IMPACT OF PROJECT MONITORING ON EFFECTIVE PROJECT IMPLEMENTATION IN LUDEWA DISTRICT COUNCIL: A CASE OF SCHOOL CLASSROOMS CONSTRUCTION UNDER COVID-19 FUNDS

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CERTIFICATION

The undersigned certifies that he has ready and hereby recommends for the acceptance by the Open University of Tanzania a dissertation titled **"Impact of Project Monitoring on Effective Project Implementation in Ludewa District Council: A Case of School Classrooms Construction Under Covid-19 Funds"** in partial fulfilment of the requirements for the Degree of Master of Arts in Monitoring and Evaluation of the Open University of Tanzania.

……..

Prof. Deus D. Ngaruko

(Supervisor)

……..

Date

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DECLARATION

I, **Lumuli Douglas Mtaki,** do hereby declare that this dissertation is my original work and that it has not and will not be presented to any other institution for the same or other degree awards.

……..

Signature

……

Date

DEDICATION

To my Mother Mariamu Ethel Mtaki and father Douglas Anania Mtaki whose efforts, moral, and material support encouraged me to reach this intellectual level.

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ABSTRACT

This study investigates the influence of project monitoring on the implementation of classroom construction projects funded under COVID-19 initiatives in Ludewa district, Njombe region. Employing a descriptive research design, a mixed-method approach was utilized to comprehensively address the study objectives. Qualitative insights were gathered through interviews conducted with sixteen Key Informants (KI) directly and indirectly involved in the program. Concurrently, quantitative data were collected from a sample of 189 stakeholders (teachers) using a combination of stratified random and purposive sampling techniques, with a closed-ended questionnaire. The collected data were analyzed using STATA ver13. The study's findings reveal that stakeholders possessing project monitoring competence significantly contribute to required principles in project implementation. Furthermore, an alternative in-house-based project monitoring approach was found to have a substantial positive impact (at a 1% significance level) on the performance of development projects, particularly those focused on classroom construction. This study bridges a notable knowledge gap in the existing literature by emphasizing the crucial role of project monitoring in ensuring the success of development projects. In light of the findings, the study recommends the incorporation of comprehensive and standardized monitoring and evaluation training sessions at all levels of project management. This proactive approach is crucial for enhancing project implementation effectiveness and aligning projects with required principles, thereby ensuring the overall success of development initiatives

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LIST OF ABBREVIATIONS AND ACRONYMS

COVID-19	Corona Virus Disease-19
DEOs	District Education Officers
HoS	Heads of Schools
IFAD	International Fund for Agricultural Development
IMF	International Monetary Fund
MoEST	Ministry of Education, Science and Technology
OECD	Organisation for Economic Co-operation and Development
OUT	Open University of Tanzania
SPSS	Statistical Package for Social Science
TOC	Theory of Constraints
TPPRA	Tanzania Public Procurement Regulatory Authority
UNDP	United Nations Development Programme
UNESCO	United Nations Education Science and Cultural Organization
URT	United Republic of Tanzania
WHO	World Health Organization

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

In December 2019, the COVID-19 outbreak in WUHAN, China prompted the World Health Organization (WHO) to designate Tanzania as one of the four East African countries at high risk, given the significant interaction and flow of people between China and Tanzania. In response, Tanzania focused on enhancing school environments to minimize the potential transmission of COVID-19 among students and teachers (WHO, 2021).

Addressing the widespread shortage of secondary school classrooms, the Tanzanian government, through a loan of Tshs. 1.3 trillion from the International Monetary Fund (IMF) - designated as COVID-19 funds - aimed to build additional classrooms in all secondary schools. This initiative sought to alleviate overcrowding, subsequently reducing the risk of COVID-19 infections among teachers and students. From this loan, the Education Sector received Tshs. 433.8 billion, with Njombe region allocated Tshs. 3,840,000,000/= for constructing 192 classrooms across its seventeen secondary schools in six districts, addressing an existing deficit of 183 classrooms (URT, 2022). Ludewa district, facing a shortage of 47 classrooms out of 28 available, received Tshs. 940,000,000/= to construct all 47 classrooms, with each class utilizing Tshs. 20,000,000/=. Remarkably, the project's implementation status reached 98%, underscoring the commitment of district councils to achieving meaningful change (IMF,

2021). Despite the socio-economic importance of efficient classroom construction projects, challenges persist in completing projects within budgeted costs, adhering to time schedules, and achieving desired quality. This paper seeks to explore the effects of project monitoring and evaluation on the performance of classroom construction projects in Ludewa District, Njombe region.

Project fund management necessitates the formation of committees to supervise and undertake project implementation, adhering to construction guidelines, meeting deadlines, ensuring quantity and quality, obtaining approvals from the Tanzania Procurement Regulatory Authority (TPPRA), and selecting effective project tenderers (WHO, 2021). These committees, including the Construction Committee, Procurement Committee, and Delivery and Inspection Committee, play pivotal roles in initiating material requirements, supervising construction activities, managing progress, implementing procurement, and ensuring quality control. Doreen et al. (2016) emphasize the necessity of close supervision, recommending oversight by Council Supplies officers to ensure successful project outcomes.

Challenges during various project phases include mobilizing society for project participation, forming competent committees, and capacitating committees on construction, procurement management, and finance (Wideman, 2019). Challenges during construction involve budget constraints, potential inflation of building materials, diverse geography affecting material transport, and time constraints due to the availability of industrial materials and transport facilities (URT, 2022; WHO, 2020).

After implementation, challenges include the loss of the allowed post-implementation period for defect correction, highlighting the need for effective monitoring practices.

In light of these considerations, this study aims to investigate the effectiveness of monitoring practices during the implementation of classroom construction projects in Ludewa district secondary schools, Njombe region. Specifically, it seeks to ascertain the impact of project monitoring on the effective implementation of COVID-19 classroom construction, recognizing the pivotal role this research plays in the broader context of educational infrastructure development.

1.2 Research Problem Statement

In the intricate web of development projects, a glaring and consequential issue surfaces the lack of a comprehensive understanding of the tangible impact of these initiatives. This void is exacerbated by the neglect of effective monitoring during their implementation phases (UNESCO, 2020). The chronic failure to meet project objectives, as emphasized by Wideman, Cooke-Davies, and Dinsmore (2005), is not a mere oversight but a pervasive challenge deeply rooted in deficiencies in monitoring competence, compliance oversight, and a shortage of in-house monitoring expertise for project evaluation.

At the heart of the problem lies the critical role that project monitoring is intended to fulfill, a role highlighted by UNESCO (2020) as a diagnostic tool. The inadequacy of this tool to meticulously assess whether project implementation aligns with predetermined objectives and the results matrix gives rise to multifaceted challenges.

This shortfall impedes the identification of weaknesses and challenges in implementation, curtailing the potential for strategic interventions aimed at enhancing project effectiveness. The depth of the problem extends to the intrinsic connection between the comprehensive nature of project monitoring efforts and the ultimate success of project impact evaluation, as emphasized by Cerna (2019).

Despite substantial investments by the United Republic of Tanzania in pre-service and in-house training programs, a disconcerting trend persists. As articulated by OECD (2020), a considerable number of projects in Tanzania consistently fall short of their objectives, underscoring the pivotal role of mismanagement during project monitoring. This problem is further compounded by a startling revelation on the underexplored facet of projects failing to meet objectives in a timely manner, signaling a critical gap in research endeavors that demands immediate attention and rigorous scholarly scrutiny.

This unresolved issue not only jeopardizes the effectiveness of individual projects but also carries broader implications for the sustainable development goals of the region. It raises questions about the efficiency of existing monitoring practices, the adequacy of training programs, and the need for a more comprehensive understanding of the challenges hindering successful project implementation. Addressing this problem is not just a matter of individual project success but a crucial step toward enhancing the overall impact of development initiatives in the region.

1.3 Research Objectives

This study aimed at investigating the effectiveness of Project Monitoring on project implementation with particular reference to school construction under COVID-19 funding in Ludewa district, Njombe region.

1.3.1 Specific Objectives:

i. To assess stakeholders' competencies on application of principles of project monitoring for improved project implementation practices.

ii. To assess stakeholders' project monitoring compliance to the principles of project monitoring for improved classroom construction project implementation in Ludewa district.

iii. To explore alternative in-house based project monitoring mechanisms for enhancing compliance to the principles of project monitoring practices.

1.3.2 Research Questions:

i. What are the stakeholders' competencies on application of principles of project monitoring for improved project implementation practices?

ii. Do the stakeholders' project monitoring comply to the principles of project monitoring for improved classroom construction project implementation in Ludewa district?

iii. What are the alternatives in-house based project monitoring mechanisms for enhancing compliance to the principles of project monitoring practices?

1.4 Significance of the Study

Policy Implication: The findings of this study can influence policy decisions related to educational infrastructure development not only at the local level in Ludewa district council, Njombe region, but also at a regional and national scale. The insights gained from the challenges faced during the monitoring of COVID-19 funded classroom construction can guide the formulation and revision of policies aimed at enhancing the quality and effectiveness of educational infrastructure projects.

Resources Allocation. As governments allocate resources for various projects, including those related to education, the study's findings can help policymakers make informed decisions about resource allocation. Understanding the challenges in implementing COVID-19 funded classroom construction projects provides valuable information for optimizing resource utilization and ensuring that educational investments yield the desired outcomes.

Capacity Building: The study's findings can be instrumental in designing and implementing targeted training programs for educational officers and in-service teacher educators. By addressing the challenges identified in project monitoring, these training programs can contribute to building the capacity of educational professionals, enhancing

their skills in overseeing and managing construction projects. This, in turn, can lead to improved project impact implementation and overall project success.

Academic Contribution: On an academic level, the study adds to the body of knowledge in the field of education, particularly in the context of infrastructure development during the COVID-19 pandemic. The insights gained from this research contribute to the academic discourse on project monitoring, providing a valuable resource for future researchers and educators interested in similar topics.

Master's Program completion the successful completion of this study is not only a requirement for your Master's program but also contributes to the academic reputation of the institution. A high-quality report enhances the credibility of the academic institution and the program, potentially attracting future students and collaborators interested in research of practical significance.

CHAPTER TWO

LITERATURE REVIEW

2.1 Chapter Overview

This part shows ideas together with theories proposed by different scholars in the fields of project monitoring with a major focus on improved impact implementation with particular reference to school construction under COVID-19 funding in Ludewa District. Specific areas to be addressed in this chapter include; definitions of the main concept theoretical framework, empirical literature review based on study objectives and conceptual framework. Lastly, the chapter presents literature summary and research gaps.

2.2 Definitions of Key Concepts

2.2.1 Project Monitoring

Monitoring, as defined by Otieno (2022), is a process that furnishes information for management to evaluate both intentional and unintentional effects of a project and its overall impact. The emphasis lies in assessing project objectives and associated challenges. The International Federation of Red Cross and Crescent Societies (IFRC, 2020) defines project monitoring as the routine collection and analysis of information to track progress against plans and ensure compliance with established standards. This definition suggests that project monitoring is instrumental in providing decision-makers with insights into project implementation progress, encompassing achievements, challenges, and alternative strategies for improvement. In the context of the current

study, the concept of project management involves evaluating the construction of classrooms using Covid-19 funds in Ludewa District Council, with a focus on ensuring value for money.

2.2.2 Effectiveness of Project Monitoring

The effectiveness of project monitoring involves assessing whether intended results are achieved as planned, identifying actions needed for project execution, and ensuring positive impacts on the overall execution (Casley & Kumar, 1987). According to the UN (2009), effective project monitoring encompasses adherence to project basics, ensuring targets are met efficiently and on time. This underscores the critical role of effective monitoring in project management, providing the foundation for informed decision-making, accountability, and adherence to protocols. Project management, in this context, is cyclical and integral, not an isolated tool, emphasizing its continuous integration throughout the project lifecycle.

2.2.3 Project Implementation

Casley and Kumar (1987) explain Project implementation as carrying out activities proposed in the project objectives documents and deliver results and outputs whereas its success depends on multiple factors being internal and external. Furthermore, UNDP (2002) add that, Project implementation consists of carrying out the activities with the aim of delivering the outputs. UNDP (2009) further define Project Implementation to imply undertaking activities outlined in the respective project documents. In relation to this study project implementation involves construction of classrooms using Covid19–

Funds. It is the Project which aimed to solve the challenge of limited leaning spaces in secondary schools in Ludewa District Council.

2.3 Theoretical Literature Review

2.3.1 Harbamus Theory of Communicative Action

According to Habermas (1981), every activity constitutes a project whose implementation depends on various factors grounded on communication. Habermas defines project monitoring as a function of dialogue and focused communication. The principles of communicative action theory according to Habermas include: Understanding the idea or project under implementation, communicating project objectives, determine resources for project implementation, negotiating project implementation guidelines and standards. Habermas theory of communicative action could mean in practice that, effective project monitoring depends on consensus reached amongst stakeholders whereas the affected should appreciate the worthiness of the project in our case value for money regarding classrooms construction for students' learning.

Implied is that project monitoring is a socialisation and not dictatorship process where the project monitoring specialist dialogue with stakeholders about the progress of the project in terms of achievements, challenges and ways to improve the implementation of the project to realise its set standards and objectives.

2.4 Empirical Literature Review

2.4.1 Stakeholders' Competencies on the Application of Principles of Project Monitoring

Project M&E design can be guided by the concept of project logic and logical framework analysis. Implicitly or explicitly a good project design will be based on a clear and logical project strategy. This is usually made explicit in the form of a logical hierarchy of relationships between the various project elements; progress at each level being a precondition for achievement at the next higher level (Wideman, 2014).

Bing (1994) wrote that, note that any project strategy cast as a logical hierarchy simplifies reality and cannot account for all details of the intended plan and its context. Thus, the documented strategy is a management tool that needs continual review and adjustment to reflect current contexts and changing needs. The ability to adjust the strategy depends on clarity about what project management is capable of influencing and achieving, and on having the information necessary. Monitoring and evaluation provide the key to the latter (OECD, 2002).

Hilhorst and Guijt (2006) noted that while primary stakeholders are increasingly involved in some aspect of planning, their presence within the M&E of actions is very often lacking or inadequate. Ahenkan, Bawole and Domfer (2013) also observe that there are no clear structures and procedures for community involvement in the monitoring of development interventions in the districts though some structures for promoting community engagement during planning processes exist. Monitoring systems

provide managers and other stakeholders with regular information on progress relative to targets and outcomes. This enables managers to keep track of progress, identify any problems, and alter operations to take account of experience, and develop any budgetary requests and justify them. This enables the early identification of problems so that solutions can be proposed. It is considered to be a critical part of good management (Sulemana and Ngah, 2012). Monitoring and evaluation should be evident throughout the lifecycle of a project, as well as after completion. It provides a flow of information for internal use by managers, and for external use by stakeholders who expect to see results, want to see demonstrable impacts, and require accountability and trustworthiness on the part of the public sector (Kusek and Rist, 2004).

Chambers (1997) advocates for participatory approaches in monitoring and evaluation. The study likely employed qualitative methods such as participatory workshops, interviews, and focus group discussions to assess the effectiveness of participatory monitoring and evaluation approaches. The study found that PM&E involves active engagement with local communities, incorporating their knowledge and perspectives. This collaborative process ensures a more comprehensive understanding of project dynamics and fosters a sense of ownership among stakeholders. Joshi (2013) highlights the significance of social accountability mechanisms in project monitoring. The study employed a mix of qualitative methods such as interviews and case studies to explore the effectiveness of social accountability mechanisms in project monitoring. The study recognized that Involving civil society and communities in holding public institutions accountable enhances transparency, reduces corruption risks, and ensures the

effectiveness of project implementation. Hatry (1999) emphasizes performance-based monitoring, which involves establishing clear performance indicators and metrics to measure progress systematically. This approach allows stakeholders to objectively assess project performance based on predefined criteria. The study involved quantitative methods, focusing on the establishment and analysis of performance indicators to assess the effectiveness of performance-based monitoring.

Marquez and Nelson (2000) stress the importance of identifying and addressing challenges in the monitoring and evaluation process. Recognizing issues such as data quality, resource constraints, and unforeseen external factors is crucial for refining monitoring strategies. The study employed a combination of literature review, case studies, and possibly surveys to identify common challenges in monitoring and evaluation and propose lessons learned.

2.4.2 Stakeholders' Compliance To The Principles Of Project Monitoring And Implementation For Improved Classroom Construction.

A monitoring and evaluation system is made up of the set of interlinked activities that must be undertaken in a co-ordinate way to plan for M&E, to collect and analyse data, to report information, and to support decision-making and the implementation of improvements (OECD, 2002).

For manager's evaluation should be a continuously available mode of analysis utilized whenever evaluation results can be useful. Scheduling of events such as management team meetings can, however, be useful to ensure that analysis of progress and critical

reflection takes place (Kusek and Rist, 2004). Similarly, periodic project review workshops to facilitate analysis and discussion with project partners and other stakeholders may be necessary. Supervision requirements of governments and funding agencies may require periodic and formalized evaluations to take place. The data needs and analysis requirements for mid-term, terminal and ex post evaluations should be considered, and planning for these linked to the planning of monitoring and choice of evaluation framework (UNDP, 2002).

2.4.3 Alternative in-house Project Monitoring Mechanisms for Principles and Practices.

Projects rarely adequately distinguished between the functions of monitoring and evaluation, usually describing monitoring functions only. Thus use of a rigorous evaluation framework was often missing from project planning and implementation, making robust attribution of benefits difficult (Smith, 2016). Furthermore IFAD (2016) explained the basic deficiencies that lead to such problems are now widely recognized, though that does not ensure that the same mistakes are not still made. M&E systems impose a high additional recurrent cost on project implementation, while the benefits are neither quantifiable in terms of increased production, nor may even be readily apparent in the short term.

The design of an M&E system should start at the same time as the overall project preparation and design, and be subject to the same economic and financial appraisal, at least to achieve the least-cost means of securing the desired objectives. Such practice has been followed for projects in recent years. Problems arose with earlier M&E systems

that were set up after the project had started. Often this was left to management alone, who by that time already had too much to grapple with and could not provide sufficient time, resources or commitment (Smith et al., 2011).

2.5 Literature Summary and Gaps

Various studies have been done on the study area. e.g. Jacob T. Ongondo (2009), David K. Kemboi & Muchelule Yusuf (2019), Ernest Kiss et al (2019), Gamba P. (2016), Ntiniya M. (2016), Wephukhulu J. (2017), Muhsin Amina & Lucy Ngugi (2022) to mention few. Despite some similarities in scope, many of these previous studies differed with this one in terms of inquiry. Jacob T. Ongondo (2009) for example concentrated his questioning sorely on the extent of evaluation feedback in influencing future project planning and performance where as David & Muchulule (2019) based theirs on the null hypothesis of insignificance of monitoring exercises influence on development projects funded publicly.

Unlike many of the reviewed past studies, this study focused mainly on implementers competencies on, and compliance to monitoring principles and the influence its effectiveness on performance

2.6 The Conceptual Framework

This study used comprehensive conceptual framework as guidance in understanding clearly the effectiveness of Project Monitoring on project implementation with particular reference to school construction under COVID-19 funding in Ludewa district, Njombe region. According to Kombo and Tromp (2006), conceptual framework should enable

the researcher in organising his/her knowledge, hence the successfully completion of an inquiry. For the purpose of this study the researcher used the following conceptual framework as presented diagrammatically hereunder:

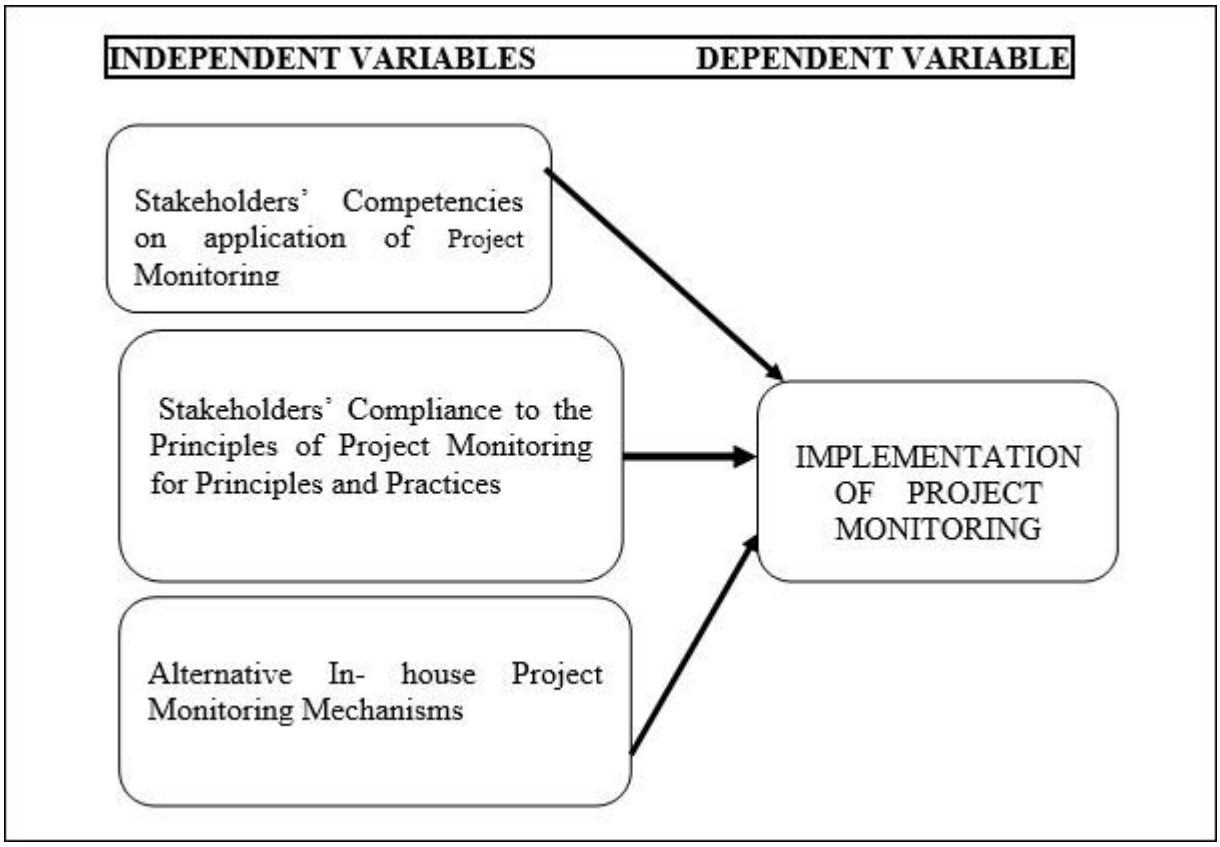

Figure 2.1: Conceptual Framework

2.6.1 Description of the Variables

Conceptual framework in figure 2.1 indicates dependent and independent variables. The independent variable includes stakeholders' competencies on application of project monitoring such as involvement of all necessary stakeholders in project monitoring implementation, preparing required tools for effective project monitoring, incorporation

of required components in project implementation tools, employing quality contractors and suppliers, correct handling of project monitoring information and adherence to principles of effective project monitoring. Moreover, independent variable includes stakeholders' compliance to the principles of project monitoring particularly formulation of clear for project progress assessment, utilization of required tools for effective project implementation, adherence to all stages of project monitoring implementation, proper use of project implementation result matrix and comparing of data with project objectives and the result matrix.

Another independent variable within the conceptual framework is alternative in- house project monitoring mechanisms including formulation of clear objectives and results matrix for easier undertaking of project monitoring, integration of art technology in project monitoring for better outputs, undertaking more than one project monitoring for comparative advantage and project validation purpose and preparation of project monitoring reports to inform stakeholders for their improved future practices.

The dependent variable in the conceptual framework include implementation of project monitoring for instance effective management of COVID-19 fund for classroom construction, construction of high quality classrooms, clearly adherence to all required principles for project monitoring among many other impacts.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Chapter Overview

This part describes the techniques which were applied by the researcher in this research. The chapter presents the research approach, research design, description of study area, and targeted population. Also, it shows sample size and methods used to obtain that sample; study variables, research instruments, validity and reliability of instruments, data collection, Analysis procedures and ethical consideration in the study.

3.2 Research Approach

This study used both quantitative and qualitative research approaches. As mixed methods approach used, it was useful in enabling the researcher to utilise triangulation technique through multiple data collection methods so as to cross-check the consistency of findings. According to Creswell (2009), mixed methods approach involves multiple data collection and analysis from both qualitative and quantitative approaches rather than relying only on one approach, making the overall study strong. The use of mixed methods approach was important as it allowed the utilisation of multiple methods of data collection including: interview and secondary data review hence, compensation for inherent methods weaknesses, and possibly to avoidance of biasness of methods.

3.3 Research Design

In this research, descriptive research design was used to gather data in a way that does not manipulate the study variables or the participants so as to ensure integrity of the

information required (Mugenda & Mugenda, 2008). It also provided a picture of a situation as it naturally happens. It is above a collection of data and it involves computation, categorization, analysis and explanations (Kothari, 2011). Further, inferences among variables were made in a descriptive survey design; the researcher observed the existing phenomenon using available evidence in order to make informed conclusions and generalizations about the possible causal factors. In this study mean scores of effectiveness of Project Monitoring, impact of Project implementation and development variables was utilized to determine the extent to which they influence improvement of school classroom construction project under COVID-19 funding. The design employed in this study because data was generated retrogressively and analysed to give a cause-effect relationship between study variables.

3.4 Description of the Study Area

The research was carried out in Ludewa district which is found in Njombe Region. The population of the study included Project and Monitoring officers who are in Ludewa district. These were purposively selected in order to aid the researcher obtain the relevant information which was sought. The study conducted in Ludewa district due to the reason that the district is among the districts in Tanzania which have been reached and served by COVID-19 funding project particularly in school classrooms construction (URT, 2020).

3.5 Sampling Population

The target population of this study were teachers from public/government secondary schools, parents/guardians, head teachers and education officers in Ludewa district. Four out of 16 schools which were involved in classrooms construction under COVID-19 funding project where the areas were the sampling unit was found. Involvement of these participants as a target population in this study was significant because they were good sources of information on effectiveness of project monitoring and implementation particularly class room construction under COVID-19 funding in Ludewa district.

3.6 Sample and Sampling Procedure

This study used simple random sampling, stratified random sampling and purposive sampling techniques. The reasons for preference of these three kinds of sampling procedures are elaborated hereunder:

3.6.1 Simple Random Sampling Technique (SRS)

In this study four (4) out of sixteen (16) schools were selected through simple sampling technique. A simple sampling refers to probability sampling technique in which the sample from large population is selected based on randomly starting point (Kothari, 2004; Kumar, 2011). Through this technique, sum of sixteen (16) public/government schools in Ludewa district were divided by four (4), which was the planned sample. This division aimed at obtaining the sampling intervals. Then, the names of all sixteen (16) public/government schools were identified and arranged where simple random sampling technique was applied thereafter in selecting four schools.

3.6.2 Stratified Random Sampling Technique

Teachers and parents/guardians were selected through stratified random sampling technique. Through this technique, teachers from each selected public/government secondary school and parents/guardians were divided into two homogenous stratums according to their gender, and then simple random sampling technique was applied using ballot process in order to obtain the exact number.

3.6.3 Purposive Sampling Technique

A purposive sampling was conducted, focusing mainly on a particular subset of the population (other stake holders), who were heads of visited four public/government secondary schools and District Education Officers. The use of purposive sampling technique was vital in this study in selecting heads of secondary schools and District Education Officers (DEOs) because they were the key informants on effectiveness of classroom construction project under COVID-19 funding in Ludewa district

3.6.4 Sample Size

The sample size was 189 respondents drawn from four secondary school's strata, Luana Secondary School with 43 teachers, Chief Kidulile Secondary school with 55 teachers, Madilu Secondary School with 50 teachers as well as Mavala Secondary School with 45 teachers, as well as two key informants representing all schools. The sample size was drawn from Yamane formula for calculating sample size from a known population given by; -

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

The sample size for respondents in this study was determined on the basis of formula developed by Yamane (1973) as shown in the equation:

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

Whereas:

n = is the sample size,

N = is the population size,

e = acceptable or standard error (is the level of precision).

Hence:

$$n = \frac{358}{1 + 358(0.05)^2}$$

$$n \approx 189$$

Table 3.1: Composition of the Study Sample

Categories of Respondents	**Number of Respondents**		
	Male	**Female**	**Total**
Secondary School Teachers	90	99	189
Heads of schools (HoS)	2	2	4
District Education Officers (DEOs)	1	1	2
Parents/Guardians	5	5	10
Total	**98**	**107**	**205**

Source: Field data, 2023

3.7 Data Types and Sources

This study involved both primary and secondary sources of information. Primary data were collected from the study participants in the field including teachers, Heads of schools, parents/guardians and District Education officers whereas secondary sources of information were obtained by reviewing written documents from OUT library, Ludewa district documentation rooms and some of them were obtained from the internet.

3.8 Methods of Data Collection

This study used multiple methods of collecting information from the study participants including interviews and documentary review.

3.8.1 Interview (Face to Face)

Structured questionnaires were used in data gathering primary data from teachers in all visited public/government secondary schools through face-to-face interview. Structured questionnaires were considered to be most appropriate because of its capability in

collecting information in case of big enquiries and for short duration (Kothari, 2004). Through this technique a Likert scale type questionnaires were administered to secondary school teachers from four schools which were involved in classrooms construction under COVID-19 fund project in Ludewa district. The questionnaires were designed by the researcher according to objectives and study variables. Information which was collected included; General information and job information concerning effectiveness of Project Monitoring for improved impacts implementation with particular reference to school construction under Covid-19 fund project in Ludewa district, Njombe region.

3.8.2 Key Informant In-depth Interview (KII)

In this study, unstructured interview was used involving the heads of schools, District Education Officers and parents/guardians around the visited secondary schools. According to Mack, Macqueen, Guest and Namey (2005: 29), unstructured interview is a technique designed to elicit a vivid picture of the participant's perspective on the research topic. Key informant interview guideline was significant because it allowed the researcher to access detailed information from the respondents, hence to answer the questions designed for this study.

3.8.3 Documentary Review

In this study, various documents pertaining to project monitoring and implementation especially classroom constructions were reviewed in order to gain a complete understanding of many issues relating the problem under investigation. Documentary

research involves the acquisition of data from a number of written or visual sources such as diaries, novels, audiotapes, newspapers, books and more others (Martella, 1999). Therefore, through this technique a number of useful documents relating to this study were reviewed by reading various literatures such as both published and unpublished books, reports, journals and articles from the Open University of Tanzania Library as well as from the internet.

3.9 The Validity and Reliability of Research Instrument

3.9.1 The Validity of Research Instrument

According to Mugenda and Mugenda (2008), Validity can be referred as how accurate and meaningful the inferences are with respect to the research results. It refers to the degree or level in which the data analysis results truthfully represent the phenomenon that is being studied. This study relied on the instruments of measurement that were previously developed by other researchers in related research studies, as well as concepts generated from appropriate literature. Content validity measures the degree to which instruments used adequately covers the questions that guide the research. The use of construct validity tested if individual scale items used correctly and adequately operationalize the variables of the study (Kane, 2013). The researcher established both content and constructs validity to review questionnaire items and to compare with previous researchers. Also, the validity of the study instruments were ensured by being checked by through expert in the field.

3.9.2 The Reliability of Research Instrument

Best and Kahn (2006) defined reliability as the degree of consistency that the instrument or procedure indicates. The determination of the reliability of items in the questionnaire were adopted the Cronbach's coefficient alpha (α). Coefficient of 0.7 alpha was appropriate in the average measure of the questionnaire items. The questionnaires were tested in order to obtain reliable coefficient which is considered to be high.

3.10 Data Processing and Analysis

Collected data in this study were analysed through qualitative and quantitative analysis techniques. The qualitative data which were collected through interview, documentary review and open-ended questionnaire. According to Kothari (2004: 110), qualitative analysis involves analysing the contents of documentary materials such as magazines, newspapers and contents of all other spoken or written verbal materials. Through qualitative analysis method, the researcher organised data into important themes followed by editing, correcting entry errors, coding and arranging them appropriately before presentation.

The quantitative data obtained from questionnaire survey were subject to statistical analyses including descriptive statistics (frequency, mean and standard deviation) and multiple linear regression model for identifying factors influencing the effectiveness of Project Monitoring on project implementation with particular reference to school construction under COVID-19 funding in Ludewa district, Njombe region which is specified as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \cdots + \beta_n X_n$$

Where; Y is the dependent variable;

α is the constant;

$ß_1$, $ß_2$,…, $ß_n$ are the beta coefficients for independent variables; and

X_1, X_2,…, X_n are the independent variables (age, sex, TRA, TRC and TRA).

3.11 Ethical Issues

The basic ethical principle that governs data collection is that no harm should come to the participants because of their participation in the study (Bandura, 1977). Therefore, ethical issues are very important to be followed by any researcher. In this study anonymity, confidentiality, informed consent and research clearance were strictly and highly considered.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.0 Chapter Overview

This chapter concerns with analysis, presentation and discussion of findings of the study. The data in this chapter are presented according to study objectives where quantitative information is summarized in tables and figures. Furthermore, qualitative information was filtered out through content analysis method before presented in this chapter. Data presentation in this chapter are sub-divided into three sections such as demographic information, findings and discussion according to study objectives.

4.1 Demographic Characteristics of Respondents

This study comprised of different participants including 189 secondary school teachers, four Heads of schools, ten parents/guardians and two District Education Officers. The demographic characteristics of respondents in this study were focused on secondary school teachers based on age, sex and education level. Having the general understanding on COVID-19 fund for classroom construction project, through interview with parents, one was quoted saying:

> "*Project monitoring refers to surveillance and tracking of the project to ensure that all the tasks are completed on time. It includes steps to figure out the hurdles or gaps and resolve them to increase the efficiency of the project. It is also known as project monitoring and control. As soon as a project starts, so does the project monitoring. Taking example of COVID-19 classroom construction project, it involves close supervision and tracking on how the COVID-19 fund was*

utilized with respect to classroom construction", (KII by parents: January, 2023).

Table 4.1 illustrates respondent demographics, revealing age distribution, with 39 (20.63%) aged 18-25, 66 (34.92%) between 26 and 35, 46 (24.34%) between 36 and 45, 30 (15.87%) between 46-55, and 8 (4.23%) above 55. In terms of gender, an equal number of males and females participated, with 90 (47.62%) male secondary school teachers, 99 (52.38%) female teachers, 2 (4%) male and 2 (4%) female school heads, and 1 (2%) male and 1 (2%) female DEO. Parents/guardians included 5 (10%) males and 5 (10%) females. Figure 4.1 depicts educational diversity, with 43 (22.75%) at Certificate level, 37 (19.58%) at Diploma level, 85 (44.97%) at Bachelor's degree level, and 24 (12.7%) holding Master's degrees.

Table 4.1: Demographic Characteristics of the Respondents

Variable	Description	Freq.	Percent	Cum.
Sex	Female	99	52.4	52.4
	Male	90	47.6	100
	Total	189	100	
Age (years)	18-25	39	20.6	20.6
	26-35	66	34.9	55.5
	36-45	46	24.3	79.8
	46-55	30	15.9	95.7
	Above 55	8	4.3	100
	Total	189	100	
Education level	Certificate	43	22.8	22.8
	Diploma	37	19.6	42.4
	Bachelor	85	45.0	87.4
	Masters	24	12.6	100
	Total	189	100	

4.2 Stakeholders' Competencies on Application of Principles of Project Monitoring for Improved Project Implementation Practices.

The first study task was to investigate the stakeholders' competencies on application of principles of project monitoring for improved project implementation practices. The major issues under investigation included: Involvement of all necessary stakeholders in project monitoring implementation, preparation of required tools for project monitoring implementation, incorporation of required components in project implementation tools, quality of contractors and suppliers, handling of information and adherence to principles of effective project monitoring. The information which was collected though teachers' questionnaires are indicated in table 4.2.

Table 4.2: Teacher's Competencies on the Application of Principles of Project Monitoring (TCA)

Variables	Strong Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strong Agree (%)
TCA1	0	1.1	33.9	9.0	56.1
TCA2	1.6	34.9	3.7	59.8	0
TCA3	0	0	34.4	7.9	57.7
TCA4	32.8	6.4	1.1	59.8	0
TCA5	0	0	7.4	34.9	57.7
TCA6	0	0	33.3	6.9	59.8
TCA7	2.1	32.8	5.3	59.8	0
TCA8	32.3	6.9	1.2	59.8	0
TCA9	0	1.1	33.3	7.9	57.7
TCA10	0	33.3	7.9	58.7	0

N=189

As outlined in Table 4.2, findings from the teachers' questionnaire underscore that the construction of classrooms under the COVID-19 funded project engaged a diverse set of stakeholders, extending beyond individuals possessing pertinent skills and knowledge in project monitoring. A detailed examination of the data reveals that a substantial 56.08% of secondary school teachers strongly affirmed that only officers with the requisite expertise in project monitoring were engaged in overseeing classroom construction. In contrast, about 33.86% of teachers neither agreed nor disagreed on this matter.

In an interview, the District Education Officer remarked

> *"Officers involved in the project implementation and monitoring were District council engineers and technicians, procurement committee, ward executive officers and other stake holders including parents/guardians as community participatory", (KII with DEO: January, 2023).*

Moreover, it was noted in this study that some of participants where project implementation (classroom construction) was not completed, were not well competent on classroom construction project monitoring implementation under COVID-19 fund in Ludewa district. Through interview one of parents was quoted saying:

> *"Actually, we are not well involved in construction of these classrooms. We know that government officers with skills and knowledge are the ones who should monitor the implementation of classrooms construction and not citizens" (KII with Parents: January, 2023).*

The quotation above signifies less competent among parents on the application of principles of project monitoring for effective implementation practices. Most of parents were not competent enough to understand the importance of including all stakeholders and community members in particular in project monitoring implementation progress and thus resulted to not complete the development project. Through interview with District Education Officer was quoted saying:

> *"Suggestions as the best practices to improve project implementation are to clearly conceptualization of the M&E design so as to avoid the program suffering from a conceptual challenge, in that the limited participation of critical stakeholders meant that some KPIs lacked specificity. This might make it difficult to align certain activities and led to misunderstandings and the misinterpretation of KPIs. Moreover, COVID-19 fund containment measures made it difficult to access study sites to conduct the baseline evaluation and thus required timeframes and scope to be adjusted and demanded conceptual and methodological flexibility in which can be resolved by instituting a series of monthly half-day M&E capacity-building workshops that followed an M&E capacity-building plan", (KII with District Education Officers: January, 2023).*

Information in table 4.2, indicates that project monitoring tools on average were prepared to enhance effective monitoring of class room construction under COVID-19 funded project. The questionnaire data shows that 59.79% secondary school teachers agreed that project monitoring tools were well prepared and about 34.92% secondary school teachers disagreed that the project monitoring tools were well prepared and resulted to project implementation delay.

The responses from teachers' questionnaire as indicated in figure 4.2 revealed that all required classroom construction activities/components were on average well considered in preparation of project implementation tools. As shown in table 4.2 majority of teachers 57.67% strongly agreed with the statement while about 34.39% neither agreed nor disagreed with the statement that class room construction activities/components were considered in preparing project implementation tools.

Data gathered from teachers as shown in table 4.2, attests that project monitoring implementation clearly consider the quality of contractors and suppliers on average of 92%. It was noted in table 4.2 that about 57.67% of teachers strong agreed that searching and hiring contractors and suppliers was based on contractor's and supplier's experience, hardworking and trust but also about 34.92% agreed with the statement while the remaining few teachers neither agreed nor disagreed with the statement. The study findings showed that majority of teachers were competent on how project monitoring information were handled clearly. The data in table 4.2 shows that 57.67% of teachers strongly agreed with the statement that adequate and relevant information about monitoring of classroom construction were recorded while about 33.33% were neither disagreed nor agreed with the statement.

Moreover, it was noted in this study that parents were competent on handling of project monitoring information. Through interview with parents, one of them was quoted saying:

> *"We appreciate our representatives for their close follow up in every stage of classroom construction. I understand that report is very important, we were given both on-going and overall construction report after the completion of constructing classrooms in this school." (KII with Parents: January, 2023).*

From the above quotation, there is no doubt that education stakeholders and parents in particular were competent on proper handling of project monitoring information in Ludewa district where there was production of report during and after the accomplishment of classroom construction project under COVID-19 fund.

Data in table 4.2 indicates that all principles of effective project monitoring implementation in Ludewa district were on average clearly adhered by responsible stake holders. A closer look of information in table 4.2 shows that majority of teachers 58.73% agreed that all principles of project monitoring were adhered by those who were involved in monitoring exercise while about 33.33% of teachers did not agree that principles of effective project monitoring were adhered.

Using performance index calculation, results show that teacher's competence on the application of project monitoring mean was 50.2% for school not completed constructing classes and 89.6% to school where classes were completed constructed as indicated in table 4.2.1.

Table 4.2.1: Overall Teacher's Competence on Application of Project Monitoring to Project Implementation Status

Status	Mean	SD	Min	Max
Not completed	0.5018421	0.02596	0.44	0.56
Completed	0.8962832	0.00868	0.86	0.9
Total	0.7376719	0.194725	0.44	0.9

4.3 Stakeholders' Project Monitoring Compliance to the Principles of Project Monitoring for Improved Classroom Construction Project Implementation.

The second research task was to assess stakeholders' project monitoring compliance to the principles of Project Monitoring for improved classroom construction project implementation. The data which were gathered though questionnaire administered with teachers are indicated in table 4.3.

Table 4.3: Teachers' Responses On Project Monitoring Compliance To Required Principles (TRC)

Variables	Strong Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strong Agree (%)
TRC1	32.8	7.4	59.8	0	0
TRC2	0	34.9	5.3	59.8	0
TRC3	0.5	33.9	20.1	45.5	0
TRC4	0	0	36.0	18.0	46.0
TRC5	0	3.2	37.0	9.0	50.8
TRC6	0	0	15.9	84.1	0
TRC7	0	0	11.6	83.6	4.8
TRC8	33.9	5.8	54.0	5.3	1.1
TRC9	32.8	7.4	50.8	9.0	0
TRC10	0	33.3	57.1	9.5	0

N=189

As indicated in table 4.3, about 59.794% of teachers were not sure whether assessment of project implementation progress was undertaken/guided by a clear plan or not. About 32.8% of teachers were strongly disagreed that assessment of project implementation progress was guided by a clear plan.

Results in table 4.3 signifies that required tools for monitoring class room construction in Ludewa district were on average well developed. The information in table 4.3 indicates that majority of teachers 45.5% were agreed with the statement, 33.86% did not agree with the statement while 20.11% teachers neither agreed nor disagreed that monitoring of classroom construction progress used a well-developed tool. The Data in table 4.3 revealed that all stages of effective project monitoring implementation were correctly adhered in Ludewa district. The closer look of information in table 4.3 indicates that 50.79% teachers strongly agreed that all project monitoring stages seemed to be correctly adhered, 37.045% teachers neither agreed nor disagreed whether all project monitoring stages were correctly adhered.

As shown in table 4.3, there were the variation of participants' responses on the use of project implementation result matrix. Information indicated that 53.974% neither agreed nor disagreed whether the use of project implementation result matrix determined project implementation effectiveness, while 33.86% of teachers were strongly disagreed that project implementation results matrix was used to determine project implementation effectiveness. In table 4.3, majority of teachers were not sure whether after every stage of classroom construction project implementation in Ludewa district, data were

compared or not with project objective and the result matrix. The data gathered through questionnaire in table 4.3 shows that 50.79% of teachers neither agreed nor disagreed with the statement while about 32.80% of teachers disagreed that there was comparing of data with project objective and result matrix after every stage of data collection.

Using compliance index calculation, results showed that teacher's compliance on required principles on project monitoring to a successful project implementation was 47.7% for school not completed constructing classes and 75.1% to school where classes were completed constructed as indicated in table 4.3.1.

Table 4.3.1: Overall Teacher's Compliance on Required Principles and Project Implementation Status

Status	Mean	SD	Min	Max
Not completed	0.4765789	0.024525	0.44	0.54
Completed	0.7509734	0.021546	0.7	0.8
Total	0.6406349	0.136801	0.44	0.8

4.4 There is Alternative in-house based Project Monitoring Mechanisms for Enhancing Compliance to the Principles of Project Monitoring Practices

Based on objectives of this study, the third task was to explore alternative in-house based Project Monitoring mechanisms for enhancing compliance to the principles of Project Monitoring practices. The results from data which were collected through teachers' questionnaire are indicated in table 4.4.

Table 4.4: Teachers' Responses On Alternative In-House Based Project Monitoring Mechanisms (TRA)

Variables	Strong Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strong Agree (%)
TRA1	0	0	34.9	15.3	49.74
TRA2	0	0	35.4	14.3	50.26
TRA3	0	0	34.9	14.3	50.79
TRA4	0	32.8	14.3	50.8	2.12
TRA5	0	33.9	59.3	6.9	0
TRA6	33.3	6.4	51.3	9.0	0
TRA7	33.3	6.9	51.3	5.8	2.65
TRA8	0	0	37.0	11.6	51.32
TRA9	0	32.3	10.6	6.3	50.8
TRA10	0	0	34.4	16.9	48.7

N=189

Using alternative in-house compliance index calculation, results showed that teacher's response on alternative in-house based project monitoring mechanisms to a successful project implementation was 49.4% for school not completed constructing classes and 84.5% to school where classes were completed constructed as indicated in table 4.4.1.

Table 4.4.1: Alternative In-House Based Project Monitoring Mechanisms and Project Implementation Status

Status	Mean	SD	Min	Max
Not completed	0.4939474	0.024662	0.46	0.56
Completed	0.8447788	0.02857	0.76	0.92
Total	0.7037037	0.174579	0.46	0.92

In table 4.4.1 indicated that, Mean Value for not completed: The mean value for projects categorized as "Not completed" is 0.4939, indicating that, on average, these projects score below the mid-point of the measurement scale (ranging from 0 to 1). This suggests a lower utilization or effectiveness of alternative in-house monitoring mechanisms in projects that have not been completed. Competed: In contrast, the mean value for completed projects is notably higher at 0.8448, suggesting a more intensive use or effectiveness of alternative in-house monitoring mechanisms. This implies that completed projects, on average, exhibit a higher degree of engagement with in-house monitoring practices.

Standard Deviation for Not Completed: The standard deviation of 0.0247 indicates relatively low variability among projects classified as "Not completed." This suggests that these projects tend to cluster around the mean, exhibiting a degree of consistency in their lower utilization of alternative in-house monitoring mechanisms.

Completed: conversely, the standard deviation of 0.0286 for completed projects suggests slightly higher variability in their utilization of alternative in-house monitoring. Completed projects may vary more in the extent to which they engage with or benefit from in-house monitoring practices. Minimum and Maximum Scored for The minimum and maximum scores for both "Not completed" and "Completed" statuses provide a range within which the actual scores fall. Not completed: the range is from 0.46 to 0.56, indicating a relatively narrow span of scores among these projects. Completed: the range is wider, extending from 0.76 to 0.92. This wider range suggests more variability in the

utilization or effectiveness of alternative in-house monitoring mechanisms among completed projects.

4.5 Econometric Results

A multiple regression model was employed to identify the factors influencing the effectiveness of project monitoring on project implementation illustrated as in the table 4.5.1.

Table 4.5.1: Regression Results

Source	SS	df	MS	Number of obs =	189
				F(5, 183) =	6894.10
Model	45.1991958	5	9.03983917	Prob > F =	0.0000
Residual	.23995761	183	.001311244	R-squared =	0.9947
				Adj R-squared =	0.9946
Total	45.4391534	188	.241697625	Root MSE =	.03621

status	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
TCA	1.587489	.0965044	16.45	0.000	1.397084	1.777893
TRC	.5246938	.1109665	4.73	0.000	.3057556	.7436321
TRA	.6356267	.0859215	7.40	0.000	.4661025	.805151
sex	.0075627	.0053568	1.41	0.160	-.0030063	.0181316
age	.0000918	.0002651	0.35	0.729	-.0004313	.0006149
_cons	-1.363484	.0191857	-71.07	0.000	-1.401337	-1.32563

The model's exceptional explanatory power is highlighted by an impressive R^2 value of 0.9947, signifying that 99% of the variance in performance can be illuminated by the seven variables under consideration. The model's overall statistical significance is corroborated by an F-statistic of 6894, with a p-value less than 0.01. This robust

statistical foundation not only confirms the reliability and validity of the regression model but also underscores the comprehensiveness of the model in capturing the intricacies of the relationship between the variables.

Stakeholder competence (TCA) emerges as a linchpin, revealing a robust and positive correlation (ß=1.59, p=0.000) at the 1% significance level. This observation accentuates the pivotal role played by stakeholder proficiency in augmenting the overall effectiveness of project monitoring on project implementation. The implication is profound – a one-unit increase in stakeholder competence translates into a substantial 1.59-unit enhancement in the project monitoring process, underscoring the critical nature of expertise in steering successful project outcomes. The robust and positive correlation between stakeholder competence and project monitoring effectiveness echoes the sentiments of Smith et al. (2018). Their research accentuates the pivotal role played by skilled and knowledgeable stakeholders in facilitating optimal decision-making and problem-solving within project contexts. This alignment not only corroborates our findings but also underscores the broader consensus regarding the instrumental role of stakeholder competence in ensuring project success.

Likewise, compliance with required principles emerges as a decisive factor, manifesting a positive and significant effect (ß=0.52, p=0.000) at the 1% significance level. This signifies that a one-unit increase in compliance with established principles corresponds to a noteworthy 0.52-unit amplification in the effectiveness of project monitoring on project implementation. The emphasis here lies in the crucial role of stringent adherence

to established principles, serving as a linchpin in optimizing the monitoring process and, consequently, the successful execution of projects. The results Aligns seamlessly with the insights gleaned from Johnson and Brown (2019). Their work underscores the paramount importance of strict adherence to established guidelines and principles in the realm of project management. According to Johnson and Brown, a culture of compliance fosters an environment conducive to effective project monitoring and, consequently, successful project implementation. Our study thus not only contributes to this ongoing discourse but also validates the centrality of compliance in ensuring project success.

Furthermore, the alternative in-house based project monitoring approach demonstrates a positive and significant impact (ß=0.64, p=0.000) at the 1% significance level. This implies that organizations adopting alternative in-house monitoring methods witness a substantial 0.64-unit improvement in the effectiveness of project monitoring on project implementation for every one-unit increase in this approach. This underscores the efficacy of in-house monitoring mechanisms in elevating project monitoring outcomes, suggesting a strategic advantage for organizations embracing this approach. The affirmative and significant effect of alternative in-house monitoring corresponds harmoniously with the research by Garcia and Chen (2020). Their investigation emphasizes the advantages associated with robust internal monitoring mechanisms, asserting that organizations with well-developed in-house processes are better positioned for heightened project oversight. This concordance accentuates the crucial role of alternative in-house monitoring in optimizing project monitoring efficacy and subsequently enhancing project implementation outcomes. In contrast, demographic

characteristics, including sex (ß=0.01, p=0.1600) and age (ß=0.0001, p=0.729), exhibit positive but non-significant influences on the effectiveness of project monitoring. While these factors contribute positively, their statistical insignificance suggests that they may not be pivotal determinants of the observed variation in project monitoring effectiveness, emphasizing the nuanced nature of their impact. Our discernment of positive but non-significant influences of demographic characteristics on project monitoring effectiveness aligns with the nuanced findings of Liu et al. (2017). Their study posits that while demographic factors may contribute positively to project outcomes, they may not be decisive determinants of project success. This nuanced perspective encourages a more granular understanding of the interplay between demographic variables and project monitoring outcomes, reinforcing the need for a holistic assessment.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Chapter Overview

This chapter presents a summary of research findings, conclusions, and recommendations according to the objectives. The chapter begin by presenting a summary of the study then it proceeds with conclusion and recommendations. The information which are given in this chapter offers important themes to supplement the findings and the previous discussed chapters.

5.2 Summary of the Study

This study aimed to assess the effectiveness of project monitoring in the context of school construction projects funded under COVID-19 initiatives in Ludewa district, Njombe region. The research involved a diverse participant pool of 205 individuals, including public/government secondary school teachers, heads of schools, parents/guardians, and District Education Officers. Data were collected through a combination of qualitative and quantitative methods, incorporating questionnaires, interviews, and documentary reviews.

Qualitative data were analyzed using the content analysis method and presented descriptively, while quantitative information underwent analysis using computer software programs, including Microsoft Office Excel and STATA version 13. The presentation of quantitative data utilized descriptive statistics and tables for clarity. The study's findings unveiled the competency of educational stakeholders in Ludewa district

in applying project monitoring principles for enhanced project implementation practices. This competency was reflected in various aspects, including the involvement of all necessary stakeholders, preparation of effective project monitoring tools, incorporation of essential components in project implementation tools, selection of quality contractors and suppliers, accurate handling of project monitoring information, and adherence to the principles of effective project monitoring. Furthermore, the study highlighted that stakeholders' project monitoring practices were aligned with the principles of effective classroom construction in Ludewa district. This alignment was evident in the formulation of clear project progress assessment criteria, utilization of necessary tools for effective project implementation, adherence to all stages of project monitoring implementation, proper use of project implementation result matrices, and a systematic comparison of data with project objectives and result matrices.

The research also uncovered alternative in-house based project monitoring mechanisms aimed at enhancing compliance with project monitoring principles. These mechanisms included the establishment of clear objectives and result matrices for streamlined project monitoring, integration of cutting-edge technology for improved outputs, undertaking multiple project monitoring initiatives for comparative advantage and validation purposes, and the preparation of informative project monitoring reports to guide stakeholders in their future practices.

In essence, this study not only sheds light on the current state of project monitoring effectiveness but also offers valuable insights into the competencies and practices of

educational stakeholders in Ludewa district, contributing to the ongoing discourse on best practices in project implementation and monitoring.

5.3 Conclusion

Despite the government's commitment and the involvement of various education stakeholders in ensuring the improvement of school-based facilities, several challenges persist, notably the ineffective monitoring implementation of school-based projects. In cases where project implementation for classroom construction was not completed, this study indicates that a majority of educational stakeholders in Ludewa district lacked sufficient competence in applying principles of project monitoring for enhanced project implementation. Furthermore, the study findings highlight that stakeholders' project monitoring practices did not clearly adhere to the principles of effective project monitoring. Additionally, the study identifies alternative in-house based project monitoring mechanisms that could enhance compliance with project monitoring principles.

In conclusion, the aforementioned challenges in project monitoring implementation in Ludewa district demand significant attention. Education stakeholders, including responsible authorities, should undergo both pre-service and in-service training to equip them with the necessary skills and knowledge for the effective monitoring implementation of school-based projects. To fortify efforts aimed at improving project monitoring practices, collaboration and unity among the government, non-government organizations, and other educational stakeholders are essential.

5.4 Recommendations

Prioritizing the provision of education on project monitoring implementation for key stakeholders in Ludewa district and throughout the region is of utmost importance. This initiative is designed to equip stakeholders with the knowledge, skills, and competence necessary for the effective application of required principles, promoting optimal project monitoring implementation practices.

All educational stakeholders responsible for project monitoring implementation, including the Ministry of Education, Science, and Technology (MOEST), policy makers, and practitioners, should conduct frequent visits to public/government secondary schools. These visits serve as a vital means to observe ongoing classroom construction activities, enabling stakeholders to assess whether the construction projects align with monitoring principles and established standards.

Furthermore, serious consideration should be given to the study's suggestion of incorporating alternative in-house based project monitoring mechanisms to enhance compliance with project monitoring principles. This involves exploring innovative approaches to improve classroom construction projects and ensure that they meet the required standards.

5.4.1 Recommendations for Further Studies

In light of the fact that this study was confined to Ludewa district and a select number of public/government secondary schools, it is strongly recommended that a more expansive inquiry be undertaken. Specifically, conducting a comprehensive study that includes all

schools in the Njombe Region is advised. This broader investigation would provide a more in-depth understanding of the project monitoring implementation challenges, facilitating a thorough assessment and fostering the development of effective and efficient project monitoring practices throughout the entire region.

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APPENDICES

APPENDIX I: STRUCTURED QUESTIONNAIRE FOR TEACHERS

My name is **LUMULI, Mtaki a** Master student at the Open University of Tanzania. This questionnaire intends to collect information related to the **"Impact of Project Monitoring on Effective Project Implementation in Ludewa District Council: A Case of School Classrooms Construction under Covid-19 Funds."** as a requirement for completion of Master's Degree programme.

Respondent's information:

Sex: (0) Female (1) Male; Age: ……..; Education level:……

Please answer all questions by putting a tick (√) against correct numerical rating 1-5 provided. You are also free to fill additional information in the provided space. The information that you will provide will remain confidential and will only be used for the purpose of this study. The ratings are defined as:

1. **Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly agree**

A	Stakeholders' competencies on application of principles of Project Monitoring for improved project implementation practices (TCA).	1	2	3	4	5
TCA1	Only officers with relevant skills and knowledge in project monitoring were involved in the monitoring of classroom construction in Ludewa District Council					

TCA2	Monitoring tools were well prepared to serve the purpose					
TCA3	All classroom construction activities/components were considered in preparation of project implementation tools					
TCA4	There was a well composed classroom construction committee with clearly defined activities					
TCA5	Searching and hiring contractors and suppliers was based on contractor's and supplier's experience, hardworking and trust					
TCA6	Based on financial reporting about classroom construction, it was evident the project was effectively and efficiently monitored					
TCA7	Absence or lack of reported complaints and/or grievances associated with classroom construction is an assurance of proper conduct of project implementation and monitoring practices					
TCA8	Getting similar project implementation experiences from a sampled group of participants with those reported signifies stakeholders' high level of compliance on principles of project monitoring i.e. monitoring of classroom construction under Covid-19 funding					
TCA9	Adequate and relevant information about monitoring of classroom construction were recorded					
TCA10	All principles of project monitoring were adhered by those who were involved in monitoring exercise					

Which competencies should project monitoring professionals possess for improved project monitoring practices? …….

B	Stakeholders' project monitoring compliance to the principles of Project Monitoring for improved classroom construction project implementation in Ludewa district, Njombe region (TRC).	1	2	3	4	5
TRC1	Assessment of project implementation progress was undertaken guided by a clear plan					
TRC2	Outputs of classroom construction were identified and included in the monitoring plan					
TRC3	Monitoring of classroom construction progress used a well developed tools					
TRC4	In several occurrences, project monitoring involved experts including structural engineers and quantity surveyors					
TRC5	All project monitoring stages seemed to be correctly adhered					
TRC6	Project implementation results matrix was an important instrument/tool used to determine project implementation effectiveness					
TRC7	Outputs of project monitoring based on the reviewed reports justifies the high level of project compliance to the principles of project monitoring					
TRC8	Project monitoring tools used were SMART (Specific, measurable, achievable/attainable, realistic and time bound)					
TRC9	T here was comparing of data with project objective					

	and result matrix after every data collection					
TRC10	Use of force account was blamed by many to be the causes of classroom construction to vary stage wise and sometimes from one contractor to another					

What is your opinion about compliance level of project monitoring practices to its principles?

……
……

C	Alternative in-house based Project Monitoring mechanisms for enhancing compliance to the principles of Project Monitoring practices (TRA).	1	2	3	4	5
TRA1	Going through the project document before actual project monitoring influence detailed understanding of the project					
TRA2	Close supervision during implementation of force account based project is important for positive monitoring results					
TRA3	It is important for the project to have clear objectives and results matrix for easier undertaking of project monitoring					
TRA4	State of the art technology should be integrated in project monitoring for better outputs					
TRA5	It is important to undertake more than one project monitoring for comparative advantage and project validation purpose					
TRA6	Not every principle of project monitoring is applicable to all projects					

TRA7	Undertaking raking for project monitoring ensures unnecessary errors are not included in the main project and thus promote project implementation effectiveness					
TRA8	Project monitoring reports should inform stakeholders for their improved future practices					
TRA9	Where necessary, application of integrated project monitoring approaches should be considered for improved project monitoring practices					
TRA10	International standards in monitoring of project implementation progress should be considered for effective and efficient outputs based project monitoring practices					

How do you feel about the best practices to improve project implementation monitoring?

……
……

APPENDIX II: INTERVIEW GUIDE FOR DISTRICT EDUCATION OFFICERS

Name of district……..Designation……....Sex……..

Age……Date……

1. The government disbursed funds for construction of classrooms under COVID-19 programme. Which officers were involved in the project implementation and monitoring?

2. What would you suggest as the best practices to improve project implementation monitoring?

Thank you for your cooperation

APPENDIX III: INTERVIEW GUIDE FOR PARENTS

Name of school……Ward…… Sex……..Age…….. Date……

1. Did you participate in the monitoring of the COVID-19 classroom construction project?
2. What do you understand about project monitoring taking COVID-19 classroom construction project as an example?
3. Did you get any produced report during and after the accomplishment of the project to check the progress of the project?

Thank you for your cooperation

THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

THE OPEN UNIVERSITY OF TANZANIA

Ref. No OUT/ PG2017997256 6th February, 2023

Regional Administrative Secretary,
Njombe Region,
P.O Box 668,
NJOMBE.

Dear Regional Administrative Secretary,

RE: RESEARCH CLEARANCE FOR MR LUMULI DOUGLAS MTAKI. REG NO: PG2017997256

2. The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007.In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

3. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. Lumuli Douglas Mtaki, Reg. No: PG2017997256)** pursuing **Master of Arts in Monitoring and Evaluation (MAME)**. We here by grant this clearance to conduct a research titled **"Impact of Project Monitoring on Effective Project Implementation in Ludewa District Council:**

A Case of School Classrooms Construction under Covid-19 Funds". He will collect his data at Ludewa District Council in Njombe Region from 7th February to 7th March 2023.

4. In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam. Tel: 022-2-2668820.We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

THE OPEN UNIVERSITY OF TANZANIA

Prof. Magreth S.Bushesha

For: VICE CHANCELLOR

Kinondoni Biafra, Kawawa Road, P.O 23409, Dar es Salaam. Tel: +255 22 2668 445
E-Mail vc@out.ac.tz|| Website www.out.ac.tz

JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA WILAYA YA LUDEWA

Unapojibu tafadhali taja:

Kumb. Na. LDC/C.50/8. VOL.II/144 10/03/2023

KWA YEYOTE ANAYEHUSIKA,
S. L .P. 19,
LUDEWA.

YAH: KUMTAMBULISHA MR. LUMULI DOUGLAS MTAKI.

Tafadhali husika na somo la hapo juu.

2. Nachukua fursa hii kumtambulisha Mwanafunzi wa chuo Kikuu Huria – Dar es Salaam kwa ajili ya kufanya utafiti (Research) wenye mada isemayo **"Impact of Project Monitoring on Effective Project Implementation In Ludewa D istrict Council, A case of School Classrooms construction under COVID – 19 Funds"**, katika Shule za Sekondari Sita za Halmashauri ya Wilaya ya Ludewa kuanzia **tarehe 07/02/2023 hadi tarehe 07/03/2023**. Shule hizo ni kama zifuatazo:-

1. Chief Kidulile Sekondari
2. Luana Sekondari
3. Madilu Sekondari
4. Mavala Sekondari
5. Ulayasi Sekondari
6. Mavanga Sekondari

3. Kwa barua hii naomba umpokee na kumpa ushirikiano ili aweze kufanya utafiti wake kwenye eneo husika.

4. Nakutakia kazi njema.

Peter Kyamene
KNY: MKURUGENZI MTENDAJI (W)
LUDEWA.

Mkurugenzi Mtendaji
Halmashauri ya Wilaya
Ludewa

Nakala:- Afisa Elimu Sekondari (W),
S.L.P. 19,
LUDEWA.

Wakuu wa shule husika,
S.L.P. 19,
LUDEWA.

Ofisi ya Mkurugenzi Mtendaji (W), Halmashauri ya Wilaya ya Ludewa, 3 Barabara ya Bomani, S. L. P 19, 59401 NKOMBE.
Simu +255 26 2790120, Nukushi + 255 26 2790128, Barua pepe: ded@ludewadc.go.tz Tovuti www.ludewadc.go.tz