

**MONITORING AND EVALUATION PRACTICES AND THE PERFORMANCE OF
COMMUNITY LEARNING RESOURCE CENTRES (CLRC) IN KENYA.
A CASE OF NAIROBI COUNTY.**

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DECLARATION AND APPROVAL

Declaration by the student

This research project is my original work and has never been presented for any academic award in any institution.

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Approval

This research project is being submitted for examination with our approval as University supervisors

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28/4/2025

.....

DEDICATION

I surrender my work to Veronica Wavinya, daughter Abigael, sons Jonathan and Victor, sisters, brothers, and in loving memory of my late mother Marcella.



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ABSTRACT

The main aim of this study was to investigate the relationship between Monitoring and Evaluation (M&E) practices and the performance of Community Learning Resource Centers (CLRCs) in Kenya, focusing on Nairobi County. Specific objectives included examining the influence of M&E planning, capacity building, data management, and stakeholder engagement on CLRC performance. The study was guided by Program Theory, Results-Based Theory, Theory of Change, and Stakeholder Theory. A mixed-methods approach was adopted, combining qualitative and quantitative designs. Data were collected from four CLRC projects with a population of 150, using stratified random and purposive sampling to select 109 respondents, including 1 County Administrator (CACEO), 3 instructors, and 20 learners. Questionnaires and interviews were employed, with data analyzed through SPSS and thematic analysis. Findings revealed that M&E practices significantly enhance project planning and performance. Data management ($B3 = 0.353$) had the strongest positive impact, followed by capacity building ($B2 = 0.144$), stakeholder engagement ($B4 = 0.191$), and M&E planning ($B1 = 0.131$). Results emphasized the critical role of stakeholder involvement in identifying needs, mobilizing resources, and tracking progress. The study concludes that a well-planned, clearly articulated M&E process strengthens project success. It recommends regular M&E training and capacity-building programs for CLRC staff to enhance effective planning, implementation, and evaluation.



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LIST OF ABBREVIATIONS AND ACRONYMS

APPEAL	-	Asian-Pacific Program of Education for All
CACEO	-	County Administrator
CDF	-	Constituency Development Fund.
CLRC	-	Community Learning Resource Center
DACE	-	Department of Adult and Continuing Education.
ICT	-	Information and Communication Technology
IFAEP	-	Integrated Functional Adult Education Program
KENHA	-	Kenya National Highways Authority
LGM	-	Local Government Management
LLL	-	Lifelong Learning
MDGs	-	Millennium Development Goals
M&E	-	Monitoring and Evaluation.
MIS	-	Management Information System.
MTDLs	-	Master Trainers Development and Learning
NACOSTI	-	National Commission for Science, Technology and Innovation
NFE	-	Non-Formal Education.
NGOs	-	Non-Governmental Organizations
OECD	-	Organisation for Economic Co-operation and Development.
RBM	-	Results-Based Management.
RCMAR	-	Resource Center for Minority Aging Research
SA	-	Situational Analysis
SPSS	-	Statistical Package for Social Sciences
UN	-	United Nations.
UNESCO	-	United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter provides a comprehensive overview of the study, including the background, problem statement, study objectives, and research questions. It also outlines the justification for the study, its scope, limitations, underlying assumptions, and definitions of key terms used throughout the research process.

1.1 Background to the Study

Learning Resource Centres (LRCs) have been defined in various ways depending on context. According to UNESCO, local education institutions are part of the formal education system conducted in rural or urban areas, managed by the community, and intended to provide accessible learning opportunities aimed at improving people's living standards (Elfert, 2017). These centres serve as community-based facilities equipped with specialists and diverse information resources that support inclusive education. They provide referrals, information, and educational resources to assist individuals and families in accessing opportunities for development. The core functions of Community Learning Resource Centres (CLRCs) include education, training, library and information services, and community development. Chen (2019) defines a CLRC as a community-managed institution established to expand access to education, particularly for adults, thereby enabling their contribution to community development. The Belem Framework for Action outlines how lifelong learning should be embraced by all 144 member states (Diaz, 2023), with literacy as a foundational element for mutual understanding and the implementation of the 2030 Agenda for Sustainable Development, especially Sustainable Development Goal 4 (SDG4) (Shi, 2018). Through CLRCs, many countries have

developed age-specific educational programs to enhance citizens' quality of life. For instance, in China, lifelong learning is considered a fundamental right, and national development policies prioritize gender equality and the reduction of female illiteracy, particularly in the Asia-Pacific region (Govinda, 2017). Lifelong learning, as reinforced in the Education 2030 vision signed in Incheon in May 2015, emphasizes flexible learning pathways that extend beyond formal education to include non-formal, informal, and indigenous learning systems that are accessible and relevant to diverse learners (Benavot & Naidoo, 2018). To achieve these goals, many nations have adopted the CLRC approach to empower local communities. These centres serve as effective mechanisms for fostering community development, building resilient enterprises, and enriching education for sustainable development. They also promote stronger partnerships that support non-formal and informal learning, enhancing the local implementation of Education for Sustainable Development (ESD). In Japan, CLRCs are referred to as *Kominkan*, which were developed as a strategic response to literacy challenges and limited resources by mobilizing local expertise and resources (Elfert, 2017). In essence, CLRCs provide community members with a second chance to participate in lifelong learning and actively contribute to sustainable and inclusive development has found to be effective. (Matus, 2020) launched to accelerate literacy effort, recognizing the importance of community participation as key area for action, together with policy program modality, capacity building, and research and monitoring and evaluation (Behera, 2023). The Japan society for the study of Kominkan has been organizing in the last few years specific sessions either on the CLRCs. There is a strong network of researchers on Adult Education on East Asia Tokyo which publishes research journals and publication and organize symposium in different places in Japan.

The idea of systematizing learning centers discussed as part of UNESCO'S resource development initiative in NFE under the Asian-Pacific program that launched in 1987. Accordingly, APPEAL developed, in collaboration with NFE experts in Japan, a series of

trainings and materials for continuing education personnel in early to mid-1990s, covering six program areas including equivalency, individual interest promotion, and future oriented program.

In Zambia, the CLRCs were established to help the poor members of the community in their rural areas to improve on life skills empowerment in order to be able to sustain their lives. They are established to give high hope for improving education for students in poor and rural communities across the country. The Government of Zambia uses community school teachers to manage the centers. For the past 25 years, Zambian government has educated most of the vulnerable and most marginalized students in the country through CLRCs. These centers are also called: knowledge resource centers. They built alongside with fellowship and worship centers in Zambia. Lusaka Youth Resource Center are responsible for on-going teacher training and cultivating a culture. It helps health workers understand their responsibilities and new approaches to improve their practices. They also improve access to information by the community. The CLRCs also creates favorable environment, provide range of information services and encourage community to use information services and help users to access to information from others.

White paper of post-schooling Education and Training in South Africa brought new approaches by making adult learning establishments as community colleges. This change is incorporated to enable youth and adults to access formal education within their local communities. However, they are also envisioning centers adult basic education and training programs (Padros, 2019). The potential of CLRCs in S.A is being recognized in various circles. Accordingly, in S.A considered making larger county for to centers programs. It is also proposed centers programs for adults.

In S.A, the primary objective for the CLRCs is to educate, train and mentor scientists in theory-based approaches to engaging older African Americans in health- related research. The other

aim of CLRCs in S. A is to broaden capacity of community-academic partnership support and disseminate research findings to scientific community. South Africa government has a Resource Center for Minority Aging Research (RCMAR). There is another CLRC called Community Liaison and Recruitment.

(Awgichew & Seyoum, 2017) government of Ethiopia has organized resources and developed networking to sustain adult education programs. The country established the Community Training Centers that are managed by the community to address the learning requirement to the local people of all ages, gender and both literate and illiterate. communities through CLRCs and best practice that can be carefully adapted not only to Tigray but also to other regions of Ethiopia, illiteracy level of adult population still remain major challenge to achieve development goals by 2025 (Negassa, 2019).

Ugandan government has also shown the importance of adult education by enshrining it in its constitution. Through its approach to the functional adult literacy method, it has realized success in Lango, to enable them take part in income-generating activities. The main objective of offering adult education through the CLRCs is because there is a connection between adult education and National Development. Contributes to economic growth leading to increase knowledge indicator in measuring of human development index to gauge country's average achievement (Weldemichael, 2018). Also human poverty index that captures poverty beyond income and expenditure and takes into account country's adult literacy that offered at the CLRCs (Ndewa, 2016). CLRCs have been the only avenue for community development, but many after obtaining their desired needs, will opt-out to work outside their communities and in some instances never returns (Onchari, 2016)

Kenya government has shown commitment towards education promotion to all citizens across by participating in signing global education policy framework (McKay, 2015). Mandate lifelong entrusted to as outlined in Constitution of Kenya and established through an Act of Parliament.

DACE carries out its operations through following programs: Basic Literacy Programs, Continuing Education Programs, Community Education Programs, and Skill Training Programs.. This led introduction Community Learning Resource centers across country for community to benefit.

There are 197 CLRCs and 5 Multipurpose Development Training Institutes (MTDIs) spread across the country. They have libraries which provide resources such as indigenous language materials, books, newspapers, newsletters, brochures and journals. They also serve as information and communication centers as they provide news through Radio, T.V, Video, posters, daily newspapers, internet among others. The CLRCs also serve as recreational centers for reading, games, radio, T. V, Video, internet among others. Other CLRCs serve as exhibition centers for local medicine, traditional foods, cultural artifacts like farm tools, clothing, cookery, among others. Such artifacts contribute to preservation of our cultural heritage. In some areas they serve as social centers by providing venues for meetings, weddings, and workshops, among others. Other places they serve as economic empowerment centers by providing venues for income generating projects, village saving and loaning (table banking and merry-go-round), demonstration centers on good agricultural practices, introduction of new crop varieties, among others. The CLRCs also serve as production centers for documentation of Indigenous Knowledge and Learner Generated Materials

(LGM)-The concept of “Talking a book’. There are some which serve as a provision center of Basic Literacy, Continuing Education and Early childhood Education.

Nairobi County has 4 CLRCs spread across the County (Nairobi County, 2024). Education community programs in the CLRCs in Nairobi County are of wide range and provided through various channels. it is because of this need of offering the community with one-stop-shop facility where they can learn all the skills, they need less than one roof at their convenient time and place. Then they are encouraged to apply the knowledge and skills acquired by replacing the

same in their homes as income-generating activities.

According to Statistics, K. N. B. O. (2019) adult literacy level in Nairobi County was at 37.6%. Even if though literacy levels shown adult education participation nationally stands at 19.9% and 15% for males and female respectively, Nairobi County was at 9.3% for males and 10.7% for females respectively. The CLRCs are funded by the Government, Non-Governmental Organizations across the country and even internationally.

Such projects get some level of success due to involvement of various stakeholders Planning, Management of data, and Capacity Building. It important understands aspect of monitoring and evaluation practices and performance of CLRCs in Nairobi County.

For a project to be effective, it must be met within given constraints of budget, resources, and time (Panchal, 2024). For the performance of a project to be considered successful, it has to be met within the timeline, quality objectives, and cost set and satisfy the project beneficiaries' requirements (Albert, 2017). (Turner, 2018) also noted that project performance must meet the project beneficiaries, specifications and functionalities.

According to (Phiri, 2016), project success at any time depended upon the efficient and effective applications or executions of the project monitoring and evaluation systems aimed at achieving certain objectives and outcomes and having a certain impact as an end result. The study findings therefore perceived and concluded that effective monitoring and evaluation practices help in pursuing project successes and delivery. (Murorunkwere & Munene, 2022) concluded that project performance mainly depends on monitoring and evaluation practices. Findings from this study will give summary of capacity building determined, to a greater extent, better and more successful performance for any project undertaking.

According to (Chen, 2023) findings, many projects or undertakings were completed on schedule in terms of the allocated time and budget but failed to produce the desired results, which prevented them from being as successful as anticipated. According to the findings, the following

factors contributed to the planned requirements not being met. First, because the project outputs were not delivered in accordance with plan, the required results were not achieved. Second, the feasibility study that was conducted for the project was not realistic or, to not done in a practical manner. Third, regular costs (also known as operating costs or expenses) incurred for maintaining the project were not anticipated. Fourth, the quality of the output was subpar. In order to achieve anticipated and planned goals, it recommended in the study's conclusions that M & E plan implemented, focusing on outcomes that might be accomplished through task descriptions and transparent, effective public governance.

1.1.1 Monitoring & Evaluation

Process ensure that baseline planned objectives are achieved in the actual outputs to contribute to the intended outcome and expected impact (Magezi, 2021). (Ott-Holland, 2019). Monitoring is methodical data collection from ascertain degree to which project objectives are met through effective and efficient use of allocated funds in order to enable key stakeholders of management in making decisions on the current project status.

The (Schwitter, 2022). Framework for evaluation governs the significance of project goals, the project usefulness strategy and implementation, the productivity of supply utilization, and the project's outputs and sustainability. (Jeil, 2020) claims that assessment or monitoring maintains records, monitors development, and determines the extent on which the project's outcomes have been achieved in short term and long term. Therefore, M & E system is a framework that monitors the progress of CLRCs in Nairobi County to achieve better outcomes and impacts, enhancing performance and accountability.

(Stanitsas, 2021) claim that monitoring and evaluation is a control feedback mechanism used to improve on the effectiveness of internal drivers. It further asserted that the monitoring procedure used alone and continuously to ensure project carried out as initially plan. If not, plan revised to keep the phenomenon going in a better way. The evaluation process is a systematic framework

geared towards comparing the project objectives with the outputs of the projects to determine the outcomes of projects (short- term effects) as well as project impacts to determine their long-term effects (Stanitsas, 2021). Therefore M & E should be definite and systematic to provide correct and compressible data in decision-making and control purposes (Krauklis, 2021).

1.2 Statement of the Problem

The establishment of Community Learning Resource Centres (CLRCs) in Nairobi County supported by partnerships with Non-Governmental Organizations (NGOs) and other stakeholders aims to equip learners with essential skills and knowledge for active participation in community development. However, the effectiveness of these centres remains unclear, particularly in relation to monitoring and evaluation (M&E) practices and their impact on CLRC performance.

Despite the significant goals of CLRCs, there is a knowledge gap regarding the current M&E practices, including planning, capacity building, data management, and stakeholder engagement. This gap limits the ability of CLRCs to optimize their project outcomes and achieve the desired community development results (Phiri, 2016; Murorunkwere & Munene, 2022).

The performance of these centres is further hindered by challenges such as limited resources, ineffective M&E practices, and poor stakeholder engagement (Huang, 2024). Additionally, the contextual challenges specific to Nairobi County, including urban-rural disparities and local governance issues, further complicate the management and success of these centres.

Therefore, it is necessary to investigate how monitoring and evaluation practices including activity planning, capacity building, data management, and stakeholder involvement influence the performance of CLRCs in Nairobi County. Addressing these challenges is critical to improving the effectiveness of CLRCs and contributing to the sustainable development goals in the region (Shihako, 2020).

1.3 Purpose of the Study

To assess relationship between Monitoring, Evaluation and Performance practice of Community

Learning Resource Centers in Nairobi County.

1.4 Objectives of the Study

The research study intends to achieve the specific objectives below:

- i. To establish relationship between Monitoring and Evaluation Planning and Performance of Community Learning Resource Centers in Nairobi County, Kenya.
- ii. To establish relationship between Monitoring and Evaluation Data Management and Performance of Community Learning Resource Centers in Nairobi County, Kenya.
- iii. To assess relationship between capacity building and Performance of Community Learning Resource Centers in Nairobi County, Kenya.
- iv. To examine relationship between Stakeholders' engagement and Performance of Community Learning Resource Centers in Nairobi County, Kenya.

1.5 Research Questions

- i. What is relationship between Monitoring and Evaluation planning and performance of Community Learning Resource Centers in Nairobi County, Kenya?
- ii. What is relationship between Monitoring and Evaluation Data Management and performance of Community Learning Resource Centers in Nairobi County, Kenya?
- iii. What is relationship between capacity building and the Performance of Community Learning Resource Centers in Nairobi County, Kenya?
- iv. What is relationship between Monitoring and Evaluation between Stakeholders' engagement and Performance of Community Learning Resource Centers in Nairobi County, Kenya?

1.6 Justification of the Study

Research is suitable for different parties as follows:

To assist Nairobi County Adult and Continuing Education Department in implementing proper Monitoring and Evaluation practices to achieve intended objectives in their CLRCs projects.

To improve the live hoods of Nairobi citizens as a result of acquired skills, knowledge and empowerment. The study will fill a significant gap in the academic literature by providing empirical evidence on the M&E practices that affect the success of CLRCs in Nairobi County. This research will add to the body of knowledge on non-formal education and community-based learning and may serve as a model for future studies in other regions or countries. The long-term impact will be achieved thus better living standards.

It will serve as a benchmark for further Nairobi County sectors and also to other counties.

It will be of value to those doing similar research in future.

1.7 Scope of the Study

Research will be in Nairobi County and not any other area. The CLRCs that have been in operation for the last five years will be of consideration for this study (2019-2024) The CLRCs will serve as the unit of analysis, while the Center managers, Instructors, Stakeholders and the community learners served as unit of observation.

1.8 Limitations of the Study

Research will target and private CLRCs in Nairobi County. The study questions will be for the purpose of academic only and the study will be limited to financial budget set.

1.9 Assumptions of the Study

Nairobi County has quality Assurance and Standards section that supervises the Community Learning Resource Centers. Nairobi County's target population will be reachable and will give correct responses to the questions without bias. Nairobi County has a well-maintained database for all the CLRCs for the last five years.

1.10 Operational Definition of Key Terms

Project: an endeavor made up of several resources that managed and organized in order to accomplish a specific deliverable, aim, or goal. Projects have timelines (properties with a beginning and finish time) in order to accomplish their goals.

Monitoring and Evaluation: a framework created to monitor the development of community learning resource centers in Nairobi County in order to improve performance,

Accountability and produce better results and inputs. Monitoring are procedures used to enable the project implementation proceeds as planned and to determine if the project's input go with what was anticipated.

Project Performance: For a project to be considered successful, it has to meet the timeline, quality objectives, and cost set and also satisfy the project beneficiaries' requirements.

Project Management Practices: Planning, capacity building, data management, and stakeholder involvement in all project areas to complete the project's objectives in the anticipated time frame.

Planning: A stage of the project management process where the necessary documentation is produced to guarantee a successful project.

Stakeholder Involvement: Dynamic involvement of community local project beneficiaries in management of projects.

Stakeholders: Individuals with a distinct and specific interest in the project's rocedures and results.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

chapter will examine empirical investigations on Monitoring and Evaluation performance practices of CLRCs in Nairobi County, on which this project is anchored, including relevant Theoretical literature review, Conceptual framework, Empirical literature review, Recap of reviewed literature, Conceptual Framework will be shown.

2.1 Empirical Literature Review

These will unveil what has been done before by other scholars in conjunction with M & E and performance practices of CLRCs Nairobi County as follows:

2.1.1 Monitoring and Evaluation Planning and Project Performance

Monitoring and Evaluation (M&E) Planning is essential to ensuring the success of any project, as it provides the framework within which project performance can be assessed. Effective M&E planning is crucial for understanding a project's progression and for making adjustments as necessary to achieve the desired outcomes. Several studies have explored various aspects of M&E planning and its impact on project performance, especially in the context of community-based initiatives.

Bella (2020) Influence of Community Learning Resource Centres on Community Development Programs: Bella (2020) examined the role of Community Learning Resource Centres (CLRCs) in enhancing community development programs. The study highlighted several factors that affect M&E planning, such as resource mobilization, budgeting, and the establishment of working plans and policies. However, the focus of this study was on the community development impact, which may differ from the current study, as the present research focuses on the monitoring and evaluation practices, activities, and the long-term impacts of CLRCs. The

current study will delve deeper into how monitoring and evaluation practices shape the performance of CLRCs and their capacity to achieve anticipated results.

Suhaimi (2020). - Assessment of Kitui East Sub-County Market Shelter Building: Suhaimi, (2020). explored the effectiveness of monitoring and evaluation in the construction of market shelters in Kitui East Sub-County. The study emphasized the importance of setting clear monitoring and assessment goals during the planning phase, which was identified as a critical factor in ensuring the success of the project. The research specifically targeted top administrators and local business families, employing a census sample method. This study focused on the building sector and highlighted the importance of M&E in construction projects. The current study, in contrast, will concentrate on educational and community development initiatives within CLRCs, exploring the broader impacts of M&E practices beyond physical infrastructure.

Wambua and James (2018) Effectiveness of Educational Initiatives Supported by Makueni County Government: Wambua and James (2018) investigated the effectiveness of educational initiatives supported by the Makueni County Government, with a focus on financial aspects of the projects as part of the M&E planning process. The study examined how financial resources are managed and assessed during the M&E process to ensure the success of educational initiatives. This study provides valuable insights into the financial management aspect of M&E in education, but the current research aims to expand beyond financial assessments to include broader M&E practices, such as stakeholder involvement, capacity building, and long-term impact assessment in the context of CLRCs.

Other Studies on M&E in Community-Based Projects: A number of studies have assessed the impact of M&E planning in community-based projects, emphasizing the importance of aligning M&E systems with project goals to measure progress and ensure effective outcomes. For example, M&E planning has been shown to improve project sustainability by enabling ongoing

assessment and timely adjustments. The literature suggests that M&E planning enhances project performance by allowing project managers to monitor progress, address emerging challenges, and engage stakeholders effectively.

In a study on rural development projects, Chirwa (2019) found that well-structured M&E systems significantly improved project performance by providing the necessary data for decision-making. Chirwa emphasized that M&E should be integrated into the planning phase of projects, as it helps to identify key performance indicators (KPIs) and establish a baseline for future comparisons.

Similarly, Otieno et al. (2021) found that M&E systems in education projects contributed to better project outcomes by ensuring that the activities undertaken aligned with the project's objectives. The study underscored the importance of setting clear and measurable objectives during the planning phase to ensure that M&E data could be used effectively to track progress.

Gaps in the Literature: While the above studies contribute to our understanding of M&E planning and its relationship with project performance, most of the existing literature focuses on financial management, infrastructure projects, or specific sectors such as education or rural development. This current study aims to fill a gap by specifically examining the role of monitoring and evaluation practices in the performance of Community Learning Resource Centres (CLRCs) in Nairobi County, Kenya. The research will focus on factors such as: The effectiveness of monitoring and evaluation systems in enhancing project outcomes, Stakeholder involvement in the M&E process, The relationship between M&E practices and the long-term impacts of CLRC activities on community development and education.

The study will also consider contextual factors specific to Nairobi County, such as resource limitations, governance structures, and community involvement, which may influence the effectiveness of M&E practices in this particular setting.

2.1.2 Monitoring and Evaluation Capacity Building and Project Performance

Capacity building is an essential component in enhancing the effectiveness of monitoring and evaluation (M&E) systems, particularly in community-based projects. The relationship between capacity building and the success of M&E practices has been studied across various sectors, including infrastructure development, education, and health. Below, we discuss several studies that explore the role of capacity building in improving M&E practices and their impact on project performance, particularly in Kenya.

Mbugua (2019) investigated the role of capacity building in the development of infrastructure projects in Marsabit, Kenya. The study focused on the relationship between technical expertise, training needs assessments, and level of education as key factors influencing the effectiveness of monitoring and evaluation. The findings indicated that the lack of technical know-how and inadequate monitoring and evaluation experience among county personnel hindered the successful implementation of infrastructure projects. Based on this, the study recommended that counties hire professionals with the necessary technical expertise and monitoring and evaluation experience. While the focus of Mbugua's study was on infrastructure development, the findings have important implications for community development projects such as Community Learning Resource Centres (CLRCs), where similar technical expertise and M&E capacity are required. The current study will build on these findings by considering the technologies and tools required for implementing M&E practices effectively in CLRCs, an area not directly addressed by Mbugua's research.

Ngigi (2020) explored monitoring and evaluation procedures in Kenyan organizations, with a specific focus on capacity building elements such as kick-off gatherings, staff seminars, and stakeholder briefings. The study examined how these capacity-building activities helped improve the effectiveness of M&E systems in organizations with accreditation. Ngigi's findings suggested that staff training and stakeholder engagement were critical to improving M&E processes, as they fostered a better understanding of the project's goals and performance measures. While Ngigi's study emphasized training and engagement within accredited organizations, the current study will extend these findings by focusing on Community Learning Resource Centres (CLRCs) in Nairobi County, investigating how capacity building and stakeholder involvement influence the performance of these community development projects. The study will also address the specific challenges of building capacity within local government-supported initiatives in Nairobi.

Githinji (2019) evaluated the effects of monitoring and evaluation practices and capacity building on NGOs in the East and Central regions of Kenya. The study highlighted how capacity-building efforts, such as workshops and training seminars, helped strengthen M&E practices within NGOs. Githinji found that organizations that invested in capacity building saw improved M&E performance, with better tracking of project outcomes and impacts. This study, which focused on NGOs, has several similarities to the current study, particularly in the context of community-based projects. However, unlike Githinji's focus on NGOs, the current study will focus specifically on Community Learning Resource Centres (CLRCs), which are often government-supported initiatives aimed at fostering community development and education. The current study will explore how capacity-building practices can enhance the M&E systems of CLRCs, with particular attention to the unique challenges faced by such institutions in Nairobi County.

A recent study on capacity building in the health sector contrasts with the studies mentioned above. This research focused on the healthcare system's ability to manage M&E activities, particularly in terms of training healthcare staff, establishing M&E protocols, and utilizing technology. The study concluded that inadequate training and the lack of specialized M&E staff were significant barriers to effective M&E in the health sector. While the focus of this study was on healthcare, its findings are relevant to the current research as they emphasize the importance of staff capacity and training in improving the effectiveness of M&E systems a key issue for the Community Learning Resource Centres (CLRCs) in Nairobi County.

Several studies emphasize the critical role that capacity building plays in improving the performance of community-based projects, particularly in relation to monitoring and evaluation practices. Capacity-building activities, such as skills training, workshops, and community engagement, have been shown to enhance the effectiveness of M&E systems by equipping project staff and stakeholders with the necessary tools and knowledge to monitor project activities and assess outcomes effectively. According to Orodho (2020), the success of community development projects is strongly linked to the ability of project staff to analyze performance data, engage with stakeholders, and adjust strategies based on real-time feedback from the M&E system.

While existing studies provide valuable insights into the role of capacity building in M&E systems, most of the research has focused on specific sectors such as infrastructure development, healthcare, and NGOs. The current study aims to address this gap by focusing specifically on Community Learning Resource Centres (CLRCs) in Nairobi County. This research will explore how capacity-building practices including staff training, technology adoption, and stakeholder engagement influence the performance of CLRCs and enhance their M&E systems. The study will also investigate the challenges specific to Nairobi County, such as resource constraints,

governance structures, and community involvement, which may affect the effectiveness of M&E practices in CLRCs.

The studies reviewed highlight the importance of capacity building in strengthening monitoring and evaluation practices, particularly in community-based projects. This research builds on existing literature by exploring how capacity-building efforts can enhance the M&E systems of Community Learning Resource Centres (CLRCs) in Nairobi County, with the goal of improving project outcomes and community development impacts.

2.1.3 Monitoring and Evaluation Data Management & Project Performance

Monitoring and evaluation (M&E) play a crucial role in project management by tracking progress, determining outcomes, and making decisions based on data. Effective data management in M&E systems is key to ensuring that project goals are met and that necessary adjustments are made for future improvements. Several studies have explored the relationship between M&E practices, data management, and project performance. Below are key studies that highlight the role of M&E data management in improving project outcomes.

Adanusa, (2021). investigated the difficulties and advantages of M&E data management, focusing on how data is gathered, analyzed, and reported to guide decisions in post-monitoring and evaluation stages. The study highlighted the challenges in managing M&E data, including issues related to data accuracy, timeliness, and coordination among stakeholders. One of the key findings was that data management practices directly influence the efficiency of decision-making and project success, as proper data management helps identify project delays and breakdowns proactively. This study emphasizes the importance of effective data collection and analysis for guiding decisions during the M&E process. The current study will build on these findings by focusing on specific data management factors such as frequency of reporting, data

elements, and feedback mechanisms needed for continuous project improvement. This is an area that Tengan and Aigbayboa's study did not specifically address.

Okello (2021) conducted a study on data management in infrastructural performance projects, focusing on baseline data, impact assessments, and compliance in M&E practices. The study found that proper data management at the baseline, during the project, and post-project phases is essential for assessing project performance and ensuring compliance with regulations. Okello emphasized the need for regular monitoring and evaluation of outcomes to track long-term project success and make informed decisions. The current study, while examining similar M&E practices, takes a different approach by focusing on frequency of reporting, information elements, and feedback mechanisms within a single project context—Community Learning Resource Centres (CLRCs) in Nairobi County. The incorporation of feedback loops to adjust strategies in real-time is a unique aspect of the current research.

Okuta (2019) examined M&E practices across all 47 counties in Kenya, focusing on how policy, funding, and process affect county development. The study highlighted the importance of a policy framework and suggested the adoption of an ICT framework to support M&E practices, as traditional methods of data management were found to be inefficient and outdated. Okuta's study revealed that counties need to upgrade their M&E systems by incorporating technology to streamline data collection, analysis, and reporting. The current study, however, focuses on M&E practices in a single county (Nairobi), with a specific focus on feedback mechanisms, data characteristics, and reporting for decision-making. This shift in scope allows for a deeper exploration of localized M&E practices within Nairobi County, examining how these elements contribute to project success and how the ICT framework could be implemented at the CLRCs.

While the studies reviewed provide useful insights into M&E data management, the current study contributes to the existing body of knowledge by focusing on the following: The current

study narrows its focus to Community Learning Resource Centres (CLRCs) in Nairobi County, whereas prior studies, such as Okuta's, explored M&E practices across multiple counties. This allows for a more context-specific understanding of how M&E practices operate in urban settings, particularly in community development projects. One key area the current study will explore is the role of feedback mechanisms in M&E practices. While Adanusa, G. K. (2021). discussed how M&E data is used for decision-making, this study will delve deeper into how feedback from monitoring is used to correct course and ensure continuous improvement in CLRC projects. Following Okuta (2019), the current study will consider the role of ICT in improving M&E practices at CLRCs. However, instead of focusing broadly on counties, it will investigate how ICT tools can enhance data reporting, analysis, and real-time decision-making at the CLRC level. The current study will also examine key data management factors such as frequency of reporting, data types, and how this data is used to guide real-time decisions in the management of CLRC projects. These aspects are not fully covered in the studies reviewed, providing an important contribution to the literature on M&E in community-based projects.

The studies reviewed highlight the importance of data management in the M&E process, with a particular focus on the collection, analysis, and reporting of data to inform decision-making. The current study builds on these findings by focusing on localized M&E practices in Nairobi County's Community Learning Resource Centres (CLRCs). By emphasizing feedback mechanisms, ICT frameworks, and data reporting, the study aims to provide deeper insights into the practical application of M&E in community development projects and offer recommendations for improving data management and project performance at the local level

2.1.4 Stakeholder Involvement in M & E and Project Performance

Stakeholder involvement is a critical aspect of the performance and success of development projects, including in monitoring and evaluation (M&E) processes. Various studies have

highlighted the role that stakeholders play in influencing the outcomes of projects, especially in community development settings. The studies discussed below provide valuable insights into stakeholder involvement in different sectors in Kenya and their impact on project performance. The current study focuses on the involvement of stakeholders in the M&E practices of Community Learning Resource Centres (CLRCs) in Nairobi County, and how this affects the overall project performance.

Périard, (2021) conducted a study on the performance of CDF projects in Isiolo North Constituency, employing a descriptive survey approach. The research focused on stakeholders' involvement in project implementation, with representatives from all 135 CDF projects in the constituency included in the study. The study found that stakeholder engagement, especially the involvement of government officials, had a significant positive impact on project outcomes. The study emphasized the importance of stakeholder participation in project success, particularly in government-funded projects. The current study will build on these findings by investigating the role of stakeholders in M&E practices at the CLRCs in Nairobi County, with a focus on their contribution to performance practices.

Njogu (2016) researched the Vehicle Emission Control Project initiated by the National Environmental Management Authority (NEMA) in Nairobi, Kenya, to examine the effects of stakeholder involvement on project performance. A descriptive survey was used, with 181 managerial participants providing responses. The study found that stakeholder involvement in monitoring and evaluation played a significant role in the performance of the vehicle emission control project, particularly in terms of identifying problems and tracking progress. This research underlined the importance of monitoring and evaluation by stakeholders in enhancing the success of environmental projects. The present study, which focuses on CLRCs in Nairobi,

will similarly examine how stakeholder involvement in M&E affects the performance of community-based development projects.

Nyandika and Ngugi (2014) conducted a study on the Kenya National Highways Authority (KeNHA) road projects, investigating the impact of stakeholder participation on project performance. Using a stratified random selection technique, the study targeted 251 respondents, including prequalified consultants, underqualified contractors, and senior management. The study identified several factors that affected road project performance, such as feasibility studies, project communication, and the organization of seminars and conferences. The current study will expand on these findings by focusing on how stakeholder engagement in the M&E processes contributes to project success at the CLRCs in Nairobi County.

Wamugu and Ogolla (2017) explored the role of stakeholder engagement on the performance of Community Development Fund (CDF) projects in Mathira East Constituency, Kenya. The study found that early involvement of stakeholders, especially during the project initiation phase (including the identification, screening, and selection process), had the most significant impact on project outcomes. The research utilized a descriptive research method and concluded that involving stakeholders from the start of a project contributes positively to its success. This aligns with the current study's approach, which will examine how involving stakeholders at early stages of M&E practices affects the performance of CLRC projects in Nairobi County.

The studies reviewed provide substantial insights into the importance of stakeholder involvement in various development projects, particularly in terms of M&E practices. The current study makes the following contributions: While the studies above focus on CDF projects, road projects, and environmental control initiatives, the current study specifically examines the role of stakeholders in the M&E practices of Community Learning Resource Centres (CLRCs) in Nairobi County. This localized approach provides valuable insights into the

effectiveness of M&E in community-based development projects. The current study will further contribute to understanding the specific roles that stakeholders play not only in project implementation but also in the monitoring and evaluation phases. This includes identifying how feedback mechanisms, data collection processes, and reporting practices are influenced by stakeholder involvement. The study will compare how stakeholder involvement affects the performance of M&E practices in CLRC projects as compared to the findings of the studies mentioned above, which focus on different sectors (e.g., infrastructure, environmental management, etc.).

Stakeholder involvement is crucial in enhancing the effectiveness of monitoring and evaluation (M&E) practices and the overall performance of projects. The reviewed studies demonstrate that stakeholder engagement significantly impacts project outcomes in various sectors in Kenya. The current study will extend these findings by examining how stakeholder participation in M&E practices influences the performance of Community Learning Resource Centres (CLRCs) in Nairobi County. By focusing on feedback mechanisms, reporting processes, and data management, this study aims to provide a deeper understanding of the role that stakeholders play in ensuring the success of community-based development initiatives

2.2 Theoretical Literature

In this investigation, four theories will be considered. The precise goals of M & E practices and CLRCs will be explicated by Program theory, Result-Based Management, Change theory, and Stakeholder theory.

2.2.1 Program Theory.

The Program Theory developed by Weiss and Connell (1995) provides a conceptual framework for understanding how the elements of a project are interconnected and how they contribute to

achieving the intended outcomes. This theory is particularly relevant to the monitoring and evaluation (M&E) practices of Community Learning Resource Centres (CLRCs) in Nairobi County. By applying Program Theory, the study can explore how the planned activities, resources, and interventions within CLRCs contribute to the desired educational outcomes and community development. The theory helps identify the underlying logic of CLRCs' operations and how specific actions lead to outputs and outcomes, ultimately influencing their performance.

Program Theory is used in project management to clarify the cause-and-effect relationships between resources, activities, outputs, and outcomes, making it easier to evaluate complex projects (Bickman, 1987; Lipsey, 1993). For CLRCs, this theory can be applied to understand how the inputs (such as funding, human resources, materials, and community support) and activities (like capacity-building workshops, educational programs, and community engagement initiatives) contribute to the outputs (such as the number of people trained, knowledge acquired, or skills developed) and outcomes (such as improved community development, increased literacy, and enhanced quality of life).

The theory also addresses the importance of defining success metrics, which is essential for the M&E practices in the study. By using Program Theory, the study can better understand how monitoring systems track inputs and outputs, how these systems contribute to achieving long-term impacts (such as improved livelihoods or economic empowerment), and how evaluation helps to measure success and inform future practices (Weiss, 1997; Uitto, 2010).

Further, Reynolds (1998) and Sedani (1999) emphasized the importance of defining the logic model of a project, which is vital for planning the activities of CLRCs and aligning them with the overall development goals. This is key for capacity building and ensuring that project implementation follows a structured approach that is clearly outlined from the beginning. Rogers (2000) and Bickman (1987) also stress the importance of establishing a clear project model

before implementation. This model serves as a guideline for the activities and ensures that resources are efficiently allocated and activities are effectively executed to achieve the desired outcomes.

Moreover, Paul, (2024) state that understanding the critical inputs required for project success, including stakeholder engagement and data management, is crucial in monitoring and evaluation. This is especially relevant for CLRCs, where collaboration with local stakeholders, including government agencies, NGOs, and the community, is essential for success. Proper engagement with these stakeholders will ensure that the CLRCs are meeting the educational needs of the community and enhancing the sustainability of the programs.

Finally, the concept of feedback loops from Program Theory is key to updating and improving projects. As Bickman (1987) notes, lessons learned from previous projects help refine future initiatives. This is relevant for CLRCs, as the ongoing collection of data on project performance (through M&E practices) enables continuous improvement of services and alignment with community development goals. By applying Program Theory, this study will not only explore how effective M&E practices impact the performance of CLRCs but also offer insights into how these centres can improve their management practices to optimize their educational outcomes. The findings could inform policy decisions on how to better integrate M&E systems, capacity building, and stakeholder engagement into the operation of CLRCs in Nairobi County and beyond. This application of Program Theory will provide a structured framework to evaluate the effectiveness of community-driven educational interventions and will contribute to improving the performance of CLRCs in meeting their goals.

2.2.2 Result-Based Management Theory

Results-Based Management (RBM) is a project management approach that emphasizes the achievement of clearly defined results and outcomes through the use of performance-based monitoring, evaluation, and data management systems. This theory is particularly relevant to the study of Community Learning Resource Centres (CLRCs) in Nairobi County, as it underscores the importance of managing projects based on tangible, measurable outcomes and aligning activities with broader goals, such as community development and educational improvement.

According to Cremin, (2020). RBM is defined as a management approach that focuses on performance and outputs. In the context of CLRCs, this means that the activities and services provided by these centres should be designed and implemented with the specific aim of achieving measurable outcomes such as increased literacy, improved skills, and enhanced community engagement. The theory advocates for setting clear objectives, aligning actions with these objectives, and using monitoring and evaluation (M&E) systems to track progress towards these outcomes.

RBM also promotes accountability and transparency in project management. By ensuring that the outcomes and results of CLRC activities are linked to the resources invested, this approach helps avoid inefficiencies such as overlap, waste, or unaccounted expenses. As OECD (2002) notes, the effectiveness of investment in community projects like CLRCs is greatly enhanced when project goals, outputs, and outcomes are clearly defined and actively managed.

The theory also highlights the importance of data management and M&E systems in improving project efficiency. Through the collection and analysis of performance data, CLRCs can make better decisions regarding resource allocation, learning, and adaptation. Mayne (2007) emphasizes that decision-making based on reliable, performance-oriented data helps improve

project outcomes and ensures that resources are used effectively. In the case of CLRCs, this could involve using data on student performance, community engagement, and stakeholder satisfaction to adjust educational strategies and improve service delivery.

RBM's focus on continuous learning and adaptability further aligns with the needs of CLRCs. By building a feedback loop into the management processes, CLRCs can regularly assess their progress and adjust their strategies to ensure that the intended outcomes are being achieved. This iterative process helps ensure that the CLRCs remain responsive to the needs of the community and continue to deliver value. Mayne (2007) suggests that adaptive frameworks should incorporate frequent examinations of progress, allowing for regular updates and adjustments to the management of CLRC activities, ensuring that they are aligned with broader development goals.

In addition, Mayne (2007) advocates for the establishment of a culture of reporting and accountability. This philosophy encourages both internal and external stakeholders to take responsibility for the results of the project. In the context of CLRCs, this could mean building stronger relationships with stakeholders such as local governments, NGOs, and community members to ensure their active involvement in the monitoring and evaluation of the centre's effectiveness.

In the case of CLRCs in Nairobi County, applying the RBM theory will provide a structured framework for managing the activities and outcomes of the centres. By focusing on results-based monitoring, the study will examine how the use of performance data and the establishment of clear performance indicators can improve the delivery of services at CLRCs. Additionally, it will explore how RBM practices can contribute to accountability, transparency, and resource optimization, ultimately leading to better community outcomes and sustainable project implementation.

The theory also allows for an understanding of how data management systems, M&E practices, and adaptive management can be integrated into the daily operations of CLRCs. By using performance-based approaches to guide the CLRCs' activities, this study aims to provide actionable insights that will enhance the efficacy and impact of these centres, ensuring that they meet the educational and community development goals set for Nairobi County.

In summary, Results-Based Management offers a comprehensive framework that emphasizes the importance of measurable outcomes, efficient resource use, and continuous improvement, making it an ideal theory to guide the research on monitoring and evaluation practices in CLRCs. This approach will help ensure that the centers effectively contribute to the overall development goals and provide valuable insights into optimizing their operations.

2.2.3 Theory of Change

The Theory of Change (ToC) was developed in the 1990s to address the challenges faced by evaluators and appraisers in determining the impact of complex social development initiatives. It emphasizes the importance of a clear understanding of how change occurs within a specific context and the relationships between inputs, activities, outputs, outcomes, and impacts. This framework is highly relevant to the study of Community Learning Resource Centres (CLRCs) in Nairobi County, as it provides a structured way to map out the pathways of change that CLRCs aim to achieve and assess the factors that influence these changes over time.

O'Flynn (2012) argues that the difficulties in evaluating complex social projects arise from poorly communicated expectations, a lack of clarity on how change happens, and insufficient attention to the coordination required to achieve long-term goals. In the context of CLRCs, this may relate to unclear objectives for capacity building, stakeholder engagement, and data management. By applying the Theory of Change, the study can develop a clearer understanding

of how CLRCs' activities are intended to lead to broader community development and educational outcomes. The Theory of Change helps map out the pathways to transformation by articulating how the activities of the CLRCs will lead to outputs (e.g., increased skills), outcomes (e.g., improved community participation), and impacts (e.g., sustainable development within the community).

James (2011) emphasizes that the Theory of Change should outline specific problem analysis, the external factors supporting or hindering change, and the roles of key stakeholders. For CLRCs, this may involve identifying the challenges facing the community, understanding the needs for educational interventions, and mapping out the resources (e.g., human capital, funding, and materials) that will drive these changes. The Theory of Change relies on shared understanding between stakeholders about the objectives of the project and the assumptions that underpin those objectives. For CLRCs, this means ensuring that all parties involved—from local government bodies to community members agree on the outcomes they aim to achieve and the resources and actions required to reach those goals.

Jones (2010) suggests that identifying the assumptions behind these planned changes is essential to understanding whether the change is feasible. This is especially important in the context of Nairobi County, where external factors such as local political dynamics, socio-economic conditions, and institutional capacities may significantly influence project success.

One of the key aspects of the Theory of Change is its integration with M&E systems. The framework emphasizes the need to track progress using clear indicators at various levels of change. For CLRCs, this could mean regularly assessing outputs (e.g., number of learners enrolled) and outcomes (e.g., learners' improved skills) through structured M&E processes. James (2011) further highlights that monitoring should be tied to the theoretical framework that maps out how change happens. This allows for continuous tracking of whether activities are on

track to achieve the desired impacts and whether any adjustments are needed in response to emerging challenges. By using M&E data, CLRCs can adapt their approach to better meet the needs of the community and improve their performance.

The Theory of Change is a dynamic tool that involves continuous feedback and adaptation based on real-time information. Vogel (2012) argues that learning through ongoing dialogue and analysis is a critical component of the Theory of Change. In the context of CLRCs, this can help project managers and stakeholders regularly assess whether the interventions are working and make adjustments as necessary. The framework also encourages an adaptive management approach, where ongoing evaluations provide the basis for refining the strategy and improving project delivery. This iterative process is essential for ensuring that CLRCs remain responsive to the needs of learners and the broader community.

One of the central goals of the Theory of Change is to ensure that projects have a sustainable and long-lasting impact. By using a clear framework for evaluating both short-term and long-term goals, the Theory of Change provides CLRCs with a mechanism to ensure that their activities contribute to broader, long-term community development goals. Green (2014) suggests that the Theory of Change aids in linking strategic plans with evaluation frameworks, allowing for clearer comparisons between initial plans and actual long-term results. This approach is crucial for assessing the overall effectiveness of CLRCs in meeting the educational and developmental needs of their communities.

By adopting the Theory of Change, this study will provide a clearer understanding of how monitoring and evaluation practices can contribute to the success of CLRCs in Nairobi County. The framework will help clarify the expected pathways through which CLRC activities lead to educational outcomes, community engagement, and broader development goals. It will also provide a structure for assessing the assumptions underlying the project, ensuring that

stakeholders are aligned and that the necessary resources and activities are in place to achieve the desired results.

Furthermore, the study will investigate how data management and stakeholder involvement—key components of monitoring and evaluation can be integrated into the Theory of Change to enhance project performance and ensure that CLRCs contribute meaningfully to sustainable development in Nairobi County.

In summary, the Theory of Change offers a powerful framework for understanding and improving the performance of CLRCs in Nairobi County by aligning activities with long-term development goals, ensuring effective monitoring and evaluation, and promoting continuous learning and adaptation.

2.2.4 Stakeholder Theory

Stakeholder Theory, introduced by Freeman, Wicks, and Parmar (2024), challenges the traditional view that an organization's primary focus should be on maximizing shareholder value. Instead, it posits that a company's success depends on the relationships and interests of a broader range of stakeholders, including employees, customers, communities, investors, regulatory bodies, and more.

This theory is particularly relevant to understanding the dynamics within Community Learning Resource Centres (CLRCs) in Nairobi County, where multiple stakeholders such as local communities, government agencies, donors, and educators have a vested interest in the success of the project.

According to Freeman et al. (2010), stakeholder theory emphasizes that project managers and organizational leaders must make decisions that take into account the concerns of all parties involved. For CLRCs, this involves considering the needs of learners, the community, local authorities, donors, and other organizations that support or are impacted by the centres' operations.

When stakeholders feel their needs and expectations are met, they are more likely to become

engaged and committed to the success of the project.

Stakeholder theory underscores the importance of engaging diverse stakeholders, including local communities, employees, and regulatory bodies. For CLRCs, it is essential to understand and manage relationships with these groups to ensure that their needs are aligned with the centre's objectives. Tembo (2013) notes that fostering a sense of ownership and belonging among stakeholders can enhance their commitment to a project. For CLRCs, this means ensuring that the community feels invested in the education and development processes facilitated by the centres.

The theory highlights the need to balance the interests of various stakeholders, which can often be in tension. For example, the financial expectations of donors may conflict with the educational needs of learners, or the local government's priorities may not always align with the needs of the community. According to Clarkson (2009), the evaluation of organizational success should not focus solely on maximizing value for one group, such as shareholders, but should consider the welfare and contributions of all stakeholders. In the case of CLRCs, this means evaluating their success based on outcomes that benefit not just the learners, but the entire community and the broader goals of social development and educational equity.

Long-term success for CLRCs depends on their ability to build and maintain sustainable relationships with stakeholders. Orodho and Nzoka (2014) argue that organizations need effective management practices, backed by clear strategies, to ensure that stakeholder interests are met in a way that drives sustained value creation. The study will explore how CLRCs can engage with stakeholders in a manner that fosters trust, cooperation, and mutual benefit, ultimately contributing to the sustainability of the centres.

Freeman (2015) highlights that ethical considerations and organizational culture are crucial to managing stakeholder relationships. For CLRCs, it is important to cultivate a culture that respects the needs and contributions of all stakeholders, whether they are financial contributors, community members, or government entities. A positive organizational culture that emphasizes transparency,

communication, and mutual respect can lead to more effective stakeholder engagement and better project outcomes.

Gareis et al. (2009) argue that project managers should base decisions on the interests and needs of all stakeholders. This is particularly important in CLRCs, where decisions about program content, resource allocation, and community involvement must take into account the views and needs of diverse groups. By applying stakeholder theory, the study will examine how strategic decisions within CLRCs align with the interests of various stakeholders and how these decisions influence the centres' performance and outcomes.

This theory provides a framework for examining how stakeholder involvement influences the performance of Community Learning Resource Centres (CLRCs) in Nairobi County. In particular, the study will investigate how CLRCs engage with key stakeholders such as local communities, government entities, educational institutions, and donors and how these relationships impact the centres' ability to achieve their educational and developmental goals.

2.3 Conceptual Framework

This is dependent and independent variables as indicated below, which planning, capacity building, data management and stakeholder involvement impacts success of CLRCs projects in Nairobi County as illustrated below.

Independent Variables

Dependent Variables

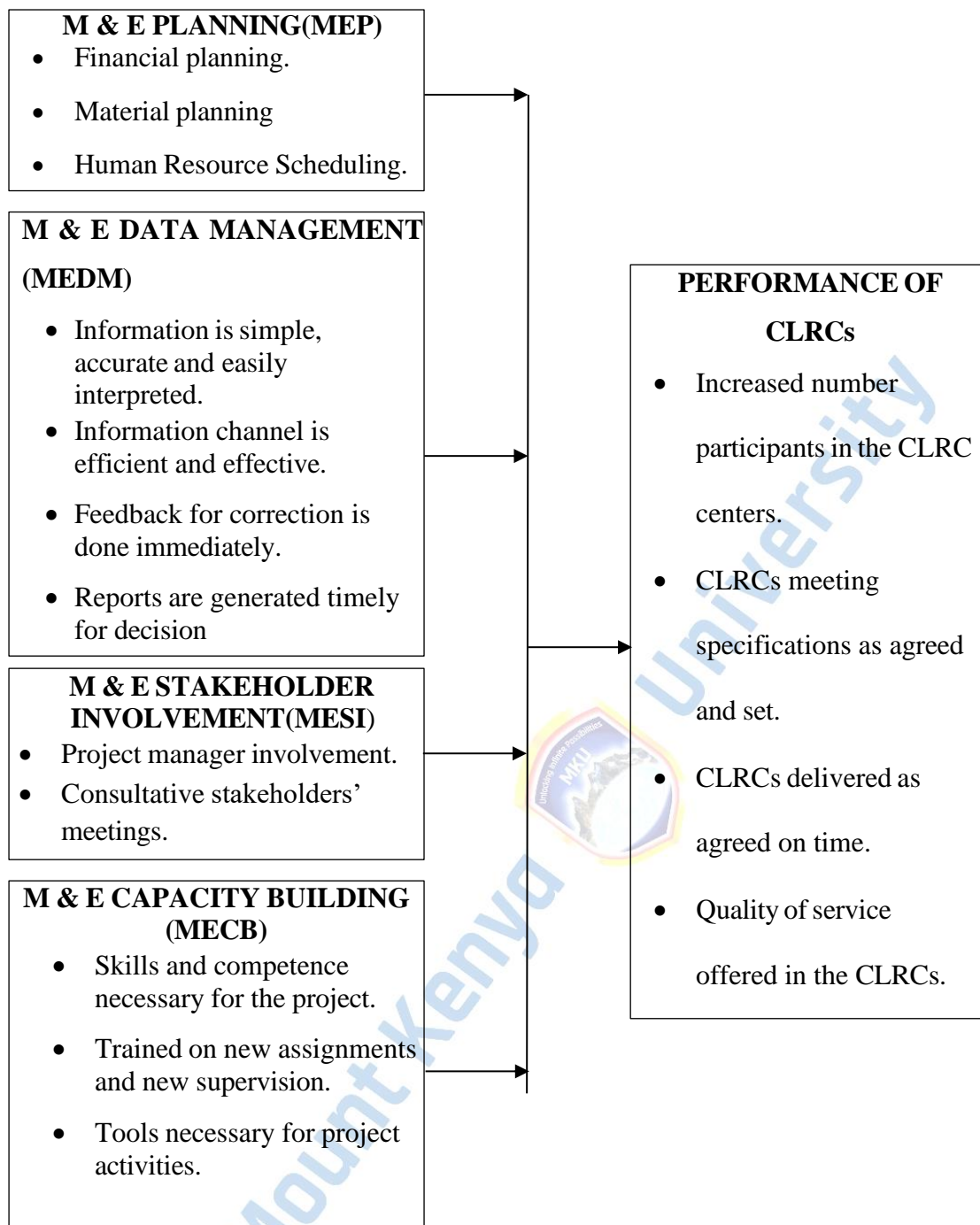


Figure 1: Conceptual Framework

Sources: Research (2024)

2.4 Recap of the Empirical Review and Summary

Few studies conducted in Kenya with respect to monitoring, evaluation and performance practices at the County level and those which have been done, they have considered different study variables (such as, study theories, research designs, target populations, sampling methods

and procedures, among others.), which are totally considered in current study. Current research is unique to the people of Nairobi since none has done before to counter or solve several challenges they are facing currently. This study aims to fill the gaps by focusing on specific contexts, such as CLRCs are operating in Nairobi County, Kenya, and examining the impact of planning, capacity building, data management, stakeholder involvement, and performance of CLRC projects.



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

Chapter included various strategies that researcher employed to collect data from field, methods of analyzing collected data and presenting them in way to be understood. Research adopted and cover following subsections: research design; location of the study; study target population; sampling procedures and sample size; data collection instruments; pilot testing; validity testing; reliability testing; data collection procedures; data analysis and procedures; and finally, ethical considerations.

3.1 Research Design

Research employed data collection method by providing interview and questionnaires to selected individuals. Descriptive survey design provides suitable technique for collecting data relevant to research variables on project management practices. Descriptive research ideal as reliability maximized and bias prevented (Bodha, 2023).

Data was autonomously or independently be acquired and analyzed using qualitative and quantitative study approaches, and their findings to be combined during data interpretations to get intended outcome. To reach the desired outcome, data collecting and analysis for qualitative and quantitative studies should be carried out independently, according to Busalim (2022). Their findings should be then be combined during data interpretations.

3.2 Location of the Study

Research study carried in Nairobi County, Kenya. Located within geographical coordinate of approximately 1° 15'0" S latitude 36° 52'32" E longitude. It borders Kiambu, Kajiado, and Machakos.

3.3 Target Population

Unit of study was 4 CLRCs in Nairobi County, Kenya. Population targeted comprise 70 male and 80 females totaling to 150 respondents, this included 150 learners in Community Learning Resource Centers, 3 CLRC instructors(1 male and 2 female) and 1 county administrator (CACEO).According to the Directorate of adult and continuing education Nairobi (2024)these are found in Soweto youth CLRC with learner’s population of 50, males 30, females 20, Mageso CLRC population of 20, Males 6, females 14, Mathare North CLRC population of 30, males 13 females 17, Kangemi CLRC population 45, males 20, females 25.

Table 1. Target Population and Sample Size

NO.	UNIT ANALYSIS	TARGET POPULATION	SAMPLE SIZE
1.	Mageso CLRC Learners	20	15
2.	Soweto youth Empowerment CLRC Learners	50	36
3.	Mathare North CLRC Learners	30	21
4.	Kangemi CLRC Learners	45	33
5.	CLRC Instructors	4	3
6.	Adult Education Administrator (CACEO)	1	1
TOTAL		150	109

SOURCE: Research (2024)

3.4 Sampling Procedure and Sample Size

According to Khan (2017), claim thorough monitoring evaluation of variables in relatively small parts of a population through sampling enables one to make reasonable conclusions or generalizations. Heterogeneous existence facilitated the use of stratified random sampling in this study for those whose data will be collected using questionnaires. For those who

participated in the interview, purposive sampling was adopted for only those who met specific criteria from the researcher's judgmental perspective (Goel, 2019).

The sample will drawn from target population using sampling calculator research advisor, sample size web (7) generate by computer 75% error 0.05, specifically for CLRC learner, while purposive sampling will used to select county Adult Education Administrator(CACEO) and instructors, 249 center learners as respondent sampled using stratified random sampling from learner's attendance register. Out 249 center learners, 129 will be female learners, while 120 will be male learners, 4 adult instructors, one male, one female, and one female county administrator (CACEO). The choice of the county administrator and instructors will be selected because of their nature of expertise and functions they offer in community development.

3.5 Sampling Technique

Stratified random employed 4 CLRCs units of analysis. The strata will be CLRCs pegged on their area of establishment, informal and formal settlement CLRCs. The choice of this technique was informed by similar attributes and characteristics (Gathiira, 2020). This method of sampling is widely used and very useful when the target population is heterogeneous, while purposive sampling will be used to select instructors and county administrator.

3.6 Data Collection Instruments

A questionnaire was semi-structured and used effectively gather primary facts and quantitative data from CLRC learners and instructors are beneficiaries who directly connected to projects themselves. Questionnaire is common method of data collection (Mohajan, 2020).

Interview was conducted to gather qualitative facts from county Administrator for is the person who makes dynamic decisions in controlling county project especially those in adult education sector. Studies that involve interpretations, judgments, discernments, opinions, and views are typically conducted using methods such as interviews and questionnaires Al Zaidanin (2021).

3.6.1 Questionnaires

The research study employed self-completion questionnaires instructors and CLRC. Purpose for choosing questionnaire is to provide information within shortest time possible. According Belisario et al. (2015), questionnaires are the most efficient way of reaching many respondents in shortest time possible, therefore will be ideal for this study since it will involve many respondents. The questionnaires will be prepared based on its quality to ensure anonymity hence enabling respondent's to respond freely and willingly.

3.6.2 Interview Schedule

Guide to research study County Administrator (CACEO). Snowballing used to solicit information from the previous and the current learners at the CLRCs. The main reason for using this instrument is because the respondents will be comfortable to communicate orally Nsubuga, (2018). The questions will have the common format for purposes of ease focus, coding, analyzing, and comparing of data. The interview schedule will be carried in a preferred place by respondent and will approximately take 25 minutes to one hour to enable respondent to attend other duties.

3.7 Pilot Testing Validity and Reliability of Research Instruments

3.7.1 Pilot Testing

Piloting testing involves examination instruments to determine their quality. This process will help in removing ambiguous items and unclear questions from gathering tools for data. This will increase the usability and clarity gathering tools (Mchopa, 2021). The procedure will be that specific target groups to be identified and subjected to data collection instruments. Before the actual research commences, the researcher will be required to visit the project sites to know them and create rapport with the target population for ease of data collection and time management.

3.7.2 Validity and Reliability of Research Instruments

Truthfulness given results. (Al-Ababneh, 2020) question whether the inferences are really approximated what they seem to be. This denotes the trustworthiness and accuracy of a report, clarification, explanation, or deduction of research instruments, thus a rational association amongst the objectives and questions, capacity to measure what was intended (Kumar, 2005).

Kothari (2017), validity is most crucial criterion that indicates extent which instrument measures what intended. Content validity will then applied to check whether instruments provided adequate coverage of the topic (Kothari, 2017) the questionnaire, instruments will then tested to check on their validity to measure the variables. The four instructors will be requested by the researcher to ensure face and content validity. This will ensure that the instruments yield valid data that will be collected during the study.

To test reliability of instruments to research study, Cronbach's coefficient Alpha will compute using SPSS computer program version 20. This indicates magnitude of which the various items of the subscale measure the constructs of the indicators. The researcher will compute the reliability for the multi-item opinion items for the subscale in the learner's questionnaire, instructor, and interview schedule for the county administrator.

Reliability is consistency of the measure of variables (Berman, 2023). Degree at which same answers obtained after different measurements on different occasions on the same variable, Cheung, (2024) defines reliability as the degree of uniformity between several measurements on different occasions on the same variables. For internal reliability test, Cronbach's alpha was used. Mchopa, A. (2021) defined term reliability as extent to which the same outcomes obtained when several repetitive trials done on the same variable.

The study of Cronbach Reliability Alpha Coefficients indicated 0.979, which was considered as good reliability, as more than 0.7 was considered sufficient by Creswell (2017) This indicated

high internal reliability between the two variables, which are combined M&E practices and CLRCs performance in Nairobi County, Kenya.

3.8 Data Collection Methods and Procedures

After testing the gathering tools for data through reliability and validity tests, the next stage will be getting a letter of introduction and Ethics Review Committee Certificate from Mount Kenya University. It will be presented to NACOSTI for the issuing of research license to allow this study to be carried out with the aim of analyzing their performance through implementation of CLRCs.

All data collection procedures will be adhered to before embarking on the exercise. All collection procedures adhered to before embarking on the exercise. CLRCs obtained from the units of observations that will include center learners, instructors, and county administrator. Before administering questionnaire, researcher will seek appointment with CLRCs management teams. Considering target interviewees, hectic schedules, the questionnaires will circulate using a delivery and pickup.

3.9 Proposed Data Analysis Techniques and Procedures

Analyzed process involve proper checking to ensure that data collected is accurate and identifying of various items that were answered in terms of spellings mistakes, unanswered questions and spaces that were left blank. Study will have quantitative and qualitative data. Data will be organized according to objectives of research study and thereafter.

In this study, descriptive data used to examine quantitative from questionnaires (data acquired quantitatively from learners, instructors, and county administrator via questionnaires) in order to determine percentages, means, and standard deviations. Qualitative data from conducted interview (qualitative data obtained county administrator) will be used to make critical interpretations in conjunction with. SPSS will create a multiple regression model. As show in the model below, it will used correlations combined independent (M&E practices) and

independent variables (performance of CLRCs).

$$CLRC = \alpha + \beta_1 \times MEP + \beta_2 \times MECB + \beta_3 \times MEDM + \beta_4 \times MESI + \epsilon$$

Where, α =constant $\beta_1, \beta_2, \beta_3, \beta_4$ =Model coefficients

The abbreviations used in this study are as follows:

- **MEP** = Monitoring and Evaluation Planning
- **MECB** = Monitoring and Evaluation Capacity Building
- **MEDM** = Monitoring and Evaluation Data Management
- **MESI** = Monitoring and Evaluation Stakeholder Involvement
- ϵ =Error term

3.10 Ethical Considerations

Researcher guided by a code of ethics. These codes of ethics or standards observed or maintained while carrying out the study because they influence human behavior (Cooper and Schindler, 2005). MKU code of conduct for research will serve as a guiding framework for ethical considerations for this study. The university Ethical Review Committee will have to clear the researcher before embarking on data collection. Moreover, for the researcher to conduct investigation, must obtain research authorization from NACOSTI. Outmost regard intellectual property, voluntary participation, privacy, and confidentiality observed.

Prior to involving the respondents, the researcher will provide a clear explanation of study's objectives and purpose. The researcher will be required to give assurances throughout the study that the answers to be given will only be utilized for study's objectives and that their personal details will be treated confidential throughout. Resources of information to study will be fully recognized and all the works of researchers referenced. And finally, all participants during the study will be acknowledged.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter presents a summary of the results, findings, analysis, and interpretation of the research. It specifically focuses on examining the relationship between monitoring and evaluation practices and the performance of community learning resource centers in Kenya.

4.1 Response Rate

The analysis is based on the 66 completed questionnaires returned for data analysis, as shown in Table 2. The response rate was 71.9%, with a non-response rate of 28.1%. Of the 109 distributed questionnaires, 66 were completed and submitted. According to Mugenda and Mugenda (2013), a response rate of 70% or higher is considered excellent, making the 71.9% response rate ideal for evaluating monitoring and evaluation practices and the performance of community learning resource centers in Kenya.

Table 2. Response Rate

Response Rate	Frequency	Percentage (%)
Response	66	71.9
Non Response	43	28.1
Total	109	100%

Source: Research data, (2025)

4.2 Pilot Testing Results

4.2.1 Validity

Validity was ensured through data collection using instruments and research materials provided to

County Administrators, who oversee monitoring and evaluation practices and the performance of community learning resource centers in Nairobi, Kenya. The responses from the County Administrators were evaluated against the study's objectives and rated on a 5-point scale, from "Strongly Agree" to "Strongly Disagree." The validity index was calculated using SPSS, with expert-generated reports. The questionnaires were numbered from 1 to 66, corresponding to the data received from respondents and the specific type of data collected.

4.2.2 Reliability Analysis

The reliability of the data collection process was evaluated using Cronbach's *alpha*, calculated via SPSS. Monitoring and Evaluation Planning (Alpha = 0.683): A Cronbach's alpha of 0.683 reflects a moderate level of internal consistency. According to Zinbarg (2005), this value is considered acceptable, suggesting that the items used to measure M&E planning are fairly consistent and reliable for analysis. Monitoring and Evaluation Capacity Building (Alpha = 0.529): A Cronbach's alpha of 0.529 falls below the generally accepted threshold of 0.60. While still indicating an acceptable level of reliability, the internal consistency for this construct is lower compared to the others. This suggests that the items used to assess M&E capacity building might need refinement to improve reliability. Monitoring and Evaluation Data Management (Alpha = 0.809): A Cronbach's alpha of 0.809 demonstrates a high level of internal consistency, which is considered excellent. This indicates that the items used to assess M&E data management are highly reliable and consistent, providing a strong representation of the data management practices being measured.

Table 3. Reliability Results

Constructs	Cronbachs Value	Alpha Comments
Monitoring and Evaluation planning	0.683	Accepted
Monitoring and Evaluation capacity building	0.529	Accepted
Monitoring and Evaluation Data	0.809	Accepted

Source: Research data, (2025)

4.3 General Information

This section includes biographical information such as age, gender, experience, and education. Additionally, the researcher aims to gain an understanding of the performance of community learning resource centers from the perspective of County Administrators.

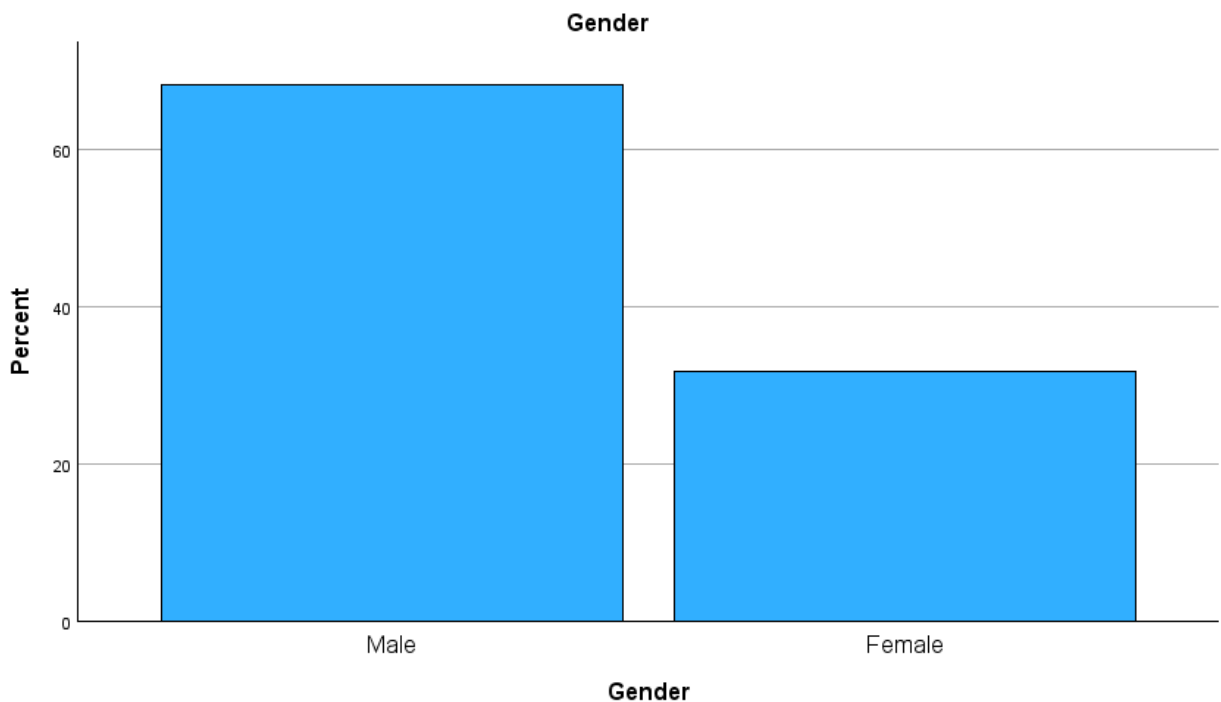
4.3.1 Gender of Respondents

Table 4. Gender Distribution

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	45	68.2	68.2	68.2
	Female	21	31.8	31.8	100.0
	Total	66	100.0	100.0	

Source: Research data, (2025)

Figure 2 Gender Groups of Participants



68.2% male, 31.8% female. This indicates gender imbalance in the involvement in monitoring and evaluation practices at these centers. The predominance of male participants could suggest barriers to female participation, including cultural, social, or institutional challenges. Efforts to promote gender equity in such practices should be explored, ensuring that both genders are equally represented and contributing to community learning initiatives.

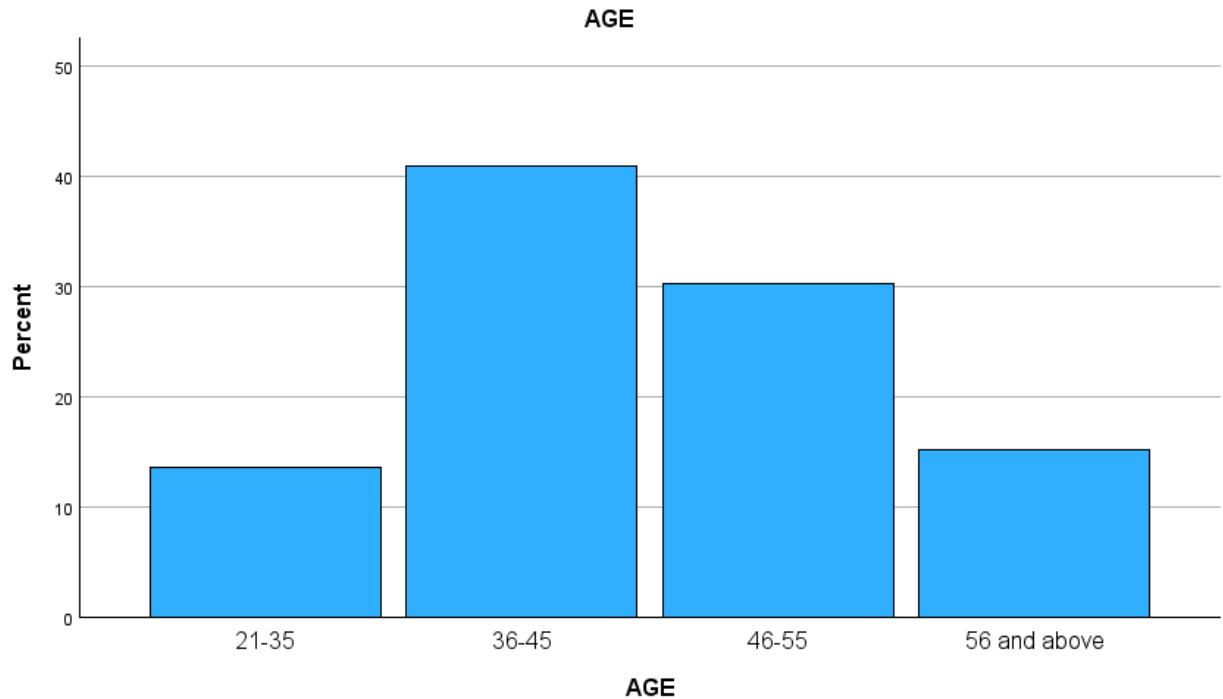
4.3.2 Age Groups Respondents

Table 5. Age Groups

		AGE			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-35	9	13.6	13.6	13.6
	36-45	27	40.9	40.9	54.5
	46-55	20	30.3	30.3	84.8
	56 and above	10	15.2	15.2	100.0
	Total	66	100.0	100.0	

Source: Research data, (2025)

Figure 3. Age Group Respondent



Highest representation (40.9%) is in the 36–45 years category, suggesting that mid-career individuals are most actively involved. Combined, individuals 36–55 years make up over 70% of the participants, highlighting a strong middle-aged demographic engagement. The 21–35 years and 56 and above years groups, while present, have significantly smaller representations, suggesting potential underrepresentation of younger and older generations in the monitoring and evaluation process.

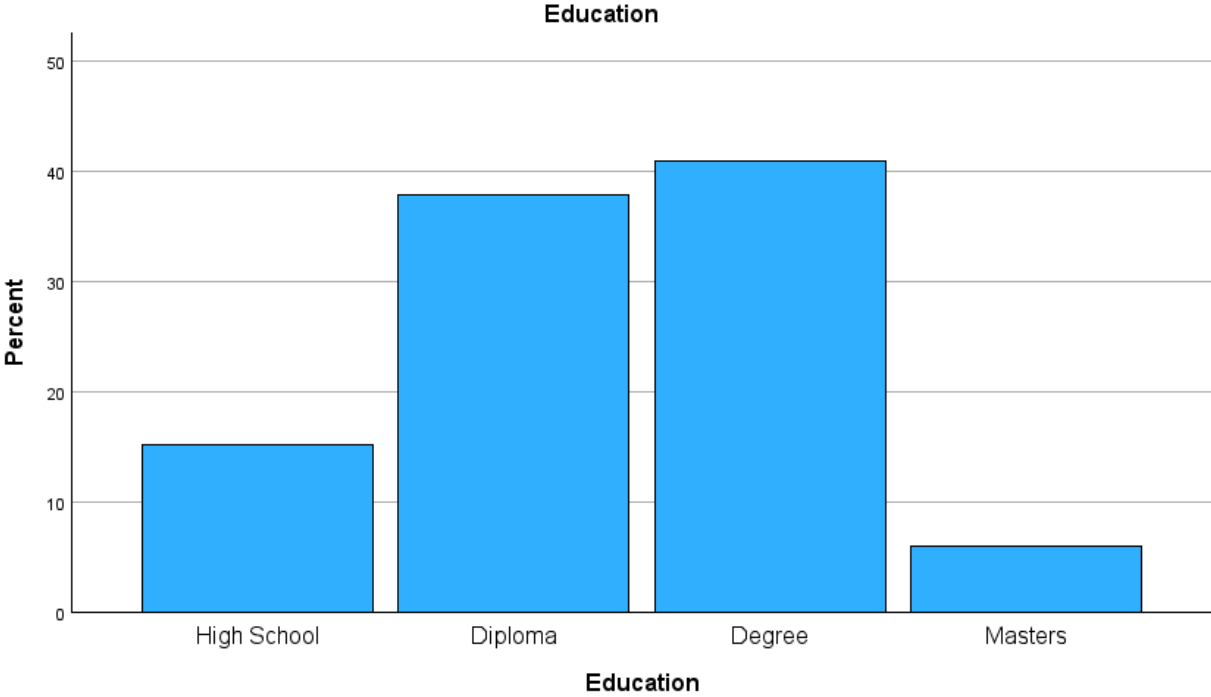
4.3.3 Education Level

Table 6. Education Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High School	10	15.2	15.2	15.2
	Diploma	25	37.9	37.9	53.0
	Degree	27	40.9	40.9	93.9
	Masters	4	6.1	6.1	100.0
	Total	66	100.0	100.0	

Source: Research data, (2025)

Figure 4. Education Respondent



40.9% of respondents indicated that were degree graduates, while 37.9% had a higher National Diploma, 15.2% were high school and 6.1% had masters graduates. The findings imply that most of the respondents were undergraduates. This suggests the sampled respondents were educated, and equipped for making sound decisions on the variables studied.

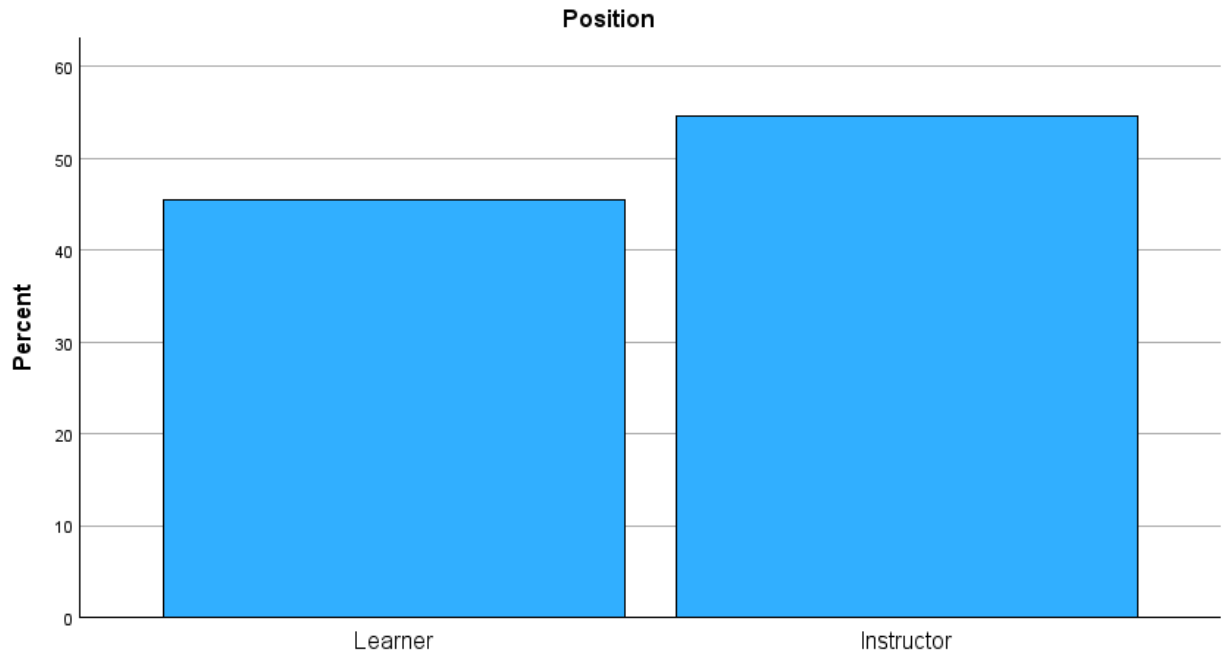
4.3.4 Position with CLRC

Table 7. Position Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Learner	30	45.5	45.5	45.5
	Instructor	36	54.5	54.5	100.0
	Total	66	100.0	100.0	

Source: Research data, (2025)

Figure 5. Position Respondent



45.5% are learners, and 54.5% are instructors. The cumulative percentage reaches 100% for the total sample.

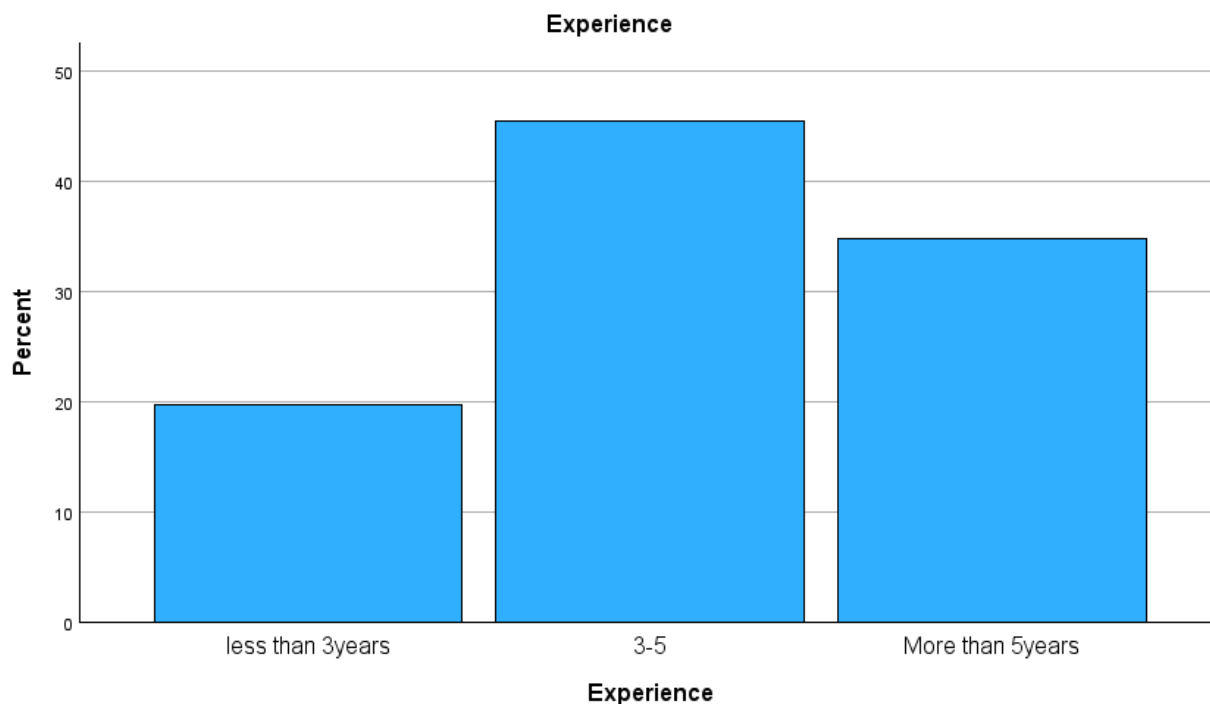
4.3.5 Experience with CLRC

Table 8. Experience Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 3years	13	19.7	19.7	19.7
	3-5	30	45.5	45.5	65.2
	More than 5years	23	34.8	34.8	100.0
	Total	66	100.0	100.0	

Source: Research data, (2025)

Figure 6. Experience Respondent



According to the research findings in figure 6, 19.7% of participants had worked for less than 3years, while 45.5% had worked for 3 to 5 years. In addition 34.8% of the participants showed that they have worked for more than 5years have work experience for at least3years. This is an important period to understand how monitoring and evaluation practices and performance of community learning resource centers worked, and hence these respondents could provide dependability of the information on the topic under research.

4.4 Descriptive Statistics

The study aimed to assess the relationship between Monitoring, Evaluation, and the performance of Community Learning Resource Centers in Nairobi County. Specifically, the independent variables under consideration were M&E planning, M&E capacity building, and M&E data management.

4.4.1 Response to Monitoring And Evaluation Planning

Table 9. M&E Planning

	Mean	Std. Deviation	N
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PCLRCP1	1.12	.691	66
How would you rate the planning process of your project	2.17	.887	66
The objectives of the M&E were clearly defined	4.30	.992	66
The activities necessary for M&E were clearly outlined	4.56	.704	66
The outputs of M&E were determined clearly before setting the project	4.42	.725	66
The outcomes and impacts of M&E were simply narrated and understood	4.06	.857	66

Source: Research data, (2025)

The first item on the scale has a very low mean 1.12, standard deviation 0.691, indicating a highly positive toward the planning process of the project. "How would you rate the planning process of your project?" has a mean of 2.17, suggesting a relatively moderate assessment of the planning process. The objectives of M&E were rated highly (Mean = 4.30), suggesting that respondents felt the objectives were well-defined. With a mean of 4.56, the activities necessary for M&E were clearly outlined, indicating strong clarity. A mean of 4.42 shows that respondents felt the outputs of M&E were well defined before the project was set, reinforcing the thorough planning. The outcomes and impacts were generally understood, with a mean of 4.06, indicating positive responses but slightly lower than the clarity of objectives and activities

Table 10. Regression between M&E Planning and Performance Model Summary

Model Summary ^b											
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change	PRESS	
						F Change	df1	df2			
1	.312 ^a	.097	.022	.683	.097	1.294	5	60	.278	34.909	

- a. Predictors: (Constant), M&E Planning
- b. Dependent Variable: performance of community learning resource

Source: Research data, (2025)

M&E Planning affect performance of community learning resource by 0.312. This implies that M&E Planning affects performance of community learning resource by 31.2%, as R2 value was 0.097. 68.8% effects on performance of community learning resource.

Table 11. ANOVA

		ANOVA^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.021	5	.604	1.294	.278 ^b
	Residual	28.009	60	.467		
	Total	31.030	65			

a. Dependent Variable: Performance of community learning resource

b. Predictors: (Constant), M&E Planning

Source: Research data, (2025)

The regression sum of squares is 3.021 with 5 degrees of freedom and a mean square of 0.604. The F-value is 1.294, with a significance level of 0.278. The residual sum of squares is 28.009 with 60 degrees of freedom and a mean square of 0.467. The total sum of squares is 31.030 with 65 degrees of freedom.

Since the p-value (0.278) is greater than the 0.05 threshold, we fail to reject the null hypothesis.

This indicates that the relationship between M&E Planning and the performance of community learning resource centers is not statistically significant at the 5% level. Therefore, M&E planning does not significantly impact performance based on this ANOVA analysis.

Table 12. Regression Coefficients On M&E Planning And Performance

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.612	.896		.683	.497	-1.179	2.403
	Planning	.160	.100	.206	1.604	.114	-.040	.360
	ME1	.035	.107	.051	.328	.744	-.179	.250
	ME2	.091	.162	.093	.564	.575	-.232	.414
	ME3	.060	.136	.063	.439	.662	-.212	.332
	ME4	-.165	.109	-.205	-1.518	.134	-.382	.052

a. Dependent Variable: Performance of community learning resource

Source: Research data, (2025)

The regression coefficient results in Table 12 indicate a relationship between M&E Planning and performance, as the p-value is 0.05. This suggests that M&E planning is significantly related to performance. The beta value of 0.612 shows that a change in M&E planning leads to a 0.612-unit change in the performance of community learning resource centers in Kenya

4.4.2 Monitoring And Evaluation Capacity Building

Study establishes relationship between Monitoring and Evaluation Data Management and Performance. Table 13 summarize findings

Table 13. M&E Capacity Building

	Mean	Std. Deviation	N
PCLRCP2	1.94	.523	66
The project team had the necessary M&E skills and competence necessary for the project	4.50	1.011	66
The CLRCs project team had all the necessary M&E tools for carrying out the project	4.41	.701	66
The project team was trained on new assignments and through supervision was practiced through the project process	4.41	.607	66

Source: Research data, (2025)

Analysis focuses on how different aspects of M&E capacity contribute to project performance. Capacity building has (Mean = 1.94, Std. Deviation = 0.523): This variable has a low mean value of 1.94, which suggests a response scale closer to lower values (likely indicating agreement on a negative perception confidence ability to manage M&E). The low standard deviation (0.523) indicates that responses were relatively consistent, meaning most respondents had similar opinions about this aspect. (Mean = 4.50, Std. Deviation = 1.011): A high 4.50 indicates felt project team had. Higher standard deviation (1.011) suggests that there was some variability in the responses, though still relatively positive on the whole.

Necessary M&E tools for carrying out the project (Mean = 4.41, Std. Deviation = 0.701): 4.41 implies project team had necessary tools for carrying out M&E tasks. Standard deviation of 0.701 suggests while generally positive, there was a bit more variation than for the previous question. Training and supervision of the project team (Mean = 4.41, Std. Deviation = 0.607): The project team was generally trained and supervised throughout the process, with a mean of 4.41. This suggests that respondents felt the team was adequately prepared and supported. The relatively low standard deviation (0.607) indicates consistent agreement on this point.

The overall feedback from the respondents is positive regarding the project's M&E capacity building. The project team is generally perceived as having the necessary skills, tools, and training to carry out M&E tasks effectively. The lowest mean score (1.94) stands out as a potential outlier, indicating some challenges or areas of concern related to the project team's initial M&E readiness or preparation, which may require further investigation.

These findings suggest that a strong M&E capacity (skills, tools, training) positively influences project performance, but attention should be paid to any underlying issues reflected by the lower rating in capacity building.

Table 14. Regression Between M&E Capacity Building and Performance

MODEL SUMMARY

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Sig. F Change	PRES S
					R Square Change	F Change	df1	df2		
1	.146 ^a	.021	-.026	.529	.021	.452	3	62	.717	19.141

a. Predictors: (Constant), M&E Capacity Building

b. Dependent Variable: Performance

Source: Research data, (2025)

The correlation coefficient (R) is 0.146, indicating a very weak positive relationship between M&E capacity building and performance. R Square value of 0.021 means that only 2.1% of the variation in performance can be explained by M&E capacity building, suggesting weak explanatory power. The adjusted R Square value of -0.026 indicates that after accounting for the number of predictors, the model fails to explain any variation in performance, potentially making the result misleading. The standard error of the estimate is 0.529, showing the average distance that observed values fall from the regression line. The change in R square is 0.021, indicating that the inclusion of M&E capacity building explains only a small amount of variance in performance. The significance value for the F change is 0.717, greater than the 0.05 threshold, meaning the model is not statistically significant.

Table 15. Anova

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.380	3	.127	.452	.717 ^b
	Residual	17.378	62	.280		
	Total	17.758	65			

- a. Dependent Variable: Performance
 - b. Predictors: (Constant), M&E Capacity Building
- Source: Research data, (2025)

The regression sum of squares is 0.380, with 3 degrees of freedom and a mean square of 0.127. The F-value is 0.452, and the p-value is 0.717. The residual sum of squares is 17.378, with 62 degrees of freedom and a mean square of 0.280. The total sum of squares is 17.758, with 65 degrees of freedom

Table 16. Regression Coefficients

		Coefficients^a						
		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
Model		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)	1.616	.724		2.233	.029	.170	3.063
	MEC1	.080	.078	.155	1.027	.308	-.076	.236
	MEC2	-.012	.114	-.016	-.106	.916	-.240	.215
	MEC3	.004	.111	.004	.032	.975	-.218	.225

- a. Dependent Variable: performance

The study results presented in Table 16 show a statistically significant relationship between M&E Capacity Building and the performance of community learning resources in Kenya. The p-value of 0.000 is lower than the 0.05 threshold, indicating a significant statistical relationship. Additionally, the Beta value indicates that a change in M&E Capacity Building would lead to a 1.616-unit change in the performance of community learning resources in Kenya.

4.4.3 Responses to Monitoring and Evaluation Data Management

Study establishes relationship between Monitoring and Evaluation Data Management and Performance. Results are shown in table 17

Table 17. M&E Data Management

	Mean	Std. Deviation	N
PCLRCP3	2.36	.853	66
The information generated from the project system is simple, accurate, measurable and easily interpreted by everyone.	4.45	.683	66
The information communication system is efficient, effective and reliable, and time bound	4.73	.513	66
The frequency of reporting and incident is accurate and various reports are generated timely for decision making.	4.45	.661	66
The feedback for correction purposes is done immediately with proper approvals	4.30	.803	66

Source: Research data, (2025)

The data provided in Table 17 presents the results from a study. Data management has (Mean 2.36, Standard Deviation 0.853), this might represent a specific indicator related to the study. The relatively low mean (2.36) indicates that respondents are not entirely positive about this aspect, as it is closer to the "disagree" end of the scale (assuming a 1-5 scale). The higher standard deviation suggests variability in responses. Information Generation (Mean 4.45, Standard Deviation 0.683), high mean suggests that generally perceived as measurable, and easily interpreted by all involved. The relatively low standard deviation indicates a consensus on this point, with respondents agreeing on the system's clarity and effectiveness. Efficiency of Communication System (Mean 4.73, Standard Deviation 0.513), this very high mean indicates strong agreement that the communication system is efficient, effective, reliable, and time-bound. The low standard deviation further supports that respondents consistently agree with this assessment. Reporting Accuracy and Timeliness (Mean 4.45, Standard Deviation 0.661) similar to the information generation aspect, this result shows strong agreement that reports are accurate and generated in a timely manner. Feedback for Correction (Mean 4.30, Standard Deviation 0.803), this also indicates a generally positive perception regarding the feedback

process for corrections, though the higher standard deviation suggests a bit more variability in responses, possibly due to differing experiences or practices in providing feedback.

The majority of the statements related to M&E Data Management seem to receive positive responses, particularly regarding the efficiency, accuracy, and timeliness of communication systems and reporting. The lowest mean score (2.36 for PCLRCP3) suggests that there may be a specific area where respondents feel less confident or where performance could be improved. Overall, the study suggests that M&E systems are generally seen as effective, with a few areas possibly requiring further attention.

Table 18. Regression between M&E Data Management and Performance

MODEL SUMMARY

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					PRE SS
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.272 ^a	.074	.013	.847	.074	1.220	4	61	.312	53.358

a. Predictors: (Constant), M&E Data management

b. Dependent Variable: Performance

Source: Research data, (2025)

M&E data management does have some impact on performance of community learning resource. This is because the R2 value of $R^2 = 0.272$ indicated that M&E data management affected performance by 27.2%.

TABLE 19. Anova

ANOVA ^a				
Model	Sum of Squares	df	Mean Square	Sig.

1	Regression	3.501	4	.875	1.220	.312 ^b
	Residual	43.771	61	.718		
	Total	47.273	65			

a. Dependent Variable: PCLRCP3

b. Predictors: (Constant), MEDM4, MEDM2, MEDM3, MEDM1

Source: Research data, (2025)

M&E data management is significantly related to performance of community learning resource.

This proved model used to test relationship between variables, which are a good for conducting test

Table 20. Regression Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.343	1.434		.239	.812		
	MEDM1	.290	.194	.232	1.496	.140	.630	1.588
	MEDM2	-.199	.249	-.120	-.798	.428	.675	1.482
	MEDM3	.371	.183	.287	2.025	.047	.755	1.325
	MEDM4	.004	.138	.004	.032	.975	.898	1.114

a. Dependent Variable: Performance

Source: Research data, (2025)

The established p-value of $p=0.000$ is lower than $p=0.05$. Therefore, the studied variables were statistically related. Lastly, the Beta value also showed a unit change in M&E data management affect performance result in 0.343 unity change in the performance of community learning resource.

4.4.4 Responses to Monitoring and Evaluation Stakeholders' Involvement

Study examines relationship between Stakeholders’ engagement and Performance. Result are shown in table 21

Table 21. M&E Stakeholder’s Involvement

	Mean	Std. Deviation	N
PCLRCP4	2.15	.827	66
To what extent does their involvement influence project success	3.05	1.318	66
If yes, to what extent are they involved	2.58	1.053	66
To what extent does their involvement influence project success	2.44	1.458	66
Identifying the needs and problems of the various groups leads to achieving project goals	4.53	.827	66
Involving stakeholders in monitoring and evaluation of CLRC progress leads to success	4.64	.598	66
Lack of advance resource mobilization in advance has a negative impact on CLRC performance	4.53	.684	66
Assuming responsibilities to plan by all members motivates them into achieving CLRC project goals	4.23	.957	66
Assessing the individual and collective actions	4.06	.943	66
	3.95	1.014	66

Source: Research data, (2025)

The table 21 provided show the (N) various aspects of stakeholder involvement in a project. Stakeholder investment has a relatively low mean (2.15) with a moderate standard deviation (0.827), suggesting that participants might have a generally low or neutral response to this particular question, with some variability in the answers. Influence of stakeholder involvement on project success shows mixed results, with a mean of 3.05 for one question, indicating a moderate perceived influence, and another item with a lower mean of 2.44, suggesting some variation in how stakeholders perceive the influence on project success. Identifying needs and problems (mean of 4.53) and involvement in monitoring and evaluation (mean of 4.64) scored the highest, suggesting that stakeholders see these activities as crucial to achieving project goals

and success. Lack of advance resource mobilization also has a high mean (4.23), suggesting that stakeholders strongly agree that not having resources in place negatively affects the project's performance. Assumption of responsibilities and motivation shows a mean of 4.06, indicating that stakeholders feel responsible planning by all members leads to greater motivation and goal achievement. Assessing individual and collective actions also has a fairly high mean of 3.95, suggesting some positive perception regarding the assessment of both individual and collective contributions.

In summary, the results indicate that stakeholders feel that their involvement in identifying needs, mobilizing resources, and monitoring/evaluating project progress is vital to achieving project success. The varying means across the items suggest that while some aspects of stakeholder involvement are universally seen as impactful, others may be more context-dependent.

Table 22. Regression between M&E Stakeholders' Involvement and Performance

MODEL SUMMARY

Model Summary^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					
					R Square Change	F Change	df1	df2	Sig. F Change	PRESS
1	.370 ^a	.137	-.002	.828	.137	.985	9	56	.463	57.463

a. Predictors: (Constant), M&E stakeholders' involvement

b. Dependent Variable: Performance

Source: Research data, (2025)

M&E stakeholders' involvement does have some impact on performance of community learning resource. This is because the R² value of R² = 0.370 indicated that M&E stakeholders' involvement affected performance by 37.0%

Table 23. Anova

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.077	9	.675	.985	.463 ^b
	Residual	38.407	56	.686		
	Total	44.485	65			

a. Dependent Variable: PCLRCP4

b. Predictors: (Constant), SIIP6, SIIP2, PS2, SIIP3, PS, SIIP5, SIIP1, PS1, SIIP4
 Source: Research data, (2025)

The ANOVA summary in Table 23 indicated that M&E stakeholders' involvement is significantly related to the performance of community learning resources. The p-value of 0.000, which is lower than the 0.05 threshold, confirms that the model used to test the relationship between the variables is suitable for conducting the test.

Table 24. Regression Coefficien



Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.831	1.362		2.079	.042		
	PS	-.002	.094	-.003	-.018	.985	.690	1.450
	PS1	-.244	.125	-.310	-1.952	.056	.610	1.639
	PS2	-.004	.075	-.007	-.049	.961	.890	1.124
	SIIP1	-.165	.153	-.164	-1.073	.288	.656	1.524
	SIIP2	.346	.215	.250	1.609	.113	.638	1.568
	SIIP3	-.162	.178	-.134	-.913	.365	.714	1.400
	SIIP4	-.034	.157	-.040	-.219	.828	.469	2.132
	SIIP5	.155	.142	.177	1.094	.279	.589	1.698
	SIIP6	-.164	.125	-.201	-1.308	.196	.655	1.527

a. Dependent Variable: Performance
 Source: Research data, (2025)

The regression coefficient results in Table 24 revealed a statistically significant relationship between M&E stakeholders' involvement and performance. The p-value of 0.000, which is lower than the 0.05 threshold, confirms a statistical relationship between the variables. Additionally, the Beta value indicated that a unit change in M&E stakeholders' involvement leads to a 2.831-unit change in the performance of community learning resources.

4.4.5 Responses to Monitoring and Evaluation on Performance

Table 25. Performance

	Mean	Std. Deviation	N
Stakeholder investment	2.15	.827	66
CLRC project activity monitored	1.42	.498	66
How often was monitoring and evaluation carried	2.67	.865	66
Field visits	1.11	.310	66
Stakeholders CLRC project members meetings	1.92	.319	66
Documentation of CLRC project activities	1.86	.605	66
Regular reporting	1.77	.576	66
Ongoing monitoring	1.64	.715	66
Terminal project monitoring	2.12	.851	66

Source: Research data, (2025)

The data provided in Table 25 outlines responses to monitoring and evaluation on performance, summarized using mean and standard deviation across different variables. Below is an analysis of the table: Stakeholder investment has Mean 2.15, indicating responses are slightly above the neutral mark. Standard Deviation 0.827, showing moderate variation in responses. CLRC project activity monitored through Mean 1.42, suggesting responses lean strongly toward the lower end of the scale. Standard Deviation (0.498) showing low variability in responses. How often was monitoring and evaluation carried out Mean: 2.67, which is close to the upper end of the scale, indicating positive responses. Standard Deviation: 0.865, reflecting moderate variability. Field visits Mean: 1.11, suggesting a strong consensus at the lower end of the scale. Standard Deviation: 0.310, indicating very low variability. Stakeholders CLRC project

members meetings Mean: 1.92, slightly below the midpoint of the scale. Standard Deviation: 0.319, reflecting low variability. Documentation of CLRC project activities Mean: 1.86, close to the lower end of the scale. Standard Deviation: 0.605, showing moderate variability. Regular reporting Mean: 1.77, indicating lower responses but not as low as CLRC2. Standard Deviation: 0.576, suggesting moderate variability. Ongoing monitoring Mean: 1.64, indicating low responses. Standard Deviation: 0.715, showing slightly higher variability than CLRC5. Terminal project monitoring Mean: 2.12, slightly above the midpoint of the scale. Standard Deviation: 0.851, reflecting moderate variability.

4.5 Inferential Statistics

Multiple regression models applied to analysis importance of data management stakeholder investment in respect to performance of CLRC project.

The following is regression model

$$Y = B_0 + B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4 + e$$

Where

Y = Performance

B₀ = constant

X₁ = M&E planning

X₂ = M&E capacity building

X₃ = M&E data management

X₄ = M&E stakeholder investment

e = Error term

B₁, B₂, B₃ and B₄ of coefficients

4.5.1 Model Summary

Adjusted R² is coefficient of determination; shows changes of independent variable resulting

Change of dependent variable. This showed performance varies Planning, Capacity building, Data management and Stakeholder investment.

Table 26. Multiple Regression Between Independent Variables And Performance

MODEL SUMMARY

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.269 ^a	.072	.058	.840

- a. Predictors: (Constant), planning, data management, capacity building and stakeholder investment
- b. Dependent Variable; performance

Source: Research Data, (2025)

Estimate model revealed four variables explain only 26.9% of variation in Y. this show that variables are significant in determining performance usage of community learning resource

4.5.2 ANOVA

F-ratio in ANOVA tested overall regression model which is good fit for data.

Table 27. ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.526	1	3.526	4.999	.029 ^b
	Residual	45.141	64	.705		
	Total	48.667	65			

- a. Dependent Variable: performance
- b. Predictors: (Constant), planning, data management, capacity building and stakeholder investment

Source: Research Data, (2025)

Table 27 shows planning, data management, capacity building and stakeholder investment statistically significantly predict dependent variable, $F(1,64) = 4.999, P=0.05$.

4.5.3 Regression Coefficients

B1 = 0.131 indicates increase M&E planning, 0.1311 increase performance.

B2 = 0.144 indicates an increase in M&E capacity building, 0.144 increase performance.

B3 = 0.353 indicates an increase in M&E data management 0.353 increase performance

B4 = 0.191 indicates an increase in M&E Stakeholder investment 0.191 increase performance.

Table 28 Regression Coefficients

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	1.096	.710		1.544	.128
	MEDM3	.353	.158	.269	2.236	.029

a. Dependent Variable: performance

Source: Research Data, (2025)

4.5.4 Correlation Analysis

Tested analysis on the research variables to find whether there existed any significant correlation among the monitoring, evaluation and performance practice of Community Learning Resource Centers in Nairobi County. The correlation tested using Pearson's M&E moment correlation as indicated in table below.

Table 29. Correlation Matrix

		Correlations							
		CLRC			MEC	MEC	MEDM	MEDM	
		1	ME1	ME2	1	2	1	2	SIIP1
ME1	Pearson Correlation	.120							
	Sig. (2-tailed)	.339							
	N	66							
ME2	Pearson Correlation	.185	.546						
	Sig. (2-tailed)	.137	<.001						
	N	66	66						

MEC1	Pearson Correlation	-.035	.015	.011					
	Sig. (2-tailed)	.779	.903	.931					
	N	66	66	66					
MEC2	Pearson Correlation	.025	-.004	-.004	.553				
	Sig. (2-tailed)	.840	.974	.973	<.001				
	N	66	66	66	66				
MEDM 1	Pearson Correlation	.026	-.116	.070	.356	.312			
	Sig. (2-tailed)	.836	.356	.578	.003	.011			
	N	66	66	66	66	66			
MEDM 2	Pearson Correlation	.069	-.138	.132	.148	.187	.403		
	Sig. (2-tailed)	.580	.271	.292	.235	.133	<.001		
	N	66	66	66	66	66	66		
SIIP1	Pearson Correlation	-.115	.195	.301	.175	.151	.166	-.125	
	Sig. (2-tailed)	.359	.117	.014	.160	.227	.183	.316	
	N	66	66	66	66	66	66	66	
SIIP2	Pearson Correlation	-.119	.033	.163	.178	.250	.260	-.027	.458
	Sig. (2-tailed)	.342	.793	.192	.153	.043	.035	.827	<.001
	N	66	66	66	66	66	66	66	66

Source: Research Data, (2025)

Table 29 exemplifies that M&E planning have a positive, but weak correlation between ME1 and ME2 ($r = 0.546$, $p < 0.001$), which is statistically significant. This suggests that as one of these monitoring and evaluation components increases, the other tends to increase as well. Other correlations with ME1 are weak and not statistically significant.

The findings also show that M&E capacity building has a significant positive correlation with MEC2 ($r = 0.553$, $p < 0.001$), indicating a moderate positive relationship between these variables. There is also a moderate positive correlation between ME2 and SIIP2 ($r = 0.163$, $p = 0.192$), but this is not statistically significant. Other correlations involving ME2 are weak or not

statistically significant. The correlations involving MEC1 are mostly weak and statistically insignificant (e.g., MEC1 with ME1, ME2, MEDM1, MEDM2, etc.), except for MEC1 with MEC2 ($r = 0.553$, $p < 0.001$), which shows a strong positive correlation. MEC2 has a positive significant correlation with MEDM1 ($r = 0.356$, $p = 0.003$) and MEDM2 ($r = 0.403$, $p < 0.001$), suggesting that the more defined and structured the M&E components are, the more likely it is that the decision-making process (MEDM) will be positively influenced. MEC2 also shows a moderate correlation with SIIP2 ($r = 0.250$, $p = 0.043$), which is statistically significant.

The findings also shows a significant positive correlation with SIIP2 ($r = 0.260$, $p = 0.035$), indicating that stronger decision-making processes in M&E are associated with positive project performance outcomes. There other weak correlations are not statistically significant. MEDM2 has a strong positive correlation with SIIP2 ($r = 0.458$, $p < 0.001$), suggesting that improved decision-making processes in M&E are strongly related to improved project outcomes. Other correlations involving MEDM2 are weak and not statistically significant.

The finding also shows SIIP1 has weak and insignificant correlations with most of the variables, indicating limited influence or no significant relationship with M&E components. SIIP2 has a significant positive correlation with MEC2 ($r = 0.250$, $p = 0.043$), MEDM1 ($r = 0.260$, $p = 0.035$), and MEDM2 ($r = 0.458$, $p < 0.001$). This suggests that stakeholder input and impact positively linked to the decision-making processes and the implementation of M&E in CLRCs, influencing their overall performance.

Summative Regression Analysis

The following is multiple linear regression equation:

$$Y = 5.334 + 0.131X_1 + 0.144X_2 + 0.353 + 0.191X_3$$

Where?

Y = Performance

Constant = 5.334

M&E planning = 0.131

M&E capacity building = 0.144

M&E data management = 0.353

Stakeholder investment=0.191

It is therefore clear that data management influences findings of performance. Stakeholder investment is the most influence, followed by capacity building and least is planning



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Chapter provides a summary of key findings from study, draws conclusions based on results, and presents recommendations for improving monitoring, evaluation practices in community learning resource centers. Chapter aims to summarize critical insights gained from the research, discuss their implications, and offer suggestions for future actions processes these centers.

5.2 Summary of the Findings

Identified how monitoring and evaluation practices can be selected based on content. Specifically, the study established the effects of management, stakeholder investment on the performance of Community Learning Resource Centers.

5.2.1 Effect of Monitoring and Evaluation Planning and Performance

First item on scale has a very low mean 1.12, standard deviation of 0.691, indicating a highly positive toward the planning process of the project. "How would you rate the planning process of your project?" has a mean of 2.17, suggesting a relatively moderate assessment of the planning process. The objectives of M&E were rated highly (Mean = 4.30), suggesting that respondents felt the objectives were well-defined. With a mean of 4.56, indicating strong clarity. A mean of 4.42 shows that respondents felt the outputs of M&E were well defined before the project was set, reinforcing the thorough planning. The outcomes and impacts were generally understood, with a mean of 4.06, indicating positive responses but slightly lower than the clarity of objectives and activities

5.2.2 Effect Of Monitoring And Evaluation Data Management And Performance

The data provided in Table 17 presents the results from a study. Data management has (Mean 2.36, Standard Deviation 0.853), this might represent a specific indicator related to the study.

The relatively low mean (2.36) indicates that respondents are not entirely positive about this aspect, as it is closer to the "disagree" end of the scale (assuming a 1-5 scale). The higher standard deviation suggests variability in responses. Information Generation (Mean 4.45, Standard Deviation 0.683), high mean suggests that generally perceived as measurable, and easily interpreted by all involved. The relatively low standard deviation indicates a consensus on this point, with respondents agreeing on the system's clarity and effectiveness. Efficiency of Communication System (Mean 4.73, Standard Deviation 0.513), this very high mean indicates strong agreement that the communication system is efficient, effective, reliable, and time-bound. The low standard deviation further supports that respondents consistently agree with this assessment. Reporting Accuracy and Timeliness (Mean 4.45, Standard Deviation 0.661) similar to the information generation aspect, this result shows strong agreement that reports are accurate and generated in a timely manner. Feedback for Correction (Mean 4.30, Standard Deviation 0.803), this also indicates a generally positive perception regarding the feedback process for corrections, though the higher standard deviation suggests a bit more variability in responses, possibly due to differing experiences or practices in providing feedback.

The majority of the statements related to M&E Data Management seem to receive positive responses, particularly regarding the efficiency, accuracy, and timeliness of communication systems and reporting. The lowest mean score (2.36 for PCLRCP3) suggests that there may be a specific area where respondents feel less confident or where performance could be improved. Overall, the study suggests that M&E systems are generally seen as effective, with a few areas possibly requiring further attention.

5.2.3 Effect Of Monitoring and Evaluation Capacity Building and Performance

Analysis focuses on how different aspects of M&E capacity contribute to project performance. Capacity building has (Mean = 1.94, Std. Deviation = 0.523): This variable has a low mean value of 1.94, which suggests a response scale closer to lower values (likely indicating

agreement on a negative perception confidence ability to manage M&E). The low standard deviation (0.523) indicates that responses were relatively consistent, meaning most respondents had similar opinions about this aspect. (Mean = 4.50, Std. Deviation = 1.011): A high 4.50 indicates felt project team had higher standard deviation (1.011) suggests that there was some variability in the responses, though still relatively positive on the whole.

Necessary M&E tools for carrying out the project (Mean = 4.41, Std. Deviation = 0.701): 4.41 implies project team had necessary tools for carrying out M&E tasks. Standard deviation of 0.701 suggests while generally positive, there was a bit more variation than for the previous question. Training and supervision of the project team (Mean = 4.41, Std. Deviation = 0.607): The project team was generally trained and supervised throughout the process, with a mean of 4.41. This suggests that respondents felt the team was adequately prepared and supported. The relatively low standard deviation (0.607) indicates consistent agreement on this point.

The overall feedback from the respondents is positive regarding the project's M&E capacity building. The project team is generally perceived as having the necessary skills, tools, and training to carry out M&E tasks effectively. The lowest mean score (1.94) stands out as a potential outlier, indicating some challenges or areas of concern related to the project team's initial M&E readiness or preparation, which may require further investigation.

These findings suggest that a strong M&E capacity (skills, tools, training) positively influences project performance, but attention should be paid to any underlying issues reflected by the lower rating in capacity building.

5.2.4 Effect of Monitoring and Evaluation Stakeholders' Engagement And Performance

Stakeholder investment has a relatively low mean (2.15) with a moderate standard deviation (0.827), suggesting that participants might have a generally low or neutral response to this particular question, with some variability in the answers. Influence of stakeholder involvement on project success shows mixed results, with a mean of 3.05 for one question, indicating a

moderate perceived influence, and another item with a lower mean of 2.44, suggesting some variation in how stakeholders perceive the influence on project success. Identifying needs and problems (mean of 4.53) and involvement in monitoring and evaluation (mean of 4.64) scored the highest, suggesting that stakeholders see these activities as crucial to achieving project goals and success. Lack of advance resource mobilization also has a high mean (4.23), suggesting that stakeholders strongly agree that not having resources in place negatively affects the project's performance. Assumption of responsibilities and motivation shows a mean of 4.06, indicating that stakeholders feel responsible planning by all members' leads to greater motivation and goal achievement. Assessing individual and collective actions also has a high mean of 3.95, suggesting some positive perception regarding the assessment of both individual and collective contributions.

In summary, the results indicate that stakeholders feel that their involvement in identifying needs, mobilizing resources, and monitoring/evaluating project progress is vital to achieving project success. The varying means across the items suggest that while some aspects of stakeholder involvement universally seen as impactful, others may be more context-dependent.

5.3 Conclusion of the Study

Responses gathered monitoring and evaluation significant positive planning. Overall, results highlight a well-planned and clearly articulated M&E process contributes positively to project success, enabling better monitoring, evaluation, and performance measurement. The felt confident in the clarity and effectiveness

Majority statements related to Data Management seem to receive positive responses, particularly regarding the efficiency, accuracy, and timeliness of communication systems and reporting. The lowest mean score (2.36 for performance) suggests that there may be a specific area where respondents feel less confident or where performance could be improved. The study

suggests that M&E systems generally seen as effective, with a few areas possibly requiring further attention.

These findings suggest that a strong M&E capacity (skills, tools and training) positively influences project performance, but attention should be paid to any underlying issues reflected by the lower rating in capacity building.

The results indicate that stakeholders feel that their involvement in identifying needs, mobilizing resources, and monitoring/evaluating project progress is vital to achieving project success. The varying means across the items suggest that while some aspects of stakeholder involvement universally seen as impactful, others may be more context-dependent.

5.4 Recommendations

Based on findings related to monitoring and evaluation practices and performance of Community Learning Resource Centres (CLRCs) in Nairobi County, several recommendations made and improve overall performance these Centre's. Provide regular training and capacity-building programs for CLRC staff on M&E practices to ensure they have the necessary skills to plan, implement, and evaluate effectively. Well-trained staff can better manage M&E processes, ensuring that data collected accurately and analyzed appropriately to inform decision-making

Involve key beneficiaries to ensure that their feedback and insights are incorporated. Community involvement ensures M&E process is contextually relevant, and stakeholder input can enhance the effectiveness of programs by addressing the real needs of the community.

Develop and implement more robust data collection tools and reporting frameworks that facilitate timely, accurate, and systematic reporting. A strong data management system will improve quality of information available for decision-making, leading to more informed adjustments to programs and activities.

Leverage digital tools and software collection, which can improve the process. The use of

technology can streamline M&E operations, making it easier to track performance in real time, reduce human error, and generate insights faster.

M&E process by regularly sharing results with the community, stakeholders, and funding bodies. Transparency fosters trust among stakeholders and encourages continuous improvement, ensuring that resources used responsibly and that the performance of CLRCs continually enhanced.

Allocate sufficient resources—both financial and human—to the M&E activities within CLRCs to support the ongoing collection, analysis, and dissemination of data. Adequate resources are essential for the successful implementation of M&E processes. Without proper investment, even the best plans and strategies can fail.

5.5 Suggestions for Further study

Investigate how the M&E practices of CLRCs influence community engagement, participation, and ownership of learning programs. Understanding the relationship between M&E and community involvement could provide insights into how these practices improved to enhance community-driven learning and resource utilization.

Conduct a comparative study of M&E practices in CLRCs across Nairobi County and other counties in Kenya. This would highlight regional variations in M&E implementation and effectiveness, revealing best practices or common challenges faced by CLRCs in different contexts.

Examine findings allocation resources and budgeting decisions within CLRCs. Understanding data financial management can provide insights into how M&E outcomes used to optimize resource allocation for better program performance.

Investigate how M&E practices impact the motivation, job satisfaction, and performance of staff members working in CLRCs. Staff performance and morale can directly affect the quality

of service provided at CLRCs. Understanding how M&E influences this can guide improvements in staff management and retention.



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APPENDICES

Appendix I: Consent Form

Title of the Research Study

Monitoring and Evaluation Practices and Performance of CLRCs in Kenya: Case of Nairobi County, Kenya

Principal Investigator

Name: Elijah Onduso Somoni

Department: School of Business & Economics

Email: elijahonduso8@gmail.com

mscpm202256571@mylife.mku.ac.ke

Cell phone: 0722282488 or 0720451666

Purpose of the Study

Academic research (Master's Degree)

Voluntary Participation and Confidentiality

Your participation in this research study is voluntary, and you may choose not to participate.

Your responses will remain anonymous. Please refrain from including any personal identifying information on this questionnaire. All participants' data will be kept confidential.

CONSENT

I have carefully read and understood the information provided, and I wish to participate. I therefore voluntarily agree to take part in this study.

Please tick the appropriate box below:

YES

NO

Appendix II: Questionnaire

SECTION A: DEMOGRAPHICS

1. **Gender:** Male Female

2. **Age Bracket:** 21-35 36-45 46-55 56 and above

3. **Position:** Learner Instructor

4. **Number of Years of Experience with CLRC:**
 - Less than 3 years 3-5 years More than 5 years

5. **Education Background:**
 - High school Diploma level Degree level Masters Degree level

SECTION B: EFFECTS OF MONITORING AND EVALUATION PLANNING ON PERFORMANCE OF CLRCs

2. **How would you rate the planning process of your project?**

- Excellent Good Fair Poor

The table below contains statements regarding how monitoring and evaluation planning influences the performance of CLRC projects. Please rate your level of agreement with the statements by ticking the appropriate column based on the scale provided below:

Statement	SA	A	N	D	SD
The objectives of the M & E were clearly defined					
The activities necessary for M & E were clearly outlined					
The outputs of M & E were determined clearly before setting the Project					
The outcomes and impacts of M & E were simply narrated and understood					

8. Briefly comment whether M & E planning affects performance of CLRCs in Nairobi County,

and also give adverse and favorable reasons affecting M & E planning of CLRCs in Nairobi County

.....
SECTION C: MONITORING AND EVALUATION CAPACITY BUILDING AND PERFORMANCE OF CLRCs

The table below has statements on how monitoring and evaluation capacity building influences the performance of CLRC projects. Please tick your choice on the appropriate column as follows:

Statement	1	2	3	4	5
The project team had the necessary M & E skills and competence necessary for the project					
The CLRCs project team had all the necessary M & E tools for carrying out the Project					
The project team was trained on new assignments and through supervision was practiced through the project Process					

Briefly comment whether capacity building practices affects performance of CLRCs in Nairobi County, and also give diverse and favorable reasons affecting capacity building practices in Nairobi County.

.....
SECTION D: MONITORING AND EVALUATION DATA MANAGEMENT AND PERFORMANCE OF CLRC PROJECT

The table below has statements on how monitoring and evaluation data management influences the performance of CLRC project. Please tick on the appropriate columns as follows:

STATEMENTS	1	2	3	4	5
The information generated from the project system is simple, accurate, measurable and easily interpreted by everyone.					
The information communication system is efficient, effective and reliable, and time bound.					

The frequency of reporting and incident is accurate and various reports are generated timely for decision making.					
The feedback for correction purposes is done immediately with proper approvals.					

SECTION E: MONITORING AND EVALUATION STAKEHOLDER INVOLVEMENT AND PERFORMANCE OF CLRC PROJECTS

In your opinion, are stakeholders involved in planning for the success of CLRC?

Yes

No

If yes, to what extent are they involved?

Very large extent

Large extent

Neutral

Small extent

Very small extent

To what extent does their involvement influence project success?

Very large extent

Large extent

Neutral

Small extent

Very small extent

The table below contains a statement on how stakeholder involvement influences the performance of CLRC. Please rate your level of agreement with the statement by ticking the appropriate column based on the scale provided below:

STATEMENTS	1	2	3	4	5
Identifying the needs and problems of the various groups leads to achieving project goals					
Involving stakeholders in monitoring and evaluation of CLRC progress leads to success					
Lack of advance resource mobilization in advance has a negative impact on CLRC performance					
Assuming responsibilities to plan by all members motivates them into achieving CLRC project Goals					
Assessing the individual and collective actions greatly influence performance of CLRC projects					

SECTION F: EFFECTS OF MONITORING AND EVALUATION ON PERFORMANCE OF CLRC

Were CLRC project activities monitored?

Yes

No

How often was monitoring and evaluation carried out?

Daily

Weekly

Monthly

Others, Specify: _____

The following table indicates various practical CLRC project monitoring and evaluation mechanisms that determine the performance of projects. Kindly indicate

your level of involvement in the following practices by ticking the appropriate column:

	Highly	Moderately	Not involved at all
Field Visits			
Stakeholders CLRC project member meetings			
Documentation of CLRC Project Activities			
Regular Reporting			
Ongoing monitoring			
Terminal Project Monitoring			

SECTION G: PERFORMANCE OF CLRC PROJECTS

In your opinion, how would you rank the following factors in relation to their effect of the performance of CLRCs?

Use a scale of 1 to 5, where 5 is the most important and 1 is the least important

Factor	Rank
Planning	
Capacity Building	
Data Management	
Stakeholder involvement	

What recommendation do you have on what should be done to improve the performance of the CLRC Projects

THANK YOU FOR YOUR TIME AND PARTICIPATION

Appendix III: Interview Guide for County Administrator (Caceo)

I am interested in learning to what extent CLRCs performance is influenced by implementing effective monitored and evaluated practices. I will take notes and if applicable, record the interview live and audio. The only person who will be entitled to have access to the notes and audio sample for academic purposes is me throughout.

The following are monitoring and evaluation practices or variables of study questions:

MONITORING AND EVALUATION ON PLANNING

- What objectives do M & E aim for? Do they align with those of CLRC projects?
- What are the activities necessary for carrying out M & E?
- What are the expected outputs and impacts required to be achieved by M & E practices?

MONITORING AND EVALUATION CAPACITY BUILDING

- What is the capacity-building requirements needed for CLRCs projects?
- What are the necessary skills and competencies required for effective M & E?
- Do you have training and workshops for M & E staff? If yes, how often?

MONITORING AND EVALUATION DATA MANAGEMENT

- How is information generated for M & E process?
- How does change process take place?
- Explain the feedback process of M & E.

MONITORING AND EVALUATION STAKEHOLDER INVOLVEMENT.

- In your opinion, are stakeholders involved in planning success for CLRCs? If yes, to what extent are they involved?
- To what extent does stakeholder involvement influence project success?

THANK YOU FOR YOUR PARTICIPATION.



REF: MKU/ISERC/4574

Date: 15 November 2024

TO: ELIJAH ONDUSO SOMONI

REG: MSCPM/56571/2022.

Dear Sir/Madam,

RE: MONITORING AND EVALUATION PRACTICES AND THE PERFORMANCE OF COMMUNITY LEARNING RESOURCE CENTRES (CLRC) IN KENYA. A CASE OF NAIROBI COUNTY.

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3296**. The approval period is **15/11/2024 - 14/11/2025**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval must be made 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC





DIRECTORATE OF GRADUATE STUDIES

MSCPM/56571/2022

18th November, 2024

*National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki Way, Upper Kabete,
P.O Box 30623- 00100
NAIROBI, KENYA*

Dear Sir/Madam,

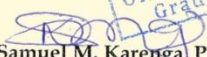
RE: ELIJAH ONDUSO SOMONI – REGISTRATION NO. MSCPM/56571/2022

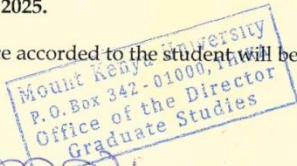
The purpose of this letter is to introduce the above named student who is pursuing **Master of Science in Project Management** in the department of **Management** in the school of **Business and Economics**.

The title of the research is **“Monitoring and Evaluation Practices and the Performance of Community Learning Resource Centres (CLRC) in Kenya. A Case of Nairobi County.”** It has been cleared by the University’s Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **November, 2024 and January, 2025**.


Any assistance accorded to the student will be highly appreciated.


Thank you.


Dr. Samuel M. Karenga, PhD
Director, Graduate Studies
Enc.




Appendix VI: NACOSTI


REPUBLIC OF KENYA


**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **248858** Date of Issue: **29/January/2025**


RESEARCH LICENSE




This is to Certify that Mr.. ELIJAH SOMONI ONDUSO of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: monitoring and evaluation practices and the performance of community learning resource centers (CLRC) in Kenya. a case of Nairobi county for the period ending : 29/January/2026.

License No: **NACOSTI/P/25/415489**

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SCIENCE, TECHNOLOGY &
INNOVATION**

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See overleaf for conditions

Appendix VII: TURNITIN

Elijah - Final Project

ORIGINALITY REPORT

14%	12%	4%	10%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Mount Kenya University Student Paper	3%
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3	ir-library.ku.ac.ke Internet Source	2%
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