INFLUENCE OF MONITORING AND EVALUATION TOOLS ON THE COMPLETION OF CONSTRUCTION PROJECTS IN SECONDARY SCHOOLS IN KENYA: A CASE OF KAJIADO WEST SUB COUNTY

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DECLARATION

I declare that this research project is my original work and that it has not been submitted to any university for academic credit

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Signature: Date: 17th August,2020……………………….

This research project was conducted under our supervision and is submitted with our approval as university supervisors.

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DEDICATION

I dedicate this work to my dear parents. My father the late Cheboswony Chebet and Mum Mrs. Elima Kabon Cheboswony it's only through your support that will make my lifelong dream possible.

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ABSTRACT

This study sought to examine the influence of Monitoring and Evaluation tools on completion of secondary school construction projects in Kenya. A case of Kajiado West Sub-County and use the findings to improve the completion of these projects, the findings of this study will also be helpful to school managers as it will provide an insight on how monitoring and evaluation tools can influence the completion of secondary school construction projects. It will also provide assistance in formulation of policy in key areas of planning, implementation and completion of construction projects. The specific objectives of the study were; to Assess the influence of work plan on the completion of construction projects in secondary schools in Kenya, to establish the influence of work breakdown plan on the completion of construction projects in secondary schools in Kenya and to determine how progress reports influence the completion of construction projects in secondary schools in Kenya. The study adopted descriptive survey design. The target population for this study was 104 respondents (Head teachers, BOM chairpersons, PTA chairpersons and student representatives drawn from 26 Public secondary schools in Kajiado West Sub County). The study used census sampling to select the respondents. A structured questionnaire was used to collect primary data. The study used Statistical Packages for Social Sciences (SPSS). Correlation analysis was undertaken to show the relationships between the study variables. The findings were presented in figures and tables. A total number of 104 respondents were targeted, out of which 93 respondents availed the data. The data was analyzed both descriptively and inferentially using SPSS. The findings showed that Monitoring and Evaluation tools have an influence on projects completion. The study concluded that there is a need to incorporate these tools in project management. The study recommended that project management officers should be empowered with skills and knowledge in order to understand how monitoring and evaluation tools can be utilized.

ACKNOWLEDGEMENT

DEFINITION OF TERMS

Budget Tracking: For the purpose of this study is a financial plan used to estimate revenues and expenditures for a specific period of time. It is a management and planning tool that assists in the allocation and tracking of resources.

Construction Projects: For the purpose of this study construction projects are projects designed for renovating old structures or developing new ones.

Evaluation: For the purpose of this study is the application of rigorous methods to assess the extent to which a programme has achieved its defined objectives. Monitoring and Evaluation therefore include rigorous, scientifically-based collection of information on programme activities, characteristics, and outcomes that determine the merit or worth of a specific programme.

Formative evaluation: For the purpose of this study is the evaluation conducted during the implementation of the project and are generally process oriented. Used to determine the efficiency and effectiveness of the implementation process and provides information to improve processes and learn Lessons.

M&E tools: For the purpose of this study M&E tools are instruments used in tracking the status of a project by procedurally collecting and evaluating information on the project. They provide information on whether activities conform to the original plan.

Monitoring: For the purpose of this study Monitoring is a continuous assessment of a project implementation in relation to design, schedule and the use of inputs, infrastructure and services by project beneficiaries. It is generally the surveillance of the progress and greatly involves progress reporting, measurement and forecasting to deliberate the project course.

Progress Reports: For the purpose of this study is an assessment that take place during a project or process that convey details such as what sub-goals have been accomplished

Project Completion: For the purpose of this study is the last step in a grant or contract's life cycle whether cost reimbursable or fixed price is project closure. It is the act or process of finishing something or state of being finished or complete

Project Monitoring: For the purpose of this study is the process of routinely and consistently gathering information on the process of project implementation.

Public Secondary Schools: For the purpose of this study is a state secondary schools funded by the government. An institution in which students receive the second stage of compulsory education

Stakeholder: For the purpose of this study is an individual or group, inside or outside the construction project, which has a stake in, or can influence, the construction performance

Summative evaluation: For the purpose of this study is evaluation conducted at the end of the project in order to 'sum up' the achievements. To assess state of project implementation and achievements at the end of the project and Collate lessons on content and implementation process.

Work Breakdown Plan: For the purpose of this study is a document that helps to track and assess the results of an intervention throughout the life of a project. It lays out the goal, objectives and activities to be undertaken over a given time frame and within a given budget.

LIST OF ABBREVIATIONS

AGM: Annual General Meeting

BOM: Board of Management

CDF: County Director of Education

KCSE: Kenya Certificate of Secondary Education

M&E: Monitoring and Evaluation

MOE: Ministry of Education

PTA: Parent Teachers Association

SPSS: Statistical Package for Social Packages

SWOT: Strengths, Weaknesses, Opportunities and Threats

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CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 Introduction

Monitoring and evaluation of projects is crucial if the project's objectives and success is to be achieved this is because it helps improve the project's overall efficiency in terms of planning, management and implementation. UNDP (2002), reports that there has been growing demand for development effectiveness to improve people's lives. This therefore calls for effective utilization of monitoring and evaluation results which will in turn help in continuous improvements and quality performance in an organization.

1.2 Background of the Study

1.2.1 Completion of School Construction Projects

The duration taken in executing construction projects is increasingly becoming an issue of major concern among stakeholders. This causes stress in the construction projects due to issues such as accumulated rate of interests by commercial banks, cost overrun, inflation, clients'(sponsor) pressures and the possibility of disputes and claims leading to litigations or arbitrations (Baker, 1999). Globally, a number of studies have been done that look into the completion rates of projects in constructions sectors. These studies show that serious problems exist in a broad cross-section of sectors, as pointed out by Grossman (2005).

The concept of delay in the substantial completion of construction projects is a global phenomenon. The impact of delays is that funds committed on projects do not

benefits intended recipients and subsequently results in cost and time overrun. A study by United Nations Commission for Trade and Development (UNCTAD), (2001) on African construction industry's turmoil's and their implications for New Partnership for Africa's Development (NEPAD) identified costly project delays as a major problem and identifies poor project time, quality and cost performance as a major issue.

Studies done on schools' projects in some developed countries like USA, UK and Australia unravel various challenges faced by school principals in management of projects, (Cleland, 2010), For example, they experience project specific problems related to implementation, financial resources, community relations and project management (Hyvari, 2006). In the European countries, education sectors offer several advantages for carrying out projects that will benefit the schools and students. Most if not all, school projects go through a life cycle which varies with the size and complexity of the project.

In consonance to a report issued at Boston, Massachusetts in the United States of America by the chairman of Standish Group about how some projects (CHAOS summary 2009 report), construction projects have been failing to meet the owner's satisfaction. According to the report, 32% of projects were successful because they were able to be delivered on time, within budget and with expected performance of degree of quality, 44% of projects were delivered late, over budget and with less features and functions and a result were challenged and 24% of projects were also cancelled before they were delivered because they failed.

It should be noted that if the operational systems are not clear then the completion will have a rocky path and the project might fail to realize the intended goal or purpose.

The way in which the project is designed has a significant impact on whether it will be successful to completion or not. Project completion is complex since it usually comprises of multiple variables which influence completion rate such as financial resources, operational systems, the organizational culture and the leadership of the organization.

In Africa, project failures generate a cycle of rising expectations and unfulfilled promises. It is important to note that a lot of time, effort and resources are invested to put more innovation into practice. This shows the need to relook at projects performance with a view of identifying the right success measures for appropriate application. The problem to project failure lies with the traditional approach that shifts the project teams' focus away from the end result toward developing recommendations, new technologies, and partial solutions (Ibeto & Chinyeaka, 2012).

In Malawi, a significant number of the educational projects administered under the ESSP have been plagued by delays, and other project management and delivery problems. The mitigation measures put in place to prevent poor project performance do not seem to have the desired effect (Attibo, 2012). Faulty project management and execution are everywhere round the world; uncompleted government buildings due to lack of funds, new schools without desks or teacher, hospitals and health centers without drugs (Mulkeen, 2010). In African countries, despite the significant input of human and financial resources in school construction projects many fall short of expectation. Many schools' projects failed to meet the priority needs of students and other education stakeholders, costs escalated, stated outputs were not achieved or if achieved were not sustained, projects progressive dates slipped by or adverse outcomes were not anticipated (Kikwasi, 2012).

In Africa, schools' development projects are influenced by a multiple of factors which are both external and internal. These include poor project management, inadequate opportunities for potential beneficiaries to participate in project identification and design, poor linkages between project activities and project purpose, as well as insufficient attention to external environment during project design. It has also been recognized that schools' projects were likely to succeed when account was taken of Monitoring and evaluation tools in the context in which they operated (Batten, 2011).

In Kenya, serious challenges have bedeviled the implementation of the FPE policy, (World Bank, 2013) especially with regards to infrastructural development. They include congested classrooms, limited physical facilities and shortage of qualified teachers (KENPRO, 2012). The Kenya government infrastructural policy is geared to achieve Universal Primary Education (UPE) has to have infrastructural developments in the wider international context. GOK (2012) Education Sector Report noted that the sector priority areas of expenditure will include Construction and improvement of infrastructure in learning institutions at all levels. This is an indication of how important infrastructural projects are important in the education sector.

1.3 Influence of Monitoring and Evaluation Tools

WBGS (1998), advices that there is need for effective Monitoring and Evaluation (M&E) which is increasingly being recognized as an indispensable tool of both project and portfolio management. This is because M&E provide a basis for accountability in the use of development resources. Further M&E can be applied to strengthen the project design and implementation and stimulate partnership with project stakeholders. Due to the

foregoing, different countries have adopted aspects of this approach. For example, Ghana came up with a commission the National Development Planning Commission (NDPC) as a regulatory policy to assimilate the principle of M&E operations. NDPC adapted the Results Based Monitoring and Evaluation System (RBMES) and Results Based Budgeting (RBB) in the M&E process. This was purposely to ensure cost effectiveness, institutional capacity strengthening, promotion of good governance and accountability as well as credibility to the partners and government.

The government of Kenya recognizes the fact that implementation of construction projects in secondary schools will contribute to knowledge production, information and communication sharing among the school community. This view stems from assertions in the literature regarding the importance of development projects in schools. The development projects in schools have a direct role to play and if used properly, they can bring many benefits to schools as well as to the community (Mugo, 2006).

In Kenya education projects like laboratories construction, the Kenya school equipment scheme, classroom construction, information communication technology, dining halls construction, water supply, among other projects have either been executed amid difficulties or worse never went beyond paperwork step. Their failure to be completed shortly before or after implementation, speaks volumes of project profligacy that though widely talked of, have not been documented. Success in project completion thus will depend mainly on good management and organization and close monitoring and evaluation of construction projects (Mugo, 2006).

Kenya Vision 2030 is the nation's new development blueprint for 2008 to 2030 which aims at making Kenya a newly industrializing, middle income country providing high quality life for all its citizens by the year 2030 (NESC, 2007). The major reforms and innovations in the education sector include; implementation of Free Primary Education (FPE) and Free Day Secondary Education (FDSE), these have accelerated enrollment of students in both primary and secondary schools in the country (Kenya National Bureau of Statistics, 2012). The Task force on re-alignment of education in Kenya (2012), whilst enrolment rates at primary and secondary levels have increased, learning achievements are declining because of lack of facilities and quality assurance measures are not comprehensive enough and therefore teachers and school management in general are not held into account for the declining educational achievements in the country.

Mugo (2006) noted that many Secondary schools in Kenya have been receiving funding meant to establish or improve existing facilities such as classes, dormitories, laboratories, libraries, especially since the current Government took over in 2013. It was also established that most donors do not assess and evaluate projects that they had funded and do not give any recommendations and this affected the implementation of projects (Mugo, 2006).

For a project to be effective, it must be measured accurately this can only happen if one knows what could have happened (Grossman, 2005) .This is supported by Ochieng and Tubey (2013) that measuring of the effectiveness or impact of a policy or program hinges on asking fundamental questions; What the results could have been if interventions had not taken place? Even though one would not obviously observe such a situation, it is possible for one to approximate it. Hence Monitoring and Evaluation is one of the tools

that assist project managers track performance and also provide the management with information to make decisions in regard to the project.

1.3.1 Influence of Work Break Down Plan on the Completion of School Construction Projects

Project implementation consists of carrying out the activities with the aim of delivering the outputs and monitoring progress compared to the work plan. Monitoring and Evaluation important activity in projects because it determines project success. All stakeholders are regularly informed, in good time and accurately, the actual status of a project at a given time compared to the original objectives, i.e. with regard to deadlines and budgets. Day (2010), advices that effective M&E is increasingly being appreciated as an important requirement for both project and portfolio management. This is because Monitoring and evaluation provides grounds for being accountable in utilizing the resources available for development. It can be applied to make the project even stronger at the design stage, implementing it and stimulating potential partners among the stakeholders (Davis, 2014).

In Kenya Monitoring and Evaluation systems has not been effective as a result of several challenges especially in the government sector. Monitoring and Evaluation framework has not been fully operational, for example this view, is supported by Wanjiru (2008) who indicated in her social audit of CDF that, monitoring and reporting should be strengthened and depended in all CDF projects.

In Kajiado County, the government in its 2013-2017 tenure completed construction of over 300 ECD classes, as well as 3 secondary schools, with some yet to be completed

(Kajiado County, 2017). The Kajiado west Sub-County headquarters marks another construction project undertaken by the County government. However, majority of these projects face problems of delays, cost overruns and failure to achieve the intended quality requirements. This for instance in the case of Ngong stadium whose first phase meant for completion in 2015 is yet to be done despite the county government paying Kshs 37 million (Daily Nation, 2020) .

1.3.2 Influence of Budget Tracking on the Completion of School Construction Projects

Project budgets, similar to resource plans, are a reflection of project work and the timing of that work. A preliminary informal review by the researcher on the construction projects in secondary schools in Kajiado West Sub-County shows that most of the projects are not completed on schedule while others are abandoned before completion because of many problems and complex issues of performance such as cost, time, poor Monitoring and evaluation practices. This, among many other factors have prompted the researcher to conduct this study, determining the influence of monitoring and evaluation tools on the completion of construction projects in secondary schools in Kenya with Kajiado Sub-County providing the case study.

1.3.3 Influence of Progress Reports on the Completion of School Construction Projects

Project implementation phase starts after project approval. From the programme point of view it consists of project monitoring which is the ongoing analysis of project progress towards achieving planned outputs/results with the purpose of checking if the

project is on track. Progress reports are used as main communication tools towards the programme. Service delivery in the department of public works and the construction industry has remained wanting numerous cases of delayed or, in extreme cases, stalled projects spread throughout the county.

Reports indicate that more than 50% of all public building construction projects including in secondary schools started by the county government in the last four years have gone beyond the stipulated completion time (Kajiado West Constituency, 2015). Although the government has been making efforts to address the issue by issuing directives and legislation aimed at improving the situation; indications are quite clear that cases of delays, cost overruns and below quality deliveries are still rampant.

In Kajiado west sub-county a number of school projects and other projects funded by CDF did not materialize. Some projects are ghost projects, where nothing has been done. School projects face numerous challenges in management and completion of projects such as inadequate project funding, poor financial management skills by the BOM and poor standard workmanship (Kajiado West Constituency, 2015). This study concentrates in Kajiado West Sub County which as indicated earlier has numerous uncompleted projects in secondary schools.

1.3 Statement of the Problem

The concept of delays in projects performance is a global phenomenon. A study by United Nations Commission for Trade and Development (UNCTAD), in 2001, on African construction problems and their implications for New Partnership for Africa's Development (NEPAD) identified costly project delays as a major problem and identifies

poor project time, management skills, quality and cost performance and other issues. This calls for a need to address unpredictability of projects completion in terms of cost, delivery time, management skills and monitoring and evaluation.

A number of organizations and bodies both globally and regionally due to the realization of the importance of M&E have adopted the process of Monitoring and evaluation as the only deliverable that can see their projects and programs succeed. For example, in China, every project has an intertwined process and programme of Monitoring and Evaluation (World Bank, 2013). In Africa countries like Angola, Libya and Ghana have entrenched M&E in their projects in the Education sector. Kenya has also adopted the idea (Mwangi & Kaimenyi, 2011).

In recent times, projects undertaken by the government has seen public funds go to waste since some have stalled and yet the government and stakeholders keeps pumping more money to the projects. Some projects have either stalled or failed to kick off, and in others shoddy performance has been witnessed. A report by (Mars Group Report, 2012) further reveals that projects that were initiated through CDF between 2009 and 2013 amounting to over 12 billion most of them are yet to be completed and some have stalled this then calls for monitoring and evaluation on performance of such projects.

Several studies agree that monitoring practices is a factor to project performance (Yusuf, Mulama, & Musiega, 2015). However, monitoring practices of projects in Kenya are weak due to poor practices embraced (Kenya National Bureau of Statistics, 2012). Over 60% of substantive projects fail to meet targeted goals due to ineffective monitoring practices (Hyvari, 2006). This leads to projects being delivered over budget, behind

schedule and time frame therefore affecting quality and projects performance (Ike, Diallo, & Thuillier, 2012).

Principally, organizational growth is pegged on the degree to which all initiated projects are completed successfully. Regrettably, this successful completion is not attainable without Monitoring and evaluation. In Kenya there are secondary school projects that have failed, many stalled or completely failed, especially those initiated by CDF. According to KESSP (KESSEP, 2005-2010), there are numerous examples of faulty projects in many public secondary schools in Kenya. Daily Nation (June 26 2011) stated that in Wundanyi constituency, Taita Taveta County, only few projects have been completed. From 2003 - 2011 the kitty received a total of 233 million but less than 10 projects have been successfully completed. Secondary schools have been receiving CDF funding meant to establish or improve existing facilities such as classes, dormitories, laboratories and libraries. However, some projects failed to start or have stalled from previous regime along the way or even before commencement. As a result, some facilities remain unutilized due to non-completion and if this continues then Kenya's vision 2030 will not be realized.   In Kajiado County, there have been a number of failed construction projects in secondary schools this has been greatly contributed by project managers not implementing Monitoring and evaluation or did not know the necessary steps to fully embrace M&E practices. This unsatisfactory performance has manifested itself in the form of delays, complete failure and abandonment as well as increased cost variation resulting to projects that are less cost effective. This problem of failure in project delivery necessitated the need to evaluate the influence of monitoring and evaluation tools on the completion of construction projects in secondary schools in Kenya: a case of Kajiado West

sub-county. This will help bridge the knowledge gap that will inform managerial decision-making and be replicated in other counties, and at the national level to improve completion of construction projects.

1.4 The purpose of the Study

This study sought to investigate the influence of Monitoring and evaluation tools on the completion of construction projects in Secondary schools in Kajiado West Sub County.

1.5 Objectives of the study

i. To assess the influence of work breakdown plan on the completion of construction projects in secondary schools in Kenya.

ii. To establish the influence of budget tracking on the completion of construction projects in secondary schools in Kenya.

iii. To determine how progress reports influences the completion of construction projects in secondary schools in Kenya.

1.5 Research Questions

This study sought to answer the following questions;

i. What is the influence of work breakdown plan on the completion construction projects in secondary in Kenya?

ii. What is the influence of budget tracking on the completion construction projects in secondary schools in Kenya?

iii.   How do progress reports influence the completion of construction projects in secondary schools in Kenya?

1.6 Significance of the Study

Projects are undertaken to fulfill predetermined objectives. If the projects are not completed, then the objectives shall not have been met and resources shall have been wasted. The significance of this study is therefore to provide an insight on how monitoring and evaluation tools can affect the completion of secondary school construction projects. Secondly the findings of the study are also important in enforcing the formulation of policies that requires all construction projects undertaken to incorporate the use of M&E systems in order to realize successful achievements of objectives during implementation. A successful project is one that is completed within the allocated budget; the set time limits and achieves the set objectives. All these will be realized when M&E tools are used. The findings from the study further provide assistance in formulation of policy in Key areas of project planning, implementation and completion. It additionally contributes to scientific knowledge base for academic purpose as well as project planning, implementation and sustainability for regional, national and international levels.

1.7 Scope of the Study

The study focused on schools that were sampled in Kajiado West Sub County instead of all schools in the entire county. The scope was limited due scarcity of time and financial resource available to the researcher.

1.8 Delimitations of the Study

The study was delimitated to determine the influence of monitoring and evaluation tools on the performance of school construction projects in Kenya. The study only focused on the influence of monitoring and evaluation tools on completion construction projects in public secondary schools in Kajiado West Sub County this is because private schools were not directly relevant as government does not fund their construction projects. Three M&E tools were considered thus, work plan, budget tracking and progress reports.

1.9 Limitations of the Study

The study faced limitations such as unavailability of adequate documented information about construction projects in public secondary schools in the Sub-County and therefore, to address this, the researcher relied on information from the Ministry of Education, Ministry of Public Works and the National Construction Authority in Kajiado West Sub County. Some of the respondents were unwilling to give information due to fear that they would be giving out information without authority, but this was overcome by the research explaining the purpose for which the study was be undertaken. To break secrecy and/or lack of openness due to the confidentiality and secrecy policy in most public institutions that restrict respondents from releasing vital information, the researcher re-assured the respondent of confidentiality and that the information that was collected thereof was purely be for academic purposes.

1.10 Assumptions of the Study

This study was based on the assumption that the completion of construction projects in public secondary schools in Kajiado West Subcounty were mainly influenced by the variables stated in the study objectives and that the respondents were truthful and honest.

1.11 Theoretical Framework

Theoretical framework for monitoring and evaluation of projects is a frame of reference which aids project implementers understand their world and also learn how to function within. Since projects are change agents, this study was guided by the theory of Change. The profounder of this theory was Carol Weiss in the 1995, the proponents of the theory are; Auguste Conte, Herbert Spencer, Emile Durkheim, Karl Max and Tal Persons. The theory of Change is a systematic and cumulative links between activities, outcomes and context of initiatives (Fullbright-Anderson, Kubisch, & Connell, 1998). The assumptions of the theory of Change is that an action is purposeful, it articulates explicitly how a project or initiative is intended to achieve outcomes through actions, while taking into account its context. This theory further states that assumptions should be monitored and upheld throughout the project implementation. This theory is related to this study in that it would help causal links which are not well established i.e. the influence of M&E tools on completion of school construction projects. It will also help I identifying outliers-"bright spots" that might inform learning and serious problems that need to addressed immediately. Further will help the researcher identify contextual factors that might be important to gather data on and use to investigate patterns and resources for example does the intervention work particularly well at certain sites or for certain groups of people. This

theory thus is related to this study because it would help the researcher to determine the relationship between the variables; progress reports, budget tracking and work plan in a non-linear interactive pathway.

1.12 Conceptual Framework

Independent variables

Work Breakdown Plan
-Goals
- Objectives

Dependent Variable

Budget Tracking
. Rate of absorption of Resources
. Timely allocation

Completion of construction projects
- within budget
- meet specifications
-time taken versus time anticipated
- Improved education

Progress Reports
-Quarterly reports
-Mid-year reports
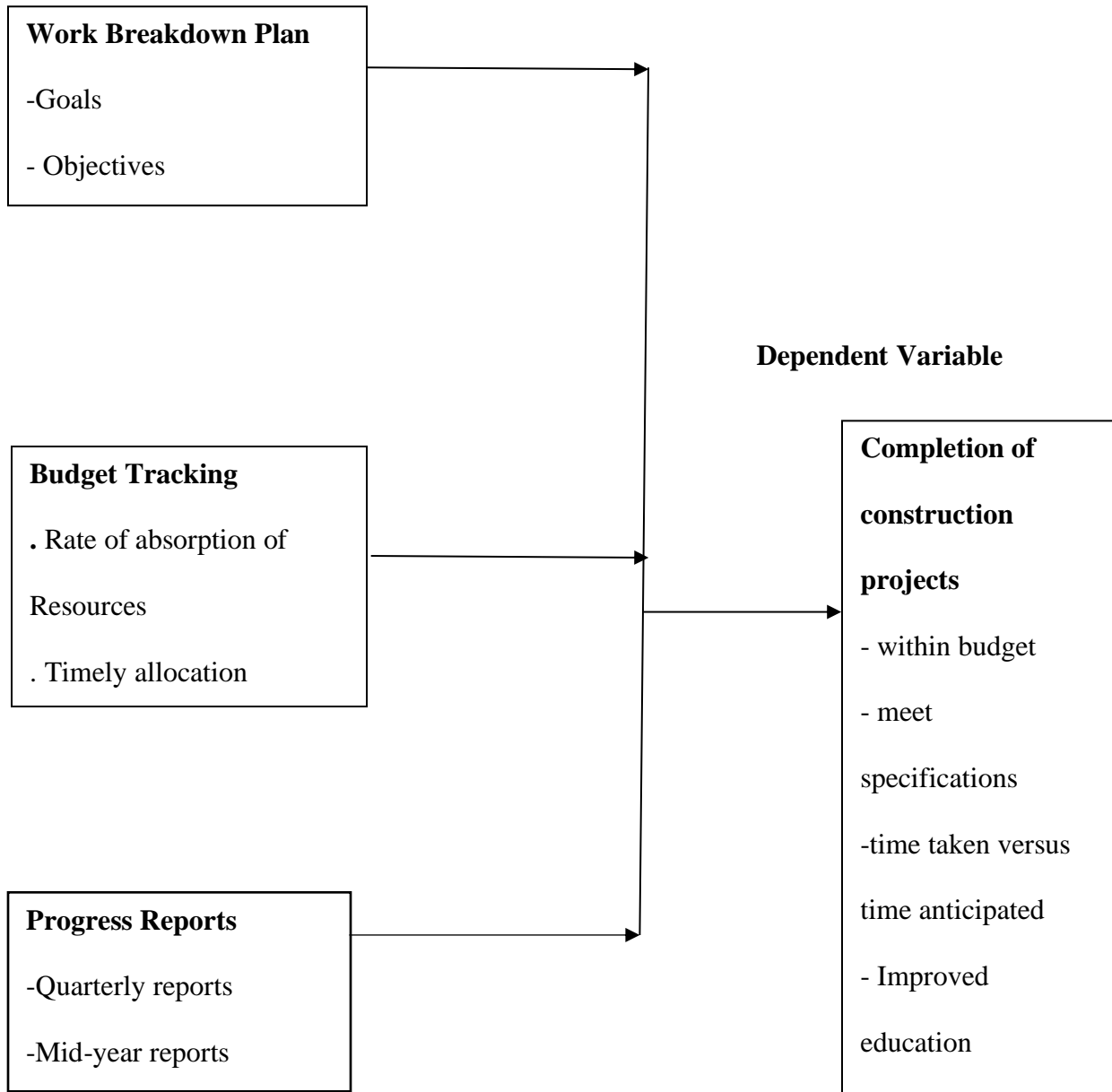
Figure 1: 1.10 Conceptual Framework

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter comes up with the already existing principles and practices on monitoring and evaluation in relation to completion of secondary school construction projects. It outlines already existing researched knowledge and brings about some of the conclusions and knowledge gaps from Studies done previously. This section is important in that it links previous related research and the present study.

2.2 Theoretical Review

According to Kombo and Tromb (2006) theoretical framework is a collection of interrelated ideas based on theories. Theoretical framework accounts for and explains the phenomenon attempting to clarify why things are the way they are based on the theory.

2.2.1 Theory of Change

It is intricate to trace precisely when the term "theory of change" was first used, but a hint at its origins can be found in the considerable body of theoretical and applied development in the evaluation field, especially among the work of people such as Huey Chen, Peter Rossi, Michael Quinn Patton, and Carol Weiss. These evaluation theorists and practitioners, along with many others, have aimed on how to apply program theories to evaluation for many decades. The stream of work leading to the use of theories of change in evaluation can be traced back to the late 1950s with Kirkpatrick's 'Four Levels of Learning Evaluation Model'. Further progress and evolution as included Daniel Stufflebeam's CIPP (context, input, processes and products) and the widely used logical

frameworks (Log frame) or logical models which set out causal chains usually consisting of inputs, activities, outputs and outcomes coupled to long-term goals. Methods such as log frame were a significant advance, providing a framework through which the relationships between a program's components could be drawn out and articulated.

However, US writers such as Weiss, Chen and Patton increasingly highlighted the challenges in evaluating complex social or community change programs when it was not clear precisely what the programs had set out to do or how and therefore difficult to evaluate whether or how they had achieved it (Kusek & Rist, 2004). Theory of Change is imperatively a comprehensive description and illustration of how and why a desired change is expected to happen in a particular context. It is focused in particular on mapping out or "filling in" what has been described as the "missing middle" between what a programme or change initiative does (its activities or interventions) and how these lead to desired goals being achieved. It does this by first identifying the desired long-term goals and then works back from these to identify all the conditions (outcomes) that must be in place (and how these related to one another causally) for the goals to occur. These are all mapped out in an Outcomes Framework (Baker, 1999).

The Theory of change is an outcomes-based approach that employs final judgment in the plan, execution, and assessment of objectives anticipated to make changes in their framework. The theory's prominence stems from the fact that it is increasingly used in project development to maintain progress outcomes (Vogel, 2012). According to Gay (2001), performance framework should have an understandable perceptive and order of how any designed projects are projected to meet outcomes. The theory of change model allows stakeholders to envisage the judgment of a project and categorize the expected

connecting between efforts, actions, productivity. The use of the theory of change hinged upon the fact that it satisfactorily depicts measures, ideal amendment, and the original theory; all of which are essential components for M&E projects (Albert, 2007). In practical terms, the change theory aids project staff and evaluators recognize project goals. The knowledge of these important results enables stakeholders to measure and monitor outcome in comparison with the theory of change formulated earlier using, for example, variants of the theory of change like result chain or the logical framework. Additionally, the usages of the theory of change during the supervision stage of project execution helps to critic a project, and ensure it is on track to complete the preferred change and if it is functioning as per the project design (Corlazzoli & White, 2013).

The Outcomes Framework then provide the basis for identifying what type of activity or intervention will lead to the outcomes identified as preconditions for achieving the long-term goal. Through this approach the precise link between activities and the achievement of the long-term goals are more fully understood. This leads to better planning, in that activities are linked to a detailed understanding of how change actually happens. It also leads to better evaluation, as it is possible to measure progress towards the achievement of longer-term goals that goes beyond the identification of program outputs (Corlazzoli & White, 2013).This theory is applicable in this study as it puts more emphasis on the utilization of monitoring and evaluation tools to ensure that the project achieves its intended objectives and its impact is felt. It further helps the researcher to determine the relationships between the variables. It also helps in identifying gaps in available data and provides a structure for data collection, analysis and interpretation.

2.3 Review of Literature

2.3.2 Work Break Down Plan and Project Performance Construction Projects.

Work breakdown plans are short-term planning tools that contain a lot of detail on the activities carried out in the project and can therefore only cover the immediate future of the project – but with reference to the overall project plan. As part of tracking and monitoring, work plans are revised periodically and adapted where necessary (Brignall & Modell, 2010).

Timings for the intervals between revisions and the period each detailed work plan should cover vary and should be proportional to the size of the project. In general, it is advisable that each work plan covers the working period between the main project meetings (many projects meet two or three times a year, therefore the periods covered by the detailed work plan would cover between four and six months) (Armstrong & Baron, 2013). Connecting the work plan to the meeting schedule also has the benefit of being able to directly involve all partners in the elaboration of the next phase of the work plan, so that activities can be allocated directly to the team members, and coordination of shared tasks can begin straight away. This direct approach usually proves very efficient with great time-savings compared to the alternative way of sending drafts back and forth between partners. Afterwards, the project manager can prepare the updated or new work plan based on the meeting agreements, and distribute it to all partners so that implementation can continue smoothly.

Monitoring can be defined as control of the project implementation in order to keep the project on track and achieve the end results of the project (Butteries, 2010). The project

manager is responsible for the regular monitoring of the project, but the partner organizations should also contribute actively to the effective monitoring of the project.

Once the project has started, the objectives should be regarded as unchangeable – if you alter what you plan to achieve you are in effect starting a new project and would have to start your activity planning again from the start. However, modifications to objectives often happen in small steps (called 'scope creepage') and do not seem to have a major impact. When these small modifications add up, though, they can put the project seriously off target. The project manager should compare all decisions on modifications to the original objectives to make sure this does not happen. Programmes do not generally allow modifications to objectives – because it would mean they were getting a different project to the one they had approved.

With planning complete, the project monitoring can begin Baker (1999). The Gantt chart is used to monitor progress on the project and identify problems, especially activities falling behind schedule. The use of "milestones" is essential in planning and controlling projects (Batten, 2011). Milestones are placed at critical points in a project where major decisions must be made. The ability to accurately forecast financial aspects on project performance allows organizations or project teams to confidently allocate capital, reduce financial risks, possibility reducing the cost of capital (Brignall & Modell, 2010).

Financial management is the operation of internal control system (Ike, Diallo, & Thuillier, 2012). Financial management of project must be actively managed, it is an important part of the project management process and should be reviewed by the project manager, financial team, stakeholders and key project team members regularly (Yusuf,

Mulama, & Musiega, 2015) By keeping a close eye on the project budget one will be assured that they are kept within the forecast set from the beginning.

Financial evaluation and monitoring plays key roles in developing the long-term financial goals of an organization by enabling school managers ensure sustainable construction projects. Financial planning encompasses setting goals, assessing financial assets and resources, estimating future financial requirements and making plans to achieve monetary goals according (Kusek & Rist, 2004). He continues to suggest that, one systematic tactic for attaining effective management performance of construction projects is financial planning, budgeting and that sustainability of the projects lies in.

Effective financial management right from the implementation to post implementation stage is paramount to effective performance of school construction projects. It is crucial to set up and plan a budget on the amount of money recorded (Msila & Setlhako, 2013). Furthermore, they are used to track the monetary worth of goods and services into and out of an organization. This calls for financial management strategy to guarantee the effective performance of these projects (Ibeto & Chinyeaka, 2012).Organizations are required to use funds wisely for the purpose intended in order to ensure success of construction projects. Often, uses of funds are diverted for other interests of the organization outside the scope and work plans of these projects (Aden, 2012).

2.3.3 Budget Tracking and completion of Construction projects

A comprehensive budget provides management with an understanding of how funds will be utilized and expended over time for projects or operations. In general, a

project expends resources slowly, ramps up rather quickly as more resources are utilized and then tapers off as the project comes to completion. A comprehensive budget can only be developed as a result of the project schedule and resource plan. Therefore, the better you identify all the work of the project within your schedule and the types of resources necessary to complete the work effectively, the more accurate your budget will be (Baker, 1999).

In project management, financial sustainability is the ability of the project to manage itself financially. Consequently, completion goals should be fully integrated into the planning and budgeting process. Specific actions that should be undertaken include: The consideration of full lifecycle costs in making investment decisions. Full lifecycle costing considers the affordability of an investment over the short, medium, and long term, from initial acquisition to disposal. For example, a more efficient technology may cost more up-front, but have a Social Environmental Economic Sustainability better long-term impact (ICLEI, 1990).

Lifecycle costing should be applied to both capital and operating investments. The budgeting system should encourage decisions that prevent outcomes that negatively impact completion goals. To ensure the above, it is important to supplement budgeting with methods that systematically improves efficiency. The budget process is an ideal forum for systematically identifying efficiency opportunities. The finance manager can promote process improvement methods that take place outside budgeting, but that will ultimately have a positive impact on the budget (Brignall & Modell, 2010).

In addition, ICLEL (1990) explains that creation of the right incentives is encouraged. Here it is desired to promote budget policies to encourage departments to invest in efficiency. For example, a policy that rewards departments for reducing energy consumption will provide a better incentive than one that immediately turns the savings over to central control. In this case it is desired to allow the department to invest its first-year energy savings in a short-term project that have direct benefits to the department. Promote analysis of intergenerational equity and socio-economic equity in capital investment and financing. Make sure the capital improvement planning process takes into account issues such as balancing investments between different geographic areas of the community and when a capital asset is paid for versus when it is consumed. Nyandemo, (2010) observes that in order for the project budgeting to be meaningful and viable it must satisfy several conditions arising from overall corporate consideration that includes, consistence with long range plans of the project, be compatible with resources available, controllable and endorsed by executive management.

In addition, the integration of resiliency into capital project evaluations is very desirable. Resilient systems reduce; the probabilities of failure; the consequences of failure such as deaths and injuries, physical damage, and negative economic and social effects; the time for recovery (Nyandemo & Kongere, 2010). ICLEL further states that the objective of a capital planning system should be to maximize an asset's resistance to extreme events and minimize the time required for recovery while, of balancing against costs Resiliency complements completion because a resilient asset will be in a better position to serve future generations of constituents than a non-resilient one. Long-range financial plans and forecasts are an important tool for ensuring that a government's cost structure and service

strategies are economically and financially sustainable and should be updated on a regular basis.

It is imperative to draw a balance sheet of successful projects and failed projects and identify and categorize the failed projects. Malfunction of a single component of the project can affect the whole project, thus the need for tackling every component of the project as continuity and of sustainable strategy (ICLEI, 1990). This helps to charter project successfully and all must be expertly managed to deliver the on time and on budget results.

2.3.4 Progress Reports and Completion of School construction Projects

The importance of monitoring reports should not be overlooked. It should be noted that these are an essential part of project / programme monitoring. Activities undertaken, inputs supplied, money disbursed, etc. have to be recorded and accounted for.   However, reports are only effective if they are submitted to the right people at the right time to facilitate corrective decision making. The purpose of a project monitoring report is to provide information to assist stakeholders in comparing performance against plans so that current or potential problems can be identified and analyzed (Ibeto & Chinyeaka, 2012).

Whether performance progress is effective or not is always as a result of their integration into the how well they are integrated into the defined system of appraisal. Such a system requires horizontal and vertical integration. In other words, there is need to strike a balance if you need to get an accurate evaluation of a project and to combine this across projects to get a picture of the performance of the program and across programs in order to realize whether there has been an impact on the departmental level policies and procedures (Hatry, 2009). Progress reports are continuous but implementers need to have a defined

process of evaluation at a defined interval to evaluate an individual's performance against the agreed upon targets set at project's initiation (Butteries, 2010). Transparent, pre-agreed measurements must be used when judging performance.

After a project has been initiated, appraisal should be carried out at defined intervals Davis (2014). Appraisals should be used to gather information on possible deviations from the original project goals. They should also address any emerging concerns of the project as envisaged by the manager. Based on these corrective measures should be collectively identified and applied where necessary. What has been achieved is also supposed to feature as this motivates those involved in this achievement. This is usually a key driver of achievement. This review points out alterations to organizational processes which ought to inform the strategic, business and project planning processes to scale up results. This activity takes care of the actions necessary for reviewing and evaluating project's results in order to produce a completion report (PMI, 2004).

To avoid potential project risks that one is not prepared for, near term risks must be assessed and appropriate responses prepared and implemented. Even though one may have a ready risk response, if it is applied too late it will not be helpful. You should therefore engage the one that is most immediate (Hatry, 2009). The first major milestone is always to recognize exceptional performers. Many times, a lot of focus is directed to solving problems thereby ignoring the exceptional performers. Also, those who perform slowly and lag behind should be encouraged. They should not be belittled during status review meetings. This may call for close monitoring and mentoring by the person in charge or a team member who is high performing. This will earn loyalty for the person in charge.

The project application that was approved by the programme is the baseline for project implementation. It is the main document that helps the project manager track progress. The project application contains project objectives, a description of the activities for achieving them, and measurable output and result indicators to show they have been achieved. However, you should not expect the project to be implemented exactly as planned (Attibo, 2012).

No matter how good the original plan is, there will always be some deviation during implementation. This should be anticipated, and the aim of project management is to track this deviation, make sure it stays within the scope of the project, and redirect activities to get back on track. The further the project goes into implementation, the more important it is to track things systematically to avoid drifting away too much from the original outline and falling outside the scope of the project. Remember also that many modifications will actually be improvements, and that it is this dynamic aspect of project management and the ability to adapt to modifications that are likely to lead to success (Brignall & Modell, 2010).

Progress reports helps in giving the management an accurate picture of the project progress. Stakeholder briefings are meant for updates so that all are always aware of the current state of the project. Briefs can be done at different stages of the project, Project briefs done at kick-off ensure that all stakeholders read from the same page with regard to responsibilities and expectations. As the project progresses, briefs keep stakeholders aware of the current state of affairs and it keeps the project team on top of project tasks (Brignall & Modell, 2010).

Project Performance Reports (PPRs) are part of the overall project performance management system (PPMS), which encompasses all stages of the project cycle. PPRs provide information on project implementation and progress in achieving development objectives. Because of the cause-effect relationship between the two aspects of project performance, PPRs should present explicit and verifiable performance targets that reflect progress toward achieving project objectives (Albert, 2007). They highlight performance assessments for project supervision, key assumptions and risks, major problems encountered, actual or proposed remedial actions, and the project ratings for implementation progress and the likelihood of achieving development objectives.

The rating for project implementation progress concentrates on the physical implementation of a project, while the rating for development objectives concentrates on the likelihood of achieving the short and long-term development impacts of a project (Kikwasi, 2012). Although the former influences the latter, satisfactory implementation progress does not always lead to achieving development objectives satisfactorily. Conversely, development objectives may be achieved despite unsatisfactory implementation progress. The two ratings are equally important. They are complementary, not substitutes.

A project's long-term development objectives (i.e., the goal in the logical framework) and key indicators of long-term development impact should be summarized, demonstrating how the project will contribute to solving problems in the sector. Although the achievement of long-term development objectives is unlikely to be fully under the control of project implementation staff, such objectives should be clearly recorded. For

projects with multiple objectives, these should be enumerated in the order of cause-effect relationships.

The immediate development objectives (i.e., the project's purpose in the logical framework) are the pillars of project design. These are the expected results to be achieved soon after project completion. For each intermediate objective, key changes expected are to be defined. These indicators measure the short-term benefits realized by achieving project outputs. In setting indicators, the quality, quantity, and timing required to achieve the next level of objectives is to be considered. The assessment of the immediate development objectives will be included in the overall development objective rating in the Recent Developments (Brignall & Modell, 2010).

Quantifiable indicators (including kilometers of road rehabilitated, power generating capacity installed, number and location of clinics built, number of health personnel trained, policies revised, and new operating systems introduced) are to be established to measure intended outputs. The indicators are to be agreed upon by the EA during project processing and loan negotiations, and if later modified, during project implementation. Where quantifiable indicators are not feasible, qualitative ones may be used. However, in these circumstances, the standard rating scale and rating criteria should be defined. PPR only after project completion. In conclusion, the use Performance reviews enhances Project Delivery Capability (Divakar & Subramanian, 2009).

2.2.4 Project Completion and Performance

A project in its basic definition is a temporary endeavor undertaken by people who work cooperatively together to create a unique product or service (Zulu & Chileshe, 2008)

within an established time frame and within established budget to produce identifiable deliverables. Project success has been defined by the criteria of time, budget and deliverables (Gordon, 2004). According to Zulu and Chileshe (2008) a project is only successful if it comes on schedule, on budget, it achieves the deliverables originally set for it and it is accepted and used by the clients for whom the project was intended. According to Ombati (2013), projects possess certain characteristics that distinguish them from any other activity in the organization. These include the fact that projects are temporary meaning that any project will have a start date and end date although it has nothing to do with short duration.

Completion of projects within schedule is a major contribution towards the competitive edge in organizations (Enshassi & Abushaban, 2009). This is based on the realization that the achievement of the targeted objectives is determined by the ability to deliver the targeted output within the stipulated time. Although timely completion of the project is one of the determinants of its success, it is important to manage each project based on its uniqueness (Divakar & Subramanian, 2009). Project success factors can be classified into managerial factors, efficient project planning and clarity of objectives. Enshassi, Mohamed and Abu Shaban (2009) identify two stages within project lifecycle as the delivery and post-delivery stages. The delivery stages focus on standard measures which involve "doing things right" while the post-delivery stage is the concern of the consumers and organization to ensure that things were done right. It is based on this approach that "getting things right" is perceived to be more significant compared to "doing things right".

Implementation of the projects usually needs resources given that most of the time project execution is based on detailed plan, which considers also external factors and constraints. Planning, execution and controlling of project is the primary field of project management. For major projects it is necessary sometimes to set up a special temporary organization, consisting of a project team and one or more work teams (Divakar & Subramanian, 2009). The implementation process involves the collective wisdom, knowledge, and even subconscious minds of the collaborators (Enshassi & Abushaban, 2009). The nature of the implementation processes will depend on the type and size of the project. Scope, time, cost, risk, quality, project organization, human resources, communications and procurement must be managed. These sentiments are no different from that of Olive (2002)who postulates that implementation is the carrying out, execution, or practice of a plan, a method, or any design, idea, model, specification, standard or policy for doing something. As such, implementation is the action that must follow any preliminary thinking in order for something to actually happen.

Project performance can be defined by the criteria of time, budget and deliverables. It is the overall quality of a project in terms of its impact on the welfare of the beneficiaries., what value it has on its beneficiaries, effectiveness of implementation, efficiency and sustainability, (IBBS & Kwak, 2000). At the end the importance of project performance is helping in avoiding failure of a project to keep within its budget, failure to keep within the time stipulated for approvals, design, occupancy and failure to meet the required standards for quality, functionality, fitness for purpose, safety and environmental protection (Kululanga & Kuotchwa, 2010). The major objective of project performance is to ensure that the enterprise maximizes on profitability, minimize the consequences of risky and

uncertain events in terms of achieving the project's objectives and takes the chances of the risky events from arising (Kululanga & Kuotchwa, 2010).

Quality is the sum of features that a product meets the desired need and fit for the purpose. To ensure the effectiveness and conformity of quality performance, the specifications of quality requirements which must be clearly and explicitly stated in design and project contract documents. The performance of a project can be measured trough project cost, quality, stakeholder's satisfaction, timeliness and achieving of the objectives of the projects. These are the effective indicators to measure project performance (Nyikal, 2011).

Performance is often identified as the ultimate dependent variable in the literature on organizations. The concept of organizational performance is not new. At the end of the 1950s and in the early 1960s, sustained efforts were made notably to understand the success of organizations. This literature developed in the 1960s and 1970s, and after 1980 narrowed down to concepts like quality (Blair, 1990). Several words are used almost as synonyms to organizational performance for example, efficiency, output, productivity, effectiveness, health, success, accomplishment, and organizational excellence. The concept of organizational performance has been adopted in this research because it is more appropriate in the context of organizational project management.

Armstrong (2013) argued that performance does not only relate to what has been achieved but also how it was achieved. The argument is that performance should be considered in both output and input. In input terms, performance refers to the behaviors' emanating from performers and relates to the level of effectiveness in using skills.

competencies and knowledge, while in input terms, it is the achievement of quantified outputs. This thinking is consistent with the definition of performance as how well or badly an activity is done and points to the short comings of restricting the consideration of performance to the narrow-quantified outputs only.

Although there is a great relevance of individual performance and the widespread use of job performance as an outcome measure in empirical research, little efforts have been put on clarifying the performance concepts. Most of the previous studies have dwelt on factors affecting performance of projects in Kenya and doing little or no deeper details that have been done to investigate the effects of M&E on performance of secondary school infrastructural projects in Kenya.

2.3 Summary of the Literature Review

The literature reviewed in this study has offered insights into the studies that have been done on ways in which different initiatives by organizations have been put forward to address the question of project completion. It is a wonder that most of the projects dealing with construction in secondary schools in Kenya face delays and cost overruns attributed to various factors such as institutional frameworks, training, stakeholder's participation, budgetary allocation, politics, M&E tools, planning, lack of skilled manpower and many others.

M&E helps improve project design and eventual performance through project design tools. The M&E plan helps in clarification of the construction projects objectives. It helps in the identification of performance indicators at each stage of a project, also identifies risks which might impede the attainment of objectives. It is also used as a tool to

engage stakeholders in clarifying objectives and designing activities. The progress review is a useful during the implementation as it is used to review progress and take necessary corrective actions. It thus allows the project team to plan all the aspects of the project at the initial stages of setting out the project goals, purpose, outputs and activities to guide the implementation.

During the implementation of a construction project the undertaking of progress reports will enable the implementers to be able to understand the initial situation so as to be able to understand the initial situation to allow comparison with the situation at the project completion to enable the determination of the project outcomes and impacts. The progress reports further help in forming the basis for identifying the prevailing status and circumstances, which would be used as a reference point in pointing success of the project later in its lifecycle. It is at the progress reporting stages that performance indicators are always generated against which scoring would be done during the implementation phase to inform the level of attainment of the benchmarks (Ibeto & Chinyeaka, 2012).

Progress reviews on the other hand helps the project team to determine who the key actors are relevant in or to, a construction project. Involvement of crucial project stakeholders has a strong bearing on the project performance. Currently there is an increased awareness that participation by project beneficiaries in design and implementation brings greater "ownership" of project objectives and encourage the sustainability of project benefits. Ownership enhances accountability (Divakar & Subramanian, 2009). Objectives should be set and indicators selected in consultation with stakeholders so that objectives and targets are jointly "owned". The question that this study project will be seeking to address is how does monitoring and evaluation tools influence

the completion of secondary schools' construction projects in Kenya and focusing on Kajiado West Constituency.

This chapter has presented a review of literature on the evolution of M&E and its wider application on project performance. In the section on M&E in project completion however, M&E remains a strategy and tool for the promotion of project management, and the results generated need to be applied through a management hierarchy. The section presenting how M&E activities influence project performance of construction projects brings out a number of issues: M&E budgetary tracking enhances project completion ,Project work plan sets the guide on how to monitor and evaluate a project; and lastly Performance reports reviews gather information on the status of areas that need to be looked into by projects.

2.4 Knowledge Gaps

Monitoring an Evaluation is very important because a lot of government and donor resources are given to organizations to implement projects. Best practice does not only require that projects are monitored for control but also stakeholders need transparency and accountability for resource use. Despite the fact that there is significant literature on the subject of monitoring and evaluation, there is no clearly agreed M&E tools yet developed by government or donor agencies. There is scanty literature on how schools are using different M&E tools to enhance completion of their construction projects. Yet schools are continuing to roll out several construction projects.

This study, therefore was be seeking to establish how the work plan, budget tracking, progress reports influence construction of secondary school construction projects

as monitoring and evaluation tools. This study will thus help bridge the knowledge gap on how M&E tools influences completion of construction projects in secondary schools.

The study will also help in the policy formulation by the Ministry of Education in regard to the construction projects in schools, as presently there is no clear policy framework on how different M&E tools can be applied to enhance completion of these construction projects.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Mugenda and Mugenda (2003) defined a research design as a structure by which a researcher carries out his study, giving a systematic order and direction to the design. This chapter presents a detailed description of the study 's research design. It also presents the definition of the target population, the sampling procedures as well as the methods that will be employed in collecting data from respondents. In addition, the chapter provides an explanation of how validity and reliability of the research instrument was met, it also identifies the method of data analysis that was used, provides the ethical consideration and further gives the operationalization of the variables.

3.2 Research Design

A research design provides a framework for the collection and analysis of data (Byrman & Bell, 2011). It contains the blueprint for the collection, measurement, and analysis of data in a manner that instilled relevance to the research purpose (Kothari, 2004). This study was conducted through a descriptive research design as conceptualized by (Kothari, 2004). By combining both quantitative and qualitative data collection procedures, a descriptive research design allowed the researcher to gather information in a manner that reduced the cost of data collection (Kothari, 2004). Also, a carefully constructed descriptive design allowed the researcher to study the phenomenon in its natural setting, eliminated bias and maximized the reliability of the data collected (Kothari, 2004). This research design involved gathering data that described events then organized, tabulated,

depicted and described the data that helped in answering research questions on the current status of the influence of Monitoring and evaluation tools on the completion of secondary school construction projects in Kenya.

3.3 Research Site and Rationale

Kajiado West sub County was selected by the researcher because of its proximity. It has public secondary schools where various construction projects are being undertaken. This proximity was an added advantage as the respondents were easily accessible therefore a saving in terms of money and time.

3.4 Target Population

A target population can be defined as the complete set of subjects that can be studied; people, objects, animals, plants, organizations from which a sample may be obtained (Gay, 2001). It is a complete group of things that fits the researcher's specifications from which the researcher wants to generate the results of the study. The study targeted an actual number of 104 respondents. This target population was obtained from the school project managers and student head representative in 26 Public Secondary schools in Kajiado West Sub County. School construction projects between the years 2018 to 2020 was identified in Kajiado West sub-county and targeted for the study.

Table 3.1 Targeted Population

Categories	Target Population
Head Teachers	26
PTA	26
BOM	26
Student Representatives (Head boy/Head girl)	26
Total	**104**

3.5 Study Sample

3.5.1 Sampling Procedure

The sampling frame describes the list of all population units from which the sample will be selected (Cooper & Schinder, 2003). Sampling is selecting a given number of subjects from a defined population as representative of that population. The sampling procedure describes the list of all population units from which the sample will be selected (Cooper & Schinder, 2003). In order to draw a sample which is representative of the population it is crucial to ensure as much as possible that a large sample is drawn. Statistically speaking any sample greater than 30 elements is considered large. In selecting a large sample, the effect reduces the extent of sampling errors; that is the difference between the sample static and the population mean (Mugenda and Mugenda 2003). Larger samples allow for greater insight about the population characteristic and provide for more generalizations of findings. Selecting a sample size is however done with respect to the size of the population as well as the resource and time consideration. The study adopted census sampling.

3.5.2 Study Sample size

The study adopted census sampling for the head teachers, BOM chair persons, the PTA chair people and the student representatives. This made the censured population to be 104. As shown in Table 3.2.

Table 3.2 Censored Population

Categories	Target Population	Censured Population
Head Teachers	26	26
PTA	26	26
BOM	26	26
Students' Representatives	26	26
Total	**104**	**104**

3.6 Data Collection

3.6.1 Data Collection Instruments

Questionnaires were used to collect data. Data was collected from the respondents using a questionnaire which had closed ended questions with a 5-point Likert scale rating for easy coding, and, open ended questions for independent opinions from respondents. The questionnaire was formulated in a manner that addressed each objective under study. They were administered by research assistants to the respondents within the specified strata. The respondents were given 1 week prior to collection of questionnaires to adequately respond to the questions.

3.6.2 Pilot Testing of Research Instruments

This is the process of testing data collection instruments with subjects that are not in the population sample to determine their validity and reliability. The questionnaire was be pre-tested in Kajiado North Sub County using 10% of the sample size to ensure that it is was valid and reliable and that were in order and not ambiguous. Pretesting also ensured that the questions were understood in the same way by all the subjects. After piloting the researcher ensured that the questionnaires were repeatedly corrected by the supervisor and experts of M&E.

3.6.3 Instrument Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mutai, 2000). It is a measure of the degree to which a research instrument yields consistent result or data after repeated trials (Mugenda & Mugenda, 2003). A measure that does not contain random errors is considered to be perfectly reliable. The presence of random errors can result from interviewer biasness or inaccuracies regarding the questionnaire construction and administration. Frequent random errors have a negative effect on the reliability of the research instrument. A re-test was purposefully carried out two weeks before the exercise and test the correlation between the two results to guarantee that the information initially given will be reliable (Mugenda & Mugenda, 2003). Using Pearson 's product moment correlation, the researcher, found out the correlation coefficient hence determine the reliability.

3.6.4 Instrument Validity

Validity is the ability of an instrument to measure what it is designed to measure. It can be defined as the correctness or credibility of a description, conclusion, explanation, interpretation, or other sorts of account (Kumar, 2005). According to Kumar (2005), there are two approaches to establishing the validity of a research instrument: logic and statistical evidence. Validity was established by a logical link between questions and the objectives (Kumar, 2005). There are three dimensions from which validity can be examined. These include, content, construct, and criterion validity (Orodho, 2004). Content validity was ensured by designing instrument according to the study variables and their respective indicators of measurement; construct validity, was maintained through restricting the questions to the conceptualizations of the variables and ensuring that the indicators of a particular variable fall within the same construct.

To further establish criterion, and content validity, the instruments was given to experts (the supervisor and other lecturers in Africa Nazarene) to evaluate the relevance of each item in the instrument to the objectives. Their suggestions were incorporated to improve the validity of the instruments; this further established the instruments content validity.

3.6.5 Data Collection Procedures

The appointments were scheduled with the BOM chairs, principals, deputy principals and finally PTA chair people to notify and request for permission to carry out the study in their infrastructure Projects. Through the help of two research assistants, the instruments were personally administered to the respondents who will be given ample time

to respond to the questions. This ensured achievements of a good response rate and also the respondents had a chance to seek clarification on items which might prove difficult to answer.

3.7 Data Processing and Analysis

Primary data from the field was be first edited. Coding will then be done to translate question responses into specific categories. Coding was expected to organize and reduce research data into manageable summaries (Mugenda & Mugenda, 2003). Both qualitative and quantitative data analysis technique will be used to analyze the data. Quantitative data collected will be analyzed using Statistical Packages for Social Sciences (SPSS), presented and interpreted using both descriptive statistics while thematic analysis techniques were used to analyze qualitative data collected in the open-ended questions. Descriptive statistics such as means, frequencies, standard deviations and percentages were used to describe the data. The analyzed data was presented in form of tables and figures.

3.8 Legal and Ethical Considerations

Consultation with school managers and heads to confirm the dates for the data collection and get the consent to carry the research in their area of administration was done. This will be done to eliminate conflicts which could arise from the school heads, PTA and BOM in the Project. This clarified the aim of the research and the nature of the study thus improved cooperation from the respondents during data collection.

Confidentiality of the information given by the respondents was well upheld. This was done by using the information without mentioning of the specific names of the people from whom the data was collected.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 Introduction

The study was to assess how Monitoring and Evaluation tools influence the completion of construction projects in secondary schools in Kajiado West Sub County. This was done by testing variables through census sampling of schools in the sub county. The themes were; the influence of Work plan on completion of secondary school construction projects, influence of Budget tracking on the completion of construction projects and influence of progress reports on the completion of construction projects. This chapter presents the results of statistics analysis, presentation, interpretation and discussion.

4.2 Response Rates

A total of 104 questionnaires were sent out. Ninety-three (93) were returned translating to 89.4% return rate. The high return rate has been as result of making several visits to the schools to make sure most of the respondents returned the questionnaires. A total of 71 of the project managers responded and 22 Student leaders responded.

4.3 Characteristics of the respondents

The major features of demographic that were considered important in the study were gender and education level.

4.3.1 Gender

The respondents were asked to indicate their gender so that participation according to gender is analyzed and discussed.

The gender of the project managers was established as indicated in Table 4.1.

Table 4.1 Gender of the Project Managers

Gender	Frequency	Percent
Female	32	45.1
Male	37	52.1
Total	**71**	**100**

The respondents were 52.1% male and 45.1% female, in effect representation of female was low in the project management. This underrepresentation may impact negatively on the operations of this project management. This is because certain gender requirements may not be addressed with such under representation. This is in conformity with findings of a survey contacted by Haa (2014) that gender mainstreaming in all sectors of the development ensured an all-inclusive approach.

4.3.2 Education level

The respondents' education level was analyzed and the outcome indicated in Table 4.2

Table 4.2 Level of Academic Qualification of Respondents

Qualification	Frequency	Percent
Certificate	5	7.0
Diploma	27	38.0
Undergraduate degree	21	29.6
Postgraduate Degree	18	25.4
Total	**71**	**100**

From the findings, the researcher discovered that the literacy level of the respondents was "High". The Levels of Qualifications were reflected in percentage as certificate 7.0%; Diploma holders 38.0 % Undergraduate degree 29.6 % and postgraduate degree 25.4%. They expressed the need to have educated Project Management Committee members who are able to manage and participate in M&E of the projects. The education level of members of the project management is very important. Kariuki (2013) in his findings noted that education level contributes towards understanding to the different facets of Government policies, high literacy levels increase the ability to communicate effectively ultimately translating to ease in participation. Educated project managers are more likely to respond by taking measures as education is expected to increase one's ability to receive decode and understand information relevant to making innovative decisions. Project managers without the required knowledge face barriers limiting their opportunity to innovate. The education level knowledge and capacities of committee members should be properly valued as it should be the starting point in constituting membership of such committees.

4.3.3 Number of Years in this position

The respondents' number of years in this position was analyzed and the outcome indicated in Table 4.3

Table 4.3 Number of Years in this Position

Age Range	Frequency	Percent
1-5 Years	22	31.0
6-10 Years	33	46.5
Over 10 Years	15	21.1
Total	**71**	**100**

Number of years in this position was reflected in percentage as 1-5 years 31.0 %; 6-10 years 46.5 % and Over 10 years 21.1 %.

4.3.4 Position of the respondent

The respondents' position was analyzed and the outcome indicated in Table 4.4

Table 4.4 Position of the Respondents

Position	Frequency	Percent
Principal	24	33.8
BOM Chairperson	24	33.8
PTA Chairperson	23	32.4
Total	**71**	**100**

The positions of the respondents were reflected in percentage as Principals 33.8 %; BOM Chairpersons 33.8 % and PTA Chairpersons 32.4 %.

4.4 Influence of Work Breakdown Plan on project completion

The researcher sought to establish the influence of a project work breakdown plan as a tool on the completion of construction projects in secondary schools in Kenya. The researcher further wanted to establish the influence of some components of the project plan to completion of projects i.e. clarity on how to achieve project objectives, inclusion of M&E plan and inclusion of resource controls (human and budget).

The respondents were given an opportunity to select from the scale provided; the findings were highlighted in the following tables.

Table 4.5 Influence of Project Work Breakdown on the Completion of Construction Projects

Influence	Frequency	Percent
Low	11	15.5
Moderate	39	29.6
High	21	54.9
Total	**71**	**100**

A majority of the respondents who account for 54.9% indicated that the use of a work plan schedule highly   influences the completion of school construction projects. 29.6% of the respondents moderately agreed that work breakdown plan highly influenced the completion of school construction projects; both of these groups cited other variables that are equally important so as to achieve a high completion this include incorporating M&E in the work plan. There was also a suggestion to create linkages between the work

plan goals, its objectives and activities to be undertaken to achieve the construction project's objectives.

Table 4.6 Aspects of Work Break Down Plan

Aspect	LOW		MODER ATE		HIGH		MEAN	STD. DEV
	F	%	F	%	F	%		
Use of Work plan to identify problems in project cycle	21	29.6	36	50.7	14	19.7	1.83	0.482
Tracking Project Plan for Progress	4	5.6	46	64.8	20	28.2	2.37	0.647
Connection of Work Plan and meeting schedule to allocate activities to team members	20	28.2	29	40.8	23	31.0	2.08	0.717
Clarity on How to achieve objectives	18	25.4	27	38	25	35.21	2.26	0.752
Inclusion of M&E in the plan	11	15.5	44	62	16	22.5	2.33	0.565
Composite mean and SD							2.24	0.54

According to the findings, majority of the respondents agreed (mean=2.37) tracking project plan for progress as an aspect of work plan influences the completion of construction projects. With a mean of 2.37 and a standard deviation of 0.647 which is higher than composite mean of 2.24 with standard deviation of 0.54, implying that the statement positively influences completion of school construction projects. There was also a strong agreement (mean=2.33) by project managers that inclusion of M&E in the work plan influences the completion of construction projects, they further noted that M&E should be part of a project strategic planning with clearly defined time lines, with a composite mean of 2.24 and a standard deviation of 0.54 which is lower than this item

mean and standard deviation implies that it positively influences the completion of school construction projects.

Additionally, the respondents agreed(mean=2.26) that work plan provides clarity on how to achieve objectives to team members this is in agreement with the notion that the project objectives, while still general in nature, helps break the large project's goal down into smaller and more detailed parts. Project strategic objectives specify the various steps that will be required to realize the strategic goal (National Treasury RSA, 2007). The respondents also strongly felt (mean=1.83) that use of workplan to identify problems in project cycle as an aspect of project work plan influences the completion of construction projects. These respondents further on this item were in agreement that if used in the work breakdown plan to identify problems means there will be a maximum utilization of the resources at disposal towards achieving of the projects' objectives.

4.6 Influence of budget tracking on construction of project completion

The study sought to establish to what extent budget tracking as a tool influence the completion of secondary school construction projects. The researcher in addition wanted to establish the influence of four key aspects of budgeting on completion of construction projects; these aspects were conformity of the budget to the project plan, timely flow of funds, adherence to the budget and tracking the budget in relation to the work plan. The findings were shown in the subsequent tables.

Table 4.7 Influences of Budget Tracking on Completion of Construction Projects

Influence	Frequency	Percent
Low	44	62.0
Moderate	11	15.5
High	16	22.5
Total	**71**	**100.0**

The frequencies, percentage, mean and standard deviation Table 4.8 points out that the budget had a significant influence on project completion. The overall picture is that the budget should be reflected in the project implementation and should be adhered to in the project plan and subsequently in its execution for the project to succeed. From the findings 62.0% of the respondents rated highly on the influence of budget tracking as a tool while 15.5% rated moderately. Only 15.5% rated it poorly.

Table 4.8 Components of Budget tracking

Component	VERY LOW		LOW		NOT SURE		HIGH		VERY HIGH		MEAN	STD DEV
	F	%	F	%	F	%	F	%	F	%		
Conformity of budget to project plan	2	2.8	1	1.4	4	5.6	18	25.4	46	64.8	4.67	0.637
Timely flow of funds	2	2.8	4	5.6	10	14.1	39	54.9	15	21.1	4.00	0.885
Adherence to the budget during project implementation	2	2.9	6	8.6	9	12.9	16	22.9	28	40	4.18	0.853
Tracking of actual expenditure in relation to work break plan	1	1.4	6	8.5	8	11.3	30	42.3	26	36.6	4.17	0.917
Composite Mean and SD											**4.15**	**0.410**

It was discovered from the study that the relationship between the budget and the work plan plays a role in project completion. It is evident that majority of respondents (mean=4.67) absolutely scaled conformity of budget to the project plan, they expressed that most of the projects have stalled for years due to non-conformity of the budget with the items in the work breakdown plan. This item had a mean and standard deviation which is higher than composite mean of 4.15 with standard deviation of 0.41, implying that the statement positively influences the completion of school construction projects.

They further expressed that irregular and unpredictable construction project budgets had interfered with construction projects completion. There was also strong agreement by the respondents (mean=4.18) and standard deviation of 0.853 that adherence

to the budget was a realistic aspect in the implementation of construction of school construction projects compared to a lower composite mean of 4.15 and standard deviation of 0.41 implying that this item had a positive influence on completion of school construction projects. It means adherence to the budget was not an option but an obligation. They strongly emphasized adherence to the budget so as to ensure the completion of the construction projects as scheduled. Most of the respondents however expressed the problem of political interference in completion of projects. For example, if a project is funded through CDF funds and the project exceeds the political term of an MP or Governor incase funded by County funds the next MP or Governor was unwilling to fund it. It appeared that those project managers who do not adhere to the budget do not manage the funds well. There was also a strong agreement by the respondents (mean 4.17 and standard deviation of 0.917) that tracking of actual expenditure in relation of work plan as an aspect of budgetary tracking which is higher than a composite mean of 4.15 and standard deviation of 0.41 meaning that this item has a positive influence on the completion of school construction projects. It was important that those concerned with the implementation of school construction projects work closely with County and the Ministry of Education project management to ensure consistency during project implementation.

The funds for these projects should be released in accordance to the specific stages of the project. For example, the first installment should be adequate to complete foundation and the second one to reach the window level instead of awarding all the amount for the entire project without considering the level of completion of the said project. It was therefore found out that it was a critical aspect that budget tracking can influence project

completion. Most of the projects that have stalled was due to mismanagement of funds or under budgeting.

Furthermore, most of the respondents agreed (mean=4.00 and standard deviation of 0.885) that the flow of funds during the implementation of construction projects in schools had an influence on the quality of work and timelines of project completion, this is compared with a composite mean of 4.15 and composite standard deviation of 0.410 which is higher than the item's mean and standard deviation implying that the item does not positively influence the completion of school construction projects. This was a matter that the project management committee had to bear with during the project implementation. They further suggested that timely flow of funds had an influence on quality and timely completion of construction projects they further noted that it was important to release funds in a timely manner because of changes in prices for materials with time. They felt that timely flow of funds would go a long way to contribute to the completion of project in time. Most of the stalled construction projects was as a result of untimely and irregular funding. It was observed that if the funding takes a long time the project cost could go higher.

4.7 Influence of Progress Reports and the Completion of Construction Projects

The researcher in this study sought also to establish the influence of progress reports as a monitoring and evaluation tool on the completion of construction projects in secondary schools in Kenya. The study findings are as shown in the headings below.

4.7.1 Progress Reports reviews and the Completion of School Construction Projects

The study sought to establish the extent to which progress reports reviews influences the completion of construction projects in secondary schools in Kenya. The study findings are as shown in Table 4.9.

Table 4.9 Progress Reports and the Completion of School Construction Projects

Extent of influence	Frequency	Percent
Very Large Extent	23	32.4
Large Extent	30	42.3
Little Extent	11	15.5
Very Little Extent	7	9.8
Total	**71**	**100**

Majority of the respondents who account for 42.3 % agreed that progress report reviewing influence to a large extent the completion of construction projects in schools. 32.4% of the respondents agreed to a very large extend that progress reports influence the completion of construction projects to a very large extent. While 15.5% and 9.8% agreed that progress report reviewing influenced the completion of school construction projects to a little and very little extent respectively. Ukion (2008) states that progress reports reviews are made for the purpose of checking the status of activities with regard to a project plan. Reviews must be done at defined intervals as previously defined to confirm whether the remaining plan is still valid and relevant. Adjustments may be made with regard to performance, prevailing conditions and new information but the project must always stick to its objectives.

The researcher further wanted to establish the influence of some components of a project progress report to the completion of construction projects. These components include; progress reporting is an ongoing progress, progress reports are intended to check the progress of activities against the work plan, use of progress reports to identify variations and ensure corrective actions are taken to get back to the track and does progress reports help in giving the project management accurate picture of the project's progress. The findings were given in the table 4.10.

Table 4.10 Aspects of Progress Report

Aspect	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		NEUTRAL		MEAN	STD DEV
	F	%	F	%	F	%	F	%	F	%		
Progress reporting is a going process	48	67.6	15	21.1	4	5.6	1	1.4	2	2.8	4.74	.541
Progress reports are intended to check the progress of activities against the plan	14	9.7	41	57.7	13	18.3	14	19.7	-	-	4.13	.694
Project reports identify variations & and ensure corrective actions are taken to get back on track	33	46.5	25	35.2	8	11.3	4	5.6	-	-	4.26	.752
Progress reports help in giving the management an accurate picture of the project progress	18	25.4	35	49.3	10	14.1	6	8.5	1	1.4	3.91	1.041
Composite **Mean and SD**											**4.25**	**0.529**

A greater number of the respondents agreed (mean=4.74, std=0.541) that progress reporting was an ongoing process in the construction projects that they manage in their schools. respectively that progress reports help in giving the management an accurate picture of the project progress. This item had a mean and standard deviation which is higher than composite mean of 4.25 with standard deviation of 0.529, implying that the statement

positively influences completion of construction projects. hence important in completion of school construction projects. Additionally, A greater number of the respondents strongly agreed (mean=4.26, standard deviation=0.752) that Project reports identify variations and ensure corrective actions are taken to get back on track. This item had a mean and a standard deviation higher than composite mean of 4.25 with standard deviation of 0.529, implying that the statement positively influences completion of school construction projects. These respondents agreed that Project reports identify variations and ensure corrective actions are taken to get back on track. Both of these groups cited other variables that are equally important so as to achieve greater completion of school construction projects.

Furthermore, Majority of the respondents further agreed (mean=4.13, standard deviation=0.694) that progress reports are intended to check the progress of activities against the project's plan. This item had a mean and a standard deviation which is lower than composite mean of 4.25 with standard deviation of 0.529, implying that the statement does not positively influence the completion of school construction projects.

Finally, there was also an agreement by the respondents (mean=3.91, standard deviation=1.041) that Progress reports help in giving the management an accurate picture of the project progress. This item had a mean and a standard deviation which is lower than composite mean of 4.25 with standard deviation of 0.529, implying that the statement does not positively influence the completion of school construction projects. The respondents additionally felt that Progress reports help in giving the management an accurate picture of the project progress. This means that progress reports reviews aid in giving the project management an accurate picture of the project progress and that progress reports reviews

are intended to check the progress of activities against the project plan. Similarly, Ukion (2008) noted that performance reviews help in giving the management an accurate picture of the project progress. Both of these groups cited other factors that are equally important so as to achieve greater completion of projects.

4.8 Completion Outcomes

The researcher further wanted to find out the responses from students' representatives on the status and the outcomes of the school construction projects. Their responses are summarized in the table 4.11.

Table 4.11 Students responses on the status and outcomes of construction projects in their school.

Opinion	Strongly Disagree		Disagree		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%
Completed and put to the intended use	11	50	5	23	2	9.1	4	18
Completed and functioning correctly	7	40	4	18	3	14	6	27
Completed motivates students	2	10	2	9.5	11	52	6	29
Completed motivates performance	5	23	3	14	5	23	9	41

The researcher enquired from the study respondents who were students' leaders' representatives what they thought was the outcomes of the completed projects. The findings of this inquiry are summarized in table 4.8 above. It was discovered that 50% of the respondents strongly disagreed school construction projects were completed projects

and put to the correct use while 22.7% disagreed that they were complete and were put to the correct use. While only 9.1% of the students' representatives agreed that they were complete and put to the correct use. A few of the students' respondents constituting 13.6 % agreed that school construction projects were completed and functioning correctly, while 40.0% strongly disagreed and 18.2% disagreed that school construction projects were completed and functioning correctly. 9.5% of the respondents strongly disagreed that completed school construction projects motivates students while 52.4% agreed that it motivates students and finally 22.7% of the respondents strongly disagreed that completed projects improves performance while 41 % agreed

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summaries the study findings, gives the conclusions of the study and recommendations. It further makes suggestions for further research.

5.2 Summary of Findings

The study sought to examine the influence of M&E tools on the completion of Secondary school construction projects. It was guided by three objectives; to assess the influence of Budget tracking on the completion of construction projects in secondary schools in Kenya, to establish the influence of work breakdown plan on the completion of construction projects in secondary schools in Kenya and to determine how progress reports influence the completion of construction projects in secondary schools in Kenya. The results are in agreement to the findings of earlier researchers for example Chaplowe (2008) who found a significant link between monitoring tools and project performance. There is a possibility that monitoring tools should be able to map out the needed steps to attain the desired project results.

5.2.1 Influence of Budget tracking on completion of school construction projects

It emerged from the study that project Budget tracking had a significant influence on the completion of secondary school construction projects this is in agreement with Amstrong and Baron (2013). It was noted from the study that the respondents were in

agreement that Budget tracking with correct cost estimation would influence completion of school construction projects.

Further there is evidence that the application of Budget tracking has a positive significant influence on the completion of secondary school construction projects.

From the study it further emerged that conformity of the budget to the project plan had a significant influence on the completion of construction projects this was in agreement with findings by Nyandemo and Kogere (2010) . The respondents further expressed that non-conformity of the budget to the project was responsible for the stalling of school construction projects.

It was additionally established from the study that most of the respondents reflected 70-80% completion level and some of the projects were not operational especially the Dining halls and that some of the construction projects lacked equipment meaning the school stakeholders should have a forum that could enable them have unified approach to achieve specific targets.

It emerged that Budget tracking further with timely flow of funds had an influence on the quality of work and timelines of construction projects completion. The respondents also felt that timely flow of funds would go a long way in contributing to the completion of school construction projects within the stipulated time and that most projects stalled or failed as a result of untimely and irregular funding. This finding was in agreement with the findings by Kikwasi (2012)

From the study it was also established that for completion of projects to be attained adherence to the budget during implementation is essential this was supported by a great

percentage of the respondents rating very highly that adherence to the budget to influence the completion of construction projects as scheduled. However, some respondents expressed the interference of project budgets by politicians who were unwilling to fund a project that was not in their political term.

Finally, it emerged from the study that tracking of the budget in relation to the work breakdown plan has a significant influence on the completion of school construction projects.

It was also noted that proper budget tracking could result in early completion of school construction projects. A budget should precisely reflect other costs and should also include sustainability after construction project completion. Once a budget has been approved by the School Board of management it should be used to track the funds as soon as it is released and used to determine how it reflects the work plan timelines.

5.2.2 Project Work plan and completion of school construction projects

It was established from the study that the work plan had significant influence on the completion of school construction projects this was in agreement with the assertions by Baker (Baker, 1999) that a good workplan leads to achievement of completion of construction projects. The respondents expressed that a good work plan should be worked out spear headed by stakeholders. There was need of incorporating M&E in the work plan. It was also realized that there was a need to create linkages between the work plan goals, its objectives and activities to be undertaken to achieve the project's objectives.

It was further established that use of work plan to identify problems in the project's cycle influences the completion of school construction projects. this leads to maximum utilization of the resources at disposal towards achieving the project's objectives.

Furthermore, inclusion of M&E plan in the work breakdown plan plays an important role in completion of construction projects. This was supported by a great percentage of the respondents rating highly and moderately hence M&E plan should be included in the project with clearly defined timelines with a recommendation that all stakeholders must be inclusively involved in the process. This result was in agreement with the findings by Msila and Setlhako (2013)

Additionally, it was established from the study that inclusion of how to achieve the project objectives had a moderate influence on the completion of school construction projects. Respondents further cited a link between the objectives; activities and goals thus should be included in the work break down plan as asserted by Armstrong and Baron (2013)

Finally, it was found out from the study that there should be a connection of the work plan and meeting schedule to allocate activities to team members this would lead to achieving the project's objectives thus completion of school construction projects.

5.2.3 Influence of Progress reports on the completion of school construction Projects

It is evident from the study that progress reporting influences the completion of school construction projects this was in agreement with studies done by Ibeto and Chinyeaka (2012). The respondents further felt that progress reporting should be done throughout the project cycle and all stakeholders be involved in the process.

finding shows that the use of progress reports has a positive significant influence on the performance of school construction projects.

Furthermore, from the study it is evident that progress reporting should be an ongoing progress; this was supported by a majority of the respondents who strongly agreed that progress reporting should be an ongoing process agreeing with Davis (2014).

Additionally, there was an agreement that progress reports should also be intended to check the progress of activities against the work plan if it should influence the completion of school construction projects.

Moreover, a greatest number of the respondents agreed that project reporting should be undertaken to help in identifying variations and ensure corrective actions are taken to get back the construction project on track.

Finally, it was established from the study that progress reports should help in giving the project's management an accurate picture of the project progress thus influencing the project's completion.

5.3 Conclusion

From the findings from this study the following conclusions are made on the influence of Monitoring and Evaluation on the completion of school construction projects in Kajiado West Sub-county. Budget tracking, Progress reports and work plan as studied have influenced the completion of school construction projects in Kajiado West Sub County; this implies that to ensure maximum efficient completion of construction projects, these tools should be used during M&E activities to check progress.

The study also concludes that work breakdown plans creates a link between objectives, activities and goals thus clarity on how objectives are to be attained enhances the completion of secondary school construction projects in Kajiado West Sub County and that progress reviews are intended to check the progress of activities against the work plan.

The study concludes that lack of conformity of the budget to items of the work break down plan and untimely flow of funds are the main reason as to why construction projects have stalled for years in secondary schools.

It was also established from the study that the main reason for conducting progress reviews is to find out whether the plan significantly deviates from the plan and makes it possible to take corrective measures.

5.4 Recommendations

Based on the findings of the study that has come from the respondents and literature review, the researcher recommends that relevant bodies handling construction projects in schools should ensure that all concerned in project management should be empowered with skills and knowledge in order to understand how monitoring and evaluation tools can be utilized. Further enough financial resources should be allocated and the budget allocation process should be effective so as to have funds availed at the right time and be at the right hands to have the M&E processes a success.

The government should consider institutionalizing M&E, create a M&E unit in each government department and hire an officer responsible for the unit in all sections including the education sector this will aid in completion of projects.

All concerned stakeholders should have a forum that could enable them have unified approach to achieve specific targets pertaining implementation of school construction projects.

5.5 Suggestion for Further Research

There is need to undertake a study on the influence of M&E tools in use in other projects outside the education sectors like infrastructure or housing. This would give useful comparisons and insights about the different M&E tools in different sectors.

There is need to study other tools used other project life cycle in Project Performance interventions. M&E is only one part of the project life cycle and shortcomings in M&E departments may actually have been carried forward from a previous project stage.

It was established from the study that M&E tools have an influence on school construction projects completion. Therefore, it is important that further research be undertaken to put in place a framework that would ensure that there are mandatory components of project work plan, budget tracking, progress reports reviewing and implementation process clearly defined.

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APPENDICES

APPENDIX I: QUESTIONAIRE FOR PROJECT MANAGERS

Dear Respondent, I am a student at Africa Nazarene University. Pursuing A Post Graduate Diploma in Monitoring and Evaluation. I am carrying out a study on Influence of Monitoring and Evaluation on the performance of school infrastructure projects. The information you will provide shall be treated with utmost confidentiality and it is purely for academic purposes ONLY. (Please tick [√] where appropriate)

Section A: Respondent Background Responses

1.   Gender: Female [ ] Male   [ ]

2. Age Bracket
  i.   20-30 years   [ ]
  ii.   31-40 years   [ ]
  iii. 41-50 years   [ ]
  iv.   Above 50 years   [ ]
3. Position of the respondent
  i.   Principal   [ ]
  ii.   BOM chairperson   [ ]
  iii. PTA chairperson   [ ]

4) Level of academic qualification: Tick the highest

  i.   Certificate   [ ]
  ii.   Diploma   [ ]
  iii. Undergraduate degree [ ]
  iv.   Post graduate degree [ ]
 5)   How many years have you been in this position?
  i.   1-5 years   [ ]
  ii.   6-10 Years   [ ]
  iii.   Over 10 years   [ ]

PART 2: Examining the influence of M&E tools on the completion of Secondary School Construction Projects. (By **ticking** the space provided indicate the extent to which you feel about the following aspects of M&E tools.)

Section A: Work Breakdown plan and completion of Construction Projects

6) In your own opinion, to what extend does the use of a Work Break down plan influence the performance of school construction project

Low [ ]   Moderate [ ]   High [ ]

7) The work plan is used to monitor progress of this project
   Yes [   ]   No [   ]
8) How do you rate the influence of the following aspects of Work Plan on the completion of school construction projects?

Statement	Low	Moderate	High
Use of work plan to identify problems in project cycle			
Tracking project plan for progress			
There is a connection of the work plan and meeting schedule so as to allocate activities to team members			
Clarity on how to achieve objectives			
Inclusion of M&E in the plan			

 Section B: Budget tracking tool and the influence of completion of school construction projects.

9) By ticking in the space provided indicate the extent to which you feel the following aspects of budget tracking influence your respective project completion.

(5- very high, 4-high, 3- Not sure, 2- low, 1- very low)

Statement	5	4	3	2	1
Conformity of budget to project plan					
Timely flow of funds					
Adherence to the budget during project implementation					
Tracking of actual expenditure in relation to work break down plan					

Effective financial management right from the implementation to post implementation is important for project success					

Section C: Progress Reports with Completion of Construction Projects

10) To what extent does effective progress reviews enhance the performance of construction projects in your school.

Very large extent [ ]
Large extent   [ ]
Little extent   [ ]
Very little extent [ ]
Not at all   [ ]

11) Using the scale provided, indicate the extent to which you agree with the following statements as relating to progress reports and construction projects in your school. 5- Strongly agree, 4- Agree, 3- Disagree, 2- Strongly Disagree, 1- Not at all.

Statements	5	4	3	2	1
Progress reporting is a going process					
Projects reports are intended to check the progress of activities against the plan					
project progress reports identify significant variations from the project management plan and to ensure that corrective actions are taken to ensure that corrective actions are taken to get back to the track					
Progress reports help in giving the management an accurate picture of the project progress					

Section D: Completion of construction Projects

12) What do you think is the level of accomplishments of construction projects measured against present standards of quality, completeness, cost, time, fit-for-use) in your school?

40 percent and below [ ]
50-60 percent   [ ]
60-70 percent   [ ]
70-80 percent   [ ]
80-100 percent   [ ]

13) What   do   you   think   is   the   reason   for   this   performance
_____
_____
_____

14) Using the scale provided, indicate the extent to which you agree on the importance of the following project completion measures as relates to completion of construction projects. 5-Strongly agree, 4- Agree, 3. Not sure, 2-Disagree, and 1- Strongly Disagree.

Statement	5	4	3	2	
Timeliness of project delivery					
Cost of effectiveness					
Quality of work					
Project safety					
Satisfaction of beneficiaries and stakeholders					

15) In your opinion how do you rate the extent of utilization of the following Monitoring and Evaluation tools in project construction implementation?

(5- very high, 4- high, 3- Not sure, 2- low, 1- very low)

	1	2	3	4	5
Work breakdown plan					
Budget tracking					
Progress report					

16) Approximate the extent to which completion level of school construction projects has been influenced by the monitoring and evaluation tools indicated below.

(5- very high, 4- high, 3- Not sure, 2- low, 1- very low)

	1	2	3	4	5
Work breakdown plan					
Budget tracking					
Progress report					

APPENDIX II

QUESTIONNAIRE FOR HEAD STUDENT REPRESENTATIVE

1. Gender : Male [ ]   Female [ ]

2. Tick the construction project that has been going on and is completed in your school

    in the last five years

    Dormitory [ ]

    Classes   [   ]

    Laboratory [   ]

    Dining Hall [ ]

    Administration block [ ]

    Others _____

3. Using the scale provided, indicate the extent to which you agree on the following
    statements pertaining to completed construction projects in your school. 5-Strongly
    agree, 4- Agree, 3. Not sure, 2-Disagree, and 1- Strongly Disagree.

Statement	5	4	3	2	1
Completed projects have been put to use for their intended purpose					
Completed projects are functioning correctly					
Completed projects motivates students to be in school					
Completed projects motivates students to perform well in school					