ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

EFFECTS OF MONITORING AND EVALUATION PRACTICE OF NGO ON PROJECT PERFORMANCE: IN CASE OF SELAM CHILDREN'S VILLEAGE

BY

KIDIST GETACHEW WUBISHET

JANUARY, 2025

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ADVISOR ALAZAR AMARE (PHD)

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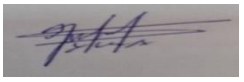
Yilkal Wassie (Ass.Prof.)	
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DECLARATION

I, undersigned, declare that this research is my original work, prepared under the guidance of Alazar Amare (PhD). All sources of information have been duly acknowledged. Furthermore, I would like to confirm that this thesis and its contents have not been submitted for a degree or any other academic award in this, or any other university or institution of higher learning.

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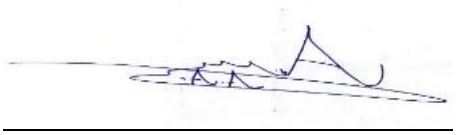
ENDORSEMENT

This thesis has been submitted to St. Mary's University, School of Graduate Studies for examination with my guidance and approval as a university advisor



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ABBREVIATIONS AND ACRONYMS

ANOVA	Analysis of Variance
M&E	Monitoring and Evaluation
ICT	Information Communication Technology
NGOS	Non-Governmental Organizations
SPSS	Statistical Package for Social Sciences
BIM	Building Information Modeling
HRC	Human Resource Capacity
MEP	Monitoring and Evaluation Practice
SI	Stakeholder's Involvement
H_0	Null Hypothesis
H_1	Alternative Hypothesis
RBV	Resource-Based View
UNDP	United Nations Development Program
SCV	Selam Children's Village
IFRC	International Federation of Red Cross

Abstract

The thesis aimed to assess effects of project monitoring and evaluation practice of NGO on project performance; in case of Selam children village. The impact of monitoring and evaluation practice, human resource capacity and stakeholders' involvement on project performance was assessed. The researcher used descriptive and explanatory research designs to achieve the objectives of the study. Quantitative research approach was employed and used questionnaires with Likert scales to collect relevant data from the data sources. The researcher employed both descriptive and inferential statistical methods to analyze the questionnaire data. The numbers of samples were determined using Taro Yamane method for sample size calculation, and 96 staff members were involved in the study. The data analysis disclosed that, there was a strong positive correlation between MEP and project performance. Additionally, the positive correlation between Human Resource Capacity and project performance were found. There was also a strong positive correlation between Stakeholders' Involvement and project performance. The findings indicate that, changes in dependent variable can be explained by independent variables.it also indicates M&E play importance role in achieving project performance, SCV prioritizes staff development in M&E and Strong stakeholder involvement in M&E. The research has contribution of understanding essential role of MEP, HRC, and SI on improvement of project performance within Selam Children's Village. Finally, The research recommended to Strengthen M&E frameworks, Provide on-going HR training and Encouraging a culture of using M&E data for decision-making.

Key: stakeholders, practice, monitoring and evaluation, capacity

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1. Background of the Study

Project M&E is necessary in achieving goals of (NGOs) Non-Governmental Organizations in global development. In order to address critical issues like poverty and inequality NGOs play a great role (Bunyaminu & Mahama, 2018). Considered as key actors in sectors like development, human rights, and environmental protection, NGOs strive to achieve impactful interventions. In order to ensure the effective and sustainable interventions, strong M&E systems are crucial.

Even though the existing studies has investigated general challenges of M&E implementation in NGOs, such as limited resources, inadequate data collection, and insufficient stakeholder involvement (World Bank, 2022). Within the context of child welfare organizations in Ethiopia, research which particularly examined the impact of M&E practices on project performance is limited. This study aims to fill this gap by investigating the specific impact of current M&E practices on project performance at Selam Children's Village, an Ethiopian NGO supporting vulnerable children.

To ensure alignment with project objectives and client requirements, effective project implementation requires continuous monitoring and evaluation (M&E) throughout its lifecycle (Herman-Mercer et al., 2018). As Herb Turner first proposed in the 1970s, regular performance checks are important to identify and mitigate potential issues timely. According to (Chen et al., 2019) to provide valuable insights for taking correction, project monitoring involves the on-going collection and analysis of data during project execution. In contrast, evaluation entails periodic assessments, including interim and final evaluations (Jobes, 2021), to assess overall project effectiveness and impact.

Chen et al. (2019) define an M&E system as encompassing all indicators, tools, and processes used to assess program implementation and the achievement of desired outcomes. He conceptualizes the M&E system as an input-output model using systems theory. The inputs such as funding, reporting guidelines, dedicated M&E coordinators, software, and data storage are considered as essential components of effective M&E system. Their effective integration, contribute to the desired outputs of the M&E process. Therefore, organization can significantly improve the quality of their projects

by incorporating M&E types, M&E planning tools, human resource capacities and BIM. To achieve the primary objective of effectively monitoring and evaluating the projects organizations needs influential M&E systems Wendrock (2018). A well-designed M&E system provides the foundational framework, ensuring the availability of necessary resources, tools, and procedures to support high-quality monitoring and evaluation activities.

Many NGOs, especially those with limited resources, face challenges in implementing M&E systems effectively, while M&E is important. Tilahun (2019) noted that, M&E systems lack clear policies and procedures, timely planning, and adequate data collection tools even if the system exist.

This study intended to examine the critical relationship among M&E practices, human resource capacity, and stakeholder involvement in determining project performance of Selam Children's Village. Additionally, the study examined the importance role of human resource capacity, to implement and utilize M&E data effectively. Finally, the research has investigated the level of stakeholder involvement in the M&E process and their impact on project performance.

1.2. Statement of the Problem

Monitoring and Evaluation (M&E) are important components of effective project management that enables organizations to track progress, assess effects, and improve performance. Even though their importance, M&E practices often face significant challenges that weaken their effectiveness. Research highlights several gaps, such as limited stakeholder participation, insufficient human resource capacity, and inadequate evaluation processes, all of which affect project performance (Estrella, 2017; Bell, 2017). These are evident in the non-governmental organizations (NGOs) context like Selam Children’s Village.

Selam Children’s Village, an NGO which support children, youth, and communities, implements various programs. It includes Semi-Independent Living (SIL) support, community aid, and health services. These intervention aim to make a meaningful impact, however it is important to ask whether challenges highlighted in research, which is limited stakeholder participation and insufficient staff capacity in M&E processes (Estrella, 2017; Bell, 2017), are affecting the organization's success. This study explores how these issues affect project performance of SCV.

According to Champlain (2018), Stakeholder participation is an essential component of effective M&E. While administrative staff and other stakeholders at Selam Children’s Village are involved in

project planning, their role in the M&E phase remains uncertain. The study aims to determine whether active stakeholder involvement is being utilized in the organization's M&E processes and whether this impacts project outcomes. Research, such as that by Champlain (2018), suggests that stakeholder participation fosters accountability and enhances outcomes, making this an area of interest for the study.

The relationship between human resource capacity and project performance also deserves investigation. Researcher Oladipo (2018) established that competent human resource's capacity has the potential of contributing to better performance and competitive advantage. Similarly, Ubels et al. (2019) in their study on resource volume capacity development argues that the ability to perform and attain the set goals at individual and institutional levels qualifies to be defined as capacity. As researches showed developing the technical skills of project teams, through on-going training and support, positively improves both employee well-being and project outcomes. This is targeted support with the tools and knowledge necessary for effective performance for M&E staff. This study will evaluate whether gaps in staff training and capacity at Selam Children's Village are impacting the organization's ability to achieve its project goals.

According to studies by Oladipo (2018) and Aquinis & Kraiger (2019) explore the general M&E practices, however they often overlook the specific impacts of stakeholder participation and staff capacity on M&E effectiveness. This indicates a significant gap of existing literature concerning to relationship of stakeholder participation and staff capacity related to M&E on project effectiveness. This study addresses this gap by investigating the influence of both stakeholder participation and staff capacity on M&E effectiveness within the specific context of Selam Children's Village.

Therefore, the researcher has done this study to determine whether the challenges identified in existing literature are present within Selam Children's Village and, if so, evaluate how they impact project performance of the organization. By examining stakeholder participation, staff capacity, and M&E processes, the research aims to bridge gaps in understanding and provide actionable recommendations to enhance the effectiveness of M&E practices in similar contexts.

1.3. Objectives of the Study

The study was guided by the following general and specific objectives.

1.3.1. General Objective of the Study

The main objective of this study is to assess effects of monitoring and evaluation practice of NGO on project performance: in case of Selam Children's Village.

1.3.2. Specific Objectives of the Study

1. To describe the current monitoring and evaluation practices employed by Selam Children's Village and their perceived importance in improving project performance.

2. To analyze the capacity of human resources in terms of M&E knowledge and skills to improve project performance within Selam Children's Village.

3. To describe the level of stakeholder participation in monitoring and evaluation to improve project performance in case of Selam Children's Village.

1.4. Research Questions

The research was directed by the following research questions:

i. What is the importance of the current M&E practice on Selam Children's Village's project performance?
ii. What is the role of human resource capacity over the performance of projects in case of Selam Children's Village?
iii. What is the level of participation of stakeholders on project performance in case of Selam Children's Village?

1.5. Significance of the Study

The significance of a study is its contribution to the society. As espoused by Kothari and Garg (2018), such contributions could be in solving various operational and planning problems of business and industry. Also, it will unlock an area never known before leading to the discovery of new knowledge and serving as a foundation of exploring and discovering further knowledge on

monitoring and evaluation of the project. To the researchers, the integrated BIM-M&E framework will serve as a methodological basis to further explore the effective ways of involving stake holders, collecting and analyzing data for the M&E of upgrading projects.

This research is also important to promote organizational learning by enabling Selam Children's Village staff and partner organizations to continuously monitor and improve their programs. Finally, the result of this study will provide evidence needed to influence policymakers and others to adopt bottom-up and child rights focused development.

1.6. Scope of the Study

This Non-Governmental Organization Selam Children's Village was implemented its projects in Addis Ababa, Ethiopia. However, to make the study manageable, the scope of this study was only specified in nongovernmental organization Selam Children's Village and does not include other projects implemented by other Nongovernmental organization. The study conducted on different scopes that are elaborate as the spatial, temporal, and contextual and methodological scope. The Spatial scope of study is Addis Ababa main branch and the thematic scope is assessment of project monitoring and evaluation in case of Selam Children's Village. This research project conducted to assess M& E practices at one time during the research period. Methodologically, the research primarily employed a quantitative approach, relying on questionnaires as the primary data collection tool.

1.7. Operational Definition of Terms

Project: A project is a temporary effort undertaken to create a unique product, service, or result.

Monitoring: It is a systematic and continuous assessment of progress of a piece of work over time.

Evaluation: It is a periodic assessment and includes temporary and terminal evaluations.

Human Resource Capacity: The collective skills, knowledge, and expertise of the organization's employees.

Stakeholder: It is defined as any individual, group, or organization that can affect, be affected by, or perceive it to be affected by a project.

Stakeholders' Involvement: includes the active participation of stakeholders throughout the entire project lifecycle.

Project Performance: The term "Project Performance" refers to how well a project is achieving its intended objectives and goals. It is a measure of the overall success, effectiveness and efficiency of a project over time

M&E Practice: M&E Practices refer to the established methods and procedures used to monitor and evaluate a project throughout its lifecycle, including during implementation and after completion.

1.8. Organization of the Thesis

This research organized in five chapters. The first chapter contains introduction, statement of the problem, objectives, significance of the study, scope of the study and organization of the thesis. Chapter two contains both empirical and conceptual literature. Chapter three contains research design, approach, data collection tools, data source and sampling techniques. Chapter four incorporate data analysis and findings based on research questions and finally the last fifth chapter contains summery of findings, recommendation, discussion and conclusion.

CHAPTER TWO

LITERATURE REVIEW

2.1. Conceptual Literature Review

2.1.1. Definition of a Project

According to Ohara (2017), a project can be defined as a unique investment of resources aimed at achieving specific objectives, such as the production of goods or services, with the goal of generating profit or providing a service to the community. Projects regularly involve important, expensive, or high-risk activities with well-defined objectives and sufficient resources to carry out all required tasks. Basically, projects are distinct activities with a defined scope, timeline, and resource allocation, undertaken to achieve specific objectives aligned with the strategic goals of the organization.

2.1.2. Definition of Monitoring

Monitoring and Evaluation are interconnected and mutually supportive as they both are needed to assess project performances and the result from monitoring data can be applied for a successful evaluation (Chandurkar, Singh, & Dutt, 2017). Monitoring is the internal management process, which systematically gather information about an on-going project and analyses it regularly (Babalola, 2018). Likewise, Debebe (2021) explains that the monitoring process keeps track of the implementation schedule by concentrating on how effectively resources are used to produce intended outputs, outcomes, and impacts. As a project develops, systematic information gathering and analysis takes place. It is a continuous process that's conducted regularly during project progress to ensure the implementation is directed towards comprehending the intended goals and objectives. According to (Fontein, 2021), Monitoring a project has main purposes which includes ensuring quality control by controlling tasks to meet project requirements, assist projects in meeting deadlines, inspects employee workloads and capacities, Facilitates the budget tracking, and ensure accountability.

2.1.3. Definition of Evaluation

Evaluation is the assessment of actual project impacts against the agreed strategic plans. It is a measure of how well the activities of a project have met objectives and determines which outcomes attribute to which project objectives and examines the impact of the project on the communities served (Kisi, Agyekum, Baiden, & Tannor, 2019). According to Babalola, (2018) Evaluation is the periodic thoughtful assessment of a project or program that might be conducted internally or by external evaluators. Formative evaluation is done during the life of a project or organization, with the intention of improving the strategy or way of functioning of the project. Summative evaluation is done after project completion. It helps in drawing learning from a completed project.

2.2. Theoretical Review

2.2.1. Program Theory

Over the last decade, program evaluation theory has become more popular. It determines if a program is planned in such a way that its expected objectives may be achieved. The program theory is a guide theory in project evaluation because it demonstrates the program's ability to address specific problems that need to be addressed within projects. It also provides advice on what topics should be prioritized during the review process (Donaldson, 2012). The researcher will use program theory because it has the advantage of providing information that could lead to additional explanations about the project's M&E practices. This theory can be used to propose suggestions and other actions to be taken in order to achieve the desired results for projects that are being reviewed.

2.2.2. Resource Based View Theory

The Resource-Based View (RBV) of the firm is a management framework that emphasizes the importance of internal resources in achieving and sustaining a competitive advantage. Unlike earlier management theories that primarily focused on external industry factors, RBV shifts the focus inwards, examining a company's unique assets, capabilities, and competencies.

Barney & Hesterly (2019) acknowledge the enduring relevance of Penrose's (1959) original ideas within the Resource-Based View (RBV). Contemporary research in the Resource-Based View (RBV) emphasizes the firm as a unique bundle of resources and capabilities that drive competitive advantage. These resources, including human capital, intellectual property, and organizational routines, are often considered the most valuable assets of a firm.

2.3. Monitoring and Evaluation Assessment

2.3.1 M&E Practice

Effective Monitoring and Evaluation (M&E) is crucial for the successful implementation of projects, but simply adopting international best practices can be counterproductive. As emphasized by Mackay (2007), M&E systems must be carefully tailored to the specific context and priorities of each project.

Well-designed M&E systems offer numerous benefits, including ensuring the achievement of project objectives such as cost, time, and quality targets. By learning from past experiences, organizations can improve future project implementation strategies and make more informed decisions throughout the project lifecycle. Furthermore, involving key stakeholders in the M&E process fosters a sense of ownership and can reduce costs. Effective M&E also ensures that scarce resources are utilized efficiently and judiciously.

Several key M&E best practices, outlined in literature such as IFRC (2011) and Mathis et.al (2001), can be adapted for NGOs projects. Data collection should be focused and systematic, gathering only the necessary information and using predetermined indicators and assumptions. It's crucial to monitor for unexpected changes and adjust project plans accordingly. Timely data collection is essential to inform on-going project decisions. Whenever feasible, stakeholder participation should be encouraged to build understanding and ownership. M&E data should be transparently shared with beneficiaries, donors, and other relevant stakeholders. The M&E plan must be seamlessly integrated with the project's strategic plan and work plan. Efficiency and cost-effectiveness are paramount, and the M&E plan should be designed to generate actionable data that can be used to continuously improve project implementation. Finally, it's important to ensure that M&E practices can be sustained beyond the current project phase and applied to future endeavors. Considering these best practices and adapting them to the specific context of projects, organizations can influence M&E to achieve greater project performance.

2.3.1.1 Principles for Project Monitoring and Evaluation

Fowler, A., Goold, L., & James, R. (2018) contended that the design of effective project Monitoring and Evaluation (M&E) can be guided by the principles of project logic and logical framework analysis. A well-designed project, whether explicitly or implicitly, is predicated on a clear and

logical strategy. This is often articulated as a hierarchical sequence, where the successful completion of each stage is essential for achieving the next. In essence, each level of achievement serves as the foundation for the subsequent level, contingent upon proven processes, established technical relationships, and a thorough assessment of key assumptions and risks.

Project performance hinges critically on the organization's adherence to a well-defined and logically structured project design process, where the successful completion of each stage is paramount for overall project success. This underscores that a robust foundation for effective M&E lies in a well-defined and logically structured project design. This includes a comprehensive understanding of project logic, the identification of key assumptions and risks, and a clear recognition of the hierarchical nature of project activities. By ensuring a robust project design, organizations can significantly enhance their ability to monitor progress, evaluate performance, and ultimately achieve their desired project outcomes.

2.3.1.2 Integrated Monitoring Practices

Continuous and integrated monitoring is not merely a separate activity but an indispensable component of successful project management, enabling proactive adjustments and ensuring that projects stay on track to achieve their intended goals. As Singh (2017) emphasizes, project activities must be monitored concurrently with their implementation to ensure alignment with the formulated plan. This tracking enables the identification of any deviations from the project plan and facilitates timely corrective actions.

Successful project execution necessitates careful consideration of quality, time, cost, and risk management within predefined resource constraints and schedules (Singh, 2017). Herrero et al. (2012) emphasize that integrating monitoring practices ensures that the project/program team maintains adherence to the planned schedule, reviews and updates the project plan and costs as needed, and reviews timelines and deliverables to facilitate successful project/program implementation.

According to the United Nations Development Program (UNDP, 2009), monitoring involves continuous interaction through which partners acquire customary input on progress toward achieving their goals and objectives. More broadly, monitoring encompasses the tracking of policies and

actions undertaken by partners and non-partners, as well as the determination of necessary new policies and actions to ensure progress toward key outcomes.

This path underscores the critical role of monitoring within M&E practices. By enabling timely adjustments, improving decision-making, and ensuring alignment with project objectives, effective monitoring is instrumental in achieving project performance.

2.3.2 Human Resource Capacity

Effective Monitoring and Evaluation (M&E) necessitates a robust human resource foundation. This requires not only having the right number of M&E professionals but also ensuring they possess the necessary qualifications. Organizations must effectively manage their M&E staff to maintain a stable and competent workforce (World Bank, 2021).

Skilled and experienced M&E staffs are indispensable for producing high-quality results. Competent employees also play a crucial role in the selection of appropriate M&E systems (Koffi-Tessio, 2019). As M&E is a relatively new field, there's a growing demand for skilled professionals. This necessitates a concerted effort in capacity building, including the development of harmonized training programs and ensuring access to technical expertise (Gorgens & Kusek, 2017).

Maintaining a skilled M&E workforce is crucial for successful project performance, and presents an on-going challenge. Growing evaluators require specialized technical training that extends beyond basic workshops. A combination of formal training and on-the-job experience is crucial, with opportunities for training and development provided by various sources.

2.3.3 Stakeholders Involvement

Effective project management hinges on meaningful stakeholders' engagement. Stakeholders, defined as individuals or groups who are impacted by or can influence a project's outcome, play a crucial role in its success. These stakeholders collaborate to achieve established goals and share a vested interest in the project's success (Callistus & Clinton, 2017).

The United Nations emphasizes that neglecting stakeholder involvement is a significant contributor to project failure. Therefore, actively engaging stakeholders throughout the project lifecycle – from planning and implementation to monitoring and evaluation – is crucial for project success.

Research across various contexts supports the critical role of stakeholder engagement. In Ethiopia, a study by Tesfaye Yetum (2021) on the Ministry of Health highlighted a concerning lack of stakeholder participation in community project identification and selection, emphasizing the need for increased stakeholder involvement in decision-making processes.

Conversely, other studies have demonstrated the positive impacts of robust stakeholder engagement. Serawit Neberegn's (2017) research in Ethiopia found that a vast majority of respondents believed stakeholders actively participated in the Monitoring and Evaluation (M&E) process, including beneficiaries, communities, and government bodies. Neberegn concludes that this active participation fosters project sustainability, informs future project design, and fosters a sense of commitment among stakeholders.

Similar findings were reported by Peter (2019) in a study on the effectiveness of M&E systems in Tanzania. The research revealed high levels of stakeholder participation in project monitoring and evaluation, leading to increased ownership, shared responsibility, and ultimately, project sustainability.

2.4. Assessment of Project M&E Practice on Project Performance

Monitoring and Evaluation (M&E) is a cornerstone of successful project and program management across various sectors. As emphasized by the International Federation of Red Cross and Red Crescent Societies (IFRC, 2011), effective M&E systems are crucial for achieving several key outcomes in all projects, including child care programs. Firstly, they provide timely and reliable data that supports project implementation by informing adjustments to strategies and resource allocation. Secondly, M&E significantly contributes to organizational learning by analyzing project successes and failures, fostering the growth of knowledge within the organization. Thirdly, M&E ensures transparency and accountability to stakeholders, including funders, beneficiaries, and the community, by demonstrating the effective use of resources and the achievement of project objectives. Furthermore, M&E provides opportunities for stakeholders to provide feedback, ensuring their perspectives are considered throughout the project lifecycle. Finally, M&E helps to document and celebrate project successes, which can motivate teams and attract further support.

In the specific context of child care projects, as highlighted by the World Health Organization (WHO, 2014), robust M&E systems play a vital role in tracking key indicators such as child

development milestones, caregiver-child interactions, and program attendance. This data allows for the identification of challenges and the assessment of the effectiveness of interventions in promoting optimal child growth and development. Importantly, M&E in child care enhances accountability by demonstrating the use of resources and providing evidence of program impact to stakeholders, including funders, policymakers, and the community. This evidence base can inform policy decisions, advocate for increased investment in quality child care, and ultimately improve the lives of children and families. As emphasized by the United Nations Children's Fund (UNICEF, 2021), M&E should be an integral part of every child care program, ensuring that resources are used effectively, and help children to get deserved care and support. Babalola (2018) further highlights the broader critical role of M&E in several key areas. These include assessing and demonstrating program effectiveness, efficiency, and impact. M&E also plays a crucial role in improving internal learning and decision-making processes within organizations. By providing valuable insights, M&E empowers and motivates project teams and supporters. Moreover, M&E ensures accountability to key stakeholders by demonstrating the responsible use of resources and the achievement of project goals. Furthermore, M&E findings can be used to influence government policies and best practices, promoting more effective and impactful development interventions. Finally, M&E contributes to the growing body of evidence on the strengths and weaknesses of different approaches to development interventions, enriching the field of knowledge and practice.

Beyond internal project management, M&E is essential for broader learning and impact. As observed in various projects, particularly within the financial sector, successful M&E can inform the replication of successful interventions in other contexts. This demonstrates the value of M&E in generating valuable lessons learned that can be applied to improve future projects and initiatives.

Effective M&E relies on strong collaboration and a robust system. Oduor & Murei (2020) emphasize the importance of strong stakeholder engagement, effective teamwork, and the strategic use of technology to enhance the efficiency and effectiveness of the M&E process. By fostering a collaborative environment and leveraging technological advancements, organizations can strengthen their M&E systems and maximize their impact.

2.5. Empirical Evidence

2.5.1 Monitoring and Evaluation Practices of Projects

Phiri (2015) studied the effect of monitoring and evaluation on project achievement for Africa Virtual University in Kenya. With both qualitative and quantitative analysis, he found that M&E facilitates tracking the performance of the project at any specified time and gives motives for any perceived undertaking position. In his findings, he mentioned that monitoring, evaluation has a straight relative effect on project performance.

Idoro (2012) used structured questionnaires and field survey collect data. He found that indigenous workers carry out the eight monitoring and evaluation strategies more frequently than expatriate contractors do. For him, monitoring and evaluation are two management functions that play a very important role in project success. The research by Mugo and Oleche (2015) concentrated on establishing the impact of monitoring and evaluation of developments projects on economic growth in Kenya. The investigation under M & E practices were included stakeholder involvement. After employing a Binary Probit Model to estimate the effect of the independent variables on the status of the projects (Economic Growth) the study found that stakeholder involvement had a negative and significant influence on the projects.

Effective project execution necessitates continuous monitoring throughout its lifecycle (Herman-Mercer et al., 2018). Monitoring practices are crucial for ensuring projects are completed on schedule, within budget, and according to the defined quality. By tracking deviations from the established project plan, monitoring and control procedures empower project managers to proactively address challenges, maintain efficiency and effective project performance (Yousefi et al., 2019)

Monitoring is considered as a tool to ensure project performance by several studies. For instance, (Muchelule et al. 2017) shown that monitoring techniques have a substantial influence on project output and outcome within the Kenyan state corporation. In a similar mood, Nega, 2020) found that project monitoring and evaluation practices have a significant impact on project success.

Another investigation was conducted by Belout and Gauvreau, (2017) on the relationship between project success and monitoring. They exposed that the, progress reports and performance indicators, was particularly advantageous. In addition, project monitoring was positively related with project

success. The study also discovered that monitoring performed best, when it was included into the broader project management process. Another study was conducted by Turner and Müller (2018) to investigate the relationship between construction project performance and project monitoring. They found that efficient way of monitoring, including regular progress meetings and performance monitoring, were positively related to project success. Moreover, the study discovered that monitoring practices functioned best when they were integrated with the project management cycle and when they were in line with the objectives of the project.

Evaluation has been considered as the key measure of project efficacy. Over the years a project manager has focused on evaluation as a tool to measure and assess whether their project output was able to meet its objectives and also determines the relevance and sustainability of the project. On the other hand, a number of managers rely on this tool when they are confronted with several project options to choose from. Thus, evaluation tools are employed to assess the profitability, risk and impact of each project to help project managers make an informed decision in case of mutually exclusive project. This demonstrates how imperative evaluation tools are in the project-based industry (Habibi et al., 2018).

Studies have shown that, project planning, monitoring, and control procedures enhanced by effective evaluation practices, which can lead to better project performance. For instance, a study by Zhang and Yang (2018) showed that incorporating evaluation practices into the project management process increased project success rates. Blackwood et al. (2018) study observed into how evaluation practices affected project outcomes in the nonprofit sector. The findings showed that a positive relationship between evaluation and project outcomes.

2.5.2. Human Capacity

Wachamba (2018) did a study on the determinants of the effectiveness of NGO M&E systems within Nairobi County, Kenya. The objectives included establishing M & E training among other factors that influenced the effectiveness of the M&E system. A sample of 8,503 was taken from 200 Nairobi-based NGOs. Sampling was done by stratified random sampling method. Correlation coefficient and regression analysis were used to analyze data.

The Mugambi and Kanda (2018) study already emphasizes capacity building. Mugambi and Kanda (2018) studied factors of M & E to analyzed government community projects. The study was used in

extensive desk research. They found capacity building is necessary because M & E can only be done effectively by trained personnel. The study further stressed that training in M&E aspects fundamentally contributing to improving both the quality and quantity of the M&E personnel. The main limitation of this study was that it relied on self-reporting which is susceptible to bias.

As Mugambi and Kanda (2018) highlighted**,** human capacity is an important constraint to Monitoring and Evaluation. In most projects Monitoring and Evaluation do not work since insufficient capacity, especially in developing countries. For successful implementation of project Capacity building is very essential. The implementation process can be informal whereby it is done through on the job experience or it can be formal whereby an organized training process is carried out. Capacity building of M&E personnel is important which leads to successful project implementation. It is measured in terms of time engaged to give training the participants and on what aspects the participants are trained. Capacity building is all about training the participants through the provision of skills leading to successful project implementation in NGOs (Mugo and Oleche, 2015) in relation to the human capital, expertise, and training numerous researches have been conducted across the world and how this influences the success or failure of M&E on various projects/programs.

These paragraphs provide further support for the importance of capacity building. According to World Bank (2018) for example, human capital, with proper training and experience is vital for the production of M&E results. To ensure stable and effective M&E team, human resource management for M&E is crucial. Therefore, enough staffs with necessary skills and knowledge is required to carry out M&E activities effectively. Schools' infrastructure projects play an important role in providing a favorable learning environment for students. However, these projects require adequate human capacity for successful implementation. Several studies have shown that human capacity is a crucial factor in the successful implementation of infrastructure projects in schools. In their study on infrastructure development in schools in Kenya, Wambua and Wafula (2020) found that the lack of skilled personnel was a major hindrance to the implementation of infrastructure projects.

2.5.3 Stakeholder Involvement

Nyandika and Ngugi (2018) investigated the influence that stakeholders' participation has in the performance of projects in the Kenya National Highways Authority. The study employed a descriptive research design aiming a population of 251, prequalified contractors and top management. Stratified random sampling was used to come up with 30% of the target population. An analysis was done by multiple regressions. The results were that stakeholder participation through various forums had a positive relationship to project performance. Support from top management and having adequate financial resources also found critical and relevant to project performance.

In addition, Ibanga, Valentine, Shukla and Eugene (2016) specifically focused on the influence of beneficiary participation in project monitoring and evaluation on project success. The study employed a case study with the main objectives of identifying the types of inputs provided by the M & E beneficiaries during the monitoring and evaluation process; create the stages where beneficiaries are engaged in the process and methodology. Karl -Pearson product-moment correlation was used to estimate the relationships between the variables. The findings showed that there is positive contribution of beneficiary participation over the dimensions of project success; timely completion, attainment of project goals, sustainability and relevance.

Similarly, Clarke, (2019) studied factors contributing to project performance and sustainability. The study used the Participatory method to provide insights into the required tools for monitoring and evaluation, this itself is a capacity-building activity. The study found that stakeholders especially the beneficiaries are more likely to endorse the project output. In some instances, the participatory method promotes change in the attitudes of individuals and community culture, and norms, since the development along with the implementation process necessitates community members' reflection and analysis of their own culture, attitudes, beliefs, and behaviors.

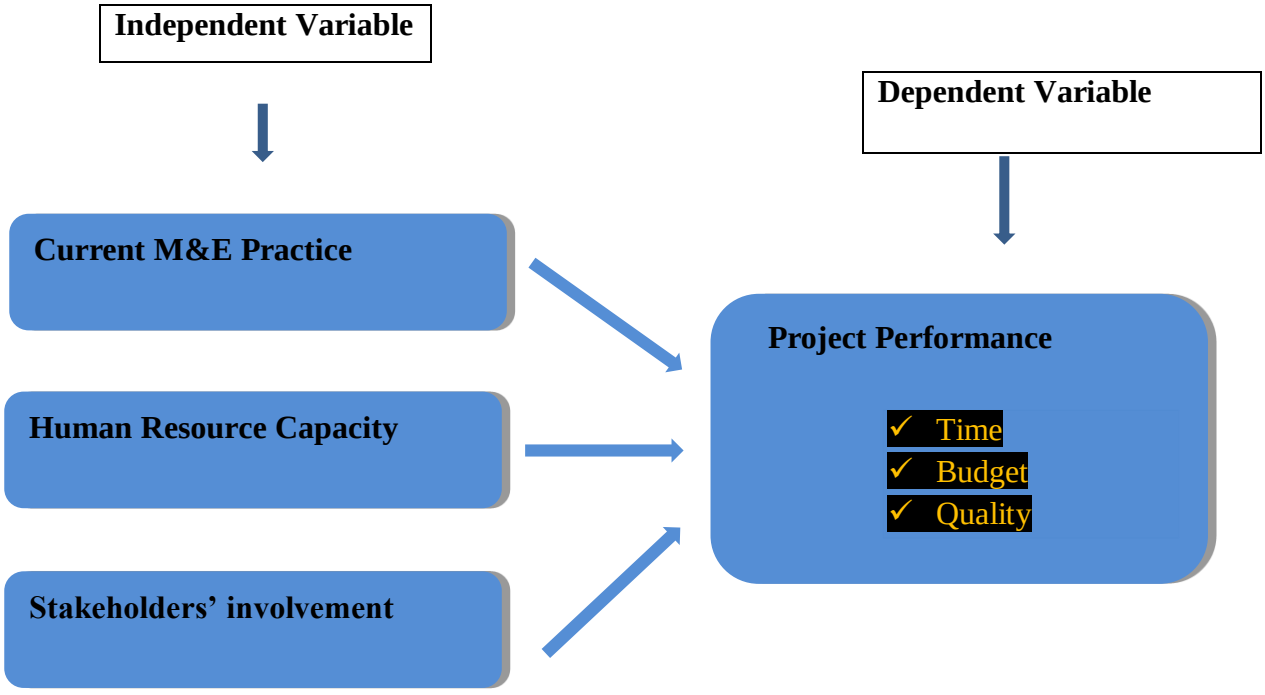
Furthermore Forssand Carlsson (2018) studied how to build M & E Systems to Support Better Government. The study found that there growing need for overall efficiency, cost effectiveness along with results and therefore active stakeholders should possess skills that will enable them to contribute to their level best. The study further found that stakeholders' engagement in decision-making about the what, the how and the why of the activities of the program. This approach was necessary for empowering them and additionally, promoting inclusion and facilitate participation that is meaningful by various stakeholder's categories.

Proudlock (2019) also studied the impact evaluation process on stakeholder participation. The study reviewed review and analysis of secondary data on the participation of the target beneficiaries. The study found out that involvement of stakeholders is a critical approach, and its management should be well formulated to avoid derailing decision-making, the reason being, over engaging stakeholders could lead to a conflict of interest. Like others, Pamela, Joe and Nay (2018) also establish that if the competent persons are involved in the whole process, there would be a great improvement of the outcome with the recommendations being well perceived and corrective measures embraced and implemented on time. Furthermore, stakeholder participation and capacity building is believed necessary for any project activity to take place.

2.6. Conceptual Framework

According to Swaen and George (2022), a conceptual framework illustrates the expected relationships between variables. It defines the relevant objectives for the research process and maps out how they come together to draw coherent conclusions.

Figure 3.1 Conceptual Framework



Source: (Gasana, E., & Njenga, G. 2024) and modified by the researcher.

2.7 Research Hypothesis

In light of the conceptual framework presented above, and considering the hypothesized relationships between variables and organizational performance, the following research hypothesis is proposed.

1. M&E Practice and Project Performance:

   $H_1$1: M&E Practice has statistically significant effect on the performance of project.

2. HR Capacity and Project Performance:

   $H_1$2: HR Capacity has statistically significant effect on the success of performance.

3. Stakeholder Involvement and Project Performance:

   $H_1$3: SI has statistically significant effect on the project performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Description of Study Area

The research conducted at Selam Children's Village. One of the primary areas of intervention at Selam Children's Village is Children, Youth, and Community Support (CYC). This project provides care and protection to children, youth, and community members through various support mechanisms, including Family Model Village Child Care, Semi-Independent Living (SIL) Support, Community Support, and Health and Clinic Services.

The Educational Support was designed to protect children from dropping out of school. It also helps minimize absenteeism and reduce the economic burden of the family. The program also contributes to the improvement of children's academic performance through the provision of different support.

SCV has established a day care center with the aim of providing service for children (aged 2-4 years old) coming from economically poor women headed families. These children's mothers are very poor, who are fully engaged in the informal economy including petty trade, daily labor, and house maid etc.

3.2 Research Design

Research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Black, T. R. (2019). Since the main objective of the study is to describe effects of monitoring and evaluation practice on project performance of NGO in case of Selam Children's Village, the researcher was use descriptive and explanatory research designs to achieve the objectives of the study. A descriptive study as defined by Cooper & Schindler (2018), is concerned with finding out the what, where and how of a phenomenon or an event it exists. Then this study describes and critically assesses effects of monitoring and evaluation practice on project performance of Selam Children's Village. Furthermore, an explanatory research design employed to investigate the relationship between independent variables (Current M&E Practice, HR Capacity and Stakeholders' Involvement) and project performance. As noted by Sekaran (2018), explanatory research aims to show relationships

between variables, analyzing the association between two or more variables and examining how independent variables might explain variations in the dependent variable.

3.3 Research Approach

As described by Carr (2017), research methods are systematic procedures for gathering and analyzing data. These methods are crucial for effective research design. The thesis employed quantitative research approach to collect, analyze and interpret data. As emphasized by Carr (2017), quantitative approach is primarily used for the purpose of testing hypothesis, identifying patterns and relationship between variables. Due to this the researcher preferred quantitative approach and used questionnaires with Likert scales to collect relevant data from the data sources.

3.4. Population

The target population is a well-defined set of people, events, groups of things, households that are being investigated (Ngachu, 2019). As defined by Carr (2017), target population as the researcher studies and whose findings are used to generalize to the entire population. The study targeted to a population of 125 which included staff's member of SCV. Those target population are involved in the project and are familiar about the overall activities of the SCV.

3.5. Sampling

Sampling is a process, where in a section of the data is booked from a large set of data, and the inference drawn from the sample is extended to all group. My initial task is to formulate a rational justification for the use of sampling in this thesis. From the people of 125, 96 respondents were selected. This was illustrated as follow;

The Taro Yamane method for sample size calculation was formulated by the statistician Taro Yamane in 1967 to determine the sample size from a given population. the mathematical illustration for the Taro Yamane method Below is

n= N/ (1+N (e) 2) where: n signifies the sample size.

Where e=0.05, margin of error

Level of confidence is 95%

n= N/ (1+N (e) 2)

n= 125/ (1+125 (e) 2) = 96

The researcher will use those 96 respondents from Selam Children's Village for questionnaire.

3.6. Sampling Method

The researcher used both probability sampling technique and non-probability sampling techniques. The project area (Selam Children's Village) is selected by Purposive Sampling technique, which is Non- probability sampling technique. The area selected for this study because it is close to my work place and I will get data easily. In addition to this, the study is conducted for the first time. Then the respondents of the selected project area will be selected by simple random sampling method (probability) in order to avoid bias among participants.

3.7. Data Collection Tools / Instruments

From data sources, the researcher must collect important data to reach the intended objective. Even though there are a lot of data collection tools, for this study, the data collection tools will be questionnaire and document analysis.

Questionnaires were the main instruments to collect information from different groups of respondents. The questionnaires will consist of close-ended questions which were prepared separately for target groups under the study. The close-ended questionnaire used in this study with Likert Scale. The close-ended will have a five-point Likert Scale, where 5 = strongly agree, 4 = agree 3 = Medium, 2 = dis agree, and 1 = strongly disagree. The questionnaires were developed based on this type of scale, which is a type of scale that is used to measure monitoring and evaluation of project success. Furthermore, this scale is an instrument that measures what an individual believes, perceives, or feels about monitoring and evaluation of the project of selam children village. 96 respondents (staff members of SCV) will participate for questionnaires.

3.8. Sources and Types of Data

It was obtained from the source of information. The primary data were more reliable and have more confidence level of decision-making with the trusted analysis having direct intact with the

occurrence of the events (Punch, K., 2018). Primary data were collected from questionnaires. Therefore, Selam Children's Village staff members at different level will be primary data source.

Document analysis is a systematic and essential process for assessing printed and electronic documents, from conventional paper-based materials to digital files sent over the Internet (Denzin, N., & Lincoln, 2020).

Secondary data sources have been obtained from the literature regarding monitoring and evaluation and implementation of project. Therefore, the researcher will use websites, research findings, project plan and reports of the Selam Children Village.

3.8. Data Analysis

Data analysis involves organizing, cleaning, and condensing collected data to make it more manageable. This process includes summarizing key findings, identifying patterns, and applying statistical techniques to draw meaningful conclusions (Cooper & Schindler, 2017).The researcher employed both descriptive and inferential statistical methods to analyze the questionnaire data. After coding and tabulating the responses, descriptive statistics such as frequencies, percentages, means, and standard deviations were calculated using SPSS version 23.00. Excel was used to prepare the data for analysis. The analyzed data was then visually represented in tables, figures, and charts to facilitate interpretation and draw meaningful conclusions.

To further delve into the relationships between variables, inferential statistical techniques were employed. Pearson correlation analysis was used to assess the strength and direction of the linear relationship between variables (Kothari, 2004). This technique helps determine how changes in one variable are associated with changes in another. Additionally, multiple linear regression analysis was utilized to examine the impact of multiple independent variables on a single dependent variable (project performance). This statistical method provides insights into the relative importance of each independent variable in predicting the outcome variable (Tariku, R., 2016). Therefore, multiple linear regressions were also used for the inferential data analysis.

$Y = \alpha + \beta 1X1 + \beta 2X2 + \beta 3X3 + \beta 4X4 + \beta 5X5 + \varepsilon$ Where, Y = Dependent variables Project performance

α= the constant,

X1, X2, X3, X4, X5 = Independent variables

X1= M&E practice,

X2= Human resource capacity,

X3 = Stakeholder involvement,

α= the constant,

$\beta 1$-$\beta 3$ = are the beta coefficients

ε = representing the error term,

3.9. Reliability and Validity

3.9.1 Reliability

Reliability refers to the degree of stability with which an instrument measures the feature it is designed to measure. Creswell (2009) considers the reliability of the instruments as the degree of reliability that the instruments or procedure demonstrates. According to Morgan et al. (2004),

In order to assess the Reliability of the questionnaire, a pilot test had to be conducted. Catherine (2007) suggests the need to conduct a pilot study in order to validate the questionnaire after they are designed. The rule of thumb used when conducting a pilot test, a common guideline for pilot testing involves administering the questionnaire to approximately 10% of the intended sample size, selecting participants who are representative of the target population. As such, 12 employees in Slam Children's Village engaged to fill out the questionnaires. Afterwards, the reliability coefficient scale was analyzed by using IBM SPSS statistics.

Moreover, Cronbach's alpha coefficient is an appropriate method to analyze the reliability of questionnaires that use Likert scales. Morgan et al. (2004), emphasizes that Cronbach's Alpha are

commonly used in order to assess the internal consistency and thus, are common for measuring reliability. The ranking for Cronbach's Alpha results, used as a rule of thumb, is presented as follows:

Table 3.1.: Cronbach's Alpha range and ranking

$0.9 \leq \alpha$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Questionable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Source: Tavakol and Dennis (2011) Reliability index interpretation for Cronbach's alpha

The Cronbach's coefficient alpha was calculated for each of the field in the questionnaire and the results yielded for each of the variables were:

Table 3.1 Chronbach's Alpha

FIELD TO BE MEASURED	No of items	CHRONBACH'S ALPHA	Remarks
Monitoring and Evaluation Practice	6	.851	Reliable
Human Resource Capacity	6	.739	Reliable
Stakeholder Involvement	6	.725	Reliable
Project Performance	3	.767	Reliable
Entire	21	.753	Reliable

Source; SPSS output, 2024

To ensure the accuracy and reliability of the study, Cronbach's Alpha, a measure of internal consistency, was employed. With a sample size of 12 respondents, the Cronbach's Alpha coefficient for the Twenty-one item questionnaire was calculated to be 0.753. This value exceeds the commonly accepted threshold of 0.70, indicating a high level of internal consistency among the items. This suggests that the questionnaire effectively measures the intended constructs.

The Cronbach's Alpha coefficient for all scales exceeded 0.70, indicating high internal consistency. This indicates that the items within each scale are measuring the similar fundamental construct. The lowest alpha value of 0.725 (for Stakeholder involvement) and the highest of 0.851 (for Monitoring

and evaluation practice) further confirm the reliability of the scales. These findings provide confidence in the reliability of the data collected for the study.

3.9.2. Validity

Since questionnaire was used as instrument for this study, the questionnaire were validated using content and construct validity. As Bunyaminu and Mahama (2018) noted, Validity refers to how accurately a method measures what it is intended to measure. High research validity indicates research findings truly reflect real world condition. This contains truly takes the real properties, characteristics, and variations that exist within the physical or social world.

As emphasized by Bunyaminu and Mahama (2018), content validity is associated with the research instrument's design to cover the topics to the depth and extent that it was intended to cover. All questions were prepared in accordance to the information that was expressed in the literature review section, in order to ensure the content validity for the questionnaire. Additionally, all the questions were validated by the researcher's advisor, to make all the necessary modifications according to the feedback received.

For the construct validity, two experts engaged in the field of project M&E that are familiar with the construct were requested to assess the questionnaire. Both experts examined the items in order to validate whether each item were measuring what they were intending to measure. Necessary revisions and modifications were made in order to finalize the questionnaire. In addition, in order to ensure external validity, all the questionnaires were distributed to the respondents by the researcher to ensure that they didn't give it to other people not involved in the study to fill it for them.

3.10. Ethical Considerations

Ethics are norms governing human conducts which have a significant impact on human well-being. During the study observed the highest standards of research ethics and good academic behavior to ensure that the study was credible. St. Marry University introduced the researcher to conduct this research in the area by legal letter. The researcher confirmed for employee, that the study was used only for academic purpose. The researcher has assured the employees that the data they will give not have any kind of harm. To avoid any harm on research participants, the researcher has been careful to tolerate by the general research ethics.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1. Response Rate

A total of 96 questionnaires were distributed to potential respondents. Of these, 81 were completed and returned, yielding an impressive response rate of 84.4%. The remaining 15.6% of questionnaires were either not returned, incomplete, or poorly filled out.

According to Mugenda and Mugenda (2018), a response rate of 50% is considered adequate for analysis and reporting. A rate of 60% is good and a rate of 70% or higher is excellent. Given our response rate of 84.4%, the data collected is considered sufficient for a robust analysis and reporting of the study results.

Table 4-1 Respondents' Response Rate

Questionnaire Distributed	Questionnaire Returned	Percentage
96	81	84.4 %

Source; own survey, 2024

4.2 Demographic Profile of the Respondents

This section discusses about the demographic profile of the sample respondents, covering their gender, age, education level, job position, and experience with the organization. Table is used to indicate the frequency count along with the percentage composition.

Table 4.2: Demographic Profile

Variables	Category	Frequency	Percentage (%)
Gender	Male	43	53
	Female	38	47
	Total	81	100
Age	Less than 30	19	24
	31-40 years	21	60
	41-50 years	23	16
	Above 51 years	18	0
	Total	81	100
Educational Level	Undergraduates	32	39
	Postgraduates	46	57
	PHD	3	4
	Total	81	100
Experience with the Company	0-5 Years	20	25
	6-10 Years	25	31
	11-5 Years	14	17
	Above 51 Years	22	27
	Total	81	100
Position	Directors	5	6
	Managers	5	6
	Project coordinator	3	4
	project M&E officer	5	6
	Officers	25	31
	Associate Officers	23	28
	Administrative staff	15	19
	Total	81	100

Source: Own Survey, 2024

4.2.1 Gender of Participants

In relation to gender of respondents the finding of the table 4.2 shows that 53% of the respondents were male, while 47% were females. This indicated that both genders relatively equally participated in the study.

4.2.2 Age of Participants

The above table presented that, 26% of respondents are the age group between 31-40 years old. Additionally, 24% of respondents are below 30 years and 28% of them are between the age group 41-50 years old. Finally, the table also showed that the age group above 51 years has 22% out of the total respondents. This indicates that the questionnaire is distributed to all the age groups fairly.

4.2.3 Education of Participants

With regard to the educational background of the respondents', 57% of them have postgraduate degree, followed by percentage of 39% of respondents having undergraduate degree. This implies that all sample respondents' have understanding related to subjects being studied.

4.2.4 Number of Years Working

Concerning to respondents' work experience table 4.2 disclosed that, percentages 31%, 27%, 25%, and 17% of the respondent have experience between 6-10 years, above 15 years, between 0-5 years, and 11-15 years respectively. From this the researcher concludes that sample respondents are with having both practical and theoretical experience.

4.2.5 Position of Participants

According to table 4.2, position of respondents 31% officers, 28% Associate officers, and 19% administrative staffs. The position with the lowest frequency includes Directors, Managers, project coordination, and Project M&E officers having percentage of 6%, 6%, 4% and 6% respectively. This indicates that sample respondents can give valuable information regarding the issue being studied since most of them are participated in the day-to-day activities of the organization.

4.3 Descriptive Statistics

4.3.1 Descriptive Results of M&E Practice

Table 4.6: frequency and percentage distribution for each item of M&E Practice

Research Questions	Ranking	Frequency	Percent	Cumulative Percent
During the project planning an adequate frame work or standard were developed for M&E activities. (MEP1)	Strongly disagree	0	0	0
	Disagree	5	6.2	6.2
	Neutral	9	11.1	17.3
	Agree	44	54.3	71.6
	Strongly agree	23	28.4	100.0
	Total	81	100.0	
Monitoring and Evaluation can bring better performance of the entire project at your organization. (MEP2)	Strongly disagree	2	2.5	2.5
	Disagree	4	4.9	7.4
	Neutral	18	22.2	29.6
	Agree	43	53.1	82.7
	Strongly agree	14	17.3	100.0
	Total	81	100.0	
You are satisfied with the performance of the M&E team in terms of their work ethics, dedication, and ability to meet deadlines. (MEP3)	Strongly disagree	0	0	0
	Disagree	5	6.2	6.2
	Neutral	23	28.4	34.6
	Agree	40	49.4	84.0
	Strongly agree	13	16.0	100.0
	Total	81	100.0	
During M&E stage, your organization found missed parts and activities of the project. (MEP4)	Strongly disagree	0	0	0
	Disagree	7	8.6	8.6
	Neutral	26	32.1	40.7
	Agree	31	38.3	79.0
	Strongly agree	17	21.0	100.0
	Total	81	100.0	
Your organization put clear statements of measurable objectives for the project and its components. (MEP5)	Strongly disagree	2	2.5	2.5
	Disagree	3	3.7	6.2
	Neutral	14	17.3	23.5
	Agree	36	44.4	67.9
	Strongly agree	26	32.1	100.0
	Total	81	100.0	
Selam Children's Village used inputs, process, outputs, and impact for M & E. (MEP6)	Strongly disagree	0	0	0
	Disagree	6	7.4	7.4
	Neutral	12	14.8	22.2
	Agree	30	37.0	59.3
	Strongly agree	33	40.7	100.0
	Total	**81**	**100.0**	

Source: From questionnaire, 2024

Table 4.3(2) mean and standard deviation for each item of M&E practice

Statistics								Grand mean and Std. Deviation
		MEP 1	MEP 2	MEP 3	MEP 4	MEP 5	MEP 6	
N	Valid	81	81	81	81	81	81	
	Missing	0	0	0	0	0	0	
Mean		4.05	3.78	3.75	3.72	4.00	4.11	3.901
Std. Deviation		.805	.880	.799	.898	.935	.922	0.873

As Table 4.3 indicates, an important popular 71.6% of respondents agree that an adequate frame work or standard were developed for M&E activities during project planning. On the other hand, 28.4% disagree. It suggests a need for further improvement in this area.

The second question raised by the researcher was Monitoring and evaluation can bring better performance of the entire project at your organization. Percentage 82.7% respondents have confidence in contribution of M&E for progress in project performance. This indicates that, M&E practice play a great role in organizational project performance.

Regarding M&E team performance, 84% of the respondents satisfied with the performance of the M&E team in terms of their work ethics, dedication, and ability to meet deadlines. This indicates that, M&E team can demonstrate efficiency and reliability in their work habit.

As shown in the table 4.3, percentage 79% of respondents agree that missed parts and activities were identified during the M&E stage. This implies that the M&E process contributes in identifying gaps and taking corrective action early.

According to the above table, 67.9% of respondents agree that there are clear and measurable objectives for the project and its components. Conversely, remarkable 32.1% opposition found. It indicates additional improvement is needed in the area.

Depending on the information table 4.3 above, 59.3% of respondents agree that the organization apply inputs, process, outputs, and impact for M&E, while 40.7% disagree. This suggests that there should be room for improvement regarding the issue.

4.3.2. Descriptive Results of Human Resource Capacity

Table 4.4, Frequency and percentage distribution for each item of HR Capacity

Research Questions	Ranking	Frequency	Percent	Cumulative Percent
Staff feels confident in their understanding of M&E concepts, principles, and practices. (HRC1)	Strongly disagree	0	0	0
	Disagree	7	8.6	8.6
	Neutral	17	21.0	29.6
	Agree	37	45.7	75.3
	Strongly agree	20	24.7	100.0
	Total	81	100.0	
You are proficient in using M&E tools and techniques. (HRC2)	Strongly disagree	0	0	0
	Disagree	1	1.2	1.2
	Neutral	18	22.2	23.5
	Agree	50	61.7	85.2
	Strongly agree	12	14.8	100.0
	Total	81	100.0	
Your organization provides sufficient training to equip staff with the necessary M&E skills and knowledge. (HRC3)	Strongly disagree	1	1.2	1.2
	Disagree	3	3.7	4.9
	Neutral	22	27.2	32.1
	Agree	42	51.9	84.0
	Strongly agree	13	16.0	100.0
	Total	81	100.0	
M&E is integrated into the daily work processes of your team. (HRC4)	Strongly disagree	2	2.5	2.5
	Disagree	3	3.7	6.2
	Neutral	33	40.7	46.9
	Agree	31	38.3	85.2
	Strongly agree	12	14.8	100.0
	Total	81	100.0	
Sufficient support and resources are allocated to carry out M&E activities. (HRC5)	Strongly disagree	0	0	0
	Disagree	9	11.1	11.1
	Neutral	28	34.6	45.7
	Agree	40	49.4	95.1
	Strongly agree	4	4.9	100.0
	Total	81	100.0	
M&E activities have a positive impact on project performance. (HRC6)	Strongly disagree	2	2.5	2.5
	Disagree	3	3.7	6.2
	Neutral	26	32.1	38.3
	Agree	36	44.4	82.7
	Strongly agree	14	17.3	100.0
	Total	**81**	**100.0**	

Source: Questionnaires, 2024

Table 4.4(2) Mean and standard deviation for each item of HR capacity

Statistics								Grand mean and Std. Deviation
		HRC 1	HRC 2	HRC 3	HRC 4	HRC 5	HRC 6	
N	Valid	81	81	81	81	81	81	
	Missing	0	0	0	0	0	0	
Mean		3.86	3.90	3.78	3.59	3.48	3.70	3.718
Std. Deviation		0.891	0.644	0.806	0.877	0.760	0.887	0.810

Source: SPSS output, 2024

Table 4.4 above disclosed that 75.3% of the staffs come to an understanding of M&E concepts, principles, and practices. However, the other 24.7% are neutral. It indicates that further improvement is required to develop staff experience, knowledge and skill regarding the issue.

A majority 85.2% of the staff sense they are capable to use and apply M&E tools and techniques. It indicates that SCV staffs are proficient in using applying M&E tools and techniques.

The other question is related to M&E Training. 84% of the staff agrees that they obtain sufficient training with the necessary M&E skills and knowledge from the organization. This suggests that the organization is committed in developing staff capacity.

As we can infer information from the above table 4.4, 85% of the respondents agree that integration of M&E with the daily work process applied in their organization. This indicates that the organization perceived M&E as valuable instrument to ensure project performance.

Concerning allocation of adequate Support and Resources for M&E, majority 95.1% of the respondents believe that sufficient support and resources are allocated for M&E activities. This implies that SCV is giving attention to implementation of M&E activities.

The other question raised by the researcher is related to the Positive Impact of M&E on Project Performance. As presented in table 4.4 above, 82.7% of the staffs believe that M&E activities have a positive impact on project performance. This indicates that the staffs recognize the value of M&E in improving project outcomes.

4.3.3. Descriptive Results of Stakeholder Involvement

Table 4.5 Frequency and percentage distribution for each item of Stakeholder Involvement

Research Questions	Ranking	Frequency	Percent	Cumulative Percent
The organization considers stakeholder input in M&E decision-making processes. (SI1)	Strongly disagree	0	0	0
	Disagree	0	0	0
	Neutral	37	45.7	45.7
	Agree	31	38.3	84.0
	Strongly agree	13	16.0	100.0
	Total	81	100.0	
Stakeholders recognize that M&E activities have contributed to improvements in project implementation and outcomes. (SI2)	Strongly disagree	0	0	0
	Disagree	7	8.6	8.6
	Neutral	36	44.4	53.1
	Agree	24	29.6	82.7
	Strongly agree	14	17.3	100.0
	Total	81	100.0	
Stakeholder involved in the project beneficiary, staff, donors and community in the design and implementation of the M&E in a project. (SI3)	Strongly disagree	0	0	0
	Disagree	3	3.7	3.7
	Neutral	22	27.2	30.9
	Agree	41	50.6	81.5
	Strongly agree	15	18.5	100.0
	Total	81	100.0	
Stakeholders advocate changes to the project depending on project M&E recommendations. (SI4)	Strongly disagree	0	0	0
	Disagree	3	3.7	3.7
	Neutral	19	23.5	27.2
	Agree	44	54.3	81.5
	Strongly agree	15	18.5	100.0
	Total	81	100.0	
Stakeholders can fund continuation of the project based on the information provided by project monitoring and evaluation. (SI5)	Strongly disagree	1	1.2	1.2
	Disagree	2	2.5	3.7
	Neutral	22	27.2	30.9
	Agree	43	53.1	84.0
	Strongly agree	13	16.0	100.0
	Total	81	100.0	
Stake holders participate in project planning, monitoring and evaluation. (SI6)	Strongly disagree	2	2.5	2.5
	Disagree	6	7.4	9.9
	Neutral	27	33.3	43.2
	Agree	31	38.3	81.5
	Strongly agree	15	18.5	100.0
	Total	**81**	**100.0**	

Source: Questionnaires, 2024

Table 4.5(2) Mean and standard deviation for each item of Stakeholders' Involvement

Statistics								Grand mean and Std. Deviation
		SI1	SI 2	SI 3	SI 4	SI 5	SI 6	
N	Valid	81	81	81	81	81	81	
	Missing	0	0	0	0	0	0	
Mean		3.70	3.56	3.84	3.88	3.80	3.63	3.735
Std. Deviation		0.732	0.880	0.766	0.748	0.781	0.955	0.810

Source: SPSS output, 2024

As the table above shows that 84% of staffs agreed that the organization considers stakeholders input during decision making process. This indicates that stakeholders are involved in project M&E process of Selam Children's Village.

Concerning how stakeholders view the impact of M&E, a large portion (82.7%) recognize that M&E activities have helped improve how projects are carried out and the results they achieve. This indicates that M&E is seen as important for improving project performance by stakeholders in the case of SCV.

Table 4.5 presents, (81.5%) of respondents agree that stakeholders are involved in both designing and implementing of the M&E activities. This indicates teamwork and involvement of various groups devoted in the project's performance.

Stakeholders advocate changes to the project depending on project M&E recommendations was an important issue that the researcher was asked for respondents. Table 4.5; tell us 81.5% of respondents agreed regarding the issue. This indicates that stakeholders value the results of the M&E process and are willing to use them to make necessary adjustments to the project.

The fifth questionnaire under stakeholder's involvement was fund continuation of the project based on the information provided by project monitoring and evaluation. Table 4.5 assess fund continuation by stakeholders of selam children village and confirm that 84% of respondent agreed. This shows that M&E is considered as essential for getting continued funding and support for projects.

As shown in Table 4.5, 81.5% of respondents agree that stakeholders participate in project planning, monitoring, and evaluation. This shows that stakeholders are participating in project monitoring and evaluation process in case of SCV.

4.3.4. Descriptive Results of Project Performance

Table 4.6, Frequency and percentage distribution for each item of Project Performance

Research Questions	Ranking	Frequency	Percent	Cumulative Percent
M&E practice of the organization contribute to timely project completion. (PP1)	Strongly disagree	3	3.7	3.7
	Disagree	5	6.2	9.9
	Neutral	28	34.6	44.4
	Agree	39	48.1	92.6
	Strongly agree	6	7.4	100.0
	Total	81	100.0	
M&E practice of the organization contribute to project completion within the allocated budget. (PP2)	Strongly disagree	0	0	0
	Disagree	1	1.2	1.2
	Neutral	23	28.4	29.6
	Agree	44	54.3	84.0
	Strongly agree	13	16.0	100.0
	Total	81	100.0	
M&E practice of the organization contribute to quality project deliverables. (PP3)	Strongly disagree	0	0	0
	Disagree	0	0	0
	Neutral	26	32.1	32.1
	Agree	38	46.9	79.0
	Strongly agree	17	21.0	100.0
	Total	**81**	**100.0**	

Source: Questionnaires, 2024

Table 4.6(2) Mean and standard deviation for each item of Project Performance

Statistics					Grand mean and Std. Deviation
		PP1	PP2	PP3	
N	Valid	81	81	81	
	Missing	0	0	0	
Mean		3.49	3.85	3.89	3.74
Std. Deviation		0.868	0.691	0.725	0.761

Source: SPSS output, 2024

Concerning Contribution of M&E to Timely Project Completion, the majority 92.6% of respondents agree that M&E practices contribute to timely project completion. This suggests that the organization have good M&E practice which contributes to timely project completion.

The second important performance indicator variable was budget. According to the response, 84% of respondents agree that M&E practices contribute to project completion within the allocated budget. This indicates that problems are tracks at early stage of project M&E and prevent unnecessary cost.

The other question raised by the researcher is related to M&E Contribution to Quality Project Deliverables. The result showed that 79% of respondents agree that M&E practices contribute to quality project deliverables. From this, the researcher concludes that M&E plays grate role in delivering quality project outputs in case of SCV.

4.4 Relationship between Project M&E Practice and Project Performance

In this section relationship between independent (MEP, HRC, SI) and dependent variable (project performance) is presented. A Pearson Correlation coefficient is used in order to make data analysis and define magnitude of relationship between variables.

Table 4.7 is used as a guide to interpret SPSS output of Pearson Correlation coefficient and explain relationship of the variables.

Table 4.7 Correlation coefficient: Appropriate use and Interpretation

Scale of Correlation Coefficient	Interpretation
$0 < r \leq 0.19$	Negligible Correlation
$0.2 \leq r \leq 0.39$	Week Correlation
$0.4 \leq r \leq 0.69$	Moderate Correlation
$0.7 \leq r \leq 0.89$	High Correlation
$0.9 \leq r \leq 1.0$	Very High Correlation

Source: Schechter et al. (2018).

4.4.1. Pearson Correlation Analysis (r)

Table 4.8: Pearson Correlation Coefficients

		MEP	HRC	SI	PP
MEP	Pearson Correlation	1			
	Sig. (1-tailed)	000			
	N	81			
HRC	Pearson Correlation	.724**	1		
	Sig. (1-tailed)	.000	000		
	N	81	81		
SI	Pearson Correlation	.664**	.641**	1	
	Sig. (1-tailed)	.000	.000	000	
	N	81	81	81	
PP	Pearson Correlation	.779**	.573**	.595**	1
	Sig. (1-tailed)	.000	.000	.000	.000
	N	81	81	81	81

Source; SPSS output, 2024

As indicating the table above, Value of (r = .724) and (r = .779) shows a strong positive correlation between M&E Practices and Human Resource Capacity, and strong positive correlation between M&E Practices and Project Performance respectively. A value (r = .573) also indicates moderate positive correlation between human resource capacity and project performance. Additionally, a moderate positive correlation observed between stakeholders' Involvement and project performance since the value is (r = .595). Furthermore, (r = .641) indicates positive correlation between Human Resource Capacity and Stakeholder Involvement.

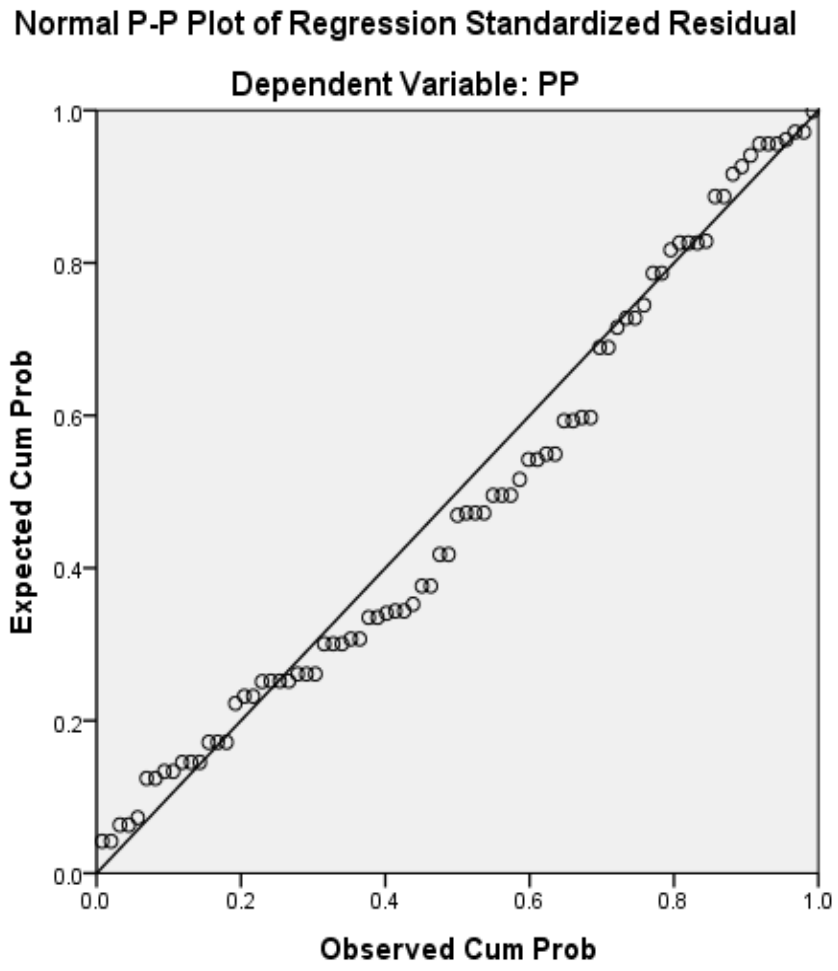
From these findings we can suggest that there is a positive correlation of M&E practices, HR capacity, and Stakeholders' Involvement with project performance. The investigation also showed interdependence among the factors. Strong M&E Practice leads to improved HR Capacity. As a result, stakeholder involvement increased. Conversely, increased stakeholders' involvements also contribute to M&E practices modification.

4.5 Test for Violation of Assumption in Regression

4.5.1 Linearity

Linearity describes the extent to which the change in the dependent variable is associated to change in the independent variables. As the Normal P-P Plot of Regression Standardized Residuals generated using SPSS software shows that project performance and the independent variables (M&E practice, HR capacity, and stakeholders' involvement) was relatively close to linear. Approximately normally distributed residuals are demonstrated in the plot. From this we can conclude that assumption of linearity is satisfied.

Figure 4.1 Linearity Plot

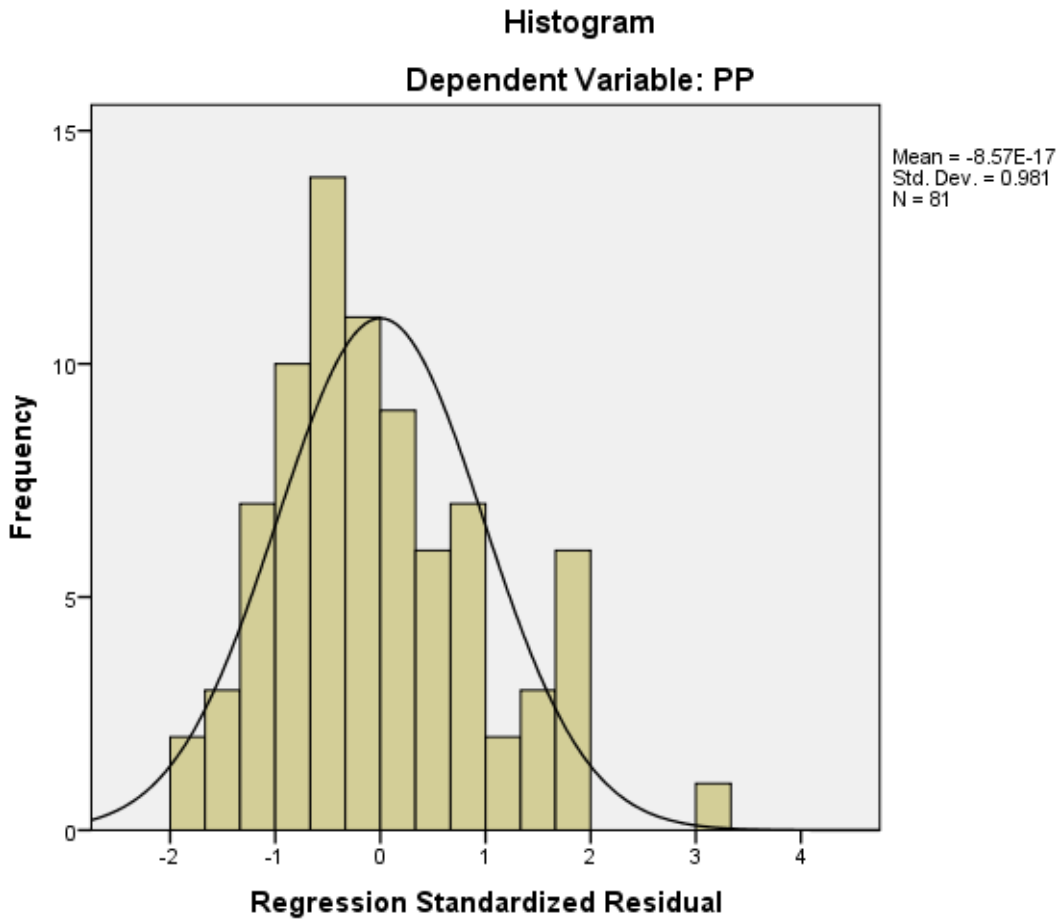


Source; SPSS output, 2024

4.5.2 Normality

A histogram of regression standardized residuals is a graphical tool. It is used to measure the normality assumption of the residuals in a regression model. It diagrammatically represents the distribution of the residuals. In this study, the histogram indicates that the residuals are approximately normally distributed. The bars are roughly proportional around the mean, and the form of the distribution appears like a bell curve and the normal curve supports the normality assumption. This implies that the model is good fit in this study.

Figure 4.2 Normality plot

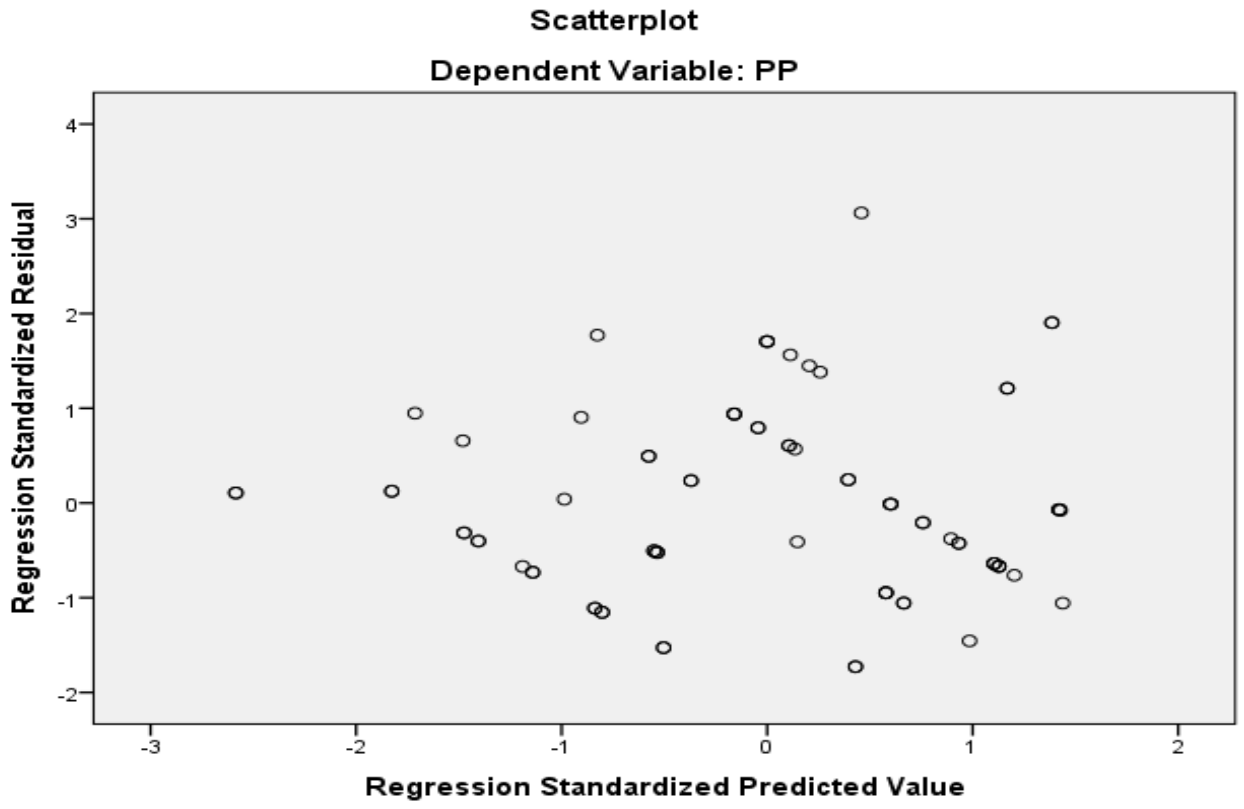


Source: SPSS Output, 2024

4.5.3. Homoscedasticity

Homoscedasticity refers determining the variance of the errors in regression model is constant across the independent variables. Essentially, the spread of data points around the regression line should be consistent. It is the simplest graphical methods to plot the difference between the observed and predicted values of the dependent variable against the predicted values of the dependent variable. This assumption is likely to be met, when the plot displays a random scatter of points around zero. Regarding this study, relatively constant spread of points observed. This indicating that the homoscedasticity assumption is likely met.

Figure 4.3 Homoscedasticity



Source: SPSS Output, 2024

4.5.4 Autocorrelation

Table 4.9 (1): Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.786[a]	.618	.603	.34533	2.133

a. Predictors: (Constant), MEP, HRC, SI

b. Dependent Variable: PP

Source; SPSS output, 2024

The Durbin-Watson statistic is used to see autocorrelation in regression analysis residuals. It is used to notice the presence of sequential correlation. According to The Durbin-Watson ranges a value of 2 means no correlation, value closer to 0 is positive correlation, and value closer to 4 means negative correlation.

The researcher makes Durbin-Watson statistic test to see if errors in this model are correlated over time. As shown in table 4.9(1) above, the value 2.133 is very close to 2 which indicate no significant autocorrelation in the regression model's residuals. This implies that there no autocorrelation and model is a good fit for the data.

4.6 Multiple Regression Analysis

In order to explore the relationship between dependent and independent variables, multiple linear regression analysis is used in this study. Hair Jr. et al. (2017) explained multiple regression analysis is a form of universal linear modeling which is appropriate in examining the dependent variable and multiple independent variables relationship. The regression analysis helps the researcher to predict project performance taking various factors (independent variables) in to consideration.

4.6.1 Model Summary

Table 4.9 (2): Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.786[a]	.618	.603	.34533	2.133

a. Predictors: (Constant), MEP, HRC, SI
b. Dependent Variable: PP

Source: SPSS Output, 2024

In this research the coefficient of determination R Square is 0.618. It indicates that approximately 61.8% of variation in project performance can be determined by the independent variables which are MEP, HRC, and SI. This implies a strong positive correlation between the independent variables and project performance.

Conversely, the remaining 38.2% of variation is unexplained. From this we can understand that there are other factors having influence over project performance of SCV which is not included in this research.

4.6.2. Summary of ANOVA Results

Table 4.10 ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	14.878	3	4.959	41.587	.000[b]
	Residual	9.182	77	.119		
	Total	24.060	80			

a. Dependent Variable: PP
b. Predictors: (Constant), MEP, HRC, SI

Source: SPSS Output, 2024

The findings of table 4.10 above show the overall model were significantly indicating that (Current M&E Practice, Human Resource Capacity and Stakeholders' Involvement) are good joint explanatory variables for project performance. (F = 41.587, p-value=0.000, at p less than 0.05

provide evidence for significance of the model. This implies that all independent variables are statically significant in explaining project performance in case of SCV.

4.6.3. Coefficients of Determination

Table, 4.11 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.739	.288		2.568	.010
	MEP	.669	.124	.705	5.393	.000
	HRC	.781	.343	.231	2.289	.018
	SI	.742	.298	.246	2.476	.012

Source: SPSS Output, 2024

The unstandardized coefficients in table above can be substituted into the study model to enable prediction of the value of project performance from the values of the multiple independent variables. The beta values that were obtained were used to explain the regression equation. The SPSS generated output as presented in table above, the regression model equation

$(Y = \beta 0 + \beta 1X1 + \beta 2X2 + \beta 3X3 + \varepsilon)$.

It becomes: $Y= 0.739 + 0.669X1 + 0.781X2 + 0.742X3$

Where: Y = project performance, X1= M&E Practice, X2 = HRC, X3= SI. The regression result in table 4.11 above indicated that taking all factors into account; Independent variables held constant at zero; project performance should be 0.739. The study findings also shown that M&E practice, human resource capacity and stakeholders' involvement have strong contribution to explain project performance at standardize beta value 0.705, 0.231 and 0.246 respectively. This implies that a one unit increase MEP is related with 0.699 unit increase in PP, a one unit increase HRC is related with 0.781 unit increases in PP, and a one unit increase SI is related with 0.742 unit increases in PP, holding other factors constant.

4.7 Testing the Hypothesis

Hypothesis testing is the method of testing whether claims or hypothesis is regarding a population is likely to be true. The goal of hypothesis testing is to determine the likelihood of a population parameter. Here there are two hypotheses: null (Ho), and alternative (H_1). The significance (sig.) value expresses a value to accept or reject the (null) hypothesis. It is also called the p-value. The p-value is the probability that the correlation is one just by chance. The general rule as disclosed by (Pallant, 2016), if the P value is less than 0.05, the null hypothesis is rejected, and if it is greater than or equal to 0.05 the null hypothesis is accepted.

Ho1: M&E Practice has no statistically significant effect on the performance of project.

According to table 4.11 above, the significant M&E Practice is 0.000 which is less than p value of 0.05. Therefore, Ho1 is rejected, and this indicated that monitoring and evaluation have statically significant effect on the project's performance. In addition, standardize beta coefficient for M&E Practice is 0.705. This demonstrates MEP has positive and significant effect on project performance.

Ho2: HR Capacity has no statistically significant effect on the success of performance projects.

Based on table 4.11 above, the significant value for HR Capacity is 0.018 which is less than the p value of 0.05. The standardize beta coefficient for HRC is 0.231. Therefore, Ho2 has rejected and the researcher concludes that HRC has positive and statically significant effect on project performance.

Ho3: SI has no statistically significant effect on the project performance.

According to table 4.11 above, the significant value for stake holder participations is 0.012 which is less than p value of 0.05. Therefore, Ho3 is rejected, and the standardize beta coefficient for SI is 0.246. These shows that SI has statically significant and positive effect on project performance.

4.8 Discussion of the Finding

In this research the coefficient of determination R Square is 0.618. It indicates that approximately 61.8% of variation in project performance can be determined by the independent variables which are MEP, HRC, and SI. This implies a strong positive correlation between the independent variables and project performance.

The research at Selam Children's Village offer what factors really matters project performance. Numerous basic relationship and consequences have revealed during analysis of MEP, HRC, and SI.

The research findings present strong link between MEP and project performance. This is supported by previous views of Phiri (2015) who studied the effect of monitoring and evaluation on project achievement for Africa Virtual University in Kenya. In his findings, he mentioned that monitoring and evaluation has a straight relative effect on project performance.

HR capacity, with capable and knowledgeable staff, is essential for project performance. Positive correlation reported between HRC and PP. This research findings also alien with Tilahun (2013) pointed, the experience and expertise of staffs make difference over project performance. Additionally, Mugambi and Kanda (2018) studied factors of M&E to analyzed government community projects. They found capacity building is necessary because M&E can only be done effectively by trained personnel.

The research finding positive correlation between Stakeholders' Involvement and Project Performance also supported by the findings of Nyandika and Ngugi (2018), who highlighted the significance of stakeholder participation in project performance. They identified that stakeholder participation through various forums had a positive relationship to project performance.

CHAPTER FIVE

SUMMARY OF MAJOR FINDINGS, CONCLUSION AND RECOMMENDATION

5.1. Summary of Major findings

- M&E practice play a great role in organizational project performance.
- M&E team of SCV can demonstrate efficiency and reliability in their work habit.
- M&E process of SCV identify gaps and take corrective action early.
- While the organization has good foundation in all aspects of M&E, there should be room for improvement
- Staffs are with necessary experience, knowledge and skills of M&E in SCV.
- SCV is committed in giving training and developing staff capacity.
- Stakeholders highly engaged in all aspects of M&E Practice in SCV.
- Dependent variable can be explained by independent variables (MEP, HRC, and SI).
- Strong significant correlation exists between variables.

5.2. CONCLUSION

The study investigates the effect of monitoring and evaluation (M&E) practices, human resource capacity (HRC), and stakeholder involvement on project performance of Selam Children's Village. Strong correlations between effective M&E and positive project outcomes, together with the significant contributions of HRC and stakeholder engagement to improved performance are observed in its findings.

The study concludes that monitoring and evaluation practice has positive and significant effect on project performance. Within Selam Children's Village, M&E is important for project performance. Successful M&E practices have strong correlation with on time and within budget project completion, and quality project deliverables. This indicates that M&E is an integral part of effective project management of the organization.

The researcher concludes that human resource capacity has positive and significant effect on project performance. Selam Children's Village emphasize on M&E capacity building within its workforce. Staffs establish high levels of M&E knowledge and skills, benefiting from on-going training and the

integration of M&E into daily work processes. The capacity of human resource meaningfully contributes to project performance improvement.

The researcher also concludes that stakeholders' involvement has positive and significant effect on project performance. Stakeholders play an important role in project performance of Selam Children's Village. They actively participate in M&E decision-making, recognize its value, and contribute to the design and implementation of M&E activities. This cooperative approach creates project ownership and leads to project performance improvement.

5.3. Recommendations

Grounded on the findings of this research, the following recommendations are suggested.

- Strengthen M&E frameworks.
- Continuously amend M&E frameworks in line with the organization's strategic plan and project objectives.
- Provide on-going HR training to enhance and update their proficiency in specific M&E tools and techniques.
- Encourage staff to share their M&E expertise through internal knowledge-sharing sessions or peer-to-peer learning opportunities.
- Foster inclusive stakeholder participation.
- Encourage a culture of using M&E data for decision-making

Selam Children's Village can improve its M&E practices, and project performance by applying these recommendations.

5.4. Contribution of the Study

This research contributes to existing knowledge in various important ways. Firstly, it offers empirical evidence supporting the positive impact of well-defined M&E frameworks, capable M&E team, and active stakeholder involvement on project performance within the context of Selam Children's Village.

Secondly, the results provide valuable practical direction for the organization to enhance its M&E practices. M&E frameworks ensure reliable and complete data collection and utilization. increasing

staff ability in M&E tools and techniques through capacity-building. Keep stakeholder involvement in the M&E process and ensure continuous use of M&E results for project performance.

Thirdly, it gives empirical support for the interconnectedness of M&E practices, human resource capacity, and stakeholder involvement to improve project performance.

5.5. Suggestions for Further Research

The three independent variables (MEP, HRC, and SI) that were studied in this research significantly influence project performance, explain 61.8% of the variation in project performance. The remaining 38.2% of the variation is unsolved. It shows that there are other factors, not include in this research, which may have impact on project performance. Therefore, further research should be conducted to investigate the other factors (38.2%).

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APPENDIX

INTRODUCTORY LETTER

Dear Respondents,

The researcher is a graduate student of MA in Project Management, at St. Mary's University. The requirement of the program is to come up with research related to the field of study. The aim of this questionnaire is to study the assessment of monitoring and evaluation on performance of Selam Children's Village Projects. This questionnaire is required to be filled out with exact relevant facts as much as possible. All data included in this questionnaire will be used purely for academic purposes and confidentiality is strictly emphasized while conducting the study. Your response, in this regard, is highly valuable and contributory to the outcome of the research.

General Instructions

- ✓ You are not required to write your name
- ✓ This questionnaire is to be filled out by Selam Children's Village members
- ✓ All questions should be answered by placing a tick (□) mark within the box provided
- ✓ Don't skip any questions. All inputs are equally important

Scale the extent of your agreement for the raised questions as follows:

SD - (Strongly Disagree) = 1, D - (Disagree) = 2,

N - (Neutral) = 3, A - (Agree) = 4, SA- (Strongly Agree) = 5.

Thank you in advance

Requested by: - Kidist Getachew

PART ONE: Demographic Information:

Please mark (√) as appropriate:

1. Gender of Respondent

Female [ ] Male [ ]

2. Age of Respondent

Less than 30 years [ ] 31 to 40 years [ ]

41 o 50 years [ ] above 51 years [ ]

2. Current Educational Level

High School [ ] Others [ ]

Diploma [ ] Undergraduate [ ]

Postgraduate [ ] PhD [ ]

4. How long have you been working with the organization?

0-5 years [ ] 6-10 years [ ]

11-15years [ ] above 16 years [ ]

5. Designation

Directors [ ]

Managers [ ]

Project Monitoring and Evaluation Officer [ ] Associate Officers [ ]

Project Coordinators [ ] Administrative staff [ ]

Officers [ ]

PART TWO: Questionnaire

1. Monitoring and Evaluation Practices in Improving Project Performance.

No	STATEMENTS	Scale				
		1	2	3	4	5
1	During the project planning, an adequate frame work or standard were developed for M&E activities					
2	Monitoring and evaluation can bring better performance of the entire project at your organization.					
3	You are satisfied with the performances of the M&E team in terms of their work ethics, dedication, and ability to meet deadlines.					
4	During M&E stage, your organization found missed parts and activities of the project.					
5	Your organization put clear statements of measurable objectives for the project and its components.					
6	Selam Children's Village used inputs, process, outputs, and impact for M & E process.					

2. The Capacity of Human Resource to Improve Project Performance

No	STATEMENTS	1	2	3	4	5
1	Staff feels confident in their understanding of M&E concepts, principles, and practices					
2	You are proficient in using M&E tools and techniques.					
3	Your organization provides sufficient training to equip staff with the necessary M&E skills and knowledge					
4	M&E is integrated into the daily work processes of your team					
5	Sufficient support and resources are allocated to carry out M&E activities					
6	M&E activities have a positive impact on project performance					

3. Stakeholder Involvement and Project Performance

No	STATEMENTS	1	2	3	4	5
1	The organization considers stakeholder input in M&E decision-making processes.					
2	Stakeholders recognize that M&E activities have contributed to improvements in project implementation and outcomes.					
3	Stakeholder involved in the project beneficiary, staff, donors and community in the design and implementation of the M&E in a project					
4	Stakeholders advocate changes to the project depending on project M&E recommendations					
5	Stakeholders can fund continuation of the project based on the information provided by project monitoring and evaluation.					
6	Stake holders participate in project planning, monitoring and evaluation.					

4. Project Performance Efficiency and Effectiveness

NO	STATEMENTS	1	2	3	4	5
1	M&E practice of the organization contribute to timely project completion.					
2	M&E practice of the organization contribute to project completion within the allocated budget.					
3	M&E practice of the organization contributes to quality project deliverables					