

*Addis Ababa
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ADDIS ABABA UNIVERSITY

SCHOOL OF COMMERCE

COLLEGE OF BUSINESS AND ECONOMICS

**PERCIEVED EFFECT OF MONITORING AND EVALUATION ON PROJECT
SUCCESS IN Saint Paul HOSPITAL MILLENNIUM MEDICAL COLLEGE.**

BY: AKLESIA K/MEDIHIN

ADVISOR: BAHRAN ASRAT (PhD)

**A FINAL PROJECT WORK SUBMITTED TO SCHOOL OF COMMERCE IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF
MASTER OF ARTS DEGREE IN PROJECT MANAGEMENT**

JUNE, 2021

ADDIS ABABA, ETHIOPIA

ADDIS ABABA UNIVERSITY COLLEGE OF BUSINESS AND ECONOMICS SCHOOL OF
COMMERCE DEPARTMENT OF PROJECT MANAGEMEN

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SCHOOL OF GRADUATE STUDIES

This is to certify that the thesis prepared by Aklesia K/medihin Entitled: “**Perceived effect of monitoring and evaluation on project success in saint Paul hospital millennium medical college.**” and submitted in partial fulfillment of the requirements for the Degree of Master of Arts (Curriculum and Instruction) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

Signed by Examining Committee:

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External Examiner	Signature	Date

Chairman, Department Graduate Committee

DECLARATION

I, the undersigned, declare that the study entitled “Perceived effect of monitoring and evaluation on project success in saint Paul hospital millennium medical college” is the result of my own effort and study that all sources of materials used for the study have been acknowledged.

I have conducted the study independently with the guidance and comments of the research advisor.

This study has not been submitted for any degree in any university. It is conducted for the partial fulfillment of the Master of Arts Degree in Project Management

Aklesia K/medihin

Signature

LETTER OF CERTIFICATION

This is to certify that Aklesia K/medihin has conducted this project work entitled “Perceived effect of monitoring and evaluation on project success in saint Paul hospital millennium medical college” under my supervision.

This project work is original and suitable for the submission in partial fulfillment of the requirement for the award of Master of Arts Degree in Project Management.

Name of research advisor: Dr. Bahran Asrat

Signature _____

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ACRONYM AND ABBREVIATION

CEO- chief Executive Officer

KII-Key Informed Interview

MEAL -Monitoring Evaluation Accountability and Learning

MoFED- Ministry of Finance and Economic Development

M&E- Monitoring and Evaluation

NGO- Non-Governmental Organization

PMBok -Project Management Body of Knowledge Area

PMI- Project Management Institute

SC- State Corporation

SPHMMC –Saint Paul Hospital Millennium Medical College

SPSS-Statistics Package of Social Science

TOC-Theory of Change

ABSTRACT

Many projects in the world fail to be successfully completed due to several reasons. Among these are lack of understanding of the role for monitoring and evaluation. Monitoring and evaluating of projects is very important to various stakeholders because it would ensure them that the project is completed within the planned budget, time and quality. The objective of this study was to establish the role of monitoring and evaluation of Government Projects in the case of SPHMMC. The study has been employed a descriptive and explanatory survey research design. The study was conducted on 70 SPHMMC project related staffs. The researcher also conducted an interview with senior management team members to triangulate the quantitative data which was obtained from survey. Then all the data obtained from the questionnaire and interviews were analyzed by using regression and correlation. The findings showed that the independent variables such as human resource, implementation strategy, training and management support are positively correlated with project success. The study recommended that SPHMMC should hire sufficient staffs that have M&E technical skills for projects and assess the performance and competences of staffs regularly. Good M&E system should be established and revised based on the objectives of the projects. The project managers should be committed and provide high emphasis for designing and implementing of M&E related activities. The project managers and team leaders should be ensured all staffs have required technical skill to perform M&E activities and regularly provided tailored M&E training.

Keyword: Monitoring and Evaluation, Success, SPHMMC

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Monitoring and Evaluation is an important concept and essential part of every project. M&E is basically known as a means on growth and its advancement between stakeholders. In general, monitoring is basic to evaluation. Monitoring focuses on the measurement of the tracking of project outputs and outcomes as indicators of project effectiveness, or the extent to which the projects accomplish sits stated goals. Monitoring does not tell the project if it has arrived at its final destination, but focuses on outputs and outcomes and on those indicators that are easier to capture and measure on an on-going basis (Mutinda, 2015).

Evaluation on the other hand includes project evaluation and impact assessment. Project evaluation means an evaluation of project execution, as calculated against the project's scope of work, output, personnel need, and so on. Even though project evaluations include a baseline and follow-up, it typically involves a one-time observation point, usually near the completion of the project (Engela, 2010).

The overall purpose of this research was to assess the gap between expectations and success of Monitoring and Evaluation system in St. Paul Hospital Millennium Medical College, in order to inform an improved system that will be implemented in the organizations. This first chapter shows an overview of the whole research. It focuses on the back ground of the study and the organization, research questions and objectives, significance of the study, scope of the study, operational definition and some other important points.

Monitoring is defined as a continuing function that aims primarily to provide the management and main stakeholders of an ongoing intervention with early indications of progress, or lack thereof, in the accomplishment of results (World Bank, 2007). According to World Bank, regular collection of information through continuous monitoring assist project managers in making timely decision, guarantee accountability, and provide the basis for evaluation and learning.

Bamberger (1986) also defined monitoring as Monitoring is a type of evaluation performed when the project is being implemented and the data obtained through monitoring is made use of in evaluation.

The purpose of carrying out monitoring is to improve accountability by management on the resources employed and the results accomplished and to make informed decisions on the project. World Bank defined evaluation as the systematic and objective assessment of an ongoing or completed project, program, or policy, and its design, implementation and results. The aim of the evaluation is to conclude the significance and fulfillment of objectives, development, efficiency, effectiveness, impact and sustainability. According to World Bank (2007), an effective evaluation should provide information that is reasonable and enabling the integration of lessons learned in to the decision making process both in project management and financiers.

Evaluation can also be described as: The systematic and objective assessment of an ongoing or completed project, program or policy, its design, implementation and results. An evaluation should provide information that is reliable and valuable enabling the incorporation of lessons learned in to the decision making process of both beneficiary and donor. (Guideline for project and Program evaluation, 2009)

Monitoring and evaluation is described as a process that assists project manager in improving performance and achieving results. The goal of monitoring and evaluation is to develop current and future management of outputs, outcomes and impact. Generally, monitoring can be said to be connected to evaluation, as such information obtained from previous monitoring processes can be used during evaluation process. This research does not make a distinction between monitoring and evaluation; it combines the two in to one concept for easier data collection and analysis.

Project management has received attention in the past few decades and almost every day newspapers carry advertisements of vacant positions for project managers. This scenario was not so bright a few years ago. For that matter even today, though lots of seminars are held on project management, only in 2014/15 that a couple of Ethiopian universities started offering MBA program in Project Management course to formally qualify students as project managers.

Project management body of knowledge areas defines project management as the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements. Project Management Body of Knowledge Area (PMBOK) further explains that project management is accomplished through the appropriate use and incorporation of the various processes which are grouped into Initiating, Planning, Execution, Monitoring and Controlling and Closing. Project management theory commonly refers to these stages as project lifecycle.

According to PMBOK, project managers need to monitor and control the processes of producing the products, services or results that the project was undertaken to produce in order to accomplish project success, Chan et al groups (2004) project success factors in to five main categories which are project management actions, project-related factors, project procedure, human related factors and external environment.

This project success factors need to be monitored constantly for the project to accomplish success in terms of value creation. The last phase of the project Risk management circle of control is monitoring as expressed by Burke, R. (2013) which is documenting monitoring risk in order to ensure proper action for prevention. Similarly, in project management documentation of monitoring risks is also critical in the accomplishments of project success.

Although the presence of monitoring and evaluation function, Pretorius et al. (2012) in a study established majority of projects sampled were perceived by the respondents as successful. The success of project was recognized to the factors such as good scope management, time management, cost management, quality management and human relations management. Monitoring and evaluation during all the stages of project lifecycle can be employed in order to reduce instances of unsuccessful projects in SPMMC International using the Monitoring Evaluation Accountability and Learning plan and Indicator Performance Tracking Table tool.

According to research by Ika, (2009) projects in Africa faces problems which can be characterized in to any of the four traps namely the one –size – fits - all technical trap, the accountability for results trap, the lack- of –project- management -capacity trap, and the cultural trap. The study suggests that one of the actions that should be taken to avoid some

of the traps is to increase in supervision and monitoring efforts. This implies that the project in Africa often fails due to lack of effective monitoring and evaluation.

The results of the study will be useful in understanding the roles and responsibilities of monitoring and evaluation experts for achieving the project goal. It could also support project managers to take timely corrective actions and make wide-ranging decisions based on the monitoring feedbacks. However, to the best of the student researcher's knowledge, it appears that there are no studies conducted in development projects mainly in SPHMMC that examined the role of monitoring and evaluation in achieving project success. Hence, the researcher expertise on the area inspired by the practical gap of monitoring and evaluation role in effectively and efficiently executes the work calls for the student researcher to undertake this study.

1.2 Statement of the problem

Public organization projects must be completed within the planned budget, scheduled time and required quality. However, some of the projects practiced project delay and cost overrun. Projects without effective and efficient Monitoring and Evaluation, it would be difficult to monitor performance and accomplishment of the projects based on the desired requirements.

Having effective Monitoring and Evaluation would support the organization to monitor and control the progress and success of the project's goal. Evaluation is used in government to increase transparency, strengthen accountability, and improve performance, whereas performance management systems establish outcome-oriented goals and performance targets, monitor progress, stimulate performance improvements, and communicate results to higher policy levels and the public (Wholey, Hatry, & Newcomer, 2010).

However, most of public projects don't have ability to hire skilled professional who understand Monitoring and Evaluation to develop and implement proper Monitoring and Evaluation system to each project. Monitoring and Evaluation are not implemented properly in public projects as a decision tool, instead their activities are considered as Non-government organization (NGO) projects controlling system. Also, Kamunga (2000) identified that the State Corporations (SCs) have not been able to accomplish their objectives due to maladministration, bureaucracy, wastage, pilferage, unskillfulness and carelessness by directors and employees. Despite the

government intervening to save the SCs by re-examining their goals and targets, training employees, increasing their salary and profits, the state corporations still did not increase on their performance.

There is no adequate study to assess the role of Monitoring and Evaluation on performance of public organization projects in SPHMMC. Therefore, this study was done to investigate variables that affect the Monitoring and Evaluation and effects of Monitoring and Evaluation on performance of the projects and the knowledge gained by this study will support strategy effective Monitoring & Evaluation, thereby improving the performance of public organization projects.

1.3 Research questions

The study is measured by the following main research questions:

1. What is the existing Monitoring and Evaluation of hospital projects in SPHMMC?
2. What is the effect of Monitoring and Evaluation human resource on the success of projects in SPHMMC?
3. What is the effect of Monitoring & Evaluation implementation strategies on success of hospital projects in SPHMMC?
4. What is the effect of Monitoring & Evaluation training on success of hospital projects in SPHMMC?
5. What is effect of Management support for Monitoring & Evaluation activities on performance of hospital projects in SPHMMC?

1.4 Objectives of the study

1.4.1 General Objective:

The general objective of the project work is to examine the role of Monitoring and Evaluation of human resource, implementation strategies, training and management support on the success of the institution projects in SPHMMC.

1.4.2 Specific objectives:

1. To examine the existing Monitoring and Evaluation of hospital projects in SPHMMC.
2. To evaluate the effect of Monitoring and Evaluation human resource on the success of hospital projects in SPHMMC.
3. To examine the effect of Monitoring & Evaluation implementation strategies on performance of hospital projects in SPHMMC.
4. To examine the effect of Monitoring and Evaluation training on performance of hospital projects in SPHMMC.
5. To analyze the effect of Management support for Monitoring & Evaluation activities on performance of hospital projects in SPHMMC.

1.5 Significance of the study

The study area is new to the department of strengthening child friendly national system and structure thematic sector and expected to have both theoretical and practical implications. The findings bring understandings on the role of monitoring and evaluation in achieving project success. The ways mean and tools to solve the problem of monitoring and evaluations as well as beneficiary's involvement have been suggested in the recommendations of the research. Results shed lights to the existing knowledge base and came up with plausible recommendation for the betterment of tracking the actual progress and harvesting the project results.

The study supports to decide the approach and methodologies of conducting sound monitoring and evaluation practices which support for a project to be successful. Besides, it also supports to contribute to existing literature expand the learning curve in Ethiopian context more specifically in development arena where researchers, practitioners and policy makers might find it useful.

1.6 Scope of the study

The study was conducted at SPHMMC located in Addis Ababa, Ethiopia. It involved SPHMMC staffs who have participated in the design and implementation of different projects at the time of

interview, and have used the process of monitoring and evaluating system. The managers, researchers or project staffs of the organization were interviewed in this study. This study was focus and limited on SPHMMC for the quality and specialization of the research and considering time and resource constraints. However, the findings will be equally applicable to all other public-sector's projects in Ethiopia.

The study assessed the effect of Monitoring and Evaluation human resource, implementation strategies, training and management support on performance of public projects on Ethiopia. In addition, the study evaluated the existing Monitoring and Evaluation system of the SPMMC projects impressing their human resource development, implementation strategies, training and management support for Monitoring and evaluation. Sample of projects staffs were selected using stratified random sampling method. The data were collected from the project managers or the project staffs using Semi-structured questioner. Data were analyzed using correlation and regression analysis to establish the relationship between the variables.

1.7 Limitation of the study

There have been some problems during the research study; some of them were solved without significant effects on the study others are beyond the scope of the author. Due to time and resource limits, the research addressed only one public organization whose interventions focus on health. As a result, the research finding may not be generalized for all public organizations executing different projects in Addis Ababa.

1.8 Definition of Terms

Monitoring refers to the continuous tracking of project by way of collecting and analyzing data as the project progresses. It is the systematic process of collecting and analyzing information to track the efficiency of an organization in achieving its goals.

Evaluation refers to the process of determining the worth or significance of an activity, policy or program. It is the systematic and objective assessment of the ongoing or completed projects in terms of design, implementation and results in order to judge issues such as program relevance, effectiveness, impact and sustainability.

Monitoring and Evaluation: Monitoring and Evaluation is the process of systematically collecting and analyzing information of ongoing project and comparison of the project outcome/impact against the project intentions.

Monitoring and evaluation systems is a set of components which are related to each other within a structure and serve a common purpose of tracking the implementation and results of a project.

Stakeholders Involvement refers to the inclusiveness of the project primary stakeholders, secondary and tertiary stakeholders in the project monitoring and evaluation process.

Non-Governmental Organization is a private voluntary association of individuals or other entities, not operated for profit or for other commercial purposes

1.9 Organization of the Study

The study has the following chapters: the first chapter is introduction; it contains background of the study and organization, statement of the problem, research question and objectives, significance of the study and scope of the study. Chapter two is related literature. In chapter three, research methodology with detail components of research design, sample size and sampling procedures, data sources and data collection method and data presentation and analysis of the subject matter have been addressed. Finally, the last chapter is conclusion and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introductions

Through the process of monitoring and evaluation, a project is a temporary endeavor Undertaken to create a unique product, service, or result (PMI, 2013). Meanwhile the purpose of this paper is to understand the M&E practice of SPMMC and the challenges that are associated with it, it is important to understand the concept of M&E in general. Furthermore, a good program/project is integrally associated to well-designed M&E practice and most of organization in the world tries or attempt to develop and implement M&E practice throughout project initiation, planning, execution and termination either from the scratch or by learning lessons from other project implementations.

2.1. Theoretical Review

2.1.1. Program theory

Program theory and the assessment of a program's theory have gained interest in the evaluation field (Sharpe, 2011). According to Sethi and Philippines (2012), the program theory has been used to assist evaluation for many years; it demonstrations the capability of the program to fix a problem by addressing the needs in the need assessment. It also gives tools to regulate areas of impact in evaluation.

A program theory has a set of statements that define a particular program, explain why, how, and under what circumstances the program effects occur, predict the outcomes of the program, and state the requirements necessary to bring about the preferred program effects (Sedani & Sechrest, 1999). Program theories are underlying bases for programs, explaining how and why a program should lead to the intended results.

Identifying and evaluating the strength of the program theory are crucial for increasing the possibility that programs will be effective (Wilder Foundation, 2009). The primary stage to program development is the conceptual foundation. Once this has been established, the program theory can be used to develop outcome and intermediate goals (Sharpe, 2011).

A program theory is related in idea to logic models, which have become increasingly popular in human services programs over the past several years. In simple terms, a logic model is a picture of your theory – a drawing that shows how one thing points to the next, like a flow chart. A logic model is one commonly-used tool for clarifying an underlying program theory. Most often, it is presented in the form of a flow chart that demonstrates the linkages between program components and results (Wilder Foundation, 2009).

According to Wilder Foundation (2009), a well thought out logic model can have a number of benefits to programs, plus guiding stakeholder engagement, program management, and evaluation of outcomes.

2.1.2. Theory of change

A ‘theory of change’ clarifies how activities are understood to produce a series of results that contribute to accomplish the final envisioned impacts. It can be developed for any stage of intervention an event, a project, a policy, a strategy or an organization (Rogers, 2014). According to Laing (2015), theory of change is a theory-based approach to planning, implementing or evaluating change at an individual, organizational or community level. An assumption is made that an action is purposeful.

A theory of change can be used for strategic planning or policy planning to identify the existing situation (in terms of needs and opportunities), the suggested situation and what needs to be done to move from one to the other. This can help to design more genuine goals, clarify accountabilities and launch a common understanding of the strategies to be used to attain the goals (Rogers, 2014). A theory of change expresses explicitly how a project or initiative is envisioned to accomplish outcomes through actions, while taking into account its context (Laing, 2015).

As a planning tool Theory of Change assist organizations to ask important questions about their work. It can reinforce partnerships, support organizational development, and assist communication (Dana, 2013). Theories of change may be developed and used at various points in the lifecycle of an initiative, from planning an idea through to implementation, delivery and review. It can be used as an approach to project assessment. A theory of change may be used to plan a project from the start. Using a theory of change when the project is ongoing, it can enable

an understanding of why a project does or does not work, and lets an evaluator or practitioner see where in the chain things are not going as they should. It can develop planning and prevent project drift, and highlight gaps in knowledge or thinking that is lacking in simplicity (Laing, 2015).

Valters (2014) described that theories of Change are regularly mandatory for implementing agencies to submit to donors in the aid industry. This appears to begin with the UK's Department for International Development (DFID), but has mushroomed so that most donors now require Theories of Change as a standard component of project design. What is clear is that in part, whatever the donor or context, the method pursues to address the problems inherent in current models of examining change, with its fundamental aim of uncovering and critically interrogating expectations about how change occurs.

The process of recognizing the hierarchy of results, or results chain, unanimously helped clarify the logic of a project, and articulate the anticipated change from each of the activities and how they link together. The process of developing a hierarchy of results also recognized whether the expectations underpinning activities were sound and helped reveal whether the intended activities would likely accomplish the goal. Articulating the theories of change related with the activities within the hierarchy assisted people to identify the proposed change of each activity, what would constitute accomplishment of a specific activity, and what was vital to accomplish results. This process made it conceivable to strengthen significantly the impact of the projects revised (CARE International UK., 2012).

2.1.3. Evaluation theory

Rossi et al. (2004) recommend that evaluations are a “systematic, rigorous, and meticulous application of scientific methods to evaluate the design, implementation, improvement or results of a project”. Project evaluation is the custom of social research methods to systematically investigate the effectiveness of social intervention programs. (Rossi, Lipsey, Freeman, 2004). Moreover, in OECD 2000 the use of evaluations is also underlined in some definitions “An evaluation should offer information that is credible and useful, enabling the incorporation of lessons learned into the decision-making practice of both recipients and donors” (OECD, 2002).

According to Vedung, Evaluation itself was born at a time when policy-makers and administrators assumed in constructing a better society through rational interventions and social engineering based on the lessons of prior successes and failures (Vedung, 2010). The inherent logic of mainstream evaluation theory is therefore realist and rational, and perfectly associated with the economic theory and theories of rational choice from which it arose (Albæk, 1995; Van der Knaap, 1995; Schwandt, 1997; Sanderson, 2000).

The ultimate objective of evaluation is social advancement, because evaluation helps policymakers make better policies, and in turn those policies improve people's lives. In other words, part of this positivist paradigm was a belief in the ability of policymakers and administrators to study lessons from prior interventions and thus to regularly improve the quality, efficiency and effectiveness of public spending and interventions (Vedung, 1997- Henry and Mark,).

Evaluation theory measures project effectiveness in attaining its goals and in determining the significance and sustainability of a current project (Alex, A. 2016). According to McCoy, (2005) evaluation theory relates the project impact with what was set to be accomplished in the project plan. Evaluation theory provides actual strategies for dealing with the problems of concern regarding the evaluation process. Lessons are learned about what does not work which may save program designers and evaluator's time and resources (Donaldson, 2001).

Two key types of evaluations are acknowledged by Cain and Hollister (1972): process evaluation and outcome evaluation. The former concludes if an existing project is implemented and delivered effectively; it is mainly administrative monitoring (Cain and Hollister, 1972). The subsequent, outcome evaluations measure the effects of the project, determining if it was a success or a failure (Cain and Hollister, 1972). An outcome is defined as "the likely or accomplish the short-term and medium-term effects of an intervention's outputs" (OECD, 2002). Outcome evaluation targets at estimating "the scale of a hypothesized effect of some treatment variable on a number of outcome variable or variables of interest" (Judd, 1987).

In addition, a process evaluation is "an assessment of the internal dynamics of implanting organizations, their policy instruments, their service delivery mechanisms, their management practices, and their linkages among these" (OECD, 2002: 30). It aims at understanding the

strengths and flaws of project by noticing how it was implemented (Patton, 2008). Overall, process evaluations critically examine the quality or value of everything about the project (what it is and does) except outcomes and costs (Davidson, 2005: 56, cited in Patton, 2008).

According to Shapiro (2004) Evaluations are primarily of two types depending on when they take place. These are formative and summative evaluations. A fundamental distinction in evaluations arises between formative and summative evaluations. A formative evaluation is started during the implementation stage of a project and aims at improving its performance and guaranteeing quality (OECD, 2002; Stufflebeam and Shinkfield, 2007). Formative Evaluation is concerned more with efficient use of resources to yield outputs and focuses on strengths, weakness, and encounters of the project and whether the sustained project plan will be able to deliver the project intentions or it needs redesigning, (Passia 2004).

Formative evaluations are occasionally called in term or midterm evaluations. Its purpose is to support the development of policy and practice (Pinkerton and Katz, 2003). An interactive evaluation presented by Owen and Rogers (1999) presents related characteristics since they consider the implementation of particular aspects of a project. This type of evaluation (i.e. formative) facilitates learning and enlightens decision-making in projects that evolve frequently (Owen and Rogers, 1999).

A summative evaluation is carried out at the completion of the project and aims at determining how the project advanced, what went right and wrong and capture any lessons learned. A summative evaluation takes place at the termination of the project and studies the outcomes. It provides a judgment of the worth of the project (OECD, 2002; Stufflebeam and Shinkfield, 2007). In Owen and Rogers'' (1999) classification, impact evaluations can be considered as summative. They examine the impact of a project through the assessment of the intended and non-intended outcomes, reached objectives and the level of performance of indicators. Pinkerton and Katz (2003) state that formative and summative evaluations represent the ends of a continuum rather than contradictory types of evaluations.

2.1.4 Project Life Cycle Stages

PMBOK (2001) elaborated project life cycle as follows, the project phases and their relationship to each other and to the project, and it says it includes an overview of organizational structure that can influence the project and the way the project is managed.

The four stages composed of starting the project (initiation), organizing and preparing (planning), carrying out the project work (execution), and closing the project. PMBOK (2001) also explains for constant monitoring and evaluation across all the four stages of the project lifecycle. Kyriakopoulos (2011) explained the importance of carrying out frequent monitoring and perform focused reviews involving all the stakeholders in keeping the project on its right way. He explained that reviewing progress and controlling the use of resources should be carried out on a regular basis. He also states the importance of overall monitoring throughout the project initiation, implementation, staff education, and technical maintenance.

According to Chin (2012) the components of the Project Management Methodology include: project management processes such as initiating, planning, executing and monitoring project development.

The project teams including monitoring and evaluation should be involved in all the stages of the project lifecycle in order to achieve better success. This implies that more research may be important to conduct the participation of beneficiaries in monitoring and evaluations.

Khang and Moe, 2008 stated that it was not surprising that after the implementation phase, the closing phase is little bit less successful than the early stages of the project life cycle

1. Initiating Phase:

This is the initial stage at which the project idea is generated. According to (MoFED, 2004; and UNCRD, 2000), the sources of Project ideas can be unsatisfied needs, demand for goods and services, underutilized resources (both human and physical), investment opportunities, and pursuit of national policies and objectives. At this initial phase of the project cycle, a certain need is identified and transformed into a structure issue to be solved. The projects

mission and purpose are defined and the best strategies are identified and selected (Vargas, 2008).

2. Planning Phase:

As explained by Gawler (2005), the most important point in the project cycle is the designing or planning phase because it is at this initial junction that the direction, objectives, tactics and scope of the project are defined. Here, everything that will be performed by the project is detailed, with schedules, cost reviews etc. At the end of this phase, as per the explanation of Vargas (2008) the project will be sufficiently detailed to be executed without difficulties and obstacles. The auxiliary communication, quality risk, procurement and human resources are also developed at this stage.

3. Implementation Phase:

Project execution or implementation is the third phase in the project life-cycle as clearly stated by Methods67 (2003) which involves the actual execution of each project activity and task listed in the project plan. Everything planned is carried out at this phase; an error in the previous phases will be evident during this implementation phase. Similarly, a large number of the projects budget, time and effort are consumed in this phase (Vargas, 2008).

This phase is the crucial stage of any project since the objective of the earlier effort in the former stages was to have projects to be undertaken. UNCRD 2020 stated that at this stage, activities of the project are actually carried out and funds are disbursed to facilitate the activities; thus the management should ensure that the project is executed according to the design. Methods67 (2003) states this phase as typically the longest phase in terms of duration; the deliverables are physically constructed and presented to the customer for recognition. Therefore, the project manager monitors and controls customers' requirements (ibid).

Project implementation phase in the project life-cycle is defined in a simplified form by Joseph and Michael (1994) as the transformation of project inputs, through a set of technical and organizational systems and procedures that produce a specified volume and quality of project outputs. Project inputs are financial, human, and material resources available to

implement the project as planned; while project outputs refer to the services or the products that a project delivers to a target population to produce the expected effects.

4. Monitoring and Evaluation

Parallel to the operational planning and project executing, is tracking and controlling everything carried out by the project, so as to propose corrective and preventive actions in the least time possible after the detection of an abnormality. The purpose of control is thus to compare the present project status with that foreseen by planning and to take corrective actions in case of deviation (Vargas, 2008). Monitoring and controlling should be an on-going activity during project implementation. The aim of this work should be to ensure that the activities of the project are being undertaken on schedule to facilitate implementation as specified in the project design (UNCRD, 2000). Project Monitoring refers to systematic and continuous process of assessing the progress of a project/program over a certain period of time, usually using pre-determined indicators or recurrent questions. Project evaluation however, is a periodic assessment and refers to a process of identifying the broader positive and negative outcomes of programs/projects to reach a conclusion about its overall value and whether objectives have been met (MoFED, 2008; and UNDP, 2009).

5. Closing Phase:

Once all the deliverables have been produced and the customers have accepted the final solution, the project is ready for closure Methods67 (2003). Before closing the project, execution of the work is evaluated through internal or external (third party) auditing, the books and project documents are closed, and all the failures during the project are discussed and organized to prevent similar errors from occurring in new projects (Lewis, 2007; and Vargas, 2008).

2.2. Empirical review

2.2.1. Project and Project management

There are numerous definitions of projects in the literature. As defined in A Guide to the Project Management Body of Knowledge (PMI, 2000), a project is a temporary endeavor undertaken to make a unique product or service. Temporary means that every project has a definite beginning and a definite end. Unique means that the product or service is altered in some distinguishing way from all other projects or services.

According to Turner (1999) definition, “a project is an endeavor in which human, financial and material resources are organized in a novel way to undertake a unique range of work, of given specification, within constraints of cost and time, so as to accomplish beneficial change defined by quantitative and qualitative objectives.”

A project is temporary in that it has a defined beginning and end in time, and therefore defined scope and resources and a project is unique in that it is not a repetitive operation, but a precise set of operations designed to accomplish a singular goal. So, a project team often includes people who don't usually work together – sometimes from altered organizations and through several geographies. (PMI 2018). Gittinger (1972) outlines projects as a whole complex of activities involved in using resources to gain benefits.

Project management is accomplished through the procedure of the processes such as: initiating, planning, executing, controlling, and closing. The term project management is occasionally used to describe an organizational approach to the management of ongoing operations also referred to as management by projects. In the same many aspects of current operations are treated as projects so as to apply the project management practices simply to them (Prabhakar G.P., 2008).

According to Gareis and Huemann (2000) the Project-oriented Company (POC) is an organization which defines “Management by Projects” as an organizational strategy, applies temporary organizations for the performance of complex processes, manages a project portfolio of different project types, has detailed permanent organizations to provide integrative functions, applies a “New Management Paradigm”, has an clear project management culture, and identifies itself as being project-oriented.

2.2.2. Monitoring and Evaluation system

The OECD (2002a) defines monitoring and evaluation as follows: Monitoring is a continuous function that uses the systematic collection of data on specified indicators to provide management and the main stakeholders of an ongoing development intervention with clues of the extent of progress and accomplishment of objectives and progress in the use of allocated funds. Evaluation is the systematic and objective valuation of an ongoing or finalized project, program, or policy, including its design, implementation, and results.

The aim is to conclude the relevance and fulfillment of objectives, development efficiency, effectiveness, effect, and sustainability. An evaluation should deliver information that is believable and useful, enabling the incorporation of lessons learned into the decision-making process of both recipients and donors.

Results-based M&E is an influential public management tool that can be used to support policymakers and decision makers track progress and demonstrate the impact of a given project, program, or policy. Results-based M&E differs from traditional implementation-focused M&E in that it moves beyond an emphasis on inputs and outputs to a greater focus on outcomes and impacts (Kusek, 2004).

M&E are essential components of results based management (Rist & Martin, 2011). The increased level of emphasis given to outcomes, as opposed to activities and output, has also brought some key changes in the focus, approach and application of monitoring and evaluation systems whereby as attention of management changes from activities to results, emphasis of M&E also changes from the traditional M&E system, which focuses on evaluating inputs and implementation process to results-based M&E system, which emphasizes assessment of the contributions of interventions to development outcomes (Gebremedhin et al,2010).

In making an M&E plan, it is important to identify these needs and coordinate the methods, techniques and tools used to meet them; this conserves resources and streamlines M&E planning (WHO, 2014). Monitoring and evaluation plan, as an basic part of the overall project plan, depending on the size of the project, could include: - accountable parties for M&E, issues to monitor & evaluate, and methods employed, resources and plan for distribution of findings (UNDP, 2009).

Once your team has developed the M&E plan, well-defined the indicators, and identified the data foundations essential, the appropriate methods by which data can be collected and analyzed should be determined. (WHO, 2014). Indicators basically mean yardsticks or standards in contradiction of which change or progress are measured. Some authors have more expounded the definition of indicators. Lynn et al (2008) state that indicators are portions of information on which when studied over time display change in people's lives. Kusek (2004) defines signs as quantitative and qualitative variables that provide simple and reliable means to extent accomplishment and reflect changes connected to a project.

More generally, the building and sustaining of comprehensive results-based M&E systems at the country and donor levels will be key to measuring and monitoring accomplishment of the MDGs. Building an M&E system essentially adds that fourth leg to the governance chair. What typically has been missing from government systems has been the feedback component with respect to outcomes and consequences of governmental actions. This is why building an M&E system gives decision makers an additional public-sector management tool (Kusek, 2004).

M&E systems and structures are often linked to public service reform initiatives in budgeting and accountability (MBIT1, 2015). Wholey (2010) states that evaluation is used in government to upturn transparency, strengthen accountability, and increase performance, whereas performance management systems establish outcome-oriented goals and performance targets, monitor progress, stimulate performance improvements, and communicate results to higher policy levels and the public (Wholey, Hatry, & Newcomer, 2010).

2.2.3. Effect of Monitoring and Evaluation on project performance

2.2.3.1. Monitoring and Evaluation Human resource

Human resource aspects such as staff entrusted with monitoring and evaluation should have technical skills, be dedicated to the function, roles and responsibilities of monitoring and evaluation personnel need to be specified at the start of projects (MBIT1, 2015). The UNDP (2009) handbook on planning, monitoring and evaluation for improvement results, emphasizes that human resource is vital for an effective monitoring and evaluation, by declaring that staff

working should possess the required technical expertise in the area in order to confirm high-quality monitoring and evaluation.

In its framework for a well-designed M&E system, UNAIDS (2008) notes that, not only is it necessary to have devoted and sufficient numbers of M&E staff, it is crucial for this staff to have the right abilities for the work. Furthermore, M&E human capacity building requires a wide range of events, including formal training, in-service training, coaching and internships UNAIDS (2008).

The human resource competences conclude a lot for corporation in term of achieving its goals. The technical capacity of the organization in conducting evaluations, the significance and participation of its human resources in the policymaking process, and their impulse to impact decisions, can be huge determinants of how the evaluation's lessons are produced, communicated and perceived (Vanessa & Gala, 2011). The finding is that there were limited human resources both in terms of quality and quantity to conduct monitoring and evaluation at all levels (Dereje, 2016).

There is need to have an effective M&E human resource capacity in terms of quantity and quality, hence M&E human resource management is essential in order to maintain and retain a stable M&E staff (World Bank, 2011). Hence, understanding the skills needed and the capacity of people involved in the M&E system (Gorgens & Kusek, 2010).

2.2.3.2. Monitoring and Evaluation implementation strategies

According to Bryson (1995), strategic planning is an organization management activity that is used to recognized priorities, focus energy and resources strengthen operations. Strategic planning involves identification of most significant options towards the understanding of a practical vision. M&E system is part of management tool which deliver response on performance important for governance and decision making of projects and NGOs (Gorgens et al., 2010).

M&E framework on how success of the projects should be measured forms part of the project proposal due to demand to establish results and accountability requirements on projects performance (IIRR, 2012). The M&E framework should also include details on budgeting and allocation of technical expertise, as well as inform donors and project management on the its

implementation (Guijt et al., 2002). The logical frame work approach started in early 1960s in response to planning and monitoring of development projects (Pradhan, 2011).

The first logical frame developed was for USAID at the end of 1960s and NORAD made a significant involvement in 1990s (Pradhan, 2011). Logical framework approach (LFA) is a systematic planning method for complete project cycle management. It is a problem-solving method that takes in views of all stakeholders. It is criteria for project success and lists the major assumptions (Pradhan, 2011).

Projects require different M&E needs depending on the operating context, implementing agency capacity and contributor requirements. It is therefore important, when preparing an M&E plan to identify methods, procedures, and tools to be used to meet the project's M&E needs Chaplowe (2008) and Kusek (2004) defines indicators as quantitative and qualitative variables that provide simple and reliable means to measure accomplishment and reflect changes connected to a project.

2.2.3.3. Monitoring and Evaluation training

The purpose of training is mainly to improve knowledge and skills. Changing technology requires that employees have the knowledge, skills and abilities needed to handle with new processes and production techniques Cole (2002). Implementing of an effective M&E demands for the staff to undergo training as well as possess skills in research and project management, hence capacity building is critical (Nabris, 2002).

M&E practical training is important in capacity building of personnel because it supports with the interface and management of the M&E systems. M&E training starts with the understanding of the M&E theory and confirming that the team understands the linkages between the project theory of change and the results framework as well as associated indicators (CPWF, 2012).

Cole (2002) further argued that training brings a sense of safety at the workplace which reduces labor turnover and absenteeism is avoided; change management training supports to manage change by increasing the understanding and contribution of employees in the change process and also provides the skills and abilities needed to correct to new situations; provide recognition, improved responsibility and possibility of increase promotion; give a feeling of personal

gratification and accomplishment, and broaden chances for career progression; and support to improve the availability and quality of staff.

2.2.3.4. Monitoring and Evaluation planning

Planning can be defined as the process of setting goals, developing strategies, outlining the implementation arrangements and allocating resources to accomplish those goals (UNDP, 2009). It is important to note that planning includes looking at a number of different processes: Detecting the vision, goals or objectives to be accomplished, Formulating the strategies needed to accomplish the vision and goals, determining and assigning the resources (financial and other) required to accomplish the vision and goals, outlining implementation arrangements, which include the arrangements for monitoring and evaluating progress towards achieving the vision and goals. (UNDP, 2009).

Planning for monitoring supported to clarify project objectives, assumptions, indicators and activities. Good indicators for which data could be collected, analyzed and used to make decisions about the project's direction, made monitoring and project management easier (ACF, 2011).

According to Elkins (2011), M&E supports evidence-based decision-making through rigorous approaches to gathering and using quality data on program performance, results and impact. Projects require different M&E needs depending on the operating context, implementing agency capacity and donor requirements. It is therefore important, when preparing an M&E plan to find methods, procedures, and tools to be used to meet the project's M&E needs (Chaplowe, 2008).

The M&E process hence provides useful information for decision-making to all levels of project management (Gaitano, 2011). Monitoring and evaluation is therefore a learning process that centers on efficiency, effectiveness and impact of the project. However, for M&E to deliver proper planning must be in place, by which progress and accomplishments are measured against (Shapiro, 2011).

The project management is responsible for making decisions and strategic planning of the project. It also manages the M&E system by tracking indicators, producing quarterly project reports and annual strategic reports (IFRC, 2011). To ensure the success of the M&E system, the

management needs to support it (World Bank, 2011). The project manager confirms that the project staffs carry out their jobs successfully (Guijt, 2002). It is the project management also that decides when project evaluation should be done (Welsh, 2005). If the project management fails to pay attention to the operations of the M&E, it reduces its importance to the rest of the project staff.

2.3. Conceptual framework

Using different literature reviews, a conceptual framework for assessing the role of Monitoring and Evaluation on success of institutional projects has been developed. The conceptual framework clearly stated the relationship of the Monitoring and Evaluation factors including human resource, implementation strategies, trainings and planning and management support as independent factors and success of institutional projects as a dependent factor.

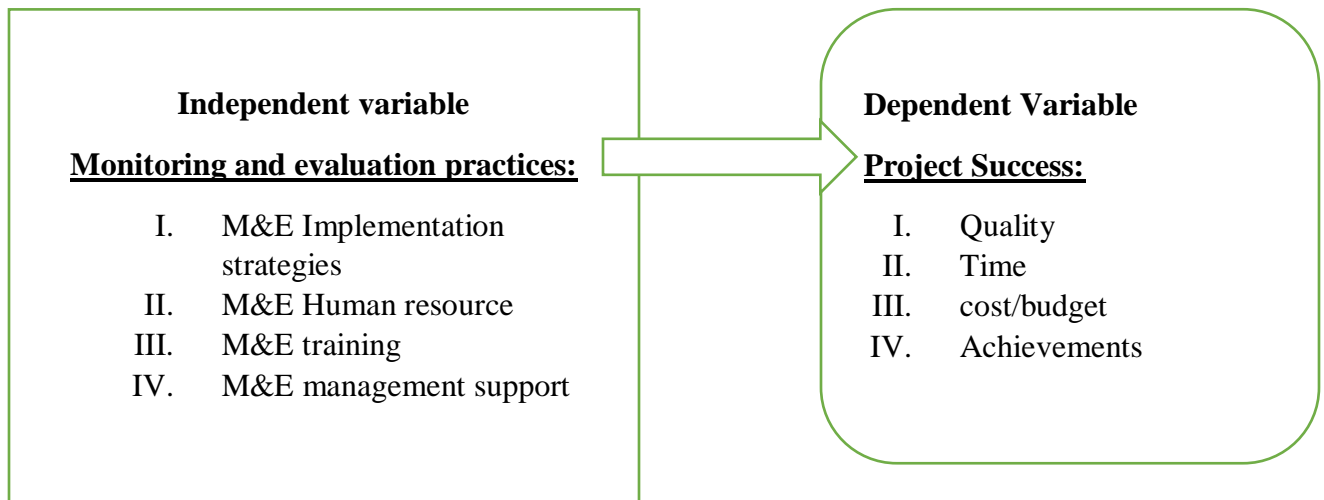


Figure 1. Conceptual Framework Adopted and Adapted from Related Literature developed by the author

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

In this section of research the paper presents the elements of research design and methodology applied in the study. It covers research design and approach, study population and sampling, sources of data, data collection instrument, procedure of data collection, data analysis procedure and data analysis method that are applied on the study are explained.

3.1 Research Design

This study employed a descriptive and explanatory survey design. Descriptive studies may be characterized as simply the attempt to determine, describe or identify what is, while analytical research attempts to establish why it is that way or how it came to be (Ethridge, 2004). This research defines the role of Monitoring and Evaluation role on the performance of hospital projects.

3.2 Target Population and sampling design

The total population source for administering quantitative method is used by employing the scientifically calculated sample size from a total of 84 program staffs. Where monitoring and evaluation experts, project managers, program operation managers, program operation directors and senior management team happen to be working in the following thematic sectors of Education, clinical, research and expand facilities Program.

3.3. Sample and Sampling Techniques

A stratified random sampling is a sampling method, which involves the division of a population into smaller groups, known as strata. In a number proportional to the stratum's size when compared to the population, a random sample from each stratum is taken and then these subsets of the strata are pooled to form a random sample.

The researchers expected that employees in different managerial level experienced different problems and have different perspectives. Therefore, in the present study stratified random sampling technique is adopted as an appropriate sampling design for selecting a representative sample since the employees are placed to different directorates (strata). Employees' managerial level was used as the main criteria of classification of the population of study into stratum. So,

the population of the study was divided in to three strata. Employees from each stratum were selected using simple random sampling method.

A sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure, the researcher would adopt in selecting items for the sample, Kothari (2008). It is believed that the data and information was collected using the above informative samples through the designed method are sufficient enough to reach into conclusions to forward recommendations. The total population of the study is 84 SPHMMC employees. The sample size is determined based on the following formula (Yemana, 1967).

$$n = \frac{N}{1 + N(e)^2}$$

Where, **n** is number of respondent employee

N is the total number of SPHMMC and monitoring and evaluation staffs which equals 84.

e is the precision level. A 95% confidence level was taken and $e=0.05$

The researcher distributed questionnaire for **70** respondents

The sample size is selected from the target population of the study using stratified random sampling method. The target population of the study was the 84 scientific staffs of the SPHMMC.

Table 1. Sample size distribution

Stratum	Population	Sample size
General/Department Directors	9	8
Case Team leaders	16	13
MEAL staffs	59	49
Total	84	70

3.4. Variables

3.4.1. Dependent Variables

3.4.1.1. Project Success:

The project is going to be successful if and only if the followings criteria are satisfied: meeting quality standards, completed with budget, implemented on the schedule, satisfy the beneficiaries concerns and accomplish overall objective of the project. The five-point Likert scale response options, scored from 0 to 4 are never, rarely, sometimes, mostly, always. Subscale scores were obtained by summing items scores and dividing by the total number of items.

3.4.2. Independent Variables

3.4.2.1 M&E Human resource:

M&E human resources ensure that there is an individual who is directly in charge of the monitoring and evaluation as a main function and an identification of different personnel for the different activities of the monitoring and evaluation such as data collection, analysis, report writing, dissemination of the monitoring and evaluation findings.

The level of human resource capacity is an important management tool which can be used for guiding the available human resources to enhance performance of projects (Tengan et al., 2014). To this end human resource capacity in monitoring and evaluation causes projects to perform better. This study hypothesized that there is a relationship between M&E human resources and project success.

3.4.2.2 M&E Implementation Strategies:

Projects require different M&E approaches needs depending on the operating context, implementing agency capacity and donor requirements. It is therefore important to identify methods, procedures, and tools to be used to meet the project's M&E needs.

M&E implementation strategies is measured by if the project has appropriate M&E system. This study hypothesized that there is a relationship between M&E implementation strategies and project success.

3.4.2.3 M&E Training:

M&E practical training is important in capacity building of personnel because it supports with the interaction and management of the M&E systems. M&E training starts with the understanding of the M&E theory and ensuring that the team understands the linkages between the project theory of change and the results framework as well as associated indicators.

M&E training is measured by if there is regularly need assessment and sufficient budget allocation for training, if M&E staffs are regularly trained and if there are sufficient M&E visits. This study hypothesized that there is a relationship between M&E training and project success.

3.4.2.4 Management support for M&E:

To ensure the success of the M&E system towards the accomplishment of project objectives, the management needs to support the project throughout the project period. The project management is responsible for making decisions and strategic planning of the project.

Managerial support is measured by the involvement of managers in the design and implementation of M&E. This study hypothesized that there is a relationship between M&E management support and project success.

3.5. Data Collection Procedures

3.5.1. Data Sources

This study employed explanatory research design, which employed both quantitative and qualitative data collection. Qualitative researchers typically gather multiple forms of data, such as interviews, observations, and document review, rather than relying on a single data source, (Kothari, 2004, P, 175). This study collected both primary and secondary data. The primary data were collected by the researcher through survey questionnaire they were self-administered and secondary data was collected and merged with the primary data.

The primary sources include: SPHMMC senior management team, middle level managers and monitoring and evaluation experts by employing questionnaire.

Secondary data sources include: different records of the organization's narrative annual reports, evaluation reports, audit reports, monitoring visit reports, proceedings from the

different thematic sectors which supported the researcher to triangulate the findings of the primary with the secondary data.

3.5.2. Data Gathering Instruments

3.5.2.1. Questionnaire

A survey questionnaire was prepared and administered to senior management team members, middle level managers and MEAL experts. The questionnaire contains mainly closed ended and few open ended questions. It is an applicable instrument to obtain variety opinions within a relatively short period of time. The questions rating were done depending on the type of questions and choices given. Since the media of communication of the international organization is English, the questionnaire was constructed in English. The questionnaire consisted of different parts mainly focusing on the monitoring and evaluation practices and its contribution to project success.

3.5.2.2. Key Informant Interview

According to Kultar (2007), “an interview is typically defined as face to face discussion or communication via some technology like telephone or computer between an interviewer and respondent”. The primary advantage for interview is that they provide much more detailed information than data collected via other data collection methods such as survey Carolyn and Palena (2006).

The interviewees which include head of Project office, Deputy Head of Project office, Program Operation Directors, Chief of Parties and Program Operation managers were selected purposefully based on their depth knowledge in project monitoring and evaluation and program management. Close to 10 individuals were contacted either through telephone or face to face interview.

This helped the researcher to see how the practices of monitoring and evaluation roles are and what actually helps the project to be successful. The information obtained through interviewing displayed data collection efficiency, quality and consistency across all interviews. The responses were captured via note taking and whenever a respondent gives a consent for his/her voice to be recorded, tape recording was employed. The response was

kept confidential. Thus, the researcher triangulated the findings with the quantitative data collected through questionnaire.

3.6 Method of Data Analysis

Along with descriptive statistics the following statistical methods were employed for data analysis purpose: Multiple regression and correlation. The collected data was tabulated, cleaned, analyzed and interpreted systematically through some scientific research protocols. For the present study, SPSS version 23.0 was used for analyzing the collected data.

3.6.1. Multiple Regression Model

Multiple regression analysis is used to see if there is a statistically significant relationship between sets of variables. It's used to find trends in those sets of data. A multiple linear regression model with k predictor variables X_1, X_2, \dots, X_k and a response Y, can be written as

$$y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \dots + \beta_k x_k + \epsilon_i$$

ϵ_i = the residual terms of the model

A population model for a multiple linear regression model that relates a dependent variable to independent variables is written as

$$Y_i = \alpha + \beta_1 \text{ M\&E human resource} + \beta_2 \text{ M\&E implementation strategies} + \beta_3 \text{ M\&E training} + \beta_4 \text{ Management support for M\&E} + \epsilon_i$$

This simply means that each parameter multiplies an independent variable including human resource, implementation strategies, training and management support, while the regression function is a sum of these "parameter times independent variable" terms.

3.7 Reliability and Validity

3.7.1 Reliability

Reliability estimates the consistency of the measurements or more simply, the degree of uniformity of the results obtained from repeated measurements. "Reliability is essentially

about consistency” (Adams, et al, 2007). Therefore, using appropriate techniques, the quality of data was measured, evaluated and guaranteed.

Through internal validity instrument, the data quality has been assured and measured in to correct research instruments application for accurately measuring the variables during the data collection procedures. Besides, data consistency was checked using reliability test (Cronbach’s Alpha methods).

While doing the study (collecting and analyzing the data obtained), the researcher has honestly followed all the expected ethical standards. Reliability less than 0.6 are considered to be poor, those in the 0.7 range, acceptable, and those above 0.8 are good. (Sekaran, 2010) The closer the reliability coefficient gets to 1.0, the better.

Cronbach’s Alpha is a statistical test used to examine the internal consistency of the attributes determined for each dimension. As shown in table 2 the value of the Cronbach’s Alpha for five dimensions of both dependent and independent variables was found to be above 0.7 which is an indication of acceptability of the scale for further analysis.

Table 2 Reliability Statistics/Cronbach’s Alpha coefficients of the dependent and independent variable

Variable	Number of Item	Cronbach’s Alpha
M&E Human Resource	5	0.821
M&E implementation strategies	7	0.896
M&E Training	5	0.926
Management support for M&E	5	0.909
Project Performance	4	0.906
Over all	26	0.953

3.7.2 Validity

Data were collected from the reliable sources that have experience on both monitoring and evaluation as well project management. The survey and interview questionnaire were developed based on the literature review and frame of reference to ensure validity of the results. According to Adam, et al. (2007), validity is the strength of our conclusions,

implications or propositions. Validity focuses on whether the findings are really about what they appear to be. “Validity is defined as the extent to which data collection method or methods accurately measure what they were intended to measure” (Sounders,2003).

The research instrument and data are validated internally by colleagues who have expertise in the research areas and also the qualitative aspects of the research will give weight for substantiating the results of the survey. Therefore, the researcher uses content, internal and external validity.

3.8 Ethical Consideration

In the course of any research, the researcher has an ethical responsibility to complete the work honestly and with integrity. Accordingly, this research is a free of fraud and plagiarism and the entirety of the research was carefully planned and it was governed by ethical considerations (UNICEF, 2013).

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1. Introduction

In this chapter, the collected data are presented in tabular form; analysis and conclusion drawn from the findings of the study and arrived at recommendation. A total of 70 questionnaires were distributed out of which 67 were returned and, three were rejected due to omission and most of the questionnaire is not completed. Therefore, 67 questionnaires served as data for analysis to present the findings and draw conclusions. The valid questionnaires which formed the analysis resulted in 95.7 percent response rate.

It is normal that some of the respondents might not prioritize the questionnaire to respond timely but according to Mugenda (2003), the statistically significant response rate for analysis should be at least being 50 percent. The data hence could be considered as representative enough for the wider SPHMMC context.

The study is aimed to assess the monitoring and evaluation practices within SPHMMC and also to investigate the contribution of the monitoring and evaluation to project success. Mixed research methodology was employed to respond the questionnaires and SPSS procedure was conducted for analyzing the quantitative and qualitative parts was made using content analysis. In this chapter, the researcher tried to look at the quantitative and qualitative response of the respondents as well as the discussion sections where the two findings brought together and demonstrate how it relates to the literature and the theoretical framework.

4.2 Demographic Information

The first part of the questionnaire consists of the demographic information of the respondents. This part of the questionnaire requested information related to demographic characteristics of respondents. Accordingly, variables such as age, sex, level of education and experiences of the respondents were summarized and described in the following table.

Table 3: Demographic characteristics of respondents (Source: Own survey, March, 2021)

No.	Item	No. of employee N 67	
		Frequency	Valid percent
	Gender		
	Male	54	80.6
	Female	13	19.4
	Total	67	100.0
	Age		
	23 -34	22	32.3
2	35 – 44	36	53.2
	45 – 54	8	12.1
	55 – 64	1	2.4
	Total	67	100.0
	Educational Qualification		
	PhD	2	3.2
3	MA/MSC	50	74.2
	BA/BSC	15	22.6
	Total	67	100.0
	Experience		
	1 – 7	17	25.8
	8–13	23	32.3
4	14 – 19	21	30.6
	19 – 25	4	8.0
	26 – 31	2	3.2
	Total	67	100

According to Table 3 above, 80.6 percent of the respondents were male and the rest 19.4 percent were female which obviously shows that the majority of the respondents were male. This implies that there was more male participant than female in SPHMMC Project monitoring and evaluation activities of the project.

As can be seen in the table 4.1 above, the largest age group lies under the age brackets of 35 to 45 scoring 53.2 percent followed by the age brackets of 23 to 34 resulting in 32.3 percent. Thus 85 percent of the respondents are between the age ranges of 23 to 44. Though age does not necessarily show the years of experiences but if we link the age distribution with the experience of respondents, it implies that the higher the age of the respondents, the higher the years of experiences. This implies these age groups have high potential for working capacity and this is an opportunity for the project.

With regard to the qualification of the respondents, the majority of the respondents were post graduates amounting to 74.2 percent. The rest of the respondents were undergraduate staff with 22.6 percent and 3.2 percent respondents were employees holding Doctors of Philosophy. Based on the respondents data 74.2 percent of respondents education level is post graduates which means the project organized by the professional.

In terms of their years of work experience out of total respondents 25.8 % has below 8 years' experience, 32.3% has 8 to 13 years' experience and 41.8% has above 14 years' experience which shows that most of the respondents have lots of knowledge in the research area.

Interviews were also employed for selected senior management teams who have ample experience to respond to the research questions and the researcher was able to extract some quotes to complete the survey. Most of the respondents are male, post graduate, middle level managers who have more than ten years of relevant work experience with the right mix of competency to respond to the research questions and meet the aim of the research objective

4.3 Descriptive Analysis

4.3.1. Descriptive analysis of M&E Human Resource Factors

The study sought to conclude the extent of respondents who agreed on the factor groups of M&E human resource. The M&E human resource group factors are presented in Table 4 Based on the research findings, Staff working on monitoring and evaluation are dedicated to the function has highest score (mean=3.25, SD=0.891), followed by Staffs who have Monitoring and evaluation technical expertise in the area are assigned as shown by a mean of 3.19 and 0.904 SD, roles and

responsibilities of monitoring and evaluation personnel have been specified at the start of the project has shown a mean of 3.17 and 0.865 SD and the projects have a unit in charge of M&E has a mean of 3.12 and 0.946 SD.

On the contrary, the projects have sufficient number of staff with M&E competences is lowest (mean=2.83, SD=0.938), only 22% of employees agreed on the projects have sufficient number of staff with M&E competences.

Table 4. Descriptive analysis of M&E Human Resource factors group

Factors	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	SD
Staffs who have Monitoring and evaluation technical expertise in the area are assigned	2	14	28	17	5	3.19	0.904
Staff working on monitoring and evaluation are dedicated to the function	2	13	30	28	4	3.25	0.891
Roles and responsibilities of monitoring and evaluation personnel have been specified at the start of the project	2	14	23	25	3	3.17	0.865
The projects have sufficient number of staff with M&E competences	3	28	19	13	4	2.83	0.938
The projects have a unit in charge of M&E	2	20	16	25	4	3.12	0.946

The researcher were raised a question for the interview respondents about the project planning process. The question was ‘by whom the project evaluation conducted? They explained their practices as follows: The projects were evaluated internally by the client and consultant, and it also evaluated externally by ministry of Health. Internally the projects performed at the end of phase one and phase two. The researcher also raised a question related to project documentation for the respondents. There were project documentation but it was not well organized document. Most of minutes of meeting recorded on the project manager agenda but not in the client (as company folders). This shows that there was weak project documentation.

4.3.2. Descriptive analysis of M&E Implementation Strategies Factors

The descriptive analysis of M& E implementation strategies is presented in the table 5 according to the finding of the research, there are data collection tools and computerized database for storage and analysis are conducted using software showed the highest mean score (mean=3.96, SD=1.01), the majority 76% of the respondents agreed on there are data collection tools and computerized database for storage and analysis are conducted using software. There are progress and results review platforms and reporting templates is the second highly scored factor

(mean=3.77, SD=0.887), followed by the factor the projects have own input, output, outcome and impact indicators as shown by a mean of 3.71 and SD of 0.871.

The remaining M&E implementation strategies factors when carrying out evaluation in SPHMMC's projects does look at the time period, project components, and focus on the target group factor, the projects conduct a needs assessment/Baseline survey before implementing program/project planning, the projects have appropriate M&E system & M&E plan, and the projects use logical/result framework for project planning & implementation were a mean of 3.66, 3.55, 3.51 and 3.49, respectively.

Table 5 Descriptive analysis of M&E implementation strategies factors group

Factors	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	SD
The projects conduct a needs assessment/Baseline survey before implementing program/project planning	3	12	16	22	14	3.55	1.083
The projects have appropriate M&E system & M&E plan	1	10	15	31	10	3.51	.927
The projects use logical/result framework for project planning & implementation	2	9	15	31	10	3.49	.955
The projects have own input, output, outcome and impact indicators	1	6	19	29	12	3.71	.871
There are data collection tools and computerized database for storage and analysis are conducted using software	2	6	11	12	26	3.96	1.019
When carrying out evaluation in SPMMC's projects does look at the time period, project components, and focus on the target group	0	9	19	28	11	3.66	.868
There are progress and results review platforms and reporting templates	0	8	17	27	15	3.77	.887

The researcher were raised a question for the interview respondents about what kinds of methodology or techniques you are using to evaluate the project? Logical framework approaches (LFA), result based management (RBM), and formal survey are the tools and techniques for the effective project management. As the researcher finding from the interview respondents and document analysis, the company didn't use LFA and RBM tools and techniques. They used a formal survey tools and techniques for the projects.

Project monitoring is the process of collection of information and tracking the progress of the project against the project plan. According to the interview respondents, the progress of activities and deliverables of projects were collected two times per month (based on 15days). The following bodies were involved in monitoring process: Client/SPHMMC, Consultant and the subcontractor. The consultant and the client set a milestone with a schedule and inform the subcontractor.

Depending on the feedback of the subcontractor the milestone will be amended. The client prepares the required material and delivers on time to the subcontractor. The consultant checks and approves on the behalf of client. The cost variations of the project will be approved by the boards of directors. The project monitored using planned excels sheets and follow the milestone of schedule projects.

In addition to this, there are a meeting in 15days with client, consultant and subcontract. There was a close monitoring throughout the project life cycle. It done through meeting, using planned schedule, quality control and the cost of the materials and labors. The following were the major types of monitoring that practiced in SPHMMC. Process/activity Monitoring and Financial Monitoring

4.3.3. Descriptive analysis of M&E Training Factors

According to the descriptive analysis of M&E training factors, most respondents agreed on projects donors have supported for capacity training and development by a mean of 3.39 and SD of 0.934. The result showed that there are sufficient M&E field visits factor also showed high mean score (mean=3.06, SD=1.00) followed by training needs are regularly assessed at SPHMMC's project about monitoring and evaluation and there is sufficient budget allocated for staff training and development factors have a mean of 3.03 and 3.01, respectively.

However, staffs are regularly trained in M&E reporting has showed a lowest mean score (mean=2.78, SD=0.955), only 19% of employees agreed on staffs are regularly trained in M&E reporting.

Table 6 Descriptive analysis of M&E training factors group

Factors	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	SD
Training needs are regularly assessed at SPMMC's project about monitoring and Evaluation	4	21	22	9	11	3.03	1.088
Staffs are regularly trained in M&E Reporting	5	26	21	11	4	2.78	.955
There is sufficient budget allocated for staff training and development	6	17	18	22	4	3.01	1.019
Projects donors have supported for capacity training and development	2	11	26	21	7	3.39	.934
There are sufficient M&E field visits	5	16	20	21	5	3.06	1.004

4.3.4. Descriptive analysis of Management Support for M&E Factors

The study also sought to examine how the role of management affected the performance of the projects. Based on the findings, majority of the respondents agreed on the managers are involved in knowledge dissemination of lessons learnt and Management always demands for monitoring & evaluation reports by a mean of 3.31 & 3.27 and SD of 0.815 & 0.853, respectively. The factor managers are involved when clarifying scope, purpose, intended use, audience and budget for evaluation has a 3.26 mean and 0.865 SD. The result also showed that the managers are involved in the design, implementation and reporting on M&E and Decisions are made arising from monitoring & evaluation reports were 3.22 & 3.18 mean, respectively.

Table 7 Descriptive analysis of management support for M&E factors group

Factors	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	SD
The managers are involved in the design, implementation and reporting on M&E	2	16	18	25	6	3.22	.955
The managers are involved when clarifying scope, purpose, intended use, audience and budget for evaluation	2	11	23	27	4	3.26	.865
The managers are involved in knowledge dissemination of lessons learnt	1	11	21	31	3	3.31	.815
Management always demands for monitoring & evaluation reports	1	13	21	28	4	3.27	.853
Decisions are made arising from monitoring & evaluation reports	2	17	18	25	5	3.18	.942

4.3.5. Descriptive analysis of SPHMMC'S Project performance

According to the findings, the projects were completed based on the required quality as shown highest mean score (mean=3.39, SD = 0.861), majority (46%) of the respondents agreed on the projects were completed based on the required quality. The projects were completed within the planned budget has the second highest mean score (mean=3.23, SD= 1.05) and 45% of the respondents also agreed on the projects were completed within the planned budget. On the contrary, the projects were completed on the planned schedule has the lowest mean score (mean=2.92, SD=0.97), only 30% of the respondents agreed on the projects were completed on the planned schedule. The descriptive analysis of the project performance factors is presented on table 8 below.

Table 8 Descriptive analysis of project performances factors group

Factors	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	SD
The projects were completed on the planned schedule	2	19	23	19	4	2.92	.970
The projects were completed within the planned budget	2	11	19	27	8	3.23	1.050
The projects were completed based on the required quality	2	7	23	29	6	3.39	.861
Overall the projects completed within the planned budget, on the planned schedule and with the required quality	8	15	17	22	5	3.01	1.082

4.4. Correlation and Regression Analysis

4.4.1. Correlation Analysis

Pearson correlation was employed to measure the strength of the linear relationship between variables. Pearson's correlation coefficients (r) can range from -1 to 1. An r of -1 indicates a perfect negative linear relationship between variables, an r of 0 indicates no linear relationship between variables, and an r of 1 indicates a perfect positive linear relationship between variables.

Interpretations of correlation analysis

- Exactly –1. A perfect downhill (negative) linear relationship
- –0.70. A strong downhill (negative) linear relationship
- –0.50. A moderate downhill (negative) relationship
- –0.30. A weak downhill (negative) linear relationship
- 0. No linear relationship
- +0.30. A weak uphill (positive) linear relationship
- +0.50. A moderate uphill (positive) relationship
- +0.70. A strong uphill (positive) linear relationship

In this section correlation test was conducted to find the correlation between factors affecting Project performance (correlation between Monitoring and Evaluation input factors and Project performance), the analysis result was presented in table 4.9.

Table 9 Correlation coefficients

	M&E Human Resource	M&E implementation Strategies	M&E training	Management support for M&E	Project Performance
M&E human Resource	1				
M&E Implementation Strategies	.616***	1			
M&E training	.759***	.738***	1		
Management support for M&E	.595***	.656***	.723***	1	
Project Performance	.716***	.739***	.799***	.737***	1

***correlation coefficient is significant at 0.05 level

The finding of the results show M&E training has a strongest positive relationship with performance of projects of SPHMMC ($r=0.799$, $P<0.01$), and because it is $> +0.7$, the

relationship is a strong uphill relationship. M&E implementation strategies has also strong positive relationship with performance of projects ($r=0.739$, $P<0.01$) and because it is $> +0.7$, the relationship is a strong uphill relationship. Management support for M&E and M&E human resource have strong positive relationship with performance of projects of SPHMMC ($r= 0.737$, $p<0.01$) and ($r=0.716$, $P<0.01$) and because both are $> +0.7$, there relationship is a strong uphill relationship.

Based on this result, the project performance in SPHMMC are affected by the identified four input factors including M&E human resource, M&E implementation strategies, M&E training and Management support for M&E.

4.4.2. Regression Analysis

Regression analysis was employed to investigate the relationship between the dependent variable the performance of projects in SPHMMC and predictor variables.

Table 10 Analysis of variance (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	34.290	4	8.573	50.283	.000
Residual	12.275	72	.170		
Total	46.566	76			

Based on ANOVA Table 10, the overall regression model had a significant level (<0.001) which implies that the sig. value of the study (<0.001) is less than 0.05. Therefore, M&E human resource, M&E implementation strategies, M&E trainings and management support for M&E have a significant effect on the performance of projects of SPMMC at 5% level of significance. The findings of this study similar with the research (Julia & Helen (2011), MBIT1. M. V (2015)) which observed that human resource, implementation strategies, training, management supports have effects on the performance of projects.

Regression Coefficients

The estimated regression coefficient is presented in table 11, these regression coefficients represent the mean change in the performance of the projects (Dependent variable) for one unit of change in the predictor variable including M&E human resource, implementation strategies, training, management support while holding other predictors in the model constant.

Table 11 Regression coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	-.419	.310		-1.351	.181	-1.037	.199
M&E human resources	.229***	.108	.199	2.115	.038	.013	.445
M&E implementation Strategies	.299***	.118	.236	2.523	.014	.063	.535
M&E trainings	.286***	.115	.291	2.479	.016	.056	.515
Management support for M&E	.283***	.102	.254	2.789	.007	.081	.486

** Regression coefficient is significant at 0.05 level

The results revealed that a unit increase in M&E Human resource would lead to increase in Performance of projects of SPHMMC by a factor of 0.229, a unit increase in Implementation strategies would lead to increase Performance of projects of SPHMMC by factor of 0.299, a unit increase in training would lead to increase in Performance of projects by a factor of 0.286 and unit increase in management support for M&E would lead to increase in performance of projects by a factor of 0.283.

The following model represents the regression equation representing the relationship between the dependent variable performances of projects as a linear function of the independent variables: M&E human resource, M&E implementation strategies, M&E trainings and management support for M&E, with ϵ representing the error term. The regression model was therefore used to describe how the mean of the dependent variable changes due to changes in independent variables.

$$Y_i = -0.419 + 0.229X_1 + 0.299X_2 + 0.286X_3 + 0.283X_4 + \epsilon$$

Where Y_i = performance of projects of SPMMC

X_1 = M&E human resource

X_2 = M&E implementation strategies

X_3 = M&E training

X_4 = Management support for M&E

ϵ = Error term

Regression Model Summary

The model summary showed that 74% of variation in performance of projects is explained by variables in the model such as M&E human resource, M&E implementation strategies, M&E trainings and management support for M&E.

Table 12. Regression model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.858	.736	.722	.41290

4.5 Discussion

The study indicated that Staff working on monitoring and evaluation are dedicated to the function, Staffs who have Monitoring and evaluation technical expertise in the area are allocated, roles and responsibilities of monitoring and evaluation personnel have been specified at the start of the project and the projects have a unit in charge of M&E have presented as high mean. This finding is consistent with the declaration of World Bank (2011) that M&E human resource management, both in quality and quantity, is required in order to have an effective M&E staff. Based on the finding, M&E human resource factors have statistically significant impacts on the project performance. This finding is agreeing with MBIT1 (2015) stated that human resource on monitoring and evaluation contributed a lot to performance of projects.

The majority 76% of the respondents agreed on there are data collection tools and computerized database for storage and analysis are conducted by software. Most of respondents also agreed on M&E implementation strategy causes when carrying out evaluation in SPHMMC's projects does look at the time period, project components, and concentrate on the target group factor, the projects conduct a needs assessment/Baseline survey before implementing program/project planning, the projects have appropriate M&E system & M&E plan, and the projects use logical/result framework for project planning & implementation.

The findings are consistent with Gorgens (2010) which endorses that M&E system is part of management tool which provide feedback on performance fundamental for governance and decision making of projects and NGOs. The findings are also reliable with the Paris Declaration (2006) which endorses that development organizations should carry out development projects while concentrating on predetermined changes by laying them in a plan.

The findings above agree with Coninck et al, (2008) who claim that baseline survey is supposed to be done at the start of the project implementation. Baseline information is important for two main reasons; one, the baseline information becomes the benchmark upon which progress is measured and, secondly, it is used for monitoring accomplishments of the project's targets.

According to the M&E training factors finding, most respondents settled on projects donors have supported for capacity training and development, there are sufficient M&E field visits, training needs are regularly assessed and there is adequate budget allocated for staff training and development. This result is congruent with the findings of Vanessa and Gala (2011), who found that training supports employee to develop a positive approach towards a given task. Ebeto and Justin (2013) also found that M&E training improves the quality of project's monitoring and evaluation practices by equipping the employees with requisite skills and knowledge.

However, the result of this study shows there is no satisfactory regular training on M&E to improve the skill and competency of staffs, this is inconsistent with (CPWF, 2012) which endorses that M&E practical training is important in capacity building of personnel because it supports with the interaction and management of the M&E systems.

This result is also inconsistent with Vanessa and Gala (2011) findings, which revealed that training of staff improves the technical capacity and expertise of the organization in conducting monitoring and evaluation leading to better M&E performance. OECD (2002) also found that

training enhances the independence of project team members when it comes to monitoring and evaluation.

The research finding revealed that majority of the respondents agreed on the managers are involved in knowledge dissemination of lessons learnt and Management always demands for monitoring & evaluation reports. The study results are related with Yusuf & Saffu (2009) which indicated that management plays a key role on monitoring and evaluation thus affecting performance of government funded projects.

According to (IFRC, 2011), the management is accountable of making decisions and strategic planning of the project as well as manages the M&E system. The management as well depend on the information provided by the M&E system for its decision-making (Gaitano, 2011).

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This chapter gives a conclusions are drawn from the findings and recommendations are provided to support investigate the role of monitoring and evaluations functions in achieving project success and also assess the monitoring and evaluation practices.

5.2. Conclusion

The M&E human resource factors have a great contribution to the performance of the projects in SPHMMC including Staff working on monitoring and evaluation are devoted to the function, Staffs who have Monitoring and evaluation technical expertise in the area are allocated, roles and responsibilities of monitoring and evaluation personnel have been specified at the beginning of the project and the projects have a unit in charge of M&E. However, the research presented that the project doesn't have satisfactory number of staffs with M&E competences. The human resource factors have statistical significant effects on the performance of the projects in SPHMMC.

In addition, M&E implementation strategy factors have also indicated a lot of contribution on the performance of the projects in SPHMMC. The study showed that projects have data collection tools and computerized database for storage and analysis are conducted using software, projects use progress and results review platforms and reporting templates, projects have own input, output, outcome and impact indicators, projects have suitable M&E system & M&E plan, and the projects use logical/result framework for project planning & implementation. The M&E implementation strategies factors have a substantial effect on the performance of projects in SPHMMC.

M&E training is also very relevant to the performance of project. According to the study findings, project's donors have supported for capacity training and development, there are satisfactory field visit and enough budget allocated for staff training and development. Nevertheless, staffs didn't obtain M&E training frequently. The M&E training factors have a significant role to the performance of the projects.

Additionally, management support for M&E affects the performance of the projects in SPHMMC. The study showed that most of the respondents agreed on the managers are involved in knowledge dissemination of lessons learnt and Management always demands for monitoring

&evaluation reports. The performances of projects in SPMMC were meaningfully affected by management support for M&E factors. Finally, M&E human resource factors, M&E implementation strategies factors, M&E training factors and management support for M&E factors are statistically significant inferred that the project performance were affected by M&E human resource, M&E implementation strategies, M&E training and Management support for M&E.

5.3. Recommendation

The SPHMMC have to hire adequate staffs that have M&E technical skills for projects and evaluates the performance and competences of staffs frequently. All projects M&E staff's role and responsibility should be stated at the start of the projects. Good M&E system should be established and revised based on the goals of the projects. It is recommended to budget enough amount of money to M&E activities. M&E tools and techniques must be identified when preparing an M&E plan and their limitation puts into consideration. Participate staffs in regular project follow up and evaluation to control the performance of the projects. All projects have to be conducted baseline and end line survey to evaluate the performance of the projects and lesson learnt. Training should be tailored towards the actual application of these M&E tools and techniques. Staffs should be provided M&E training in regular base. Managers have to be involved throughout the M&E process. The project managers should be dedicated and provide high emphasis for designing and implementing of M&E associated activities. The project managers and team leaders should be ensured that all staffs must have required technical skill to perform M&E activities. This study was conducted in SPHMMC staffs so other study have to be conducted in another public-sector organization and Non-Government organizations to evaluate the existing M&E systems in another public organizations and NGOs. In addition, this study uses explanatory research method because of time and financial problem, therefore I recommend for other researcher to use both quantitative and qualitative research approaches.

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ANNEXES

Annex: 1 Questionnaire for M&E

School of Post Graduate Study

Questionnaire on “perceived effect of monitoring and evaluation functions in achieving project success” in SPHMMC.

Questionnaire

Dear Respondent,

I am conducting a research on “perceived effect of monitoring and evaluation in achieving project success: The case of SPHMMC”. The purpose of the study is merely academic. The general objective of the research is to assess the perceived effect of monitoring and evaluation in project success in SPHMMC and the specific objectives are to assess the monitoring and evaluation practices and examine its contribution to project success. Your participation in this questioner is voluntary; you will not be paid for your participation. You may withdraw from the study at any time without penalty or harm of any type. If you decline to participate in or choose to not complete the questionnaire, the researcher will not inform anyone of your decision, and no foreseeable negative consequences will result. Completing the questionnaire will require approximately 25 minutes. There are no known risks associated with completing the questionnaire. The researcher will not identify you by name in any report using information obtained from your questionnaire; your confidentiality as a participant in this study will remain secure. Subsequent uses of data generated by this questionnaire will protect the anonymity of all individuals.

Thank you very much for your time and cooperation.

Part One: General Information about the Respondent:

1. Sex
 - I. Male
 - II. Female
2. Education level and type
 - I. medical Specialty
 - II. MSC/MA
 - III. BA/BSC
 - IV. PHD
 - V. Other.....
3. Current position held
 - I. Technical Team Leader
 - II. Program Manager
 - III. Program Coordinator

- IV. Project Manager
- V. Other _____
- 4. The number of years of experience.....
- 5. Area of Sectors: (you can select more than one if you are working in more than one thematic sector)
 - I. academic area
 - II. clinical area
 - III. research area
 - IV. infrastructure area

Please circle your appropriate opinion for each question using the following scales:

1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strongly agree.

No.		Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
Section B: M&E Human Resource						
1	Staffs who have Monitoring and evaluation technical expertise in the area are assigned	1	2	3	4	5
2	Staff working on monitoring and evaluation are dedicated to the function	1	2	3	4	5
3	Roles and responsibilities of monitoring and evaluation personnel have been specified at the start of the project	1	2	3	4	5
4	The projects have sufficient number of staff with M&E competences	1	2	3	4	5
5	The projects have a unit in charge of M&E related activities	1	2	3	4	5
Section C: M&E implementation strategies						
1	The projects conduct a needs assessment/Baseline survey before	1	2	3	4	5

	implementing program/project planning					
2	The projects have appropriate M&E system & M&E plan	1	2	3	4	5
3	The projects use logical/result framework for project planning & implementation	1	2	3	4	5
4	The projects have own input, output, outcome and impact indicators	1	2	3	4	5
5	There are data collection tools and computerized database for storage and analysis are conducted using software	1	2	3	4	5
6	When carrying out evaluation in SPHMMC's projects does look at the time period, project components, and focus on the target group	1	2	3	4	5
7	There are progress and results review platforms and reporting templates	1	2	3	4	5
Section D: M&E Training						
1	Training needs are regularly assessed at SPHMMC's project about monitoring and Evaluation	1	2	3	4	5
2	Staffs are regularly trained in M&E Reporting	1	2	3	4	5

3	There is sufficient budget allocated for staff training and development	1	2	3	4	5
4	Projects donors have supported for capacity training and development	1	2	3	4	5
5	There are sufficient M&E field visits	1	2	3	4	5
Section E: Management support for M&E						
1	The managers are involved in the design, implementation and reporting on M&E	1	2	3	4	5
2	The managers are involved when clarifying scope, purpose, intended use, audience and budget for evaluation					
3	The managers are involved in knowledge dissemination of lessons learnt	1	2	3	4	5
4	Management always demands for monitoring & evaluation reports	1	2	3	4	5
5	Decisions are made arising from monitoring & evaluation reports	1	2	3	4	5
Section F: Project Performance						
1	The projects were completed on the planned schedule	1	2	3	4	5
2	The projects were completed within the planned budget	1	2	3	4	5
3	The projects were completed based on the required quality	1	2	3	4	5
4	Overall the projects completed within the planned budget, on the planned schedule and with the required quality	1	2	3	4	5

G. How and by whom the project evaluation conducted?

V.
.....

H. Are monitoring and evaluation findings well documented and archives as “lessons learnt” and for future use in other related projects? -----

I. What kinds of methodology or techniques you are using to M&E the project?

J. How the project M&E conducted-----

THANK YOU FOR YOUR PARTICIPATION!