INFLUENCE OF PROJECT MONITORING AND EVALUATION ON PERFORMANCE OF DISTRICT DEVELOPMENT FUND. (A CASE STUDY OF WASSA EAST DISTRICT ASSEMBLY DABOASE)

By

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DECLARATION

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which to a substantial extent has been accepted for the award of any other degree or diploma at Kwame Nkrumah University of Science and Technology, Kumasi or any other educational institution, except where due acknowledgement is made in the thesis.

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ABSTRACT

The aim of the study was to examine the effect project monitoring and evaluation on performance of District Development Fund. With this aim, three (3) objectives were set, which were to identify effective monitoring and evaluation practices. To determine the challenges of effective monitoring and evaluation practices implementation and to assess the effect of monitoring and evaluation practices on the performance. The study adopted a quantitative research technique and a structured questionnaire and administered to 110 respondents. The data were analyzed using mean score ranking. The findings of the study established that Monitoring and evaluation is facing challenges such as Planning and performance monitoring in government predominantly characterized by a silo approach, Planning and performance monitoring in government resulted in a situation where planning, budgeting, reporting, monitoring and evaluation functions are done by different sections of institutions in isolation of each other and also lack of accountability, particularly for monitoring and reporting on performance information, unrealistic target setting and poor quality of performance information. Finally, on the effect of Effective Monitoring and Evaluation on project performance, the findings of the study established that Effective Monitoring and Evaluation has a positive and significant effect on project performance. Based on the findings of the study, it was recommended that, Organizations that assigned staff of technical expertise in monitoring and evaluation will end up achieving good project performance than those that will assign staff who are not technical expertise to monitor and evaluate a project. It is therefore very imperative for organizations to assign their staff of technical expertise to monitor and evaluate their project.

Keywords: Monitoring and evaluation

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DEDICATION

I dedicate the entire work to almighty God for seeing me through this program

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

In worldwide attempts to achieve environmental, financial and social sustainability, monitoring and evaluation (M&E) has become an increasingly significant instrument. At domestic and global level, sustainability criteria and M&E indices are very important in identifying, monitoring and reporting on environmental, economic and social trends, tracking progress towards objectives and affecting them (Behn, 2013). Monitoring and Evaluation (M&E) allows project participants to assess whether progress is being made as expected. Monitoring is the ongoing compilation and analysis of data that tells project managers when progress towards defined goals is being made. Evaluation is a thorough evaluation that examines the long-term effects of a project and demonstrates what worked and what did not work. When planning for M&E, consideration must be given to whether appropriate resources and staff time can be allocated, as M&E is a continuing technique and requires considerable commitment. Another significant factor is the involvement of stakeholders in the design and execution of M&E. While external specialists can provide the understanding they need, involving community partners is an excellent way of demonstrating (Hettmut, 2012).

Project monitoring is a continuous process that requires a stepwise collation of information relating to designated indices in projects. According to UN Development Programme (2012), monitoring and evaluation can be described as the method that aids

project executives to achieve outcomes and performance improvements. The objective of M & E is to enhance present and future output and affect management.

Dissanayaka and Kumaraswamy, (1999) discovered that project time and price efficiency are affected by project features, external conditions, design team characteristics, contractor characteristics, client representation's characteristics, project team performance and procurement system. Iyer and Jha (2015) also recognized many variables as having an impact on the cost performance of the project, these are inclusive of; owners' competence, decision-making, project manager's competence, project manager's coordinating and leadership skills, climatic condition, social condition, coordination among project participants, top management support, monitoring and feedback by the participants and economic condition. Considering the benefits associated with project Monitoring and Evaluation, this study therefore seeks to investigate the influence of project monitoring and evaluation on performance.

1.2 STATEMENT OF THE PROBLEM

Due to the elevated youth unemployment rates, the Kenyan government has launched youth projects through the Ministry of Youth, a constituent that comprise young people aged 18-35 years (NYP, 2017). To date, in most West African nations, many of the youth projects have been financed through donor funds, of which Ghana, a sub-Saharan country, has not been left out. The government anticipated all the youth initiatives to continue their work and thus attain the goal of job creation and youth self-reliance. Statistics, however, reveal that out of 50 Youth Enterprise Development Fund (YEDF) - funded youth projects since 2007, only 25% of projects are operational while 75% are

non-operational due to lack of monitoring and evaluation (YEDF, 2012). Also the high failure rates can be attributed to the limited application of the Project Cycle Management (PCM) model. This model involves monitoring and assessment to considerably enhance the achievement of the project (Westland, 2016). Despite the fact that advocacy for development work continues to grow with new tools, techniques and advances in project management methodologies, many youth and national projects are still failing due to lack of proper monitoring and evaluation which ends up creating financial burden, delay projects deliveries and fail to achieve value for money. Moreover, there has not been enough research in place regarding the effect monitoring and evaluation has on project performance. Therefore, the study seeks to examine the effect of monitoring and evaluation has on project performance, this study was conducted.

1.3 AIM

The aim of this study is to examine the of effect project monitoring and evaluation on performance of District Development Fund.

1.4 RESEARCH QUESTIONS

The study seeks to answer the following questions

- 2. What is the effective monitoring and evaluation practices of Wassa East District Development Funds Projects?
- 3. What are the challenges of effective monitoring and evaluation practices implementations?
- 4. What is the effect of monitoring and evaluation practices on performance?

The specific objectives are;

- To identify effective monitoring and evaluation practices of Wassa East District Development Funds Projects.
- 2. To determine the challenges of effective monitoring and evaluation practices implementation on District Development Funds projects.
- To assess the effect of monitoring and evaluation practices on the performance of District Development Fund projects.

1.5 SCOPE OF THE STUDY

Geographically, the study covers Daboase, Wassa East District Assembly (WEDA) in the Western Region of Ghana. The study was conducted within the framework of the identifying an effective project monitoring and evaluation practices engaged by the Daboase, Wassa East District Assembly (WEDA), the challenges that Daboase, Wassa East District Assembly (WEDA) is encountering by ensuring effective monitoring and evaluation practices and the effect of effective monitoring and evaluation practices on project performance. It shall be a case study approach that will cover all units of Daboase Wassa East District Assembly to reflect the entire organizational approach on the influence of project monitoring and evaluation on performance. Hence the result of the study is to be generalized but its findings would be placed in the relevant context of the Daboase Wassa East District Assembly (WEDA) in the Western Region of Ghana.

1.6 SIGNIFICANCE OF THE STUDY

This study will assist researchers in the area of monitoring and evaluation as it will serve as a point of reference for the researchers as they conduct studies in this and other related topics. Monitoring and evaluation being an area that is attracting a lot of professional, academic and scholarly attention, this project can be used as a reference to promote the general academic and scholarly input to the understanding of this body of knowledge.

1.7 METHODOLOGY

Research methodology was considered as the general approach to the designed process of a study from the theoretical foundation to the collection of data and its subsequent examination (Thurairajah et al., 2014). The purpose of this research was explanatory and it used the survey approach: Qualitative and quantitative research methods are the two major research methods. The researcher adopted only quantitative method of research since it was found to be well-suited for arriving at logical conclusions. The researcher used census sampling. Census sampling refers to the sampling procedure where a whole was expressly selected with a specific purpose based on the evidence. The study further expanded on identifying effective monitoring and evaluation practices of projects at the Daboase Wassa East District Assembly, the challenges of achieving effective monitoring and evaluation practices of projects at the Daboase Wassa East District Assembly and the effects of monitoring and evaluation practices on the project's performance. Therefore, the respondents of the study were the staff and the Non-Governmental Organizations (NGOs) in the Daboase Wassa East District Assembly in the Western Region of Ghana therefore its findings were placed in the relevant context of Daboase Wassa East District in the Western Region of Ghana.

1.8 Organization of the Study

The study had five (5) different chapters. The chapter one concentrated on the introduction and background of the study stud. The chapter two (2) focused on the literature review of the study. The chapter three concentrated on the methodological approaches adopted for the study whiles the chapter four (4) analyzed the data collected on the study. Finally, the chapter five concentrated on the summary, conclusion, suggestions and recommendations based on the findings of study.

Chapter three places an interest on the methodology used in the collection of data. Also, it covered the subtopics such as population, sampling size and sampling procedures that were used. Sampling techniques and the district profile were also captured. Chapter four looked at the data presentation and analysis of the findings of the study. The chapter five which was the final study looks at summary, conclusions, suggestions and recommendations based on the findings of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The chapter presents the literature and theoretical review for the study. This chapter is basically based on the opinions of various scientists conceptualized by the scientist in order to obtain a guided route for this study. The chapter also covers the conceptual framework for the study.

2.2 THEORETICAL REVIEW

2.2.1 Theory of Change

This theory focuses not only on the generation of understanding about the effectiveness of a project, but also on how to use effective methods (Cox, 2011). Change theory provides a template of how a project works should operate. It offers a road map, in other words, where the project is attempting to achieve. Monitoring and assessment tests and refining the road map while communications help bring change to the target. In addition, Msila & Setlhako (2013) furthered that the theory of change offers the foundation to argue the action makes a significant difference

This theory shows that knowing what is the project attempting to do, how and why it will be possible for project employees and evaluators to monitor and evaluate the required outcomes and compare them against the initial change theory (Alcock, 2009). However, this theory falls short since there is much more complicated project success (Babbie & Mouton, 20116). Beyond just understanding "what works," it is essential to comprehend achievement. Experience has shown that it hardly ever operates to blindly copy or scale an action (Mackay, 2007). A significant part of the job of monitoring and evaluation aims at gathering appropriate information and clarity such that it can forecast to some extent of reliability the functioning potentials of the project and operational packages in a distinct scenario or how it needs to be adjusted to achieve comparable or better outcomes.

2.2.2 Realistic Evaluation Theory

The realistic evaluation theory, first released by Pawson in 1997, offers a model focused on figuring out what results are generated from project interventions, how they are generated, and what is important about the different circumstances under what are the procedures (Pawson & Tilley, 2014). Realistic evaluation deals with what and under what circumstances works for whom and how? (Pawson & Tilley, 2014). Cohen & Morison (2008) asserted that the model enables the evaluator to know which elements of this are efficient and unproductive as well as which related variables required in reproducing within other fields these interventions. According to Pawson & Tilley (2014), the realistic theory of assessment, first released in 1997 by Pawson offered a model focused on what results are generated out of mediations on projects, ways in which engendered, as well as the importance of different circumstances within which the mediations occur. The circumstances under which it works for whom and how are typically the focus of the realistic evaluation processes. Cohen & Morison (2008) argued that the Framework, enable the evaluator comprehend the sections of the intervention which are efficient and unproductive. Realistic evaluation considered by Fukuda et al. (2012) seeks to investigate the contextual circumstances that enable interventions to effectively learn how to achieve

results are generated. This theory can help to understand how the results of the project are generated during the monitoring and evaluation phase.

2.3 STRATEGIC PLANNING AND PROJECT PERFORMANCE

A study carried out by Mulwa (2010) established that strategic planning is concerned with the organization's vision, mission, objectives and values, the organization's role in the society that is more worried with the resources required, cash knowledge, interactions and equipment. The research found that strategic planning is a technical strategy which means that the planning team should be hybrid to ensure that both political and technical issues are resolved. It combines planning and decision-making. Ika et al. (2010) established that the achievement of the project success was insensitive to the level of project planning attempts but, on the other hand, it was established that there was an important correlation and an early indicator of long-term project impact was the achievement criterion between the use of monitoring and evaluation instruments and the "profile" project. M&E is more critical than planning to project achievement. Similarly, project progress monitoring was one of the components of the methodology of project management whose main goal is to achieve project success (Chin, 2012). The critical evaluation was used in Romania and discovered that monitoring and evaluation (M&E) predictors are the best that influence project sustainability (Tache, 2011). The research conducted in Nigeria and Ghana by Paulinus and Iyenemi (2014) disclosed that the lack of project sustainability relied on the lack of project planning partnership due to M&E. To lead a project successfully, a project manager has to become adept at initiating, planning, executing, monitoring and controlling and closing (PMI, 2008). To do so,

project managers typically use several tools and techniques to help them orchestrate activities along a project life cycle. Monitoring and evaluation is fragmented in Uganda according to Hauge (2011) with multiple government and donor planning and progress reporting formats. Policy formulation, work planning and budgeting are undertaken as separate exercises at the sector and district levels. From an M&E perspective the major problem is that both information management and decision making is focused on the administrative process of expenditures and activities rather than on the poverty outcomes, impacts and goals that are being pursued. Planning, budgeting and incentives are geared towards tracking inputs, activities and, recently, immediate outputs. Recurrent and development expenditures are reviewed separately, rather than for their combined impact in achieving overall goals. As a direct link between planning and control, Kusek and Rist (2014) the monitoring and evaluating functions provide the intelligence for the members of the project team to make informed decisions about the project performance. Monitoring should be designed so that it addresses every level of management requiring information about project performance and reflects the work breakdown structure of the project. Each level of management should receive the information it needs to make decisions about the project. In addition, monitoring should be consistent with the logic of the planning, organizing, directing, and motivating systems on the project.

2.4 STAKEHOLDER ANALYSIS AND PROJECT PERFORMANCE

Naidoo (2011) observed that it is more probable to be taken seriously if the M&E function is situated in a segment or linked with important decision-making authority. Naidoo (2011) further clarified that, the ability to justify their attempts for their own

perpetuation, M&E units must be seen to be adding value so that achievement factors are needed by M&E executives to strengthen their integrity. This means strengthening the monitoring team and giving them more authority to improve its effectiveness. In relation to the strength of M&E teams, other considerations also play a part in reinforcing monitoring teams that include: frequency of scope monitoring to identify modifications, number of people monitoring project timetable, scope of monitoring to detect costs over runs (Ling et al., 2009). Stakeholder management, teamwork among employees and tracking of project job advancement are some of the primary processes used in the work of the project (Georgieva & Allan, 2008). A good monitoring team is the one with outstanding stakeholder representation. An M&E team that includes teamwork is also a sign of strength and an ingredient for enhanced project outcomes. It has been discovered that in donor-funded projects there was a mutual need for an adequate knowledge of monitoring and evaluation methods (Gwadoya, 2012). This is an indication of a lack of mutual knowledge of Monitoring & Evaluation methods among the multiple teams in donor-funded projects. There would be more teamwork and hence more productivity with adequate improvement and training of the monitoring teams. Yang et al. (2011) conducted an assessment suggesting that increased management levels could improve team members' relationships. The research also stated that the impact of teamwork on project results was statistically important. Yang et al. (2011) evaluated the different variables that are critical to the achievement of a project that were mostly focused on stakeholder management, assessing stakeholder characteristics (power, urgency and closeness), Compromising stakeholder disputes efficiently, formulating a clear declaration of project tasks, Predicting stakeholder responses to policies implementation,

analyzing the shift in the impact and relationships of stakeholders during the project phase and evaluating the conduct of stakeholders. Critical success factors were primarily concentrated on stakeholder management (Yang et al., 2011). Britton (2009) adds that one critical element associated with the sustainability of an M&E system relates to the adequacy of human resources with the needed skill sets. Human resources capacity development has and continues to be an ongoing issue. On the other hand, Poister (2013) adds that performance measurement has really taken hold in government over the past several years, and over the past few years in the nonprofit sector as well. Mulandi (2013) mentions that building an appropriate the supply of human resources is critical to the sustainability of the M&E system and general problem globally. In addition, it must be acknowledged that increasing evaluators require much more technically oriented M&E training and growth than one or two workshops can generally provide. Acevedo et al. (2010) were of the view that both formal education and on-the-job experience are essential in the growth of evaluators with multiple possibilities for training and growth, including: mentoring, employment programs, private industry, professional bodies, universities and the public sector.

2.5 PROJECT PERFORMANCE

Project success comprises of four parts, namely budget (cost), schedule (time), efficiency (quality and utility), and customer satisfaction (Gido and Clements, 2012). The key to project achievement is the individuals, the project team and their organisation (project management office), the project team's instruments and methods, and the team's comprehension of stakeholder needs and agendas. Pinto and Slevin (2014) quote that

many individuals are conscious of timely and under-budget projects that have nevertheless been deemed failures, but the reverse is equally true. Similarly, Rad and Levin (2010) state that many instances can be quoted from the literature and anecdotal information of projects that fall short of expectations in one or more of the three constraints (time, cost and quality), or in terms of customer satisfaction, and yet the project team formally announces the project's achievement. Malladi (2015) specified that project performance enhancement would bridge gaps in productivity. In improving project performance, the problem problems that restrict project performance need to be addressed. During project implementation, however, many issues have arisen that are focused on overruns of project indices. 40% of Indian Infrastructure projects were confronted with overrun times ranging from 1 to 252 months (Iyer and Tha, 2012). According to Mubiru (2011), cost overruns and time are experienced by Ugandan building industry in government-related projects in Vietnam. Large scale infrastructure projects in Thailand was studied by Ogunlana (2013) in the light of cost overruns, critical success factors and building delays which are deliberated as prevalent problems in projects. The study emphasized the difference between success factors in distinct projects. Their results disclosed in their study project planning and control, project staff and customer participation as critical variables influencing project achievement (Atkinson, 2014), investigated in building project briefing on CSFs. Briefing method is a prerequisite for project results to be successful. This method includes interpreting the real opinions and specifications of customers to participants in the project. Their research regarded as critical success factors like open and efficient communication, clear and

precise briefing documents, clear client purpose and objectives, and clear project objectives and goals.

2.6 CHALLENGES ASSOCIATED WITH M&E

Spearman and McGray (2011) discussed that there are a number of problems to climate adaptation M&E. This is primarily due to the fact that the quadruple bottom line (QBL) and cultural dimensions of climate adaptation targets differ depending on different adaptation situations (e.g. coastal proximity, individuals vulnerable to various stressors) and climate change impacts. Among the significant problems connected with M&E is that considering the place and variability of policy, program and effect, a general or standard strategy may not be relevant. According to EEA (2015), by manner of contrast, Climate mitigation projects are monitored primarily through measurable units including modifications in greenhouse gas emissions or protection against carbon sinks, that provide areas of agreement for monitoring, evaluation, and disclosure. Furthermore, for climate adaptation, each goal will typically have a specific adaptation strategy or a blend of techniques that fulfill the defined goals and an equivalent pointer for measuring their impacts. Sanahuja (2011) asserted that adaptation focus may also differ for distinct initiatives as many adaptation goals are increasingly incorporated into mitigation goals and as part of planning for growth and reducing risk or catastrophe. Climate-related vagueness, coupled with uncertainties related to social, environmental and economic variables, affects the magnitude of effects and often makes it hard to assess the appositeness of adaptation strategies and activities. Furthermore, several difficulties connected with developing solid M&E frameworks, comprising lengthy periods, multidriver effect, maladaptation, and variable socio-political environments. Climate change impacts are generally noted over long time scales, so any intervention achievement is best evaluated over lengthy horizons. To evaluate and evaluate damage prevented, the longtime frame is needed (Morand et al., 2014). Measuring achievement in the lack of a case is hard when trying to assess prevented damage. The achievement of an adaptive measure for an intense storm case, for instance, is difficult to predict unless a storm occurs in fact. Changing societal values, biophysical circumstances, and socio-economic circumstances is the task of a long-term M&E structure. Oliver et al. (2011) addressed that various drivers (e.g. changing social attitudes, fresh technologies) can also lead to an expected result, making it difficult to assign results to specific deployment strategies over the M&E phase. M&E includes considering whether the alternatives selected produce maladaptation as adaptive space modifications (decrease exposure to climatic hazards whiles boost exposure in the long term to alternative non climatic stressors). Modifications within the settings in the adaptation (e.g. changes in community values; technological developments; differences in planning assumptions) may also need to refinish objectives. According to Wilson (2014), it is also necessary to consider the prospective adjustment route dependents which may be created through a variety of by certain impacts that may result from inappropriate planning or abrupt modifications in the adaptive soil scape. Mathew et al. (2012) believed that numerous logical alternatives may possibly fail, keeping pace alongside legislative schedules and focuses which are unclimatic that restrict the variety of processes for pragmatic adaptation. This would imply that M&E also needs to track and assess the contextual socio-political changes that happen during adaptation decisions planning and execution. Evaluations are typically

done to neutralize the conditions of references. Notwithstanding during the conceptualization and delivery phases, there's a possibility of non-existents baselines highlighting the conditions. The overall evaluation will be affected by dynamic baselines dependent on particular points of references utilized in the assessment of the developments and growth of adaptation modifications during the time phase (EEA 2015). Evaluating adaptation effectiveness is crucial by juxtaposing the eventualities where nonexistent assessments through inaccurate evaluations was the case (Oliver et al., 2012). Improper evaluations base on several hypotheses to evaluate distinct similar growth scenarios: thus, presents complexities in the definitions at levels of parity (Oliver et al., 2012). Significant ideas as well as explanations utilized in the adaptations change with its frequent meanings in the conduct of "adaptation, adaptation planning or adaptive capacity" (EEA 2015). Each term is likely to include separate guidelines on the factors of measurement and understanding (EEA 2015). Using M&E indices tends to be limited in terms of the availability of the data, the respective indices data ought to be reproduceable on a larger scale a useful in alternative situations thus comparable. Notwithstanding the availability of data is typically note in same formats or on a consistent time scale. In certain instances, the monitoring of adaptation is based on data already gathered for other purposes. This is mainly due to the resource-intensive compilation of data and the allocation of a budget for this purpose is often not feasible. All of these problems underscore the need for continuing monitoring and evaluation.

2.7 EVOLUTION OF MONITORING AND EVALUATION

In the early 1950s, M&E activities dominated with powerful prominence on judicious use in reflection of the social trend in that time which was a true reflection of the paradigm shift in managing projects. However, Rodgers & William (2016) suggest that M&E has developed in its philosophical orientation and conceptualization over the years. The focus on project assessment and tracking of reflected the period management received official acknowledgement as a separate field resultant from the field of management (Cleland & Ireland, 2017). The central idea of M&E attempted in focusing on experienced scenarios articulating the stakeholders as much as is possibly doable a subsequent objective prior to the building of the consensus and assessments (Schwandt & Burgon, 2016). Presently, attempting provide measures to the questions asked frequently in relation to classification of SI as a "sector, strategy or discipline". This is the distinct approach to M&E that has grown in the selection of the field description as "transdisciplinary". This idea has often seen its utilization to explain the M&E process in contrast with the terminology of the "field or discipline". This is the distinct approach to M&E that has grown in the selection of the field description as "transdisciplinary". This idea has often seen its utilization to explain the M&E process in contrast with the terminology of the "field or discipline". The past studies have shown no particular, undebated response to the meaning of M&E, resultant in its ascription to the reality of zero agreement on the function (Khan 2001; Shapiro 2001; Wysocki & McGary 2003 & Kohli & Chitkara 2008). The issue of intent therefore affects the "what is it? The aim includes encouraging accountability, transparency, organizational learning, and the strategy would differ depending on the specific purpose (Binnendijk, 2009). There also exists a distinct comparative to the

preceding notion, that would rely within the settings of the discussion and issue. That's why M&E can be vague notion at moments. The variety may be evident in relation to techniques utilized, including the kinds of M&E (Jones, 2011).

2.8 TYPES OF MONITORING AND EVALUATION

Studies reviewed by various academics on M&E classifications indicate striking similarities. Two kinds of M&E, Result-Based Monitoring and Evaluation (RBM) and Implementation-Based Monitoring (IBM) are based on the focus region. RBM is intended to make available the feedback of real results as well as objectives of works, according to Kusek & Rist (2014). Alongside Parks et al. (2012), which suggests, RBM tends to be usually performed with particular members and includes systematic progress returning towards results. In this manner, RBM helps to know whether or not the outcomes will be achieved as the project advances (Naidoo, 2011). On the one side, Implementation-Based Monitoring and Evaluation (IBM) focuses on inputs, project operations and outputs and encourages joint stakeholder learning at different stages and catalyzes commitment to take corrective action where needed (Kusek & Rist; 2014, Neubert; 2010). This point emphasizes again the role M&E plays in the performance of the project. It can therefore be concluded that the present practice in project monitoring and evaluation focuses on RBM and IMB. With regard to evaluations (Nyonje et al., 2012) in their book "Monitoring and Evaluation of Projects and Programmes," they differentiate between kinds and methods of M&E and establish the three types: "(a) Ex-ante Evaluation or Needs Assessment— pre-project assessment; (b) Formative assessment— assessment of continuing project operations; and (c) Summative assessment" — The aim of which is to

evaluate a matt assessment. Blank (2003) adds that summative evaluation is a form of project evaluation that gathers data on the results and associated procedures, policies and activities that led to them.

2.9 MONITORING AND EVALUATION ACTIVITIES

It is essential to recognize other opinions on what M&E means and what it should accomplish from the debate on the kinds of M&E. Within this spectrum, the most distinctive opinions come from those who see M&E as promoting a purely accountability function. This grouping is aligned with the audit, compliance and performance management field (Cook, 2016). High levels of scrutiny are anticipated in accountabilityoriented M&E, and judgement is usually provided contrastingly to the defined standards for a number of productive disciplines (Cheng et al., 2011). Includes adequate budget management, compliance with method and processes with staff, legal and regulatory requirements. Deviation from any of the norms calls for censorship (Naidoo, 2013). As such sense, M&E remains viewed as promoting leadership functions underlined by Cook (2016) "includes an institution's entire management, operating systems and culture." Aside from M&E serving the much-needed purpose of transparency, it is also intended to encourage the "learning organization" (PMI, 2016) for the reasons mentioned above, this ought to be equally ranked with M&E and will occur at the time outcomes are made available. The hypothesis states, when confronted with evaluative data, firms are better accommodative and reflective on its structure and operations, but this is not necessarily the case, as operationalizing learning is not simple due to the complicated set of protocols and leadership culture that needs to be negotiated (PMI, 2006). It has been shown that

while M&E steers toward studying and assessment however may not necessarily be true with firms approaching data incorporation through complicated systems unfamiliar with M&E as known (Preskill, 2004). However, the use of assessment in organisations is not simple, as noted by (Kennerly and Neely, 2013), and is affected numerous variables: "contextual (political), technical (methodological) and bureaucratic (psychological)". Though intertwined, clear it remains that it is hard to learn organizationally unless "all the elements are lined up." (Schwartz & Mayne, 2015) assesses this grouping as to how M&E relates to teaching and reflection, and notes that M&E is seen in this mode as an instrument that promotes leadership by enhancing the quality of data supplied for decision making. While most study has concentrated on NGOs, there is increasing interest in seeing how M&E helps other organisations create learning organizations (Hamer & Komenan, 2014). There is a lot of assessment potential to lead to organizational learning, not just accountability, as demonstrated (Gray, 2009). Taking the intention of M&E, the point remains very crucial because it could lead to distinct resultsthis study's interest. It should be remembered that owing to context, M&E has assumed distinct identities, and based on this, it can be used for responsibility, supporting behavior or exercise, or teaching, as shown in a series on the topic (Bamberger, 2008). There is broad divergence of views in this area on project performance; the only consensus appears constituent of "project performance" (Murphy et al., 2014). In this research, project achievement was regarded to be a project's general quality respective to "effects, value to beneficiaries, effectiveness of execution, and sustainability". Evaluations are conducted to assess impact on results of the project, implying the targets of the project accomplishment. Essentially, acknowledging these practices are not strange and could be

waived such that matters are exempt and healed them, or to create improvements miraculously without much difficult operations inputted into firm or work scope. It is not presented as a remedy in themselves, however they rather precious instruments (Verma, 2015). Different procedures engaged in PME that can lead to enhancement and excellent project delivery in the future if performed properly (Msila & Setlhako, 2013). M&E assists in defining issues and causatives and propose possible alternatives to issues (Shapiro, 2001). As there is insufficient data on this, M&E can affect project efficiency (Singh & Nyandemo, 2014). So, what operations does PME involve? Several supplementary operations, the most important of which is to formulate a PME plan that guides the remainder of the practice (UNDP, 2009). Shapiro (2011) adds that monitoring and evaluation should be component of the project planning process and that data on project results should begin to be collected from the outset in relation to objectives.

2.10 MONITORING AND EVALUATION PLANNING AND PROJECT PERFORMANCE

Researchers in this field mostly claim M&E should be planned to take place at the conceptualization of the works (Kohli & Chitkara, 2011), some argue its produced subsequently after the plans have been established however, but not after project or intervention design stage (Nyonje et al., 2012). However, despite this difference of view, nearly all academics alludes that plans consist data the approach of evaluation of the jobs (Cleland & Ireland, 2010), excellent significance to the research, is described by the M&E outline, which affects efficiency of works. Following the reviewed study, it was observed that plans of typical M&E approach usually lays out fundamental premise

dependent to the targets of the project, the expected engagement between "operations, outputs, and outcomes— the logical structure". The M&E plans are also comprised of are theoretical measures defined properly in tandem necessary "baseline information; monitoring schedule; a list of information sources to be used; and cost estimates for monitoring and evaluation operations". a numerous amount of outlines comprise a partnership and combined to assist accomplish the required outcomes; and a plan to disseminate and use the data acquired (Nuguti 2009). This shows that monitoring and evaluation planning takes care of all elements that need to be in place to detect progress early. Literature also shows that a M&E plan has significant factors. Brignall & Model (2010) categorizes these factors into resources— how much money and time will be required to carry out the operations.

Capacity-does the project have the inner capacity to carry out the monitoring and evaluation operations proposed; including information collection assessment? Other factors (Armstrong & Baron, 2012) made and also recognized are Viable-Is the suggested operations practical? Timelines – are the suggested schedules practical in the delivery of the operations presented. Ethical — the ethics which are considered as well as it's complications in carrying out the suggested operations and the existence of the plans laid out, and is there a plan in place to address them? Has there been a protocol presented to a research ethics committee for evaluation? With these factors, it can be said that during execution, M&E scheduling is full in terms of coverage for the purpose of overseeing project direction in execution.

2.11 MONITORING AND EVALUATION TRAINING AND PROJECT PERFORMANCE

Irrespective of the skilled employee employees, it is essential to train and build ability for M&E reporting once a team has been established to execute a project. This has been noted, improves project deliverables knowledge, reporting demands, and brings the team together (Wysocki & McGary, 2013). In general, everyone engaged in project execution, including partners, engaged execution of M&E and should receive training (Acharya et al., 2016). Training of M&E implementers is intentionally participatory in order to ensure that those accountable for developing and using the scheme are acquainted with its design, purpose, concentrate, and use of M&E instruments. With regard to M&E training, previously conducted M&E resource and capability evaluation during project planning enables to define original capability limitations in M&E together with requisite resources for M&E coaching. Training requires evaluations could then present as casual premised on personnel experience and performance understanding or better official operation (Pfohl & Jacob, 2009). The route in selecting relies particularly on project's magnitude and technicality. It is essential to ensure that the training plan is very well tailored to employee capability gaps on bigger projects with more employees, as there will be restricted possibilities to participate with individual staff members. With training requirements recognized, a training and capacity building plan for M&E requires to be developed that includes subjects to be facilitated and people to be equipped with skills (Alcock, 2009). It is essential to remember that training in all the subjects or at the same point of detail is not needed by all management and employees. Similarly, some training will take place on a regular basis and will include original management and employees

training at the start-up of the M&E scheme and in-service training over the project's life to enhance practice (Gray, 2009). This element certainly helps to influence the output of the project. M&E coaching topics remain crucial in molding the total entire information collection activity.

Fundamentally, it comprises, an M&E scheme following main results factors utilized in collection of techniques and instruments and data analysis of project information (UNDP, 2006). Such training material considerably refocuses the M&E information collection implementation team, which adds to knowing how a project is performing at any specified moment so it can be favorably affected. M&E coaching subjects assist facilitators as well as collators of other data comprehend issues such as "Who this is all for? – who do we collect data for, how do we expect this data to be used, and why did we decide to collect the data in the way we do? It is essential to know the rationale behind the scheme and its role in it, especially obligations of individuals gathering, exchanging data in the M&E scheme (UPWARD, 2011). This is evident of the M&E assistance to influence a project's performance, the purpose of the research. As mentioned previously, an assessment of the factors influencing performance that are gathered should also be included in M&E training. Matters encompassed by assessment include "defining each indicator, how the indicator is measured, how data will be collected on the indicator, the timeline for collecting and reporting the indicator, and how the indicator meets the needs of the client" (Alcock, 2009). Such data essentially allows facilitators better comprehend the contributory potential of M&E on project performance. The majority of M&E training literature also shows that techniques and instruments for collecting information are a significant component (Armonia et al 2010). The evaluation includes the objective of each technique and instrument and the conditions for inclusion of the technique and instrument within the framework of M&E (Kusek & Rist, 2014). Alternatively, technique or the instrument meets requisites of the information of the relevant parties, implications of the technique or tool testing validity of the data, as well as methods and instrument issues with execution (Ward & Pene, 2009). Topics on roles and obligations ought to be constituted in the training on M&E, according to Woodhill, Jim, & Lisa, (2012). The staff together with the management ought to possess the comprehension of "(1) their individual role and responsibilities in ensuring the efficient operation of the M&E system; and (2) where their role fits with other managers and staff members roles" at the end of the training. Sequentially, M&E training occurrences, are noted as usually adapted to the requirements of the works related to its complexities, thus differs with respect to a variety of projects (Reviere et al, 2006). However, significant aspects of coaching is to develop M&E instruments using the project log frame matrix which, many researchers have argued, should involve prospective customers (Narayan-Parker & Nagel, 2009). Developing participatory M&E instruments improves knowledge of factors concerning the project and their significance monitoring efficiency over the course of execution of the works (Marsden et al., 2011). This knowledge remains vital with the increase of the likelihood in gathering scheduled M&E information enabling prompt detection of mistakes and their possible correction if necessary, eventually resulting to improved works results (PAMFORK, 2011).

It can be deduced from the forgoing that M&E training is vital. Transferring employees who are not trained to collect data, results and effects may lead to severe compromising on the validity of data in some instances leading to full invalidation. Typically, it is best
to begin training on the system's monitoring parts and build up assessment parts and the capabilities required to be established in the group.

2.11 BASELINE SURVEYS AND PROJECT PERFORMANCE

When the plans of the M&E process are duly facilitated and at the start of the intervention information about a scenario has been gathered, it shows the existence of the baselines of the data (Hogger et al., 2011). Simply put, at the onset of the project, surveys done are the baseline type and it is to maintain levels prior to the launch of the projects (Estrella & Gaventa, 2010). It also collects statistics for the outputs and indices of recognized performance. The baseline study is a preliminary component that has its information utilized in a systematic manner thus evaluating conditions which stimulate the commencement of the project (Frankel & Gage, 2011). Foundations for successive evaluations on the effectiveness of the activities implemented as well as the final obtained findings (Armstrong & Baron, 2013). Significant to affecting the efficiency of the project. Early on in a project, a baseline study collects important data so that subsequent judgments can be made on the project's quality and growth outcomes. Several writers on M&E provide a record of significance study baselines, centered on the potential of performance of project to be affected by M&E. Baseline studies are essential for any project for the following reasons, according to Action Aid (2010): this is a commencement point for the project. Conducting a baseline survey is a significant and suggested way to start a project. Based on its outcomes, a baseline serves as a benchmark for all future operations, where project executives can refer to it for project management decision-making reasons: providing vital fields/ plans-Essential in setting priorities on

work. Particularly true with projects with multiple goals. The findings of a baseline research can demonstrate how certain elements in works may typically require better attention over other factors (Action Aid, 2008). On an attribution point. The impact of a project cannot be known without a baseline (Krzysztof et al. 2011). The aim of a baseline research is to inform decision-makers about the effect the project has had on the target group. These authors also add that M&E instruments used during a baseline research are usually the same instruments used during assessment as this is essential to ensure that project management compares apples to apples. As such, creating a baseline implies minimizing or even completely eliminating time and other resources for developing assessment instruments and there is a true chance to detect whether or not the project is performing along the manner. Other reasons for conducting a baseline study are that as part of the project phase it is a donor necessity (Abeyrama et al., 2008). Since M&E is essential to future project achievement for any donor, they always compel organisations to conduct baseline research. Essentially, this enables the donor to measure results realization as the project advances in the future. Regrettably, the donor requirement for M&E is the only reason for some organisations, lacking the real motives why M&E is needed (Nyonje et al., 2012). A few problems need to be regarded before conducting a baseline study, as with other M&E operations. Bamberger et al (2008) points out in their paper "Monitoring and Evaluation of Urban Development Programs, A Handbook for Program Managers and Researchers" conduction of the baseline surveys ought to be commencement of the project for apparent purposes, just as the name indicates. Any manager intends to guarantee that the assessment captures any potential impact of a project. In cases where this is performed succeeding initiation of operations of the

project, the accurate picture of the subsequent status cannot be represented as the project already has some effect, though little. Furthermore, conducting a baseline before project execution is always best practice (Bamberger, 2008). Other significant factors that need to be made before a baseline study is to identify indicators that are basically perceivable indications an action has taken place or has been accomplished (UNDP, 2009). Assists in the questionnaire design and assessment issues-dictating the sort of information to be collected and analyzed. The target population is another consideration to be created (Gosling, Lousia, & Edwards, 2009). Respective to project execution operations, funding is required to be able to conduct a baseline study. Finances are identified by nearly every M&E scientist necessary to conduct this study. Increased finances may also imply, "quantitative and qualitative methods" are utilized, restricted finances may mean only quantitative methods are used by an organization (Armonia et al., 2006). Following the study, successive tracking growth the project collects as well as analyze information deploying the exact structure and instruments to juxtapose growth achieved in attaining the outcomes of the project. Baseline studies thus help to influence project efficiency if the project manager is able to properly interpret M&E outcomes.

2.12 INFORMATION SYSTEMS AND PROJECT PERFORMANCE

During monitoring and evaluation, gathering data on project performance eventually leads to data aggregation based on complicated project nature. In the case a sizeable volume of data ought to contribute to the value of the management of the project, it is necessary to determine or analyze its utility potential. As Shapiro (2011) has stated, "analyzing data comprises a process of transforming comprehensive information into an

understanding of patterns, trends, and meanings". In a project, the start point for analysis is to have an organized set of data, hence the concept of information system as an M&E activity (Technopedia, 2013). In essence, Information Systems (IS) or database is a data processing system that offers information necessary for efficient and effective project management (Beynon-Davies, 2008). "Three major resources are include in information frameworks: individuals, technology, and information or decision-making, as with M&E data. In this vein, M&E information is recorded in a user-friendly database that can be used to store, collect and evaluate information by project employees". Having regard to this research, it can be seen that an information system for M&E is a contributing factor in affecting project efficiency, as it is a instrument for organizing significant gathered information about a project. According to Hailey & Sorgenfrei (2009), the significance of creating an information system is that it is a readily accessible source of information on which performance can be assessed at each level of project management. Information in the scheme also helps to clarify key factors for the project's effective operation (Cheng et al., 2007). A typical function of informative systems that makes it a precious element of M&E remains its "management-oriented-IS development" which is required to begin from an assessment of administrative requirements together with general goals of the project and be intended from top to bottom. It is imperative, as Olive (2002) writes, that any information kept within information structure is reliable and finally can be utilized in the execution of a project related to this. Another characteristic of a data scheme is that it is composite and d-in its strategy it is aggregated. It includes every project's operational fields. It mixes data from all project fields. These characteristics obviously make a data system a supporting structure of M&E containing information. A data system promotes

knowledge recording, organisation, retrieval, and dissemination, including records, reports, processes, practices, and abilities (Beynon-Davies, 2008).

2.13 PERFORMANCE OF MONITORING AND EVALUATION SYSTEMS

An operational M&E system is required to manage development projects. The M&E scheme comprises a group of procedures for "planning, collecting and synthesizing data, refection and reporting, along with the necessary circumstances and capabilities for promoting M&E outputs to make useful contributions to decision making and teaching". A properly performing M&E scheme succeeds in integrating the higher official, dataoriented facet frequently connected to the M&E assignment alongside casual observation and evaluation, typical of the project field personnel dispensing info of the works on the field amongst themselves and supervisors during dinner. Clarity in understanding function and the planned landscape of M&E scheme enables to determine problems such as financial brackets, amount of tracking indices, kind interaction required, and so on. Ask yourself the following questions when articulating the project objective for evaluation or revision during start-up; the key factors for setting up and applying M&E for developing members and primal member involved together with important stakeholders. From a number of perspectives, the structural arrangements of an M&E system are important; one is the need to ensure the objectivity, credibility and rigor of the M&E information produced by the system (Mackay, 2006). Khan (2003), agrees that the conceptual design of an M&E scheme should address problems relating to the system's goals, the competent authority, the credibility of data, management, sharing of information and recycling in the scheduling process, with particular emphasis on

community involvement. M&E systems should be constructed in such a manner that data is gathered and analyzed at every stage requiring information on outcomes. In addition, it is necessary to establish clear roles, duties, official organisational and political lines of authority (Kusek & Rist, 2004). M&E often requires some structural assistance, such as a distinct assessment unit that requires at least one individual who is the recognized inner champion to ensure that the system is implemented and developed. In addition, the systems must be compatible with the organization's core values and work to promote the approach (Rick, 2011). A functional monitoring and evalutation comprise twelve parts, namely: structure and organisational alignment for M and E systems; human ability for M and E systems; M and E partnerships; M and E plans; M and E job plans; advocacy, communication culture for M&E schemes; routine plans; tracking; regular surveys; helpful M&E databases; supporting monitoring and auditing of data; evaluation and research; and using data to enhance outcomes (UNAIDS, 2008). (Taut, 2011) studied capacity building self-evaluation in a big international development organisation,' indicating low organisational willingness to learn from assessment.

2.14 TIME AND PERFORMANCE OF MONITORING AND EVALUATION

The most prevalent element highlighted in the literature review is the time dimension of evaluating project success. Pretoriuset' al (2012) discovered that organisations with mature time management methods generate more effective projects than organisations with less mature time management methods. Project time is the absolute time calculated as the number of days / weeks from the beginning of the project to the practical completion. Relative time is the speed of project execution (Chan, 2001). Peterson &

Fisher (2009) created that building companies are generally interested in tracking the time variability of the project and checking applications for advance payments from contractors. Kariungi, (2014) stated that projects in the energy industry were finished timely owing to variables like effective purchasing processes, suitable climate conditions, punctual funding accessibility and adequate use of project planning instruments. Completion of the project in the landscape is regarded as a key indicator of achievement. The permit of the project or work scope demands the requisition of facilitators in the development of work scopes, deliverable over a particular time phase and contained achievable goals and milestones (Bredillet, 2009). Monitoring provides data on where at any specified moment (and over time) a policy, program, or project is related to their corresponding goals and results. It's intentionally descriptive. Evaluation shows why goals and results are being accomplished or not being accomplished. It aims to tackle causality problems. The development of the traditional M&E feature to concentrate explicitly on results and effects is of specific importance here (ChannahSorah, 2003). Evaluation is a complement to tracking in that when a monitoring scheme sends out signals that attempts are going off track (for instance, that the target population is not using the facilities, that expenses are accelerating, that there is true resistance to innovation, and so on), then excellent evaluative data can assist to explain the realities and trends observed in the monitoring process. For instance, "If annual performance information is submitted alone (in isolation) without the context and benefit of program evaluation, there is a risk that program executives, lawmakers, and others will draw wrong conclusions about the cause of improvements or decreases in certain measures. The requirement for effective evaluation information within the entire cycle of the M&E

framework ought to be considered as an effort for posterity as in contrast with short-term spikey efforts or particular works, schedule, or model timeline. Maintaining these frameworks in states and organizations acknowledges posterity of the ascertaining the usefulness (as it is not rational for an un-useful system). Particularly, an examination of the six key elements in maintaining productive M&E frameworks, significance of benefits and disadvantages within the maintenance of the M&E model, prospective challenges, and approving and evaluating it (Channah and Sorah, 2003).

2.15 STRENGTH OF MONITORING TEAM

It is a sign of good governance to provide assistance and strengthen the M&E team. Supporting and reinforcing the M&E team will also play a main role in ensuring that the M&E team adds value to the activities of organisations (Naidoo, 2011). High efficiency is generally achieved by a driven team (Zaccaro et al., 2012). This means that the greater the strength of a team, the better the organization's performance and added value. This also applies to project management monitoring and evaluation teams. Interestingly, Pretorius et al. (2012) noted that no important connection existed between the maturity of quality management practices in project management organisations and the outcomes of the projects they generate. Nevertheless, it is the researcher's opinion that executives should actually aspire to attain quality in all elements and procedures, including quality monitoring teams, so that project success can be achieved. The reviewed literature defines the multiple elements used to assess the power of the monitoring team that is viewed as one of the variables affecting the achievement of the project. These elements include: financial accessibility, number of monitoring employees, monitoring personnel abilities, monitoring frequency, representation of stakeholders, information systems (use of technology), power of the M&E team and teamwork among employees (Naidoo, 2011; Ling et al., 2009; Magondu, 2013; Hassan, 2013; Georgieva & Allan, 2008; Gwadoya, 2012). The execution phase is the most dangerous phase where, owing to countless project operations, the probability of not attaining project success is at its peak.

The M&E team should be most involved in tracking and offering prompt feedback during this phase. Finally, as with other management operations, the monitoring and evaluation is less intensified compared to the execution phase when closing. During this point, most monitoring operations involve reporting on the project results and preparing for future projects (Kyriakopoulos, 2011).

2.16 CONCEPTUAL FRAMEWORK

Figure 2.1 below shows a conceptual framework of the effect of monitoring and evaluation on Sproject performance.



Figure 2.1: Conceptual framework

Source: Researcher's Own Construct, (2019)

CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

This chapter describes the approach, techniques and methods that were used to select respondents and how the data was analyzed. It specifically describes the study area, study design, research paradigm, data and sources, target population, sample size determination and sampling procedures/techniques. In addition, it includes the data collection instrument, pre-testing of instrument, ethical issues, data processing and analysis.

3.2 RESEARCH DESIGN

The research design of a study refers to fundamental procedure that is used to gather information about the research issue with specific reference to the various sources from which data would be gathered for the research (Saunders et al., 2007). There are several approaches for designing a social science research. Some popular forms are ethnography, experiments, survey, case study and arrival of research. This study employed explanatory through cross sectional survey. The data collected was single cross sectional, which means the author collected data at only one point in time. Zikmund et al. (2010) define survey as a research technique in which a sample is interviewed in some form or the behaviour of respondents is observed and described in some way. The survey method was chosen for this study because the researcher intends to assess the effect of monitoring and evaluation on project performance at the Daboase Wassa East District Assembly in the western region of Ghana through the use of a closed- ended questionnaire. The researcher developed a data collection instrument that the researcher used to collect data from the respondents.

3.3 RESEARCH PURPOSE

Research can be classified into one of explanatory, exploratory or descriptive research on the basis of the research purpose (Saunders et al., 2011).

An exploratory research is a useful way of figuring out ' what's going on; seeking fresh perspectives; asking questions and evaluating phenomena in a fresh light (Saunders et al., 2011).

Descriptive surveys serve a range of study goals, including descriptions of events or features connected with a subject population and discovery of associations among various factors (Cooper and Schindler, 2014). Explanatory study can be called studies that create causal relationships between variables (Zikmund et al., 2010). Causal research tries to create that something else will follow when we do one thing. This research can be defined as explaining the interactions between the factors effective monitoring and evaluation practices, challenges of effective monitoring and evaluation implementation and performance.

3.4 RESEARCH APPROACH

Research approach relates to overall social science study behaviour orientation. The chosen approach can be either qualitative, quantitative or a combination of the two. Qualitative research is study that addresses company goals through methods that enable

researchers to provide in-depth interpretations of market phenomena without numerical measurement (Zikmund et al., 2010).

Saunders et al. (2012), Consider qualitative research as any research carried out in a natural environment and involve the creation of a complicated and holistic image of the phenomenon of concern. It is carried out when the research problem involves the exploration of idea and the establishment of raw interactions and the organization of these concepts and interactions into a theoretical explanatory system. Quantitative research can be described as business research that addresses research goals through empirical evaluations involving numerical measurement and analytical methods. A purely quantitative approach was adopted in this research. As mentioned at the start of the study, there is a multitude of studies on the study that allows the investigator to create numerical constructs to reliably evaluate the variable.

3.5 POPULATION OF THE STUDY

Population relates to the whole mass of observations from which a sample is to be formed (Singh, 2016). According to Cooper and Schindler (2014), the research population is best referred to as the "target population" consisting of all persons, records or events containing the required data that the investigator wants to tackle the goals of the study.

According to Burns & Burns (2008), population refers to all observations of interest in an entire collection like people or events as defined by a researcher. In research, population is a precise group of people or objects that possesses the characteristic that is questioned in a study. To be able to clearly define the target population, the researcher must identify all the specific qualities that are common to all the people or objects in focus. According

to Borg and Gall (2007) a target population consists of all members of a real or hypothetical set of people, events or objects from which a researcher wishes to generalize the results of their research while accessible population consists of all the individuals who realistically could be included in the sample.

The complete workforce as the targeted staff of the Municipal and District Assembly is approximately 110. The nature of ideas to contribute to this being investigated into required narrowing down to a group that could provide all the important data needed to address the study's objectives. For instance, the Managers and staff in the District Assembly taken into consideration have fair knowledge in effective monitoring and evaluation practices and performance.

3.6 SAMPLE SIZE AND SAMPLING TECHNIQUE

Kothari (2004) describes a sample as a collection of a unit chosen from the universe to represent it. Black (2011) defines sampling as the selection of individuals from within a population to yield some knowledge about the whole population, especially for the purpose of making predictions based on statistical inference. Sample methods provide a range of procedures that enable you to decrease the amount of data you need to gather by considering only data from a sub-cluster rather than all possible cases or elements, (Saunders et al. 2012). Some of the main sampling techniques are simple random, systematic, cluster, stratified, purposive etc. The researcher used census sampling. Census sampling refers to the sampling procedure where a meticulous sample or group is expressly selected with a specific purpose based on the evidence available, (Nsowah-Nuamah, 2005). The questionnaire was given to the units that fall under the works and

community development department. One hundred and ten (110) represented the sample size from the population in all because the stake holders with fair ideas on project were contacted for study.

3.7 DATA COLLECTION METHOD

The primary data were collated through a self-administered questionnaire. This instrument was designed with reference to measures adopted by some authors in measuring similar constructs in their studies. Questionnaires were personally administered to the one hundred and ten (110) staff in the District Assembly in the Western Region of Ghana. All the one hundred and ten (110) questionnaires were answered by the staff in the District Assembly in the Western Region of Ghana and were collected for the data analysis. To guarantee that the respondent provides answers obviously and enables answers to the research code with ease, items on the questionnaire have been grouped under different topics: organizational performance and Procurement practices.

3.8 DATA ANALYSIS

Data analysis is a very crucial aspect of research. For this study, the data collected was coded in the Statistical Package for Social Scientist (SPSS) version 21. The data were analyzed using a purely quantitative approach. For this study, both descriptive and inferential data analysis techniques were used. Percentages and frequencies were used for the descriptive analysis whiles regression technique was used for the inferential analysis.

3.9 VALIDITY AND RELIABILITY

Validity is the extent to which a test measures that we actually wish to measure whiles Reliability has to do with the accuracy and precision of a measurement procedure (Cooper and Schindler, 2012). To validate the results, appropriate reliability and validity tests of the measurement were taken. In addition to developing items based on a literature review, the questionnaires were pilot tested to determine the potential effectiveness of the questionnaires. The fieldworkers were trained on how to effectively administer questionnaires on a study of this sort. The internal consistency of all research constructs was tested with the Cronbach's alpha statistical technique.

3.10 ETHICAL CONSIDERATIONS

Ethical issues are present in every research work. A number of ethical issues were considered; some of which include the following; informed consent, anonymity and confidentiality and empathetic neutrality. Respondents' confidentiality and anonymity and information respectively was also considered, the researcher made sure that respondents did not write their names and or telephone numbers on the instrument. Furthermore, since involvement in the research study must be voluntary and investigator should not force participants to participate in a research process (Neuman, 2007), approval has been requested from management and assembly staff.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS 4.1 INTRODUCTION

This chapter presents the findings on the field work regarding the field study on Effective Monitoring and Evaluation, project performance and the challenges of effective monitoring and evaluation. The Chapter further presents the findings of the data collected, analysis and discussions in line with the objectives and research model.

			Marginal	
Variables	Categories	Frequency	Percentage	
Educational background				
	Post-Graduate	25		
		22	.72	
	Graduate	68		
		61	.81	
	Diploma/HND	17		
		15	.45	
Years of working experien	ce			
	3-5 years	1	9	
		1	7.27	
	5-10 years	3	3	30
	10-15 years	3	6	
		3	2.72	
	15 years and above	2	0	20

Table 4.1 Respondents' demographics

Source: Field study, (2019)

The Table 4.1 above presents the respondents demographics on their Educational background and Years of working experience. On the Educational background of the respondents, 25 of the respondents were post graduate representing 22.72%, 68 of the respondents were graduate representing 61.81% and 17 of the respondents were Higher National Diploma representing 15.45%.

On the Years of working experience, 19 of the respondents were between 3-5 years representing 17.27%, 33 of the respondents were between 5-10 years representing 30%, 36 of the respondents were between 10-15 years representing 32.72% and 20 of the respondents were 15 years and above representing 20%.

4.2 TEST OF MODEL

The Cronbach alpha was used in testing the reliability of the model. Table 4.2 provides a summary of the analysis done. From the Table 4.2, it can be realized that all the constructs had reliability values above 0.700 which was deemed satisfactory for the study.

Varial	ble		A	lpha Values	Numb	oer of Items
Effective Moni	itoring and			0.714		11
Evaluat	tion					
Project perfe	ormance			0.805		4
Challenges of Effective		0.877			7	
Monitoring and	Evaluation	1 I				
Eigen values	40.607	25.	017	24.535		
% of Variance	40.607	65.6	524	90.159		
Cronbach α	.714	.8	05	.877		
KMO=.647 Bartlett's Test: $=X^{2}(DF) = 4492.780(465); p=.000$						

Table 4.2 Reliability of Measures Using Cronbach Alpha

Source: Field Survey, (2019)

4.3 EXPLORATORY FACTOR ANALYSIS

In addition to the reliability of Measures Using Cronbach Alpha, an Exploratory Factor Analysis was carried in relation to the validity of the items used to measure the constructs for the study. The researcher therefore used the Kaiser-Meyer-Oklin to test the whether the sample was acceptable to proceed. Table 4.3 shows a summary of the results.

Table 4.3 KMO and Bartlest's Test

Kaiser-Meyer-Olkin Measure of	.908	
Bartlett's Test of Sphericity	Approx. Chi-Square	4492.781
	Df	466
	Sig.	.000

KMO and Bartlett's Test

Source: Field Survey, (2019)

According to Kaiser (1974), values above 0.5 are acceptable. The data reported 0.908,

hence, it was deemed satisfactory for Exploratory Factor Analysis.

Table 4.3.1 Exploratory factor Analysis Pattern Matrix^a

Items	1	2	3
Staff entrusted with monitoring and evaluation has technical expertise in the area	0.845		
Staff working on monitoring and evaluation are dedicated to the function	0.814		
Roles and responsibilities of monitoring and evaluation personnel have been specified at the start of the project	0.695		
The organization has enhanced monitoring teams through proper	0.709		
Human resources capacity development has and continues to be an ongoing issue in the organization	0.544		
HRM management to ensure that there would be more team work and hence more productivity	0.441		
Monitoring gives us information on where a policy, program,	0.645		

or project is at any given time (and over time) relative to respective targets and outcomes			
Evaluation gives us evidence of why targets and outcomes			
are or are not being achieved	0.629		
Evaluation is a complement to monitoring in that when a			
monitoring system sends signals that the efforts are going off			
track (for example, that the target population is not making			
use of the services, that costs are accelerating, that there is	0.506		
real resistance to adopting an innovation, and so forth), then			
good evaluative information can help clarify the realities and			
trends noted with the monitoring system.			
M & E processes must be seen as a long-term effort.	0.301		
Sustaining M & E processes within the government	0.757		
recognizes the long term process.	0.757		
My district ensures Timeliness of project delivery		0.447	
My district achieve Number of project deliverables		0.743	
My district achieve Number of activities implemented		0.671	
My district achieve General level of user satisfaction of		0.076	
project performance		0.070	
Planning and performance monitoring in government have			0 158
been predominantly characterized by a silo approach			0.150
The planning of performance monitoring has led to the			
situation whereby the processes are executed by different			0.720
sections of the institution in isolation.			
Challenges of performance monitoring in government			
include the lack of accountability, particularly for monitoring			0.779
and reporting on performance information, unrealistic target			0.117
setting and poor quality of performance information.			
The budget for monitoring and evaluation must be 5 to 10%			0.644
of the total project budget			0.011
The budget of the project must make a clear and adequate			0.550
provision for monitoring and evaluation events			
The budget and M & E can be obviously be delineated			0.158
within the total overall budget.			
It must be noted that, only 2% must be allocated or			0.260
monitoring and evaluation.			

Extraction Method: Principal Component Analysis.

Rotation Method: Oblimin with Kaiser Normalization. Source: Field Survey, (2019)

4.4 EFFECTIVE MONITORING AND EVALUATION

In determining Effective Monitoring and Evaluation, a literature was consulted and pretext done to select items to measure the construct. 11 items were adopted from literature. The indicator variables were "Staff entrusted with monitoring and evaluation has technical expertise in the area Staff working on monitoring and evaluation are dedicated to the function, Roles and responsibilities of monitoring and evaluation personnel have been specified at the start of the project, The organization has enhanced monitoring teams through proper, Human resources capacity development has and continues to be an ongoing issue in the organization, HRM management to ensure that there would be more team work and hence more productivity, Monitoring gives us information on where a policy, program, or project is at any given time (and over time) relative to respective targets and outcomes, Evaluation gives us evidence of why targets and outcomes are or are not being achieved, Evaluation is a complement to monitoring in that when a monitoring system sends signals that the efforts are going off track (for example, that the target population is not making use of the services, that costs are accelerating, that there is real resistance to adopting an innovation, and so forth), then good evaluative information can help clarify the realities and trends noted with the monitoring system, An M&E system should be regarded as a long-term effort, as opposed to an episodic effort for a short period or for the duration of a specific project, program, or policy, Sustaining such systems within governments or organizations recognizes the long term process involved in ensuring utility (for without utility, there is no logic for having such a system). The results are presented in the table 4.4 below.

items	Mean	S.Dev	Ranking
Staff working on monitoring and evaluation are dedicated to the function	4.641	0.618	1st
Staff entrusted with monitoring and evaluation has technical expertise in the area	4.610	0.582	2nd
HRM management to ensure that there would be more team work and hence more productivity	4.391	0.736	3rd
Sustaining the systems within government organizations to recognize the long-term process.	4.308	0.695	4th
M & E processes must be regarded as a long-term effort.	4.291	0.760	5th
Monitoring gives an indication of the project in relation to the respective targets.	4.225	0.824	6th
Evaluation complements monitoring and shows the efforts made during monitoring.	4.191	0.677	7th
The organization has enhanced monitoring teams through proper	4.175	0.729	8th
Human resources capacity development has and continues to be an ongoing issue in the organization	4.175	0.836	9th
Evaluation gives assurance that targets are achieved	4.100	0.571	10th
Roles and responsibilities of monitoring and evaluation personnel have been specified at the start of the project	4.083	0.668	11th

 Table 4.4 Descriptive Statistics of Effective Monitoring and Evaluation

Source: Field Survey, (2019)

From the Table 4.4, the item ''Staff working on monitoring and evaluation are dedicated to the function'' with a mean value of 4.641 and a standard deviation of 0.618 been 1st ranking. Staff entrusted with monitoring and evaluation has technical expertise in the area with a mean value of 4.610 and a standard deviation of 0.582 been 2nd ranking. HRM management to ensure that there would be more team work and hence more productivity with a mean value of 4.391 and a standard deviation of 0.736 ranking 3rd. The item ''Sustaining such systems within governments or organizations recognizes the long term process involved in ensuring utility (for without utility, there is no logic for

having such a system)" with a mean value of 4.308 and a standard deviation of 0.695 ranking 4th. An M&E system should be regarded as a long-term effort, as opposed to an episodic effort for a short period or for the duration of a specific project, program, or policy with a mean value of 4.291 and a standard deviation of 0.760 ranking 5th. Monitoring gives us information on where a policy, program, or project is at any given time (and over time) relative to respective targets and outcomes with a mean value of 4.225 and a standard deviation of 0.824 ranking 6th. Evaluation is a complement to monitoring in that when a monitoring system sends signals that the efforts are going off track (for example, that the target population is not making use of the services, that costs are accelerating, that there is real resistance to adopting an innovation, and so forth), then good evaluative information can help clarify the realities and trends noted with the monitoring system with a mean value of 4.191 and a standard deviation of 0.677 ranking 7th. The organization has enhanced monitoring teams through proper with a mean value of 4.175 and standard deviations of 0.729 ranking 8th. Human resources capacity development has and continues to be an ongoing issue in the organization with a mean value of 4.174 and a standard deviation of 0.836 729 ranking 9th. Evaluation gives us evidence of why targets and outcomes are or are not being achieved with a mean value of 4.100 and standard deviations of 0.571 ranking 10th. Roles and responsibilities of monitoring and evaluation personnel have been specified at the start of the project with a mean value of 4.083 and standard deviations of 0.668 ranking 11th. All the items used to measure the construct indicated agree is establishing that the district assembly for the study is ensuring effective monitoring and evaluation of projects within the district. In this context, M&E is seen as supporting a management function, which Cook (2016)

points out "encompasses the entire management, operating systems and culture of an institution".

4.5 PROJECT PERFORMANCE

In determining project performance, a literature was consulted and pre-text done to select items to measure the construct. 4 items were adopted from literature. The indicator variables were "my district ensures Timeliness of project delivery, my district achieve Number of project deliverables, my district achieve Number of activities implemented and my district achieve General level of user satisfaction of project performance". The results are presented in the Table 4.5.

items	Mean	S.Dev	Ranking
My district achieve General level of user satisfaction of project performance	4.31	0.696	1st
My district achieve Number of activities implemented	4.29	0.760	2nd
My district achieve Number of project deliverables	4.19	0.677	3rd
My district ensures Timeliness of project delivery	4.10	0.571	4th

4.5 Table 4.4 Descriptive Statistics of Project Performance Evaluation

Source: Field Survey, (2019)

From the Table 4.5, the item "my district achieves General level of user satisfaction of project performance with a mean value of 4.31 and standard deviations of 0.696 ranking 1st. My district achieves Number of activities implemented with a mean value of 4.29 and

standard deviations of 0.760 ranking 2nd. My district achieves Number of project deliverables with a mean value of 4.19 and standard deviations of 0.677 ranking 3rd. My district ensures Timeliness of project delivery with a mean value of 4.10 and standard deviations of .571 ranking 4th. According to Gido and Clements (2012), project success consists of four components namely budget (costs), schedule (time), performance (quality and utility), and customer satisfaction. The key to project success is the people, the project team and their organization (project management office), the tools and techniques used by the project team and the understanding the team has of the requirements and agendas of the stakeholders. Pinto and Slevin (2014) cite that many people are aware of projects that come in on time and under budget and were nevertheless considered failures, yet the opposite is equally true. Similarly, Rad and Levin (2010) state that 'many cases can be cited from the literature and anecdotal data of projects that fall short on expectations in one or more of the triple constraint items (time, cost and quality), or in terms of client satisfaction and yet the project team officially announces the project a success.' Success can mean different things to different people. Malladi (2015) stipulated that enhancement of project performance will bridge productivity gaps. In enhancing project performance, there is a need to address the problematic issues restricting project performance.

4.6 CHALLENGES OF EFFECTIVE MONITORING AND EVALUATION

In determining challenges of effective monitoring and evaluation, a literature was consulted and pre-text done to select items to measure the construct. 7 items were adopted from literature. The indicator variables were ''Planning and performance monitoring in government have been predominantly characterized by a silo approach, Planning and performance monitoring in government has resulted in a situation where planning, budgeting, and reporting and monitoring and evaluation functions are done by different sections in institutions in isolation of each other, Challenges of performance monitoring in government include the lack of accountability, particularly for monitoring and reporting on performance information, unrealistic target setting and poor quality of performance information, The results are presented in the Table 4.6.

Table 4.6 Descriptive Statistics of Challenges of Effective Monitoring andEvaluation

items	Mean	S.Dev	Ranking
Monitoring and evaluation budget should be about 5 to			
10 percent of the entire budget.	4.64	0.619	1st
Challenges of performance monitoring in government			
include the lack of accountability, particularly for			
monitoring and reporting on performance information,			2nd
unrealistic target setting and poor quality of performance			
information.	4.62	0.582	
Planning and performance monitoring in government has			
resulted in a situation where planning, budgeting, and			
reporting and monitoring and evaluation functions are			3rd
done by different sections in institutions in isolation of	4 54	0 578	
each other.	1.5 1	0.570	
Planning and performance monitoring in government			4th
have been predominantly characterized by a silo	4.52	0.594	
approach			
M & E processes must be regarded as a long-term effort.	4.11	0.742	5th
Sustaining the systems within government organizations			6th
to recognize the long-term process.	4.10	0.947	
The project budget should provide a clear and adequate			
provision for monitoring and evaluation events.	3.98	0.572	7th

Source: Field Survey, (2019)

From the Table 4.6, the item '' Monitoring and evaluation budget should be about 5 to 10 percent of the entire budget with a mean value of 4.64 and standard deviations of 0.619 ranking 1st. Challenges of performance monitoring in government include the lack of accountability, particularly for monitoring and reporting on performance information, unrealistic target setting and poor quality of performance information with a mean value of 4.62 and standard deviations of 0.582 ranking 2nd. Planning and performance monitoring in government has resulted in a situation where planning, budgeting, and reporting and monitoring and evaluation functions are done by different sections in institutions in isolation of each other with a mean value of 4.54 and standard deviation of 0.578 ranking 3rd. Planning and performance monitoring in government have been predominantly characterized by a silo approach with a mean value of 4.52 and standard deviation of 0.594 ranking 4th. Monitoring and evaluation budget can be obviously delineated within the overall project budget to give the monitoring and evaluation function the due recognition it plays in project running with a mean value of 4.11 and standard deviation of 0.742 ranking 5th. It is important to note that only 2% may be allocated for Monitoring and Evaluation of ongoing projects and capacity building activities while 5% is kept aside as an emergency reserve to be made available for emergencies that may occur in the Constituency like drought with a mean value of 4.10 and a standard deviation of 0.947 ranking 6th. The project budget should provide a clear and adequate provision for monitoring and evaluation events with a mean value of 3.98 and a standard deviation of 0.572 ranking 7th. All the items used to measure the construct indicated agree establishing that there are Challenges of achieving Effective Monitoring and Evaluation.

4.7 THE EFFECT OF EFFECTIVE MONITORING AND EVALUATION ON PROJECT PERFORMANCE

To determine the overall Effect of Effective Monitoring and Evaluation on project performance, a regression analysis was conducted and the results are presented in the table 4.7 below.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate			
1	.540ª	.292	.286	8.811			
Standardized Coefficients							
	Beta Val	ue	T- Value	Sig			
	.540		6.797	0.000			

 Table 4.7 Effect of Effective Monitoring and Evaluation on project performance

a. Dependent Variable: PP

b. Predictors: (Constant), EMM

Source: Field Survey, (2019)

The R square of (0.54) reveals that Effective Monitoring and Evaluation the independent variable collectively affect project performance (dependent variable) up to 54 %. Also The T- value of 6.797, Beta value of .540 (P>.000) indicated that Effective Monitoring and Evaluation has a positive and significant effect on project performance. Therefore, an Effective Monitoring and Evaluation is a good thing of achieving project performance. Most scholars of project monitoring and evaluation argue that planning for M&E should be done just at the point of project planning (Kohli & Chitkara, 2011) while a few contend that it should be created after the planning phase but before the design phase of a project or intervention (Nyonje et al 2012).

Despite this difference in opinion however, almost all scholars agree that the plan should include information on how a project should be assessed (Cleland & Ireland, 2010) of

great importance to this study, is what the M&E plan outlines that influences project performance. From the studies reviewed, it has been noted that an M&E plan generally outlines the underlying assumptions on which the achievement of project goals depends, the anticipated relationships between activities, outputs and outcomes- the logical framework. Other contents of the M&E plan are well-defined conceptual measures and definitions, along with baseline data needed; the monitoring schedule; a list of data sources to be used; and cost estimates for the monitoring and evaluation activities.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS 5.1 INTRODUCTION

This chapter of the thesis is devoted to the summary of findings, conclusions and recommendations based on the findings via feedback from respondents on the topical issues of the study.

5.2 SUMMARY OF FINDINGS

On Effective Monitoring and Evaluation pertaining at the assemblies selected for the study, the Descriptive Statistics shown that, to achieve an Effective Monitoring and Evaluation:

- Staff working on monitoring and evaluation should be dedicated to the function
- Staff entrusted with monitoring and evaluation has technical expertise in the area
- Human Resource Management is to ensure that there would be more team work to enhance more productivity.
- A sustainable systems within governments or organizations recognizes the long term process involved in ensuring utility (for without utility, there is no logic for having such a system)"
- An M&E system should be regarded as a long-term effort, as opposed to an episodic effort for a short period or for the duration of a specific project, program, or policy.

- Monitoring must give information on where a policy, program, or project is at any given time (and over time) relative to respective targets and outcomes.
- Evaluation is a complement to monitoring in that when a monitoring system sends signals that the efforts are going off track (for example, that the target population is not making use of the services, that costs are accelerating, that there is real resistance to adopting an innovation, and so forth), then good evaluative information can help clarify the realities and trends noted with the monitoring system.
- The organization has enhanced monitoring team members.
- Human resources capacity development has and continues to be an ongoing issue in the organization.
- Evaluation must give us evidence of why targets and outcomes are or are not being achieved.
- Roles and responsibilities of monitoring and evaluation personnel have to be specified at the start of the project.

On the challenges of monitoring and evaluation,

- Monitoring and evaluation budget not being about 5 to 10 percent of the entire budget is a challenge to achieve monitoring and evaluation.
- Lack of accountability, particularly for monitoring and reporting on performance information, unrealistic target setting and poor quality of performance information

- Planning and performance monitoring is a challenge government has resulted in a situation where planning, budgeting, and reporting and monitoring and evaluation functions are done by different sections in institutions in isolation of each other.
- Planning and performance monitoring in government have been predominantly characterized by a silo approach is a challenge in project monitoring and evaluation.
- Monitoring and evaluation budget can be obviously delineated within the overall project budget to give the monitoring and evaluation function the due recognition it plays in project running.
- It's important to note that only 2% may be allocated for Monitoring and Evaluation of ongoing projects and capacity building activities while 5% is kept aside as an emergency reserve to be made available for emergencies that may occur in the Constituency like drought.
- The project budget should provide a clear and adequate provision for monitoring and evaluation events.

On the Effect of Effective Monitoring and Evaluation on project performance, the value of R square (0.54) reveals that Effect of Effective Monitoring and Evaluation collectively affect project performance (dependent variable) up to 54 %. The T- value of 6.797 and Beta value of .540 indicated that Effective Monitoring and Evaluation has a positive and significant effect on project performance. Therefore, an Effective Monitoring and Evaluation is a good thing of achieving project performance.

5.3 CONCLUSION

On the Effective Monitoring and Evaluation, the findings of the study established that the district for the study is ensuring effective monitoring and evaluation of projects within the district.

On the Project Performance, the findings of the study established that the district for the study is achieving Project Performance.

On the Challenges of achieving Effective Monitoring and Evaluation, all the items used to measure the construct indicated agree established that there are Challenges of achieving Effective Monitoring and Evaluation.

On the Effect of Effective Monitoring and Evaluation on project performance, the findings of the study established that Effective Monitoring and Evaluation has a positive and significant effect on project performance.

5.4 RECOMMENDATIONS

Based on the findings of the study, the researcher found it very important to do the following recommendations.

5.4.1 Technical expertise is to be assigned to monitor and evaluate project

Organizations that assigned staff of technical expertise in monitoring and evaluation will end up achieving good project performance than those that will assign staff who are not technical expertise to monitor and evaluate a project. It is therefore very imperative for organizations to assign their staff of technical expertise to monitor and evaluate their project.

5.4.2 Timely project delivery

Institutions and appropriate headquarters that are responsible of project delivery and personnel assigned are to ensure that they achieve timeliness of project delivery because stakeholders use this to appraise the project performance therefore government and Non-governmental bodies are to make sure that project achieve timely delivery.

5.4.3 Achieve General level of user satisfaction of project performance

Any project that may fail to achieve the general level of user satisfaction will not be counted as a good project therefore institutional bodies that are responsible for project are to make sure that the achieve general level of user satisfaction of the project performance.

5.5 FUTURE STUDY

Future study shall examine the mediating role management support between the relationship of project monitoring and evaluation on performance.

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APPENDIX

SURVEY QUESTIONNAIRE

FIRM BACKGROUND & RESPONDENT'S INFORMATION

1. Please indicate your educational background

Post-Graduate () Graduated () Diploma/HND ()

2. Years of Working experience

2-3 years () 3-5 years () 5-10 years 10-15 years 15 years and above ()

B. The following questions seek to provide information to ascertain effective monitoring

and evaluation.

1. Strongly disagree 2. Disagree 3. Neutral4. Agree 5. Strongly agree

Please indicate the extent to which you agree or disagree with the following statements

Effective Monitoring and Evaluation	1	2	3	4	5
Staff entrusted with monitoring and evaluation has technical expertise					
in the area					
Staff working on monitoring and evaluation are dedicated to the					
function					
Roles and responsibilities of monitoring and evaluation personnel					
have been specified at the start of the project					
The organization has enhanced monitoring teams through proper					
Human resources capacity development has and continues to be an					
ongoing issue in the organization					
HRM management to ensure that there would be more team work and					
hence more productivity					
Monitoring gives us information on where a policy, program, or project is at					
any given time (and over time) relative to respective targets and outcomes.					
Evaluation gives us evidence of why targets and outcomes are or are not being					
achieved					
Evaluation is a complement to monitoring in that when a monitoring system					
sends signals that the efforts are going off track (for example, that the target					
population is not making use of the services, that costs are accelerating, that					
there is real resistance to adopting an innovation, and so forth), then good					
evaluative information can help clarify the realities and trends noted with the					
monitoring system.					
An M&E system should be regarded as a long-term effort, as opposed to an					
episodic effort for a short period or for the duration of a specific project,					
program, or policy					
Sustaining such systems within governments or organizations recognizes the					
long term process involved in ensuring utility (for without utility, there is no					
logic for having such a system).					

C. The following questions seek to provide information to ascertain project performance.

1. Strongly disagree 2. Disagree 3. Neutral4. Agree 5. Strongly agree

Please indicate the extent to which you agree or disagree with the following statements

Project performance	1	2	3	4	5
My district ensures Timeliness of project delivery					
My district achieve Number of project deliverables					
My district achieve Number of activities implemented					
My district achieve General level of user satisfaction of project performance					

D. The following questions seek to provide information to ascertain challenges of effective monitoring and evaluation.

1. Strongly disagree 2. Disagree 3. Neutral4. Agree 5. Strongly agree

Please indicate the extent to which you agree or disagree with the following statements

Challenges of Effective Monitoring and Evaluation	1	2	3	4	5
Planning and performance monitoring in government have been					
predominantly characterized by a silo approach					
Planning and performance monitoring in government has resulted in a					
situation where planning, budgeting, and reporting and monitoring and					
evaluation functions are done by different sections in institutions in					
isolation of each other.					l
Challenges of performance monitoring in government include the lack					
of accountability, particularly for monitoring and reporting on					
performance information, unrealistic target setting and poor quality of					l
performance information.					l
Monitoring and evaluation budget should be about 5 to 10 percent of					
the entire budget.					
The project budget should provide a clear and adequate provision for					
monitoring and evaluation events.					l
Monitoring and evaluation budget can be obviously delineated within					
the overall project budget to give the monitoring and evaluation					l
function the due recognition it plays in project running,					
It is important to note that only 2% may be allocated for Monitoring					
and Evaluation of ongoing projects and capacity building activities					
while 5% is kept aside as an emergency reserve to be made available					l
for emergencies that may occur in the Constituency like drought.					