85	0.839
	%	0	0	43.3	28.4	28.4		
Monitoring and evaluation activities are integrated into project implementation	F	0	10	0	28	29	4.13	1.013
	%	0	14.9	0	41.8	43.3		
The responsibilities for monitoring and evaluation are included in job description of staff implementing projects	F	0	9	10	48	0	3.58	0.721
	%	0	13.4	14.9	71.6	0		
There are mechanisms within the project for M&E planning, stakeholder consultations and monitoring the performance of M&E system	F	0	10	9	38	10	3.72	0.901
	%	0	14.9	13.4	56.7	14.9		
Composite mean and standard deviation (S Dev)							**3.923**	**0.557**

Table 3 shows that on clarity of roles and mandate for M&E staff, out of 67 respondents 9 (13.4%) rated neutral, 40 (59.7%) agreed and 18 (26.9%). This implies a majority58 (86.6%) of respondents agreed that the roles and mandate of M&E staff were well outlined in their job descriptions, a fact confirmed with an overall mean rating of 4.13. Similarly, 48(71.6%) respondents agreed that the responsibilities for monitoring and evaluation are also included in job description of other staff implementing projects.

On presence of effective leadership for M&E within the project, 39 (58%) agreed its existence, 18 (26.9%) strongly agreed while the remaining 10 (14.9 %) respondents rated neutral. With a mean of 4.12, it was generally agreeable that there existed effective leadership for M&E in Education based projects. Nearly half, 29 (43.3%) of the respondents were not aware of any incentives put forth or commitment from the management to ensure M&E system performance while remaining 38 (56.8 %) agreed to existence of incentives and commitment from management.

A majority, 57 (85.1%) of the respondents agreed that monitoring and evaluation activities were integrated in the projects being implemented. This is confirmed by a mean of 4.13which exceeds the composite mean. On mechanisms within the project for M&E planning, stakeholder consultations and monitoring the performance of M&E system, 10 (14.9%) disagreed on existence,

9 (13.4%) rated neutral, 38 (56.7%) agreed and 10 (14.9%) strongly agreed. With an overall mean of 3.72, the respondents agreed on existence of the said mechanisms.

4.3 Human capacity for monitoring and evaluation and project performance

The second objective of the study was to determine how human capacity for monitoring and evaluation influences the performance of education-based projects. The respondents were provided with statements for indicators of human capacity for monitoring and evaluation and asked to rate the extent to which they agree or disagree with the statements on a 5-point Likert scale described as follows: 1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5- strongly agree. The results are presented in Table 4.

Table 4: Descriptive statistics for Human Capacity for Monitoring and Evaluation

Statement		SD	D	N	A	SA	Mean (N=67)	S Dev
There is supervision, training and coaching for M&E focal persons	F	0	10	0	48	9	3.84	0.846
	%	0	14.9	0	71.6	13.4		
Our projects allocate funds for capacity building (training for project staff on M&E needs)	F	0	0	0	48	19	4.28	0.454
	%	0	0	0	71.6	28.4		
Internally and externally project staffs receive need-based training on M&E gaps	F	0	10	0	48	9	3.84	0.846
	%	0	14.9	0	71.6	13.4		
The project has adequate and skilled employee charged with role of steering M&E activities	F	10	10	0	29	18	3.52	1.418
	%	14.9	14.9	0	43.3	26.9		
Periodically staffs need assessment for M&E are conducted to inform subsequent capacity building programs	F	9	0	9	39	10	3.75	0.876
	%	13.4	0	13.4	58.2	14.9		
Composite mean and standard deviation (S Dev)							**3.845**	**0.550**

On statement as to whether in education projects there is supervision, opportunities for training and coaching of M&E focal persons, out of 67 respondents 9 (13.4%) strongly agreed that there exists supervision, coaching and training for M&E staff, 48 (71.6%) agreed while 10 (14.9%) disagreed with this statement. This implies, relatively a majority of respondents agreed to this statement as confirmed by a mean of 3.84 equivalent to the composite mean.

The statement on whether projects in education sector allocates funds for capacity building training for project staff on M&E needs was responded as follows; 19 (28.4%) and 48 (71.6%) of respondents strongly agreed and agreed respectively that funds were allocated for this course. With an overall mean of 4.28 and a small standard deviation, it affirms that indeed all respondents agreed with this statement in regard to their projects.

As to whether the project staffs receive need-based training on M&E gaps internally or externally, out of the 67 respondents 9 (13.4%) strongly agreed, 48 (71.6%) agreed while remaining 10 (14.9%) disagreed. Overall, a majority 85% of respondents agreed that project staff were provided with training based on gaps identified. This finding is supported by the item mean of 3.84, a value closer to the composite mean of 3.845.

On adequacy and skills of staff charged with role of steering M&E, out of 67 respondents 18 (26.9%) strongly agreed that projects had adequate and skilled staff to lead project M&E, 29 (43.3%) agreed while 20 (29.8%) disagreed with this statement. Overall, at least two thirds of respondents agreed that their projects had sufficient and qualified personnel to guide project M&E. The mean for this item was at 3.52 a value relatively lower than composite mean of 3.845.

The findings on whether staffs need assessment for M&E are conducted periodically to inform subsequent capacity building programs showed that out of 67 respondents, 10 (14.9%) strongly agreed to the assertion that needs assessment were conducted in their projects, 39 (58.2%) agreed, 9 (13.4%) were neutral and other 9 (13.4%) strongly disagreed to this assertion. The average score for this item was 3.75, a value relatively lower than the composite mean.

4.4 Project monitoring and evaluation plan and project performance

The third objective of this study was to examine the influence project monitoring and evaluation plan on performance of education-based projects. Respondents were asked to rate the extent to which they agreed or disagreed with the indicator statements on a five-point Likert scale described by; 1-Strongly disagree (SD), 2- Disagree (D), 3 – Neutral (N), 4-Agree (A), 5- Strongly agree (SA). The findings are tabulated in

Table 1.

Table 1: Descriptive statistics on Project Monitoring and Evaluation Plan

Statement		SD	D	N	A	SA	Mean (N=67)	S Dev
Project stakeholders are involved in design, development and review of M&E plan	F	0	10	0	48	9	3.84	0.846
	%	0	14.9	0	71.6	13.4		
M&E plan is linked to overall project plan and organizational strategy	F	0	0	0	49	18	4.27	0.447
	%	0	0	0	73.1	26.9		
The project M&E plan is comprehensive i.e. outlines project goals, strategy, logic models, risk matrix, monitoring plan, dissemination plan	F	0	0	10	29	28	4.27	0.709
	%	0	0	14.9	43.3	41.8		
The M&E plan outlines steps for further strengthening of M&E system	F	0	30	0	28	9	3.24	1.169
	%	0	44.8	0	41.8	13.4		
The M&E plan is accessible to project team and field-based staff for reference	F	10	10	0	29	18	3.52	1.418
	%	14.9	14.9	0	43.3	26.9		
Composite mean and standard deviation (S Dev)							3.827	0.694

On design, development and review of M&E plan, the results in

Table 1 shows that out of 67 respondents, a majority 48 (71.6%) agreed and 9 (13.4%) strongly agreed that their projects involved their project stakeholders, while 10 (14.9%) disagreed. All respondents agreed that their M&E plan was linked to overall project plan and organizational strategy, in that 49 (73.1%) and 18 (26.9%) of the respondents indicated they agreed and strongly agreed with this indicator statement respectively.

On comprehensiveness of M&E plan in education projects, 29 (43.3%) of respondents agreed and another 28 (41.8%) strongly agreed that their project M&E plans had necessary elements like project goals and logic models. A few of respondents 10 (14.9%) respondents took a neutral position, implying they were not certain of what their M&E plan consisted of.

The statement on whether project M&E work plans outlined steps for further strengthening of M&E system was supported by 28 (41.8%) and 9 (13.4%) of respondents who agreed and strongly agreed respectively. Nearly half, 30 (44.8%) of the respondents disagreed with this statement indicating in quite a number of projects did not have clear plans for strengthening their M&E systems. Further, 29 (43.3%) and 18(26.9%) of the respondents agreed and strongly agreed respectively that their M&E plans were accessible for reference by project team or field-based staff, however nearly a third 20 (29.8%) of respondents disagreed with this statement.

4.5 Project monitoring and evaluation work plan and project performance

The last objective of the study was to establish how a monitoring and evaluation work plan influences performance of education-based projects. Similar to other objectives, the respondents were provided with indicator statements and asked to rate the extent to which they agreed or disagreed on a five-point Likert scale described by; 1-Strongly disagree (SD), 2- Disagree (D), 3 – Neutral (N), 4-Agree (A), 5- Strongly agree (SA). The results are tabulated in Table 6.

Table 2: Descriptive Statistics of Monitoring and Evaluation Work Plan

Statement		SD	D	N	A	SA	Mean (N=67)	S Dev
The M&E work plan contains activities, time frame, activity costs and person responsible for execution of the activity	F	0	10	0	39	18	3.97	0.937
	%	0	14.9	0	58.2	26.9		
The M&E work plan is linked to the annual project plan and detailed implementation plan	F	0	10	0	29	28	4.12	1.008
	%	0	14.9	0	43.3	41.8		
All project team participated in development of the M&E work plan including the corresponding activity budgets	F	0	0	29	20	18	3.84	0.828
	%	0	0	43.3	29.9	26.9		
The M&E work plan is updated annually based on the progress monitoring	F	0	10	9	29	19	3.85	1.004
	%	0	14.9	13.4	43.3	28.4		
Resources both physical, human and financial are committed for the implementation of the M&E work plan	F	0	0	10	28	19	4.16	0.702
	%	0	0	17.5	49.1	33.3		
Composite mean and standard deviation (S Dev)							**3.95**	**0.611**

The first statement sought to establish whether the work plan for M&E in projects contained required elements such as activities, scheduled time, and allocation of responsibility for execution. **Table 2** shows that out of 67 respondents, 18 (26.9%) strongly agreed, 39 (58.2%) agreed and 10

(14.9%) disagreed while none were neutral or strongly disagreed. This implies a majority 57 (85.1%) of respondents agreed M&E work plans in education projects were complete in design, this is further validated by a mean of 3.97 though close to the composite mean of 3.95.

On whether the M&E work plan was linked to annual project plan and detailed implementation plan, 28 (41.8%) of respondents strongly agreed, 29 (43.3%) agreed while 10 (14.9%) disagreed while none of respondents took a neutral position or strongly disagreed with this statement. This implies a majority agreed with the assertion that and M&E work plan should be drawn from overall project planning tools as evidenced by a mean of 4.12 relatively higher than composite mean. In that project implementation is inseparable from broader project work.

The statement on participation of project team in the development of the M&E work plan and allocation of budgets to activity items had 18 (26.9%) of respondents strongly agreeing, 20 (29.9%) agreeing and 29 (43.3%) neutral on project team participation while none of respondents disagreed or strongly disagreed to this statement. This implies partly, project team participation in development of work plan for M&E varies across projects and in some cases left to line department to execute. This is confirmed by a mean of 3.85, relatively lower than composite mean of 3.95

On statement as to whether the project M&E work plan is updated annually based on the progress monitoring, 19 (28.4%) of the respondents strongly agreed, 29 (43.3%) agreed, 9 (13.9%) were neutral and 10 (14.9%) disagreed while none strongly disagreed. Fairly, a majority of respondents agreed that M&E work plans were updated annually based on progress monitoring, this is ascertained by an average of 3.85 which is relatively lower than composite mean of 3.95.

Lastly the statement on whether projects commit physical, human and financial resources for the implementation of the work plans for M&E, 19 (33.3%) of respondents strongly agreed that projects commit resources, 28 (49.1%) agreed and 10 (17.5%) took a neutral position none of the respondents either disagreed or strongly disagreed. This implies a majority of respondents agreed to the assertion that for projects to perform better, resources out to be committed to implement M&E activities. This item scored higher mean of 4.16 with a standard deviation of 0.702 compared to the mean of other items and composite mean of 3.95.

4.6 Correlational Analysis

To establish the level of linear association between the study variables a correlation analysis test was conducted. Pearson's product moment correlation was utilized to determine the value of correlation and while p-values were used to test the significance of these values. The results are as presented in Table 7**Table 3**. Overall, all independent variables were positively correlated with the dependent variable. At alpha level of 0.05 all relationships were significant expect that of project work plan and project performance.

Table 3: Correlation Analysis

Variables	Project performance	Organizational structures for M&E	Human resource capacity for M&E	Project M&E Plan	Project Work Plan
Project performance	1	0.639*	0.412*	0.273*	0.015
Organizational structures for M&E	0.639*	1	0.847*	0.464*	0.511*
Human resource capacity for M&E	0.412*	0.847*	1	0.635*	0.819*
Project M&E Plan	0.273*	0.464*	0.635*	1	0.807*
Project Work Plan	0.015	0.511*	0.819*	0.807*	1

**Correlation is significant at the 0.05 level (2-tailed).*

Further, **Table 3** indicates that performance in educational projects is significant and positively correlated with organizational structures for M&E ($r=0.639$, $p<0.05$) implying that a change in Organizational structures for M&E yields a corresponding change in project performance. Also, project performance was found to be significantly associated with human resource capacity for M&E ($r=0.412$, $p<0.05$) and project M&E plan ($r=0.273$, $p<0.05$). Similarly, a positive change in these two independent variables leads to a positive change in the independent variable. A correlational analysis between project performance and project work plan yield a weak positive linear relationship ($r=0.015$, $p>0.05$)

4.7 Regression Analysis

4.7.1 Test of assumptions

Prior conduct of linear regression analysis, the predictor variables were subjected to tests of normality. All the variables were found observed to be non-normal, i.e. the significance value of Shapiro-Wilk statistic was $p>0.05$. With exclusion of extreme values, a normality test was conducted resulting in the values tabulated in **Table 4**.

Table 4: Test of normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Variables	Statistic	df	Sig.	Statistic	df	Sig.
Organizational structures for M&E	0.255	48	0.000	0.783	48	0.000
Human resource capacity for M&E	0.222	48	0.000	0.831	48	0.000
Project M&E Plan	0.222	48	0.000	0.861	48	0.000
Costed Project Work Plan	0.234	48	0.000	0.806	48	0.000

Based on the results from **Table 4**, the data was assumed near normal, thereby proceeded to conduct regression analysis as discussed in following section.

4.7.2 Linear Regression

A multiple linear regression analysis was performed to determine the statistical significance of the predictor variables on the dependent variable. The researcher regressed the study variables; Organizational structures for M&E, Human capacity for M&E, Project M&E plan, and Work plan

for M&E against Project Performance. A regression equation of the format $Y_i = B_0 + B_1X_{i1} + B_2X_{i2} + B_3X_{i3} + B_{i4} + e_i$ was used. The results are as presented in **Table 5**. and **Table 6**9.

Table 5: Regression model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.861[a]	0.741	0.724	0.38038

a. Predictors: (Constant), Work plan for M&E, Organizational structures for M&E, Project M&E plan, Human capacity for M&E

The regression summary in **Table 5**9 shows that the multiple correlation coefficient (R) between the observed and predicted values is large (0.861) indicating a stronger relationship. The coefficient of determination - R Square stood at 0.741 which indicates that 74.1 % of variations in the performance of Education projects in NGOs was explained by variation in the independent variables; Organizational structures for M&E, Human capacity for M&E, Project M&E plan, and Work plan for M&E. A test to check the fitness of the model by reducing the number of predictors yielded a reduction in value of adjusted R square, implying the current model performs better than the alternatives.

Table 6: Analysis of Variance

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	25.654	4	6.414	44.326	0.000[a]
Residual	8.971	62	0.145		
Total	34.625	66			

a. (constant), Organizational structures for M&E, Human capacity for M&E, Project M&E plan and Work plan for M&E

Model 1	**β**	**Std. Error**	**Beta**	**t**	**Sig.**
Constant	1.678	0.377		4.451	0.000
Organizational structures for M&E	0.313	0.210	0.240	1.487	0.142
Human capacity for M&E	1.269	0.318	0.964	3.992	0.000
Project M&E plan	0.816	0.122	0.781	6.696	0.000
Work plan for M&E	-1.811	0.229	-1.528	-7.911	0.000

Table 6 shows that the summary from ANOVA analysis gave F statistic of 44.326 with a significance value of 0.000. Since p<0.05, we conclude that the predictors in the model are jointly significant in predicting the performance of education projects. Also, the regression equation can be presented as;

$$\boldsymbol{Y = 1.678 + 0.313X_1 + 1.269X_2 + 0.816X_3 - 1.811X_4}$$

The regression equation indicates that given all variables at zero value, performance in education projects will be at 1.678 units. The equation further shows that when all other variables are held constant at zero, a unit increase in organizational structures for M&E yields a 0.313 increase in performance of education projects in NGOs. These findings agree with the recommendations of Kaschny & Nolden (2018) that clear organizational structures and clarity of roles and responsibilities within an organization, makes each individual employee aware of the context in which they perform their tasks. Also, the allocation of responsibilities for monitoring and

evaluation to staff other than M&E focal points resonates with recommendations of Lomofsky (2014) and Mueller-Hirth (2012) that it is important to have structures and an enabling culture to support the process when implementing M&E systems.

Also, considering all other variables constant at zero, a unit increase in human capacity for M&E leads to 1.269 increase in performance of educational project in NGOs. These findings align with positions taken by previous researchers such as Callistus & Clinton (2016) and Ochieng et al. (2018) who pointed out that for project improvement and success, project stakeholders involved in M&E should be provided with capacity building on technical gaps in Monitoring and Evaluation.

Similarly, a unit increase on effectiveness of project M&E plan leads to 0.816 increase in performance of educational projects in NGOs. These findings support Micah (2017) assertion that staff should participate in the development of M&E plans as it presents a learning opportunity which leads to development of a common understanding among implementing staff and thereby improving on project performance.

Lastly, while holding other predictors constant at zero a unit increase in the use of project work plans for M&E leads to -1. 811 increase in performance of educational projects in NGOs. These findings agree with Mutekhele (2018) who on assessing the influence of M&E work plan on the performance of educational building infrastructural projects advanced that despite the conformity on the usage of M&E work plans and the fact that most decisions made were within the work plan, M&E work plan had no significant influence on the performance of projects.

Based on regression statistics, all regression coefficients were found to be significantly different from zero except the coefficient for organizational structures for M&E which had a significance value greater than $p = 0.142 > \alpha = 0.05$.

5.0 SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary of the findings

5.1.1 Organizational structures for monitoring and evaluation and project performance

The findings of the study revealed that a majority 58 (86.6%) of respondents agreed that the roles and mandate of M&E staff were well outlined in their job descriptions, a fact confirmed with an overall mean rating of 4.13 which is a value relatively higher than the composite mean of 3.95. Also, 84.9% of respondents were of the opinion that the M&E focal points within projects provided effective leadership in project implementation with a mean of 4.12. It was further noted by 85.1% of the respondents that there was high integration of monitoring and evaluation activities in project implementation, a view sustained by an average item score of 4.13. At least two thirds of respondents agreed that their projects had sufficient and qualified personnel to guide project M&E activities. This was backed up by a mean of 3.58 a value relatively lower than composite mean of 3.845. In addition, a majority 85% of respondents agreed that project staff were provided with training based on gaps identified. This finding is supported by the item mean of 3.84, a value closer to the composite mean of 3.845. A correlation analysis between organizational structures for M&E and project performance resulted in a correlation coefficient of r=0.639 with a p-value <0.05 This

implies that Organizational Structures for M&E is significantly positive correlated with performance in education projects.

5.2.3 Human capacity for monitoring and evaluation and project performance

The study established that all the respondents agreed that their projects allocates funds for capacity building training for project staff on M&E needs. Also, a majority, 85% of respondents agreed that their project staff received trainings either internally or externally. These findings were backed up by item mean scores of 4.28 and 3.84 which were above and close to composite mean of 3.845 respectively. The study found that a majority of respondents, 85% noted that there was supervision training and coaching of M&E focal persons in their projects. The average score for this item stood at 3.84, a value moderately close to the composite mean of 3.85. Similarly, the study respondents averagely rated 3.52 the item on adequacy and skills of staff charged with role of steering M&E in their projects. In addition to this, more than two thirds (73.1%) of the respondents agreed that staff needs assessment for M&E were conducted periodically to inform subsequent capacity building programs. This item was averagely rated 3.75. Relatively these three mean item scores were under the composite mean implying the respondents moderately agreed with these statements. A correlational analysis between human resource capacity for M&E and project performance was found to have a correlation coefficient of ($r=0.412$, $p<0.05$), implying the two variables were significantly positively correlated.

5.2.4 Project monitoring and evaluation plan and project performance

The study established that all of respondents were in agreement that their project M&E plan was linked to overall project plan and organizational strategy. This was supported by an item average score of 4.27. Also, a majority of respondents, at 85.1% agreed that their M&E plans were comprehensive enough and it outlined its elements such as project goals, logic models including risk registers. This assertion was backed up by item mean scores of 4.27, a value relatively higher than the composite mean of 3.87. In addition, 85% of the respondents agreed that the project stakeholders were involved in design, development and review of M&E plan. However, the item mean score stood at 3.84 values relatively higher than the composite mean of 3.87. Similarly, more than two thirds of the respondents 70.2% agreed that their M&E plans were accessible for reference by project team or field-based staff. However, this item registered an item score of 3.52, a value lower than the composite mean. Lastly, nearly half, 30 (44.8%) of the respondents disagreed that their project M&E plans outlined steps for further strengthening of M&E system. This item yielded relatively the lowest item score of 3.52. A correlational analysis between the project monitoring and evaluation plan and project performance yielded a correlation coefficient of $r=0.273$, $p<0.05$ which implies the correlation between the two variable is significantly positive.

5.2.5 Project monitoring and evaluation work plan and project performance

The study findings show that a majority of respondents, 82% agreed that their projects committed both physical, human and financial resources for the implementation of the M&E work planned M&E activities. This is supported by average item mean of 4.16, a value relatively higher than the composite mean of 3.95. Also, it was established that a majority of respondents, at 85.1% agreed that in their projects the work plan for M&E is linked to the annual project plan and the detailed implementation plan. This was evidenced by an item mean value of 4.12. Similarly, 85.1% of

respondents agreed their work plans for M&E are comprehensive and outlines activities, schedule and allocates on responsibilities. This item scored a moderately high average of 3.97 compared to composite mean of 3.95. More than half, at 56.8% of respondents agreed that in their projects, implementing teams such as field based participate in the development of the M&E work plan including the corresponding activity budgets. This implies that project team participation in development project work plan for M&E varies across projects and likely in some cases left to line department to execute. This is confirmed by a mean of 3.85, relatively lower than composite mean of 3.95 Also, 71.7% of respondents agreed that in their projects the work plans for M&E were updated annually based on the progress monitoring. This yielded an average score of 3.85, a value less than composite mean. A correlational analysis between project monitoring and evaluation work plan and project performance yielded a correlation coefficient of $r=0.015$, $p>0.05$ indicating a weak positive linear relationship.

5.2 Conclusion

Based on study findings the following statements present the conclusions on study of influence of monitoring and evaluation systems on performance of projects in education sector in non-governmental organization in Mombasa County. Firstly, the study concludes that organizational structures for monitoring and evaluation have a positive significant influence over the performance of projects in education sector. The study found out that there was clarity in the roles and mandate of project M&E staff and other project staff which ensured collaborative approach in execution of project M&E function. Further, the integration of project monitoring and evaluation activities in broader project implementation ensured mechanisms were there to track progress and improve on performance. However, it was noted that there were less incentives and commitment from the management to ensure M&E system performance. In addition, there were few mechanisms within the projects for stakeholder consultations and monitoring of project performance. Secondly, the study also concludes that human capacity for monitoring and evaluation was positive and significantly correlated with performance of projects in education sector. The study found that funds were allocated for capacity building training of project staff while capacity gaps identified were addressed though conduct of internal and external trainings. Also, M&E staff received supervision, coaching and continued training to strengthen their capacity to support the project teams. However, in the projects studied, a few were reported to have adequate and skilled employees in charge of steering M&E activities. Also, periodical staff needs assessments on M&E were conducted less frequently.

Thirdly, the study concludes that the project monitoring and evaluation plan was positive and significantly correlated with performance of projects in education sector. The study found out that, the education projects M&E plans had required components and was aligned with overall project plan and broader organizational strategic plan. Also, project stakeholders participated in its development at design and review stages. However, some of shortcomings of M&E plans were related with its clarity on steps for further strengthening of M&E system and making it available for use and reference by other project staff within the implementing team. Lastly, the study concludes that a costed project work plan for monitoring and evaluation is not significantly correlated to performance in projects in the education sector. It was found that most projects had wide variation on measures for staff participation in development and assigning cost to project

M&E activities. Similarly, the practice of periodical review of work planned activities varied across the projects. Despite this, projects in education sector committed physical, human and financial resources for the implementation of work planned M&E activities. Also work planned activities for M&E were aligned to overall annual project work plan and the detailed implementation plan. In design, the M&E work plans clearly outlined activities, schedule, corresponding costs and allocation of responsibility.

5.3 Recommendations and Contributions of the Study

Based on findings from this study, the following recommendations are made;

i. The management of NGOs in education sector should place incentives and accord relevant support to M&E team M&E functions optimally. Also, the technical M&E leads should clearly outline measures for conducting stakeholders' consultations and steps for monitoring project performance
ii. The management of NGOs should consider hiring adequate personnel to support the project team in conduct of M&E activities within the project. Also, the management in liaison with the M&E staff/ focal point should regularize the conduct of periodical staff needs assessment for M&E. It is recommended, that this can be done annually so as to ensure it is incorporated in plans and budgets for the year.
iii. The M&E focal person should advocate and offer technical assistance to the management of NGOs e.g. Project Managers to ensure project M&E systems are periodically assessed, identification of areas requiring for further strengthening and steps towards its realization documented clearly in M&E plans. Also, M&E staff should ensure all elements are kept in shared storage repositories to ensure ease of access and reference by the rest of project implementing staff.
iv. The study findings indicate, Non-Governmental Organizations implementing projects in education sector ensured they developed comprehensive work plans for M&E which were well aligned with overall project plans and organizational strategic plans. In addition, physical, human and monetary resources were committed for execution of the activities. This aligns well with expected practices; however, NGOs need to place mechanisms to ensure periodical review on progress of implementation of M&E activities. Also, all staff implementing the project should be involved in development of workplans for M&E including budgeting for activities outlined.
v. The study findings showed the practice of M&E varied across NGOS in Education sector. Considering the fact that the predictor variables under study explained significant variation in project performance, this requires attention at policy level. It is recommended that the National NGO Board should provide guidelines including characterisation of systems put in place to facilitate Monitoring and Evaluation practice in NGOs.

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