



Efficacy of Monitoring and Evaluation Framework on Implementation of Development Projects. A Comparative Analysis of Machakos and Embu County, Kenya

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Abstract: Monitoring and Evaluation, (M&E) frameworks allow for project activities to be measured and analyzed. There is a gap in the design of monitoring and evaluation frameworks to generate information during the process of Monitoring and Evaluation and use of this information in future designs. The purpose of this research study was to establish the influence of the monitoring and evaluation framework in the successful implementation of County development projects. The study was guided by the main determinants of Monitoring and Evaluation which are: Monitoring and Evaluation framework dimensions results-based performance indicators, learning capacity, participatory tracking, and beneficiary accountability. The moderating effects were government funding and disbursement of funds. The research adopted a Comparative research design with a mixed method centered within a wider exploratory, cross-sectional framework. The study was conducted in Machakos and Embu County. The population of this study was 132 staff mandated to monitor and evaluate projects undertaken under County government devolved functions from Machakos and Embu County. The sample distribution was 56 county government officials from Machakos and 43 from Embu since the two counties are relatively not homogeneous in terms of geographical location in Kenya. A sample of 99 respondents was determined and individual elements in different categories were also determined using a stratified random sampling technique. Questionnaires were distributed to respondents through a “drop and pick later” method and were subjected to a reliability test using Cronbach’s alpha. Data were analyzed quantitatively by means of Statistical Package for Social Sciences (SPSS). A normality test was conducted using the Shapiro Wilk’s test. Factor analysis was undertaken to determine which of the factors are important in determining project completion. The study findings indicated that the result based performance aspects ($\beta_1 = 0.529$; p -value = 0.007), learning capacity ($\beta_2 = 0.680$; p -value = 0.001), participatory tracking ($\beta_3 = 0.455$; p -value = 0.001) and beneficiary accountability ($\beta_4 = 0.432$; p -value = 0.002) were found to have a significant effect respectively. The results obtained show the adjusted r square value of $r^2 = .514$ which indicate that when all the variables are combined, the multiple linear regression model could explain for approximately 51% of the variation in the dependent variable by the variation in the independent variables on Implementation of County Projects. From the findings, it can be concluded that learning capacity aspects had the highest association and significance to the successful implementation of county projects followed by result based performance aspects, participatory tracking aspects and lastly beneficiary accountability aspects. The study recommends that those charged with the responsibility of carrying out M&E, should be appropriately empowered with the necessary knowledge in order to have the grasp of how these tools are used in order to utilize them.

Keywords: Beneficiary Accountability, Learning Capacity, Monitoring and Evaluation, Performance Indicators, Participatory tracking.

1. INTRODUCTION

The concepts of Monitoring and Evaluation (M&E) are usually approached together, as a function of project management which provides a real perspective upon the stage of the financed project, in order to make all the adjustments necessary in the project implementation process. Monitoring and Evaluation are regarded as core tools for enhancing the quality of project management, taking into account that in short and medium run, managing complex projects will involve corresponding

strategies from the financial point of view that are supposed to respect the criteria of effectiveness, sustainability and durability (Dobrea, Ciocoiu, & Tipa, 2010). Monitoring activity supports both project managers and staff in the process of understanding whether the projects are progressing on schedule or meet their objectives, inputs, activities and deadlines (Solomon & Young, 2007).

Therefore, monitoring provides the background for reducing schedule and cost overruns (Crawford & Bryce, 2003) while ensuring that required quality standards are achieved in project implementation. At the same time, evaluation can be perceived as an instrument for helping planners and project developers to assess to what extent the projects have achieved the objectives set forth in the project documents (Field & Keller, 1997). Developing a successful project usually involves the development of Monitoring and Evaluation systems and workflows. (Yaghootkar & Gil, 2011). By including Monitoring and Evaluation from the pre-project stage, both the project manager and the project team will be providing themselves with thorough and ongoing feedback systems (Stead & Stead, 2003) that will allow making timely management decisions without waiting for the results of an evaluation. Even if the Monitoring and Evaluation processes are complementary and are part of the same project management function, they are regarded separately (Pollack, 2007). Each supports the other although they seek to ask different questions. Monitoring is based on a current management practice with a focus on improving day-to-day project operation, while evaluation uses a research framework to evaluate the extent to which project objectives have been met or surpassed (Sheperd, 1994). Monitoring and Evaluation plays an important role in the wider project planning and implementation cycle of an organisation.

1.1. Statement of the Problem

Kenya today faces a major transition challenge from a centralized state to one that has adopted the concept of devolution. The new political dispensation has heralded both challenges as well as enormous opportunities and its success will depend on how it can learn from failures, success, challenges and experiences of other decentralized and devolved governments. This emerging consensus arises from widespread displeasure with the performance of development programmes in many counties today. Scenarios suggest that the expected delivery of various development projects and programmes has not been fulfilled as per expectation.

In Kenya, Counties are under increasing pressure to show “value for money”. Constituents and donors are demanding transparency and accountability for projects and processes since monitoring progress are far less established. Therefore, it is of little surprise that the quality of those monitoring processes can vary widely. Unless monitoring processes demonstrate these characteristics, they are unlikely to improve performance and enhance accountability.

In Africa, including Kenya, project management is also complicated by some factors such as lack of skills in project management, political and community or societal demands and so they lack localized approaches to create relevant outcomes. During the period from 1970s to 2016 there lacks a learning and adaptive ability of stakeholder and their participatory tracking ability. Again, lack of evidence of stakeholder learning experience and adaptive strategies to cope with change impacts realized to reduce the failure rates is eminent. Additionally, there is inadequate stakeholder participatory tracking of projects leading to unintended outcomes and impacts. More so, there is lack of ability to make choices and decisions allowing for continued realization of sustainable development and reduction in spread of risks in the face of continuous change. Since there is scarcity of studies relating to the influence of learning and adaptive capacity and participatory tracking on project implementation, particularly in Kenya as far as the researcher is concerned, a gap that needs to be investigated can be said to exist.

In Kenya and for a long period of time, M&E has been done in an *ad hoc* manner without a coordinated system. Studies carried out shows that quite a number of projects have been successful. For example, The Youth Enterprise Development Fund; whose objective was to increase economic opportunities for the youth as a way of enabling them to participate in nation building (Kimando, 2012). Some other studies show that one of the drawbacks of Monitoring and Evaluation in Kenya is failure by the management to implement the recommendations offered by the M&E team (Ochieng, 2012). These projects usually undergo the necessary Monitoring and Evaluation processes which are often a requirement of the law. The paradox is, despite a consensus among scholars that proper

Monitoring and Evaluation leads to project success, there are still cases of project failure in Kenya. Further projects fail despite heavy presence of Monitoring and Evaluation activities. This therefore raises serious issues as to whether the Monitoring and Evaluation employed is effective enough to achieve project success. The monitoring team may be lacking the necessary capacity or strength to carry out their work effectively, or they may be approaching their work using incorrect methodologies. The project monitoring team may also be lacking the necessary management support.

Each project is meant to address a specific need in a community. The biggest challenge that project initiators face is to identify the needs of the community and address the most important. The success or failure of a project can be measured in terms of how well it is addressed to the target problem it seeks to address. The problem that this study intends to address is why despite the noble ideas and commitment of funds, projects still fail to address the needs they set out to address by stalling or remaining incomplete over a long period or even when completed, fall far below expectations of the beneficiary communities. Projects such as: Jua kali sheds, Nyayo bus, Nyayo pioneer car, Nyayo tea zones, Halal Meat Products Ltd, Nyayo wards, Nyayo school milk, Pan Paper Mill Webuye, Miwani Sugar Mill, London-look taxis, Kisumu Cotton Mills (KICOMI), Ken Ren Fertiliser Plant initiated in 1975, and the Kenya Furfural Factory project conceived in 1977 due to some reasons they are not functional (TISA Report, 2013).

The success of projects plays a key role in achieving organization growth and development. Project Monitoring and Evaluation exercise adds value to the overall efficiency of project planning, management and implementation by offering corrective action to the variances from the expected standard. Effective service delivery therefore requires that; the principles, objectives, indicators, inputs, outputs, outcomes, impact and implementation strategies are well structured in a way that allows collection of quality data which would be used to inform policy and project implementation, hence the need for a Monitoring and Evaluation framework. Several projects lack the relevant local indicators making it hard to measure the outcomes and impacts change as expected. This will continue the decades of declining development achievements hindering realization of millennium development goals by 2015 (Care International, 2012; World Health Organization, 2015). In spite of the powerful influence of Monitoring and Evaluations in the performance of most counties, there are still skepticisms about its efficacy in terms of implementation of projects to completion. Thus, this study seeks to examine the effectiveness of Monitoring and Evaluation in achieving project success in Kenya.

1.2. Objectives of the Study

The general objective of the study was to establish the efficacy of Monitoring and Evaluation framework on implementation of development projects using a comparative analysis of Machakos and Embu County, Kenya.

1.2.1. Specific Objectives

The study was guided by the following specific objectives:

- i) To determine the influence of result based performance on the implementation of development projects.
- ii) To establish the influences of learning capacity on implementation of development projects.
- iii) To examine the effects of participatory tracking on implementation of development projects.
- iv) To determine the influence of beneficiary accountability on implementation of development projects

1.3. Research Hypotheses

The following hypotheses were used for the study:

H₀₁: Results based performance has no significant influence on implementation of development projects.

H₀₂: Learning capacity has no significant influence on implementation of development projects.

H₀₃: Participatory tracking has no significant influence on implementation of development projects.

H₀₄: Beneficiary accountability has no significant influence on implementation of development projects.

2. LITERATURE REVIEW

2.1. Theoretical Review

The aim of this section is to offer argumentation with regard to the choice of theory, given that a variety of theoretical perspectives could be applied for the study of the implementation of M&E systems in the county governments'. The study was guided by the theory of effective project implementation and complexity theory.

2.1.1. Theory of Effective Project Implementation

According to Funnell & Rogers (2011), the Theory of Effective Project Implementation is a series of steps taken by responsible projects managers to plan change process to elicit compliance needed to install changes. The managers use implementation to make planned changes by creating environments that support survival of such changes (Nutt, 2006). Implementation is a procedure directed by a manager to install planned changes. There is widespread agreement that managers are the key process actors and that the intent of implementation is to install planned changes, whether they be novel or routine. However, procedural steps in implementation have been difficult to specify because implementation is ubiquitous (Winston, 2013). The theory fails to highlight the types of changes needed and methods to achieve them. It is silent on other stakeholders' inclusion in the project implementation process to bring about that change. This means that the change pursued by managers during project implementation is only understood by them alone. It limits creation of implementation processes that involve all stakeholders. The change expected will not cover all aspects of needs of those not included (Wholey, Hatry, & Newcomer, 2010). There will be lack of stakeholder negotiated agreement about how outcomes and impacts change is realised.

2.1.2. Complexity Theory

This study was guided by complexity theory since it offers more strengths than weaknesses in project implementation based on available literature. Complexity theory evolved from chaos theory and works on the notion that a system should not be broken down into fundamental parts to understand the whole system. Chao theory is the science of surprises, of the nonlinear and unpredictable. It advocates to expect the unexpected. It further states that order and chaos are not always diametrically opposed.

2.2. Conceptual Framework

The framework adopted by these study views performance indicators (Management support, organization capacity Baseline survey), learning capacity(Team learning, Shared vision) participatory tracking(Institutional capacity, Time, Other stakeholders) and beneficiary accountability(Feedback levels, Relationship) as critically influencing project implementation. The framework further identifies moderating variables (Disbursements and Funding) that may influence project implementation.

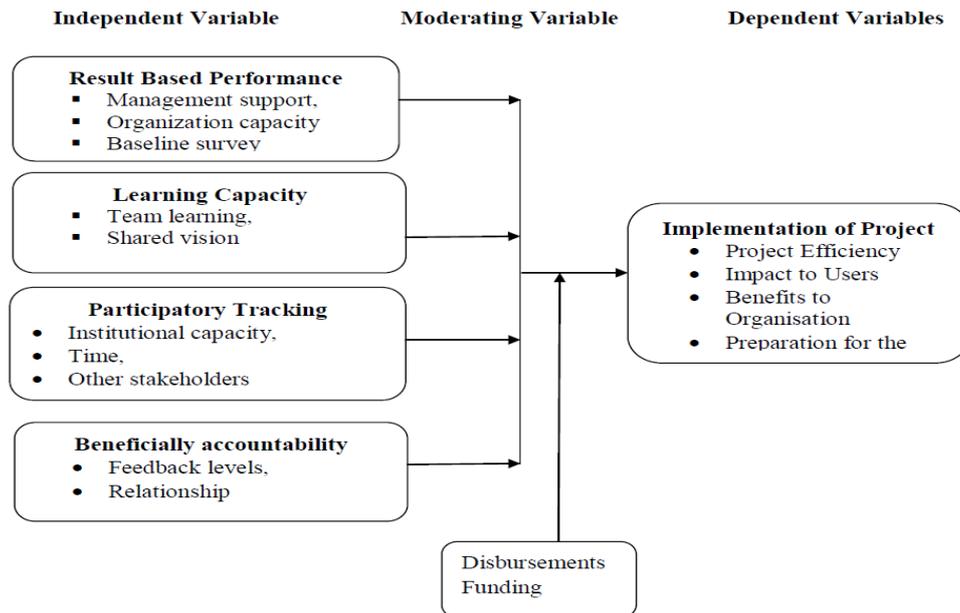


Figure 2.1: Conceptual Framework Linking Independent and Dependent Variables Monitoring and Evaluation Practices

3. RESEARCH METHODOLOGY

3.1. Research Philosophy

This study was derived from positivist philosophy and was anchored on theory from which hypotheses are derived, followed deductive reasoning and employed quantitative methods to ensure precision, logic and evidence testing.

3.2. Research Design

The research study incorporated both quantitative and qualitative approaches. The mixed methods design was centered within a wider exploratory, cross-sectional framework.

3.3. Target Population

The target population is that which researcher wants to generalize the results of the study (Mugenda & Mugenda, 2003). In other words, population is the aggregate of all that conforms to a given specification. All items in the field of enquiry constitute a population (Kothari, 2004). The target population of this study was 132 county government officials from all the 2 counties in Kenya. The distribution of county government officials across the county is relatively not homogeneous in terms of geographical location in the 2 Counties in Kenya. Therefore, the study stratified county government officials into strata based on Kenya’s geographical regions.

3.4. Sample Size and Sampling Technique

Stratified random sampling technique was used to select the county government officials from each strata as suggested by Kothari and Garg (2014) and Mugenda and Mugenda (2003). The county governments were stratified into 2 regions. To select the number of county government officials in each region, the researcher divided the total number of county government officials in each region by the total number of county government officials in the entire 2 region and then multiplied by the sample size (99) as shown in the table 3.1. Thereafter, the study randomly selected specific number of individual county government officials allocated to each selected counties as respondent for the study as recommended by Kothari (2004).

3.5. Data Collection Instruments

The instrument that was used in collecting primary data is a questionnaire. The questionnaires covered areas of study objectives and the conceptual framework. The respondents were required to fill the questionnaire by providing the desired information useful for problem of the study.

3.6. Data Analysis

Data analysis is data that is statistically analyzed in order to determine whether the generated hypotheses have been supported (Sarantakos, 2000). The questionnaires were checked for completeness with repeat calls made for incomplete questionnaires to maintain the number of respondents. Apart from that, these questionnaires were coded and captured in the computer. This brought order, structure and meaning to the mass of collected data (De Vos, *et al.*, 2007). Categorization was done and data entered in the computer through SPSS for windows for analysis. Both descriptive and inferential tests were used in the analysis. Data was summarized using descriptive statistics. Techniques such as mean and standard deviation were used. Regression analysis and Pearson’s correlation coefficient was obtained to establish the influence and relationships between independent and dependent variables.

A multiple linear regression model was used to predict successful implementation of development projects. In addition, the β coefficients for the independent variable generated from the model was subjected to a z-test, in order to test each of the hypotheses under study. The regression model is shown below:

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

Where; Y –Implementation of Development Projects (IDP)

α – Constant.

$\beta_1, \beta_2, \beta_3$ and β_4 - Coefficient indicating rate of change of successful implementation of development projects as employee tenure measured by its four dimensions of results based performance indicators, learning capacity participatory tracking and beneficiary accountability.

X_1 – Results Based Performance indicators (RPI)

X_2 – Learning capacity (LC)

X_3 – Participation and tracking (PT)

X_4 – Beneficiary accountability (BA)

ϵ - Error term.

All the above statistical tests were analyzed using the Statistical Package for Social Sciences (SPSS). All tests will be two-tailed. Significant levels were measured at 95% confidence level with significant differences recorded at $p < 0.05$. Qualitative data was analyzed using frequency tables and charts.

4. DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1. Questionnaire Response Rate

In the study, 79 out of the 99 questionnaires administered to respondents were returned. This represent 80% response rate which is satisfactory to make conclusions for the study. A response rate of 70% and above is rated very good (Mugenda and Mugenda, 1999). Rogers, Miller and Judge (2009) agree with this by recommending a response rate of 50% as acceptable for a descriptive/correlational study. This also agreed with Babbie (2004), that a response rate of 50% is enough to analyze and publish, 60% is good and 70% is very good. Based on the above, the response rate of 80% was found to be adequate and good for analysis and generalization of the results.

Table1: *Response Rate*

Response rate	Sample size	Percentage (%)
Returned questionnaires	79	80
Un-returned questionnaires	20	20
Total	99	100
Counties Response Rate	Response rate distribution	Percentage (%)
Machakos	43	77
Embu	36	83
TOTAL	79	80

4.2. Inferential Analysis

According to Osborne and Waters, 2002 inferential statistics are used to make inferences from data to more general conditions. Thus, they are used to test hypothesis and make estimation using sample

data. In this study, inferential analysis was conducted through the use of correlation and regression analysis to determine the relationships between dependent and independent variables.

Table2: Correlation Results of effect of the Monitoring and Evaluation frameworks

		Result based performance	Learning capacity	Participatory tracking	Beneficiary accountability	Implementation of projects
Result based performance	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	79				
Learning capacity	Pearson Correlation	.173**	1			
	Sig. (2-tailed)	.000				
	N	79	79			
Participatory tracking	Pearson Correlation	.479**	.172**	1		
	Sig. (2-tailed)	.000	.000			
	N	79	79	79		
Beneficiary accountability	Pearson Correlation	.515**	.517*	.471**	1	
	Sig. (2-tailed)	.000	.011	.000		
	N	79	79	79	79	1
Implementation of projects	Pearson Correlation	.718**	.676**	.771**	.544**	.524
	Sig. (2-tailed)	.000	.011	.000	.000	.001
	N	79	79	79	79	79

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

4.3. Multiple Regression Analysis

Multiple regression analysis was used to determine the extent to which Monitoring and Evaluation affected the county government project implementation focusing on Machakos and Embu and to analyze the data and test the hypothesized relationships between the study variables.

Table3: Multiple Linear Regression Analysis Model Summary

Model	R	R Squared	Adjusted R Square	Std of Error Estimate
1	0.720 ^a	0.518	0.514	0.54947

Source: Research data, 2018

Results displayed in Table 3 from regression analysis which was used to produce a best fit line to predict independent variables from the dependent variable determined how the independent variables influenced the dependent variable, to what extent each independent variable affected the dependent variable and which of those factors were more significant. The results obtained show the adjusted r square value of $r^2 = .514$ which indicate that when all the variables are combined, the multiple linear regression model could explain for approximately 51% of the variation in the dependent variable by the variation in the independent variables on Implementation of County Projects.

4.3.1. Analysis of Variance (ANOVA)

ANOVA was carried out in order to provide a more in-depth analysis of the data. As with correlations, some of the study's propositions are built on the significant differences between variables and factors. ANOVA was therefore used to prove or disprove the last three hypotheses of the study.

Table4: Anova model

Source of Difference	Sum of Squares	df	Mean Square	F _o	Sig
Between Groups	8.111	4	2.7923	10.34	.000
Within Groups	37.306	74	0.270		
Total	45.415	78			

The ANOVA results for regression coefficients on show the significance of the F statistics is 0.000 which is less than 0.05. This implies that there was a significant relationship between beneficiary accountability and the implementation of county projects.

Table5: Coefficient of Determination

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.435	.167		2.608	.009		
	Result based performance	.529	.043	.505	12.302	.000	.0702	1.425
	Learning capacity	.680	.041	.693	16.585	.000	.0551	1.815
	Participatory tracking	.455	.043	.457	10.581	.000	.0569	1.759
	Beneficiary accountability	.432	.322	.421	1.341	0.02	0.433	1.654

Table 5 of Coefficient of Determination indicates the prediction equation is implementation of county projects = .435 + .529 (result based performance) +.680 (learning capacity) + .455 (Participatory tracking) + .432 (beneficiary accountability). The standard error was (0.167), being an estimate of the standard deviation of the coefficient, is a random variable with a mean of zero and which captured the variables that could not be quantified. If a coefficient is large compared to its standard error, then it is probably different from 0.

The independent variable which was most important in the implementation of county projects was also determined. This was obtained by the beta value whereupon the results identified learning capacity as the most important variable of the study followed by result based performance, Participatory tracking and lastly beneficiary accountability in that order. Table 4.21 shows the beta value for these variables .505, .693, 0.457 and .421 which indicate that dependent variables would change by a corresponding number of standard deviation when the respective independent variable changed by one standard deviation. The VIF value for all the independent variables were lesser than 10, and the Tolerance was also less than 0.1, thus there were no concerns over multi-collinearity. This led to the conclusion that learning capacity, Participatory tracking, and result based performance and beneficiary accountability were all important factors in the implementation of county projects

4.4. Discussion of Findings

The results of the analysis have revealed that monitoring and evaluation had a positive and significant effect on the performance of projects in the two County Governments. As similar to the study findings, the extant literature (Naoum, Fong & Walker, 2004; Ling & Chan, 2002; Thomas, Macken, Chung & Kim, 2002; Naoum 1991) had indicated that monitoring and evaluation is a key tool that stakeholders use to ensure the success of projects. The results are also similar with Faniran, Love and Smith (2000) who describe monitoring and evaluation as the systematic arrangement of project resources in such a way that it leads to achievement of project objectives. In a similar vein, Jha *et al.*, (2010) states that a well prepared and executed monitoring and evaluation plan will contribute to both project outcomes and international standards of doing things. In collaboration with the views of prior authors, Puthamont & Charoenngam, (2004) elucidate that the end products of monitoring planning are numerous project plans that represent defined strategies to achieve defined project objectives.

4.4.1. Discussions of Findings on Effect of Results Based Performance and Implementation of Development Projects

The first Null Hypothesis Ho₁ stated that there is no significant influence of results based performance on the implementation of development projects. The specific dimensions considered by the study were: management support, organizational capacity and baseline data. The correlation analysis on

Table (4.19) validates a positive and linear relationship between results based performance and implementation of county projects. Consistent with the study findings, Rasna Warah article in the Daily Nation on UNDP's shortcoming revealed that internal monitoring is likely to be flawed within UN systems in Kenya State Corporations leading to declined project performance (Warah, 2013). However, contrary to the findings, Chaplowe, (2008) echoes that monitoring tools such as the logical framework is of essence in enhancing project performance since it links the project goals and objectives to the inputs, process and outputs required to implement the project. Also, Mathis *et al.*(2001) note that monitoring tools are a project asset since they provide state corporations with 'evidence-based' project results.

4.4.2. Discussion of Findings on Effect of Learning Capacity and Implementation of Development Projects

The second Null Hypothesis H_{02} stated that there is no significant influence of learning capacity on implementation of development projects. The specific dimensions considered by the study were: accountability, team learning and shared vision. The correlation analysis on Table (4.19) validates a positive and linear relationship between learning capacity and implementation of development projects. The findings indicate that the respondents agreed that learning capacity has a significant effect on implementation of development projects thus leaders need to employ operational mindset in order to enhance service delivery. Zimmerman *et al* (1993) also highlighted the need for learning capacity to facilitate empowerment such interventions would entail capacity development, involvement in planning and coordination as well as an active role in matters surveillance. The focus of empowerment Zimmerman *et al* (1993) observed is an understanding and a strengthening process through which individual take charge of their lives. This empowerment should facilitate the individual's involvement in M E during the lifetime of the project. The nature of interaction involving M&E official and farmers should be cordial and empowering, likewise the relationship between junior and senior officials in the ministry of agriculture should have positive results and all this be carried out cognizant of ethics in M&E.

4.4.3. Discussion of Findings on Effect of Participatory Tracking and Implementation of Development Projects

The third Null Hypothesis H_{03} stated that there is no significant influence of participatory tracking on implementation of development projects. The specific dimensions considered by the study were: institutional capacity, time and stakeholder. The correlation analysis on Table (4.19) validates a positive and linear relationship between participatory tracking and implementation of development projects. In line with the study findings, Alotaibi (2011) in his study discovered that the lack of an appropriate construction contractor performance monitoring framework had a negative effect on the project success. Besides Alhyari *et al* 2013) found out that balanced scorecard technique was very efficient in monitoring and measuring the performance of e-government in Jordan as well as evaluating their success. Participatory monitoring is also one of the techniques used in monitoring project performance. The World Bank (2012) defines participatory monitoring as the technique that involves stakeholders such as the project beneficiaries, staff, and government in the design and implementation of the project. Involvement of these stakeholders makes it possible for them to lay out steps to meet the desired results. Furthermore, the Earned Value Analysis (EVA) technique enhances project performance in the sense that it is accurate and flexible (Abdul-Rahman, Wang, & Muhammad, 2011).

4.4.4. Influence of Beneficiary Accountability on Implementation of Development Projects

The fourth Null Hypothesis H_{04} stated that there is no significant influence of beneficiary accountability on implementation of development projects. The specific dimensions considered by the study were: feedback and relationships. The correlation analysis on Table (4.19) confirms a positive and linear relationship between beneficiary accountability on implementation of development projects. Congregate to the results, from the results by World Bank, (2011) it revealed that beneficiary accountability is key in maintaining and retaining responsiveness which contributes to project success. Further support to the study findings is by Sahlin-Andersson and Söderholm (2002) who echoed that

the flow of information is vital for the success of such project or organization. In a similar vein, ineffective, poor or lack of communication can lead to a series of problems within project performance (Momballou, 2006).

5. SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of the Findings

In line with the first Hypothesis H_{01} , the results indicate that the adoption of result-based performance M&E systems has led to a higher level of accountability by county government officials. In this respect, greater focus on results and the use of performance information for learning purposes should be prioritized in order to fully take advantage of the potential of results-oriented M&E to increase effectiveness. The finding in objective two indicates that learning capacity positively influences the implementation of development projects in the studied counties. The approach of county governments, because of the outlined political and institutional reasoning, has had the effect of reinforcing performance reporting and creating obsession on administrative and operational procedures, rather than a culture of results and of a learning organisation. The study findings suggest that there is a strong positive linear relationship between participatory tracking and implementation of development projects. The researcher also concludes that stakeholder participation is essential in project management as they have significant influence over the project deliverables and finally involvement of technical persons is key in carrying out M&E activities. Beneficiary accountability appears as a main preoccupation for the interest of county governments' staff and managers. The drive for accountability explains why staffs are assessing output delivery in county governments and why they lack incentives to monitor outcomes and impact. In addition, it has a significant influence on how M&E is conducted and information upon achievement of results is disclosed.

5.2. Conclusions

The study concludes that accountability has emerged as a priority and is government-driven, outputs and financial soundness are being rewarded contrarily to the achievement of outcome. M&E of outcomes is avoided or even not undertaken, because it does not meet the interests of program and county units, implying that essential opportunities for lesson learning are missed. The lack of adequate managerial skills in the county ends up prolonging the implementation of effective monitoring and evaluation of government funded project.

RECOMMENDATIONS

In line with the conclusion, the study recommends that stakeholders should be involved adequately in M & E activities. Stakeholder participation should range from initial planning to expert opinion and decision making - in all levels. This will ensure ownership of M & E through beneficiary accountability results and also ensure that projects are having relevance to the beneficiaries' needs.

SUGGESTED AREAS FOR FURTHER STUDY

Factors such as work environment, employees' competency, use of technology and existing project policies can be investigated to show how implementation of development projects can be enhanced. Other studies on how can the county governments can enhance their revenue collection in order to implement of development projects can be carried out.

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Citation: Onyango, Lukes, Dr. John Gathii, et.al. " Efficacy of Monitoring and Evaluation Framework on Implementation of Development Projects. A Comparative Analysis of Machakos and Embu County, Kenya" *International Journal of Managerial Studies and Research (IJMSR)*, vol 7, no.9, 2019, pp. 1-10. doi: <http://dx.doi.org/10.20431/2349-0349.0709003>.

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Citation: Onyango, Lukes, Dr. John Gathii, et.al. " Efficacy of Monitoring and Evaluation Framework on Implementation of Development Projects. A Comparative Analysis of Machakos and Embu County, Kenya" *International Journal of Managerial Studies and Research (IJMSR)*, vol 7, no.9, 2019, pp. 21-31. doi: <http://dx.doi.org/10.20431/2349-0349.0709004>.

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