

**ROLE OF M&E PRACTICES IN PROJECT PERFORMANCE AND
SUSTAINABILITY OF PUBLIC FUNDED PROJECTS IN TANZANIA: A
CASE OF EDUCATION PROJECTS IN NJOMBE TOWN COUNCIL**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE MASTER OF ARTS IN MONITORING AND
EVALUATION**

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CERTIFICATION

The undersigned certify that he has read and hereby recommend for acceptance of the thesis report entitled: “**Role of Monitoring and Evaluation Practices in Project Performance in Sustainability of Publicly Funded Projects in Tanzania: A Case of Education Projects in Njombe Town Council**” in fulfillment of the requirements for the Master of Arts in Monitoring and Evaluation in the Open University of Tanzania.

.....
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.....
Date

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I, **Jachinda Chang’a**, declare that a dissertation entitled: **“Role of M&E Practices in Project Performance in Sustainability of Publicly Funded Projects in Tanzania: A Case of Education Projects in Njombe Town Council”** is my own original work and that it has not been presented and will not be presented to any other learning institution for a similar or any other degree award.

.....
Signature

.....
Date

DEDICATION

This work is dedicated to the memory of my late father, who dreamed big of, encourage and supported me in whatever correct path I took.

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First and foremost, I would like to thank God Almighty for giving me the strength, knowledge, ability and opportunity to undertake this research study to persevere and complete it satisfactorily. Without his blessings, this achievement would not have been possible.

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ABSTRACT

This study examined the role of M&E Practices in Project Performance in Sustainability of Publicly Funded Projects in Tanzania by using Njombe Town Council. Specifically, the study probed the way through which education stakeholders are involved in the M&E of EP4R projects, advantages of education stakeholders' participation in M&E of EP4R projects and assessed the challenges encountered in the M&E of EP4R projects in Njombe Town Council. The method used to analyze data were Primary data collected from repliers by means of questionnaires and interview and Secondary data were attained through documentary review. An aggregate of 131 repliers were involved. The result shows that found that education stakeholders participate in M&E of EP4R projects both financially and materially depending on their economic status, knowledge, skills and experiences in the respective projects. The study concludes that community participation in all podiums of the project cycle reduces project costs, creates a sense of ownership within the community and enhances sustainability of the projects. Likewise monitoring and evaluation of EP4R projects in Njombe Town Council affected by fiscal, political, specialized and directorial factors; and is regarded as a donator driven exertion by the maturity of the community as it's done through donator- driven initiatives. Therefore the study recommends that community members should be part and parcel of EP4R projects in all aspects of the project cycle; thereby achieving power and sustainability of similar systems.

Key Words: *Monitoring, Evaluation, Education Pay for Results, Stakeholders, Njombe Town Council*

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LIST OF ABBREVIATIONS AND ACRONYMS

EP4R	Education Program for Results
FCDO	Foreign, Commonwealth and Development Office
FGD	Focus Group Discussion
GDP	Gross Domestic Product
M&E	Monitoring and Evaluation
MBO	Management by Objectives
NBS	National Bureau of Statistics
NPM	New Public Management
OECD	Organization for Economic Co-operation and Development
OUT	Open University of Tanzania
RBM	Results-Based Management
RBMG	Results Based Management Group
SIDA	Government of Sweden
SPSS	Statistical Package in Social Sciences
TQM	Total Quality Management
UNDP	United Nations Development Programme
URT	United Republic of Tanzania.
USAID	United States Agency for International Development

CHAPTER ONE

INTRODUCTION

1.1 Chapter Overview

This part presents the introduction towards important aspects that justifies the need to conduct this study. It is subdivided into six sections, namely; the background of the problem studied, problem statement, objective of the study, significance of the study and scope of the study.

1.2 Background of the study

Historically, Ocampo (2002) explicates that, actions of programs M&E that startled to arise in the 1960's came to be a discrete professional practice in the primeval 1970's and in 1980's programs evaluation came to be the constitutional part of different social programs from the primal planning stage so as to assess and evaluate the outcomes of the programs implemented. Also, Magigi (2014) articulates that, utmost of these conditioning was conducted while involving World Bank, ODA and USAID, and to the large extent the methodology and approaches in M&E processes had to evolve through literacy by practice of M&E. Still, monitoring and evaluation of development projects and programs are increasingly qualified as the heartstrings operation responsibility for society development in both developed and developing states, this is because the interested development stakeholders want to observe results with the positive impacts for the development of the entire society.

Monitoring process is an ongoing role that employs the regular collection of data related to specified indicators of the implemented task in Public programs. Monitoring and evaluation (M&E) process is described as a process that assists programs administrator

in the enhancing performance and achieving results of the particular projects by tracking and assess the magnitude of change from the baseline to end line data to measure performance of that project. The aim of M&E practices is to enhance current and coming management of the project so as to achieve the desired outputs, outcomes and impact of the project (UNDP, 2002).

On the other hand, Evaluation process refer to the organized process of assessing the objective of an implementing project, from when its design, prosecution and its results after completion of that project. According to Dyason (2010) monitoring and evaluation is a process that helps programs implementers make informed judgments regarding programs operations, service delivery and program effectiveness, using objective confirmation of either the project is on the track or is just diverge from the plan which needs to take back in the plan for better performance.

The uses of Monitoring and evaluation practices is increasingly turning as an important programs management tool (Dyason, 2010) because of the promising results shows by the project which use this M&E practices. Despite of its essential to projects and programs performance, still ineffectiveness of Monitoring and evaluation practices are largely associated with restricted scope of M&E practices, intricacy, data quality issues, deficient fund, poor institutional capacity, and nonexistence of baseline examinations IFAD (2008). Public funded projects refer to a land development activity, like a public road construction, governmental building construction and so on that is being funded solely by a unit of government either by revenue collected by the government or funds from the donor country. It does not include new roads or other structures raised with private funds, or a combination of public and private funds, and latterly devoted to a

unit of government (Ofori, 2000). Instances of Public funded programs include; construction of educational facilities, construction of health facilities, roads constructions to mention a uncountable. Public funded programs play a pivotal part in the expansion of economies status in developing countries by donation to Gross Domestic Product (GDP), create employment to the people and production of an important demand for material and products formed by other sectors of the economy (ILO, 2013). For example, Khan (2008) says that there's a strong connection amongst a construction exertion, economic growing and industry development because all of these sectors depend on each other for its developments.

A review reports of Global construction, of state that, whole world construction expenditure is on infrastructural projects was \$4.7 trillion 2007, which rose up to \$7.2 trillion in 2010 and is anticipated to increase up to \$12 trillion in 2020 (Global construction, 2020). A large proportion of this expenditure is in the public construction sector. In utmost developing countries, the construction of public sector projects is accepted by the civil governments with a little support from the private sectors. This is because the demand of huge capital which is lacking in numerous developing countries, the governments supplements their development budget with aid from foreign agencies and other development organization. According to Shen et al (2010), addressing the infrastructural requirements especially in view of the current economic pressures in developing countries demand government agencies and construction industry stakeholders to find more productive and effective ways of delivering the investment projects while controlling the costs of operations. Nevertheless, project enforcing agencies have faced several challenges in quest of applicable technique for delivering

public sector construction projects which hinder the effectiveness and its sustainability. Specific challenges that project enforcing agencies face in the construction of public sector construction projects include limited funding, insufficiency of raw materials, presence of a large unskilled labor force and the presence of several rules and regulations that limit their independence (Ballard et al, 2010). With reference to these challenges Monitoring and evaluation (M & E) are essential elements for devastating the said challenges. For example, the study in Washington indicated that planning for monitoring and evaluation was critical in enhancing better programs performance on government programs on which the findings indicated that, lack of monitoring and evaluation practices in the various programs redounded to its failure of the project. Likewise, Singh, Chandurkar & Dutt, (2017) pointed that monitoring and evaluation was the major driving factor in development projects because it helps to abide with the requirements for the betterment of the project on which the findings recommended that the administration should give full support and should completely engage themselves in the monitoring and evaluation process as this will help them in coming up with sound and well-informed judgments. In Tanzania utmost of projects including educational programs is also enforced through public funding programs which might be facing analogous challenges like others in the world

Presently, Education Programs for Results (EP4R) is among of the education programs in Tanzania aimed to ameliorate literacy issues of pupils at the primary and lower secondary levels, to be demonstrated through advancements in end of Primary and secondary school pass rates and bettered literacy of primary 2nd grade (Age 8/9) pupils in Reading, Writing and mathematics (URT, 2017). With respects to constructions,

EP4R focuses on classrooms constructions, laboratories constructions, dormitories constructions and toilets constructions in the public schools. This programs performed by three organs namely; the World Bank, the United Kingdom (FCDO), and Sweden (SIDA), which are creating \$ 437 million for Tanzania government to implement this EP4R project to upgrade quality, equity and access of educational service in the public education system (URT, 2017). The program is setting up on the instigation from the Big Results Now Programs. Similarly, EP4R encourages the government of Tanzania to directly flow money from the ministry of finance directly to schools to implement this EP4R project. Formerly, without any predictability around funding from the donors, head of schools were having no control around budget or preparation of the budget which was participatory. These direct payments have opened up clearer situations of channel of communication that did not live previously. Now, over 20,000 schools are in suitable environment to make plans for the future with a degree of certainty compared to previously situation.

In every fiscal period the government through its Original authorities sets budget for enforcing Education Program for Results (EP4R). For example, in fiscal period 2018/2019 Njombe Town Council used an aggregate of Tshs. 400,000,000.00, for 2019/2020 Tshs. 693,163,000.00 and Tshs. 108,696,000.00 for 2020/2021 to apply EP4R systems. In the aspects of monitoring and evaluation in three fiscal years aggregate of Tshs on EP4R projects planned and used. Thus, the study on the function of M&E practices in project performance of publicly education funded projects particular to Njombe Town Council is worth accepted. Its findings will be fruitful by

helping program executer make informed judgments regarding program operations, service delivery and program effectiveness, using Objective testimony.

1.3 Research Problem Statement

The success of programs plays a crucial part in achieving society growth and development. Utmost project directors appreciate that M & E of programs is important if the project goals and success is to be achieved. Programs Monitoring and Evaluation exercise adds value to the overall effectiveness of program planning, operation and perpetration by offering corrective action to the dissonances from the anticipated standard. The purpose of public education sector projects is to give services to the public uses, while charging minimum costs as compared to private sectors. In order to enable the community, decide the benefits of the above projects, these projects need to be watched and assessed on all relative stages. The study by Chesos, (2010) revealed that, Monitoring and Evaluation of systems in Tanzania is weak due to poor leadership, lack of institutional systems, and where it's done the information is not disseminated to the stakeholders.

Likewise, Monitoring and Evaluation is seen as “donor driven” in the sense that, utmost government institutions carry out monitoring and evaluation because it is a demand from the donator. Lack of demand for M & E in Sub-Saharan Africa means that, much of the M&E exertion has passed through donator-driven initiatives. In this case, M&E frequently addresses donator initiatives for responsibility of project inputs and outputs. Many studies have shown that projects that have weak or challenge specifically monitoring and evaluation practices are on average record of low standing performance as measured by project scope, project timeline and resource use. For example, the study

by Robert, (2010) point that effective adherence to the monitoring and evaluation in education programs enhances its performance eventually are capable to sustain themselves after the donator has pulled out. The study by Magutu et al (2013) noted that, in numerous cases M&E practice is executed as a donator demand where 10% of overall project budget is reserved for purpose of M&E activities.

In Tanzania most challenges are largely associated with lacking commitment in monitoring and evaluation processes in the education sectors (URT, 2017). Such challenges includes inadequate architectures, deficit of staff and the suchlike. Among other efforts, the challenges endured within the education sector can only be successfully addressed when education stakeholders continue to work collaboratively with the government in all applicable stages of the project cycle. Still, effective stakeholders' involvement in accomplishment of EP4R programs from all ranks of the community is questionable. Thus why, this study aimed to probe the role of M&E practices in project performance of publicly education funded projects in Njombe Town Council.

1.4 Research Objectives

1.4.1 General Objective

The study seeks to determine the role of M&E practices in project performance of public educational funded projects in Tanzania.

1.4.2 Specific Objectives

Specifically, the study focused to;

- i. Analyze ways through which the education stakeholders are involved in the M&E of EP4R projects in Njombe Town Council.
- ii. Explore the benefits of education stakeholders' participation in M&E of EP4R projects in Njombe Town Council.
- iii. Assess the challenges encountered in the M&E of EP4R projects in Njombe Town Council.

1.5 Research Questions

- i. In which ways the education stakeholders are involved in the M&E of EP4R projects in Njombe Town Council?
- ii. What are the benefits of education stakeholders' participation in M&E of EP4R projects in Njombe Town Council?
- iii. What the challenges are encountered the education stakeholders involved in the M&E of EP4R projects in Njombe Town Council?

1.6 Significance of the Study

This study will help to understand role of M&E process in the enhancement of project performance and its sustainability in educational funded projects. Nevertheless, it is going to add knowledge to the existing literatures about monitoring and evaluation practices of education projects. The study is going to further support project implementers to understand the position and roles of various stakeholders in M&E process for improving the quality and sustainability of education projects. This is going to help the stakeholders to realize their part to play in M&E processes of education projects performance and its sustainability.

The study also will contribute towards policy reforms in Tanzania, particular those policies about education programs and community participation policy which is vital to process for the sustainability of community participation in monitoring and evaluation process.

1.7 Scope of the Study

Njombe Town council was established in 2007 forming the six councils of Njombe region. Administratively, Njombe Town Council covers **3,212** sqkms and it borders with Ludewa District in the South; in the South - East it borders with Ruvuma Region; in the West it borders with Makete District; in the North - West it borders with Wanging'ombe DC while in the North –East it borders with Njombe District Council. The Council has two divisions of Njombe Urban and Igominyi; **13** Wards, **44** Villages and **28** Mitaa.

According to 2022 National population Census; its population is **182,127** people of whom **86,333** are males and **95,794** females. Due to numbers of initiatives especially EP4R projects implemented in the Council, the researcher was interested to assess the applicability of funds, efficiency and sustainability of the project.

1.8 Organization of the study

The study was organized into five chapters that are as follows. First chapter is about the introduction of the problem studied. Second Chapter focuses on Literature Review which include; theoretical and empirical literature review, research gap and conceptual framework of the research. The third chapter focuses on the research methodology. This chapter includes; research design, population of the study, sample design and sample size, data collection tools and analysis approach. Chapter four presents and discusses

the findings of the study. Chapter five is talking about conclusions and recommendations of the problem of study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Chapter overview

This part covers the general overview on the roles of M&E practices in project performance of publicly education funded projects in Njombe Town Council. Furthermore, the part provides conceptual definitions of terms, a theoretical review of the literature, empirical literature review and the conceptual framework of the study. Finally, this chapter is identifying the gap concerning this topic of research which needs to be filled in and therefore justify the need for conducting this study.

2.2 Conceptual definitions

2.2.1 Education Programs for Results (EP4R)

Education Programs for Results (EP4R) is a new financing approach programs from where a set of indicators were settled and agreed between government and donor to meets their standards and the attainment of these indicators within an agreed time leads to release of funds. It is worthwhile noting that funds are only released when verification and compliance of the donor of that project to evaluate the performance of the EP4R is done (URT, 2017). In a nutshell, Education Programs for Results is outcomes-oriented Programs in the sense that, funds from donors are released due to attainment and achievement of the agreed indicators for each objective.

2.2.2 Public project

The term 'public project' refers to a project that is financed by a government through the taxes collect from the local people by using government agency responsible for collecting taxes and these project is typically owned by the public since it was created

and running use the public taxes, and may be operated by the government or local public organization. Example of these projects are public infrastructure works in all public area such as construction of public roads, construction of bridges, construction of hospitals, construction of schools and so on.

As public programs are generally funded by levy earnings by government, they're generally subject to a major position of scrutiny, and higher clarity is needed in the bidding and contract award procedures. Public projects frequently publish their conditions and request endeavors openly, with admitted bids considered in an open and transparent way. The government can also stipulate certain criteria that a supplier must fulfill in order to be awarded a public contract, similar as; minimal payment ranks, reporting procedures, and so on.

2.2.3 Monitoring

Monitoring process is an operation process used to identify inconsistency between the plan and reality of the project activities in order to take corrective measures, it ensures that all programs events are executed as planned together with collecting information on the ongoing programs interventions in order to identify whether programs meets its objects or not. In unfolding this generality, Bartle (2007) defines monitoring as an observation and recording of events taking place in a project or programs implementation on the daily basis. It's process of routinely gathering information on all aspects of the programs (Bartle 2010).

2.2.4 Evaluation

Evaluation is the systematic collection and analysis of data needed to make decisions concern the implemented project from its design to the impact (UNDP 2009). It is a way

of improving project performance and joint responsibility of resources uses, work done and time uses. It develops humanoid resources, improves management capabilities in planning. It measures the helpfulness and consistency of programs and influences on forthcoming programs, and helps in decision making (Kusek, 2004). In the combination of the two ideas (Monitoring and Evaluation), World Bank (2010) founded that, despite the complex in situational challenges, the public sector has a responsibility and commitment on various key points to strengthen planning and to establish goals together with carrying out M&E systems for the purpose of providing potential feedback to the design and formulation of public actions.

2.2.5 Monitoring and Evaluation practices

M&E Practices is one of the critical parts for the projects to achieve its goals despite of having all necessary requirements for the project implementation. M&E Practices have been accepted by exponents as an effective way to apply in programs M&E (Webb and Elliot, 2000). M&E practices start with reference point data collection through the gathering of fundamental information about programs (Estrella and Gaventa, 2010). These data are latterly used to give a comparison for assessing the overall effect of the programs (USAID, 2010). The alternate practice deals with planning that underlies the hypotheticals on which the achievement of project purposes depends. Armstrong and Baron (2013) distributed M&E planning into fund of budget, capacity, feasibility, timeline and ethics. M&E structural outline is the third practice and is targeted at relating the reasons behind performance dimension and program essentials, how affiliated they are, and their elementary fundamentals (Muzinda, 2007). The fourth practice is the M&E budget (Kelly and Magongo, 2004).

2.3 Theoretical Literature Review

A theory is plausible statement or groups of statements which are supported by evidence meant to explain phenomena (Conway, 2005). Accordingly, section describes the relevant theories with regards to the study on the role of M&E practices in project performance of publicly education funded projects in particular to Njombe Town Council. Therefore, the study applied three theories namely; Stakeholders Engagement Theory, Results Based Management Theory as well as the Participatory Theory.

2.3.1 Stakeholder Engagement Theory

This study was impressed by the Stakeholder Engagement Theory. The idea has its origin in administration literature as traced by Pretson (1990) to great depression (1984) in USA. With this regard, stakeholder engagement theory is applicable for in-depth inquiry of the study; concerning the purposes of M&E practices in program performance of intimately education funded systems in the study area. Thus, the theory fits with this study because, the theory is essential on gathering the data that serve the formulated exploration question, stakeholder identification, categorization as well as understanding their geste in order to more manage them in particularly to effective EP4R programs in the study area.

2.3.2 Results Based Management Theory

Historically, Results-Based Management (RBM) theory started with the Australian government in themid-1980s (Crawford and Bryce, 2013) where results of the implemented projects are the first priorities by providing all the necessary material for producing that result effectively. Likewise, the idea got progressively important in the 1990s commanded by the Organization for Economic Co-operation and Development

(OECD). This theory as the name suggests is results acquainted, the Results Based Management Group (RBMG) noted the elaboration of the results- based theory by the antedating theories similar as Public Sector Management in the 1960s, Programs Management by event in the 1970s to 1980s, Management by objects (MBO) and Logical Framework Approach in medial 1970s, New Public Management (NPM) and Total Quality Management (TQM) in the 1980s to mention a many. In this regard, this theory suits with EP4R programs in the sense that both Results-Based Management (RBM) and Education Programs for Results (EP4R) are results oriented with the ensuring of providing all the necessary material for producing that results effectively hence, effective adherence to the Results-Based Management (RBM) is of paramount important for achievements of Education Programme for Results (EP4R). This is because; RBM provides elements for project monitoring and evaluation performance which are linked to the variables in the current study. For instance, the planning process, technical expertise, stakeholder involvement and management participation are key elements directly linked to the RBM theory which are essential for effective implementation of Education Programme for Results (EP4R).

2.3.3 The Participatory Theory

The theory of participation was introduced by Sherry R. Arnstein in the year 1969 in America. Arnstein explains that participation of the community is very important because it classify necessary to reveal the directly engages the public in decision-making and gives full consideration to public input in making that decision without manipulation of people in the grab of community projects by authorities and policy holders. Participation theory has been defined by different scholar in the light of Project

and program development. Jennings in his study also added that, participatory approach requires recognition of the local people and much use of local capacities and avoids the imposition of priorities from the outside local people. It increases the chances that, the program will be on target and its results will be more sustainable.

2.4 Empirical Literature Review

This section gives literature review on empirical studies made outside Tanzania and within the country in relation to the current study. The aim of this part is to explore what have done (available knowledge) by other researchers on the same research topic. Likewise, the section aimed to highlight on the research gap and therefore be able to generate new knowledge which can be filled by this study.

2.4.1 Empirical Literature Review Worldwide

The study done by Sheikh (2010), concerning community project development sustainability had noted that, most project do not achieve the desired goals due to poor community participation. For instance, in Bangladesh the study found that participation of local communities in development projects planning were very low (7%) while the percentage is a bit high (24) in the systems perpetration stage though it's substantially managed, guided and directed by patron- customer relations, collective benefit- sharing and particular relations. The study findings imply that, regardless of its important for the sustainable development of projects, still the majority of individuals lacks awareness on the rationale of stakeholders' participation.

Likewise, in Thailand, it has been observed that, the low effectiveness of the infrastructure projects is primarily because of the participation and management performance factors that did not meet the participants' expectations (Wanjiku, 2017).

Accordingly, the study recommended that there is a need for community participation at all phases of the project cycle from the formulation, to planning, to implementation as well as well as to monitoring and evaluation of that respective project. Lastly, the study recommended that community members should be part and parcel of project monitoring and evaluation process. In turn, stakeholders' awareness on participation will help them to sustain the project so that it continues to benefit them.

2.4.2 Empirical Literature Review in Sub-Saharan Africa

In developing countries, various studies have noted the significance of monitoring and evaluation process for projects effectiveness and its sustainability. For instance, the study done by Ayuso *et al.*, (2012) in Nigeria revealed that community participation in all stages of project cycle such as from planning to monitoring and evaluation is essential for most project sustainability. For projects to be sustainable there must be stakeholders' participation at different levels of the project. This is because, through participation, the communities develop skills for collective action, maintenance and sustainability (Musa, 2000). As a result of effective stakeholders' participation, individuals are empowered to continue with community activities even after the withdraw of the donors. Therefore, community involvement in EP4R projects is fundamental for its sustainability because involvement enhances community ownerships of the respective projects.

In Kenya the study by Maina (2013) on the influence of stakeholders' participation on the success of the economic stimulus programme found that, stakeholders' participation in the study programmes takes on different forms in different stages of the project cycle such as from planning to monitoring and evaluation. Despite the time difference

between the old and new programme, the nature and extent of community participation for the majority of local communities was generally limited to information giving, consultation and contribution. Moreover, the study noted that, local communities are generally not actively involved in decision-making, planning, monitoring and evaluation processes. Accordingly, the study concluded that there is a need for the government and other project facilitators to ensure full participation of key identified stakeholders in future similar programs and the need to clearly identify and train stakeholders before initiation of similar programs as this aided in the success of the overall programme.

Similarly, the study by Njuki *et al.*, (2015) in Uganda on the role of stakeholders and their contribution in project implementation suggested that, to improve the delivery of project outputs, project outcomes, and the results need to integrate the local indicators with project level indicators. This handed a more holistic view of the design benefits. This process also provides indicators for scaling the frequently toughened to measure issues similar as commission from the perspectives of the communities or people involved in the design. Negotiating with different stakeholders allows for performance dimension from the perspectives of different design stakeholders. However, the said integration can easily be solved through effective community involvement in all stages of projects such as from the design to monitoring and evaluation. From the study findings, it can be ascertained that, failure to achieve the desired goals of the most projects including EP4R are' highly associated with ineffective community participation in monitoring and evaluation. Therefore, this study among others will address the aforementioned challenges so as to enhance the effectiveness of stakeholders' participation in EP4R for it's sustainably. However, this can be achieved through

adherence to the multidimensional attributes of sustainability such as social, cultural, economic and environment pillar as noted by Peter *et al.*, (2013).

2.4.3 Empirical Literature Review in Tanzania

In respect with the ways through which the educational stakeholders are involved in the M&E process of EP4R projects in Njombe Town Council, the study by Mnaranara (2010) on the importance of community participation in an ongoing construction of schools in Tanzania provides the empirical support. Mnaranara (2010) ascertained that, participation by material giving was an important leading to stakeholders' ownership hence sustainability of the projects, and that, working in partnership and/or collaboration with the community useful in realizing timely accomplishment and sustainability of school building projects such as EP4R projects.

With respect to the benefits of educational stakeholders' participation in M&E process of EP4R projects in Njombe Town Council, Musa (2000) had empirical evidence, that Stakeholders' participation empowers the community perform the project activities even after to withdraw the donors and attain the desirable objectives, the communities develop skills for collective action, maintenance and sustainability.

In respect to the challenges encountered in the M&E of EP4R projects in Njombe Town Council, studies done by Magigi (2014) and Chesos (2010) provides the empirical information. Most of monitoring and evaluation activities are done involving World Bank, USAID and ODA financially (Magigi, 2014). Monitoring and Evaluation of programs in Tanzania is unsubstantial due to poor leadership and absence of institutional complexes, it's befitted while the information isn't disseminated to the

stakeholders, and is seen as “donor driven” in the sense that, it is carried out as a requirement from the donors (Chesos, 2010).

2.5 Research gap

The reviewed literatures from globe to the country wide level concerning monitoring and evaluation practices in initiatives and applications associated with public challenge particularly faculties assignment discovered that, monitoring and assessment has increasingly been recognized as an essential tool for the control of the challenge including schooling initiatives. In most research indicates that monitoring and evaluation has been visible as donor price range demand that is opposite to exceptional exercise of tracking and assessment strategies. A complete feedback loop is important in designing new project initiatives. Similarly, monitoring and evaluation process offers a provision for accountability in the course of the utilization of the development resources. However, very little attention has gone into questioning and investigating whether the practices result in project performance in the education donor funded projects particular to EP4R projects in Njombe Town Council. On bridging the said gaps, the study on the roles of M&E practices in project performance of publicly education funded projects in Njombe Town Council is necessary.

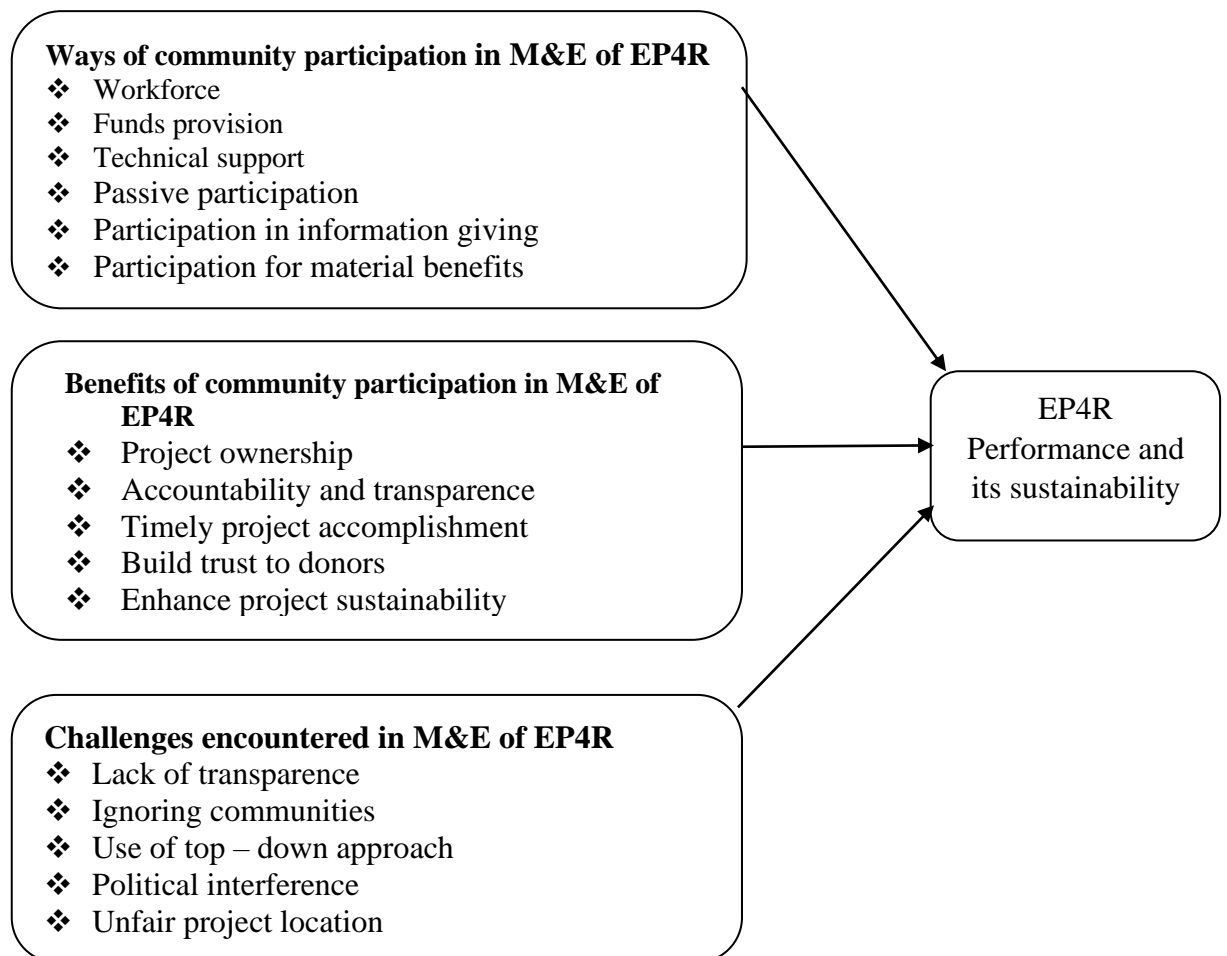
2.6 Conceptual Framework

According to Kombo and Tromp (2006), the conceptual framework can be characterized as an arrangement of extensive key factors, concepts, or variables and norms taken from significant field of enquiry used to structure a resultant prelude. A conceptual framework must explain the relationship among interlinked ideas and also, they explain the possible connection between the variables and answers the why questions. Still, in this study, the conceptual framework shows

interconnections connections of dependent and independent variables. Grounded specific objects, the questions and literature review the following abstract frame has been developed as summarized in Figure 2.1.

Independent variables

Dependent variable



Source: Researcher's Own Construction, (2021).

Figure 2.1: Conceptual Framework of the study

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Chapter overview

This subdivision talks about the methodology that was used in this research. It is organized in the following sub sections; selection of the study area, sampling frame and techniques, sampling of employees, data collection techniques, the methods of data analysis and presentation, limitations of the study and the ethical considerations of the study.

3.2 Selection of the study area

This study was conducted in Njombe Town Council situated at southern highland of Tanzania. The council had been selected for this study because it has many education infrastructures and committed much funds as compared to other councils in the region. Njombe Town council comprised 29 secondary school in which 16 are public and 13 are Private owned. In the other hand, Njombe Town council contained 94 Primary schools which 82 are Public and 12 are Private. In financial year 2020/2021 the council initiated new projects from EP4R such as construction of three laboratories and three classrooms in Kibena secondary school with total cost of Tshs. 130,000,000, Tshs. 53,200,000 for three classrooms and 12 pit latrines in Kibena Secondary school, Tshs. 53,200,000 for two classrooms and 12 pit latrines at Mjimwema Primary school and Tshs. 40,000,000 for two classrooms at Itipula Primary school. Due to numbers of initiatives carried out in the Council, the researcher tried to assess the applicability of funds, efficiency and sustainability of the project.

3.3 Research Approach

The study opts quantitative research approach. Latham (2007) outline this approach as a methodical disquisition of experts by using collecting measurable records and performing statistical, calculation, or computational strategies. Quantitative research collects records from gift and implicit customers the use of sampling strategies and moving out questionnaires. Johnson and Turner, (2003), argued that through quantitative the results can be depicted in the form of numerical ready for operation and can be changed consequently.

3.4 Research design

As explained by De Vaus (2001) that is the way or a plan whereby a researcher plan or decided to use in investigate its study before data collection or analysis can commence with the function of guaranteeing that the substantiation attained enables us to answer the original question as unambiguously as possible. The study employed across-sectional case study design to include a wide content of the repliers with varied gests about the study theme. The design allowed the investigator to study a unit in detail. Also, the design allowed the investigator to collect all the required information at one time.

3.5 Target Population

The study on the role of M&E practices in project performance of publicly education funded projects was conducted in Njombe Town Council. Therefore, the target population of the study included the workforce community, teachers as well as pupils and students.

3.6 Sampling Methods

Latham (2007) explains, sampling strategies method involves taking a representative of the population. Sampling strategies is done when the population is large and geographically dispersed, hence insolvable to collect data on the whole population. Hence, sampling strategies in this study involved choosing a sub-group of the population which is called sample. Purposive sampling strategies were used to elect the study area. Simple random sampling fashion was used to elect the Head of extended families, pupils and pupils in the area of study.

3.6.1 Purposive Sampling

This study purposely selected the study area in particular the wards with EP4R projects. The study consisted the representative of community workforce, teachers and students from 4 selected wards. The selection of the sample size is derived by Webb (1991) that with the population between 100 – 1000, 10% is appropriate sample size, population between 1000– 2000, 5% is the sample size. Moreover, with the population greater than 2000, 1% is the sample size. Likewise, the population above 10,000 even 0.5% is relevant for a sample size. In that case, the sample size of 131 people was involved in this study as shown in Table 3.1

Table 3.1: Sample of respondents in the study area

Category of representative	Population per ward				Total population	Sampled
	Yakobi	Kifanya	Mji mwema	Njombe mjini		
Representative of community members	1,664	2,965	5,652	7,517	17,798	89 (0.5%)
Teachers' representative	23	28	53	53	159	16 (10%)
Students' representative	402	611	812	691	2,516	26 (1%)
Total					20,473	131

3.6.2 Simple Random Sampling

Kothari (2004) explains a simple random sampling as the sampling technique where each and every item in the population has an equal chance of the researcher randomly selects a subset of participants from a population to have an equal opportunity of being selected. The technique is as well-known as accidental sampling. The study employed simple random sampling to select at least 89 head of households, 16 teachers and 26 students who represent the target population to obtain a special insight about community involvement in M&E of EP4R projects in the study area. This makes a sample size of 131 respondents.

3.7 Data Collection Methods

Creswell (2008) contends that there is no single technique that can be claimed to be better than the other in data collection. They all depend on what is being studied and/or what is to be found out. No single instrument was considered to be adequate in collecting valid and reliable data. In this study therefore, both primary and secondary data were used.

3.7.1 Primary Data

Primary data included respondent's information on stakeholders' participation in M&E of education projects, ways through which they are involved and the benefits obtained from the process of stakeholders' involvement. Primary Data were collected through structured questionnaire which was designed and pre-tested prior to its administration for the purpose of inspecting its reliability and validity and making necessary rectifications. The pre-designed questionnaires were distributed to respondents in their respective locations. The researcher made some appointments with respondents on the

agreed dates to collect the questionnaires. The purpose of using this approach was to allow respondents to express their views independently hence maintaining free expression of views.

3.7.2 Secondary Data

Secondary data were obtained from various sources such reports from schools and the DPLO office, NBS office, Maps and internet sources. Those data provided an initial overview of the extent of the problem in the study area. Relevant reports on the role of monitoring and evaluation in education projects were mainly collected within the schools, Council, Regional and National levels.

3.8 Data Analysis Methods

Data were analyzed using both quantitative and qualitative techniques. Quantitative data collected through questionnaires were coded, categorized and ordered according to the emerged categories of the responses. The coded data were analyzed by using descriptive statistical techniques. The analysis involved computation of frequencies (numbers and percentages) of the distributions. Qualitative data attained through interviews and FGD were analyzed by using content examination method. Statistical Package for Social Sciences (SPSS) and Ms-excel were applied in statistics coding and assessment process (Creswell, 2007).

3.9 Data reliability and Validity

3.9.1 Data Reliability

Joppe (2000) defines reliability as the extent to which results are stable over the years and a clear correct illustration of the entire population below study. In this study

reliability was ensured through the employment of interview guide in which the questions asked were clear, concise and precise. The reliability of the collected data was a crucial pre-requisite for answering research questions, and to ensure a proper examination of its trustworthiness. The reliability of the study was enhanced by retesting data collection tools in pilot area (Patton, 2002).

3.9.2 Data Validity

Validity determines whether the researcher truly measures what it was intended to measure or how veracious the research results are. In order to insure validity, the study used the triangulation technique which is the use of different sources of data or information. Guion (2002) says that “Validity in Quantitative research approach relates to whether the findings of your study are true or certain. “ True” in the sense of one’s findings directly reflect the real situation. Triangulation became used to test and set up validity of this study.. The content and face validity in quantitative research depend on instruments construction, while in qualitative research it depends on instrument inflow and structure (Patton, 2002).

3.10 Ethical considerations

In this study, the administration of research instruments was undertaken after securing a research clearance letter from the office of postgraduate studies at OUT. Moreover, the letter from the university was used as the basis for requesting for permission to conduct the research in Njombe Town Council concerning the roles of Monitoring and Evaluation practice in public funded education projects for its performance and sustainability. Finally, the researcher acknowledged all sources of information cited in study to avoid any element of plagiarism.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Chapter Overview

This chapter focused on the analysis, presentation and discussion of the results concerning the role of M&E practices in project performance in sustainability of publicly funded projects in Tanzania: a case of education projects in Njombe Town Council. Moreover, the chapter is organized into five parts. The first part covers the general overview of this chapter while the second parts deals with the demographic variables used in the study. The third part determined the ways through which the education stakeholders are involved in the M&E of EP4R projects in Njombe Town Council while the fourth part explored the benefits of education stakeholders' participation in M&E of EP4R projects in the study area. Finally, the last part assessed the challenges encountered in the M&E of EP4R projects in the study area.

4.2 Respondent's Demographic Characteristics

Demographic variables are among the essential components in social studies like the topic under examination (role of M&E practices in project performance in sustainability of publicly funded projects in Tanzania). In this study, the demographic variables for 131 respondents involved in this study were examined. The examined variables in this study included sex, ages, education level and occupations against the role of M&E practices in project performance in sustainability of publicly funded projects.

4.2.1 Respondent's Sex

Sex of an individual is regarded as among the imperative aspects on assessing the sustainability of government funded project. This is because in some areas the chances

of women participation in monitoring and evaluation of projects are limited. Accordingly, the researcher sought important to assess the ratio of women and men participation in monitoring and evaluation of EP4R projects in the study area and the responses were as indicated in Table 4.1.

Table 4.1: Distribution of respondents by sex (N = 131)

Sex	Frequency	Percent
Female	52	39.7
Male	79	60.3
Total	131	100

Source: Researcher Field Data (2022)

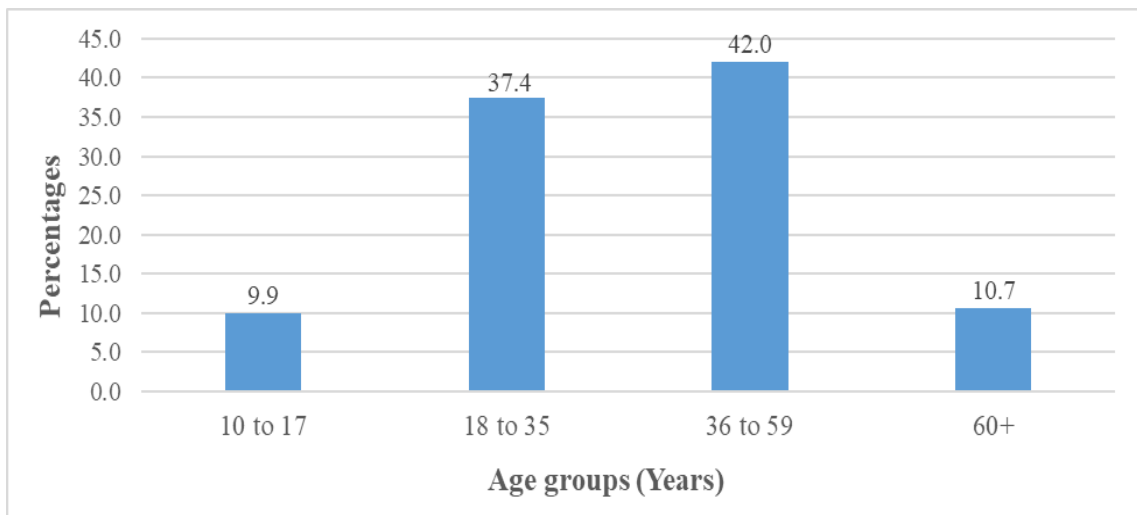
Results in Table 4.1 portrays that, the rate of men participation in monitoring and evaluation of EP4R projects was high as compared to that of women involved in this study. The analyzed differences of participation between men and women in EP4R projects were 60.3% and 39.7% respectively. Despite of the discovered differences in participation still the rate of women participation was appealing to increase the reliability of the findings of the study.

However, the noted differences might be associated with the fact that, in the study area women are highly involved in many household chores as compared to their counterpart men. In turn, their high involvement in family chores hindered their effective participation in the monitoring and evaluation of the public funded project like EP4R which is fundamental for the project sustainability. This situation calls an attention to the respective authority to set appropriate mechanisms to enhance gender equality so as to raise the ratio of women participation in monitoring and evaluation of development

projects in their respective areas which is essential for project ownerships and its sustainability.

4.2.2 Respondent's Ages

Ages of respondents in social research is imperative for assessing the integration of participants by considering all categories of ages (children, youth, adults and elders). Accordingly, the researcher was interested on examining the distribution of the respondents by ages. Therefore, the respondents were asked to state years of their ages and their responses were as summarized in Figure 4.1.



Source: Researcher Field Data (2022)

Figure 4.1: Distribution of the respondents by ages (N = 131)

Figure 4.1 indicates that, the majority (42%) of the respondents were aged between 36 to 59 years old followed by 37.4% who were aged between 18 to 35 years old. High participation of these two categories of ages in the monitoring and evaluation of EP4R projects indicates that, to the large extent the projects were monitored and evaluated by adults and youths matured enough to adhere to the best practice of development project management. However, the study discovered that, few respondents involved in this

study were children (9.9%) and elders (10.7%). Children were involved because were among the direct beneficiaries of the EP4R projects (such as primary and secondary school classrooms projects). Therefore, assessing their views towards the ways on which are involved, benefits and challenges were essential towards setting appropriate mechanisms for its sustainability. Likewise, few elders were involved in this study for the aim of exploring their experiences on monitoring and evaluation of the development projects which can be used as basis to improving the project management skills from the grassroots level in particular to existing and future generation.

4.2.3 Respondent's Education level

Education is one of the most important characteristics that might affect a person's perception and understanding of a particular social phenomenon. Therefore, the study, sought imperative to examine the formal education level reached by the respondents participated in this study. Accordingly, Table 4.2 indicates a summary of the respondents in terms of the formal education level reached by each.

Table 4.2: Distribution of respondents by education level (N = 131)

Education level	Frequency	Percent
Non formal education	3	2.3
Primary	65	49.6
Secondary	35	26.7
Post-secondary	28	21.4
Total	131	100

Source: Researcher Field Data (2022)

Information in Table 4.2 indicates that, the majority (49.6%) of the respondents were found attained primary level education. This category of the participants in the study were drawn from the community so as to examine the ways are involved in monitoring and evaluation of EP4R projects as well as their understanding of the benefits of

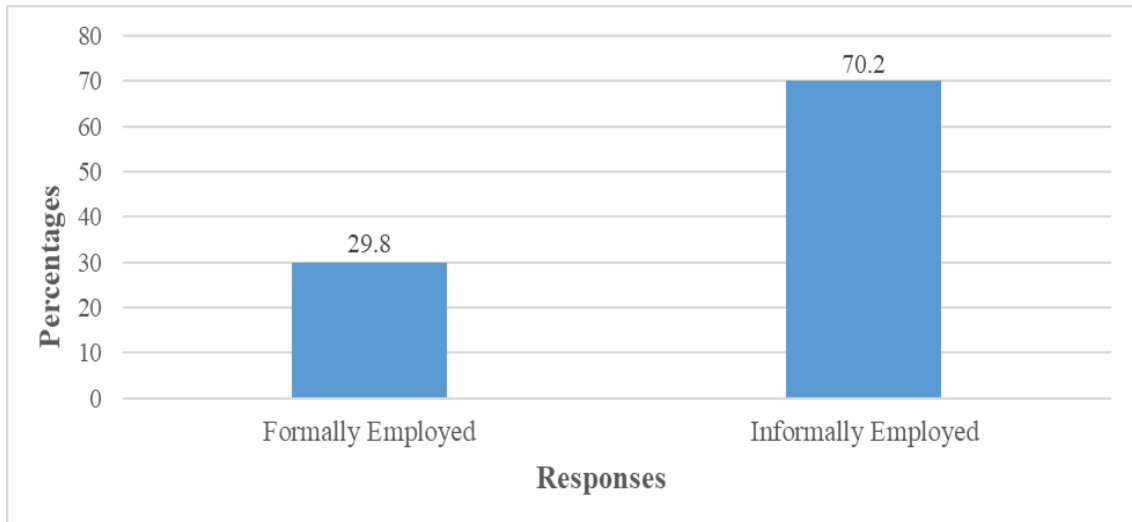
participation and the challenges encountered to adhere to the best practice of project supervision. Moreover, the study revealed that, 26.7% and 21.4% of the respondents attained secondary and post-secondary education level respectively. Secondary and post-secondary education level of the respondents involved the both the ordinary community and experts from various departments of planning, primary and secondary education departments. On the other hand, 2.3% of the respondents were had attained non-formal education. Therefore, the integration of the respondents from non-formal to post-secondary education attainment was found fruitful for exploring the views of each education level for enhancing the effective best practice of EP4R development projects in the study area.

However, for effective development projects monitoring and evaluation by the grassroots community, there is a need to the respective authority to establish awareness creation programmes to the community on empowering their knowledge and skills on project management on regular basis. This situation was also emphasized by the study Crawford and Bryce (2013) who had acknowledged the benefits of education level of individuals which includes higher performance in terms quantity and quality. Therefore, these findings call an attention to the Njombe Town Council to maintain the culture of integrating the individuals with the diversity of education levels in the community projects.

4.2.4 Respondent's Occupation

Occupation of a person is important aspect towards having relevant understanding on supervision of the projects in the respective environments. In this regard, the researcher sought essential to explore the occupation of the respondents against the best.

Consequently, the respondents were asked to state their occupations and their responses were as summarized in Figure 4.2.



Source: Researcher Field Data (2022)

Figure 4.2: Distribution of the respondents by occupation (N = 131)

Findings in Figure 4.2 portrays that, out 131 adults involved in this study, only 29.8% were in formal occupation (employment) while the majority (70.2%) of respondents were in informal employment. Participation to the large extent by non-formal employed as compared to the employed might be associated with the fact that, in most cases formal employed individuals are faced with time constraints to have direct participation in communal activities. Despite of facing time constraints, still the noted differences in the participation in EP4R projects were slightly small which can not affect the results of the study. Likewise, formal employed respondents can be involved in monitoring and evaluation by other means contrary to physical participation such as financial, materials and other relevant resources. Therefore, integration of both formal and non-formal employed individuals is fundamental because it favors various means of participation such as physical and non- physical participation. Accordingly, this calls an attention to

the relevant local government authority to continue with the its culture of involving both formal and non-formal employed in the monitoring and evaluation of EP4R projects which is essential to fuel its sustainability.

In a nutshell, the examination of the demographic variables of the respondents involved in this study were vital in exploring the Role of M&E practices in project performance in sustainability of publicly funded projects with the focus of education projects in Njombe Town Council. This implies that, non-consideration of the demographic variables in this study can affect the results of the research because each variable has its contribution to the quality of the findings. In this regard, it is recommended to the Njombe Town Council and the national at large to set relevant strategies towards ensuring that demographic variables of the citizens are given high priority in all project stages such as; initiation, preparations, approval, implementations as well as in monitoring and evaluation. As a result, effective consideration of the personal characteristics can have positive contribution to EP4R and other community development projects goals attainment in a sustainable manner.

4.3 Ways in which education stakeholders are involved in M&E of EP4R projects

In respect with the topic under investigation, the first objective of this study was to determine the ways through which the education stakeholders are involved in the M&E of EP4R projects in Njombe Town Council. In this objective, the researcher focused to determine the aspects which are commonly used in community participation in project planning and management in general. Therefore, the respondents were asked to explain the extent on which they were involved in monitoring and evaluation of EP4R projects

for enhancing its ownership and sustainability. The assessed ways included; involvement in planning, workforce provision, resources mobilization as well as information giving. Those aspects were supposed to be ranged by the respondents in terms of agree, disagree and undecided.

4.3.1 Education stakeholders' involvement in planning

Sustainability of development projects like EP4R projects depends among others on the education stakeholders' participation in planning the respective projects. This is because participation in planning enhances the projects ownerships to the beneficiaries and its sustainability. Therefore, the researcher sought important to determine the extent to which the education stakeholders had involved in planning. In this regard, the respondents were asked to state the extent on which they had involved in planning and the analyzed responses were as summarized in Table 4.3.

Table 4.3: Extent of education stakeholders' involvement in planning (N = 131)

Involved in planning	Frequency	Percent
Agree	36	27.5
Disagree	65	49.6
Undecided	30	22.9
Total	131	100

Source: Researcher Field Data (2022)

Statistics in Table 4.3 indicates that, only 27.5% of respondents had agreed as they were involved in the planning for the M&E of EP4R in the study area. These findings imply that, planning is one of component in the project cycle which in most cases it needs high level of knowledge and skills. On the other hand, 49.6% of the education stakeholders involved in this study had disagreed as they had not involved in planning while only 22.9% were undecided on whether they had involved or not in planning for M&E of

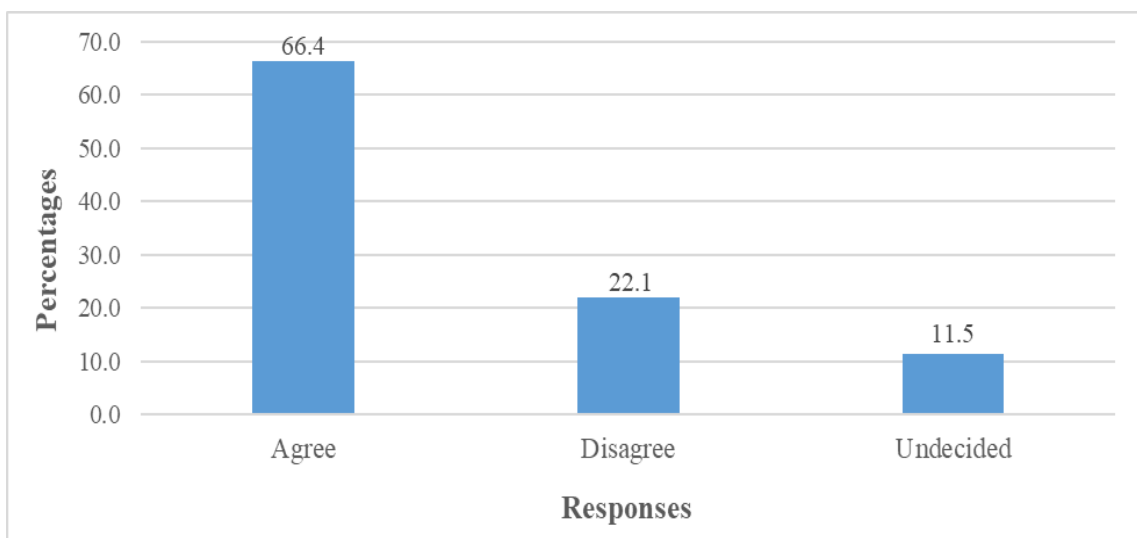
EP4R projects. These results imply that, education stakeholders have various ways of participating in monitoring and evaluation such as through financial and non-financial contribution. Therefore, failure to appear to one approach it does not justify the reluctant of that stakeholder participation in EP4R projects. Contrary, being undecided might be attributed by lack of knowledge among the education stakeholders on the ways of participation in monitoring and evaluation of the EP4R projects and other development projects.

The study findings concur with that of Golicha (2010), which ascertained that, involvement in planning for monitoring and evaluation is highly suitable to individuals with high level of education as well as more experiences in said approach. This implies that, planning is among the most difficult approach in monitoring and evaluation in the sense that, failure to have effective and efficiency planning can lead to poor results. Therefore, integration of various individuals with high knowledge, skills and experiences in the planning section for monitoring and evaluation is essential for reaching the desired project goals. Despite of needs of skills, still the approach needs to involve stakeholders with different levels of education which is important for creating the succession plan in particular to the future generation. This is because; planning is regarded as the roadmap of the entire process of development project monitoring and evaluation.

Therefore, effective participation through planning needs carefully attention to the respective participants due to its sensitivity in the whole process of monitoring and evaluation.

4.3.2 Education stakeholders' involvement through workforce provision

Workforce provision is another form of community participation in development projects monitoring and evaluation. This is commonly applicable to non – employed individuals. Accordingly, the researcher was interested to determine the extent to which the education stakeholders involved in monitoring and evaluation through workforce provision and the responses given by the respondents were as summarized in Figure 4.3.



Source: Researcher Field Data (2022)

Figure 4.3: Stakeholders' involvement through workforce provision (N=131)

Figure 4.3 portrays that, the majority (66.4%) of respondents involved in providing relevant information for this study agreed as they had participated in monitoring and evaluation of EP4R project through workforce provision. Participation through workforce provision implies that, the education stakeholders had involved physically in monitoring and evaluation of EP4R projects in the study area by visiting and conducting inspection to those projects. However, the physical visitation of the education stakeholders to the projects needs some resources (financial and non-financial resources) so as to reach where the projects are located. In this regard, the culture of

mixing the ways of education stakeholders' participation in monitoring and evaluation of EP4R are of paramount important for the aim of complementing each other. In project implementation, this means of participation (workforce contribution) is commonly involved mostly the ordinary communities with low levels of education which is contrary to the project monitoring and evaluation. Therefore, the contribution through workforce provision in monitoring and evaluation involved the experts and non-expertism (ordinary communities) since among others, the major aim is to assess the progress of the projects and making recommendations where due for enhancing the achievement of the agreed goals of the respect projects. Likewise, in workforce contribution in monitoring and evaluation the individuals might be used their labour forces on renovating the infrastructures through reconstructing or modifying the projects based on the results of monitoring and evaluation.

On the other hand, few respondents (22.1%) involved in the study had disagreed and some (11.5%) were undecided as they contributed their workforces on monitoring and evaluation of EP4R education project in Njombe Town Council. These findings imply that, the education stakeholders participated in the monitoring and evaluation in the EP4R education projects by other means such as through involvement in planning, resources mobilization, information giving and the like. Contrary, the undecided education stakeholders on whether they had contributed their workforces or not might be associated with inadequate understanding on the ways of community participation in development projects. This calls an attention to the respective local authority to set appropriate mechanisms on enhancing the community awareness on the ways of participating in development projects which is fundamental for projects ownerships and

its sustainability. The study findings are in line with that of Wanjiku (2017), who had observed that, the low effectiveness of the infrastructure projects is primarily because the participation and management performance aspects did not meet the participants' expectations. Accordingly, the study recommended that there is a need for community participation at all phases of the project from the formulation, to planning, to implementation as well as well as to monitoring and evaluation of the respective projects. Similarly, for effective projects ownership, integration of education stakeholders in all ways of community participation need to be given high consideration in all projects which in turn can enhance the projects goals achievements sustainably.

4.3.3 Education stakeholders' involvement through resource mobilization

Globally, resources are among the essential aspects for the project goals achievements. Accordingly, this study had determined the extent on which the education stakeholders had involved in monitoring and evaluation of the EP4R education projects in the study area. The analyzed findings from the respondents were as summarized in Table 4.4.

Table 4.4: Stakeholders' involvement through resource mobilization (N = 131)

Resource mobilization	Frequency	Percent
Agree	69	52.7
Disagree	52	39.7
Undecided	10	7.6
Total	131	100

Source: Researcher Field Data (2022)

Statistics in Table 4.4 indicates that, 52.7% of respondents agreed as had involved in monitoring and evaluation of EP4R education projects through mobilization of the resources needed to accomplish the said task. This implies that, those individuals have involved in mobilizing resources (financial and non-financial resources) required in conducting monitoring and evaluation. Resources mobilization can involve the

contribution of funds, means of transportation, equipment's, stationary and the like. In this regard, the financial and non-financial resources mobilized the education stakeholders used in facilitating the exercise of monitoring and evaluation of the EP4R projects in the study area. This situation signifies the rationale of integrating various ways of participatory approaches on ensuring all education stakeholders had the role to participate in the education projects under EP4R support and other development projects.

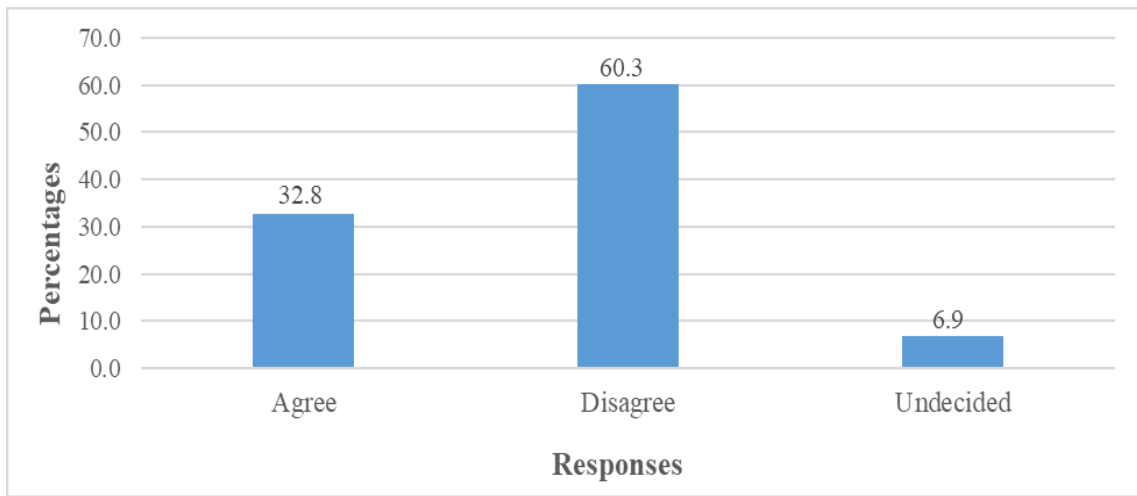
Moreover, regarding the education stakeholder's involvement in EP4R monitoring and evaluation through resource mobilization, 39.7% of respondents had disagreed. Likewise, few respondents (7.6%) were found undecided concerning their participation in monitoring and evaluation of EP4R projects in Njombe Town Council. Being disagreed and undecided with the stated extent is contributed with various factors such as other means of participation, not informed on their roles in the monitoring and evaluation of EP4R projects and reluctant of some communities to participate in community development activities. Moreover, other factors that hindered community participation included lack of awareness on the EP4R, poor communication and information sharing between the council and the ordinary members, unstipulated roles and responsibilities to the education stakeholders, as well as lack of financial resources for implementing monitoring and evaluation of EP4R activities.

The study findings coincide with that of Musa (2000) who ascertained that, for projects to be sustainable there must be stakeholders' participation at different levels of the project from planning to evaluation. This is because, through participation, the communities develop skills for collective action, maintenance and sustainability Musa

(2000). As a result of effective stakeholders' participation, individuals are empowered to continue with community activities even after withdraw of the donors. Additionally, the study discovered that, most projects do fail to attain its desirable objectives because in most cases the projects did not involve the beneficiaries in all stages. According to the study findings, experiences indicated that, the majority of the beneficiaries were mainly involved project implementation with less participation in others stages like designing, approval as well as in monitoring and evaluation. The study findings in particular the disagreed and undecided enforces Njombe Town Council through its departments and units to devote deliberate efforts towards empowering the education stakeholders and the community at large on their essentials in effective participation in development projects for its sustainability.

4.3.4 Education stakeholders' involvement through information provision

Generally, information is regarded as a stimulus that has meaning in some context for its receiver and sender better understand on the respective knowledge. Therefore, having correct information concerning any aspect is of paramount important towards creating the uniformity understanding of the matter. In projects, information provision is regarded as a process within which information is provided to users with none individualization of content material or the delivery process. Accordingly, the researcher sought important to explore the extent on which the respondents involved in monitoring and evaluation of EP4R projects through information provision and the responses were as shown in Figure 4.4.



Source: Researcher Field Data (2022)

Figure 4.4: stakeholders' involvement through information provision (N =131)

Information in Figure 4.4 depicted that, majority of respondents 60.3% had disagreed as had involved in monitoring and evaluation of EP4R projects through information provision followed by 32.8% of respondents who had agreed as used in information provision. These findings imply that, large number of the sampled respondents had not involved in information giving concerning the monitoring and evaluation of the said projects which is contrary to those who had involved in information provision for the project. This situation signifies that, few respondents from the sampled population had been consulted for information giving concerning the EP4R projects in the study area as compared tom those who had involved in information sharing concerning the said project. Consequently, involved small number of the individuals on the information giving creates uncertainty of the project's ownerships and its sustainability. Likewise, 6.9% of respondents were reported undecided on their participation or not in information giving for monitoring and evaluation of EP4R education projects in the study area. This is contrary to the best practice of the principles of community participatory for projects sustainability.

The study findings in particular, the smaller number of respondents' participation in monitoring and evaluation of EP4R projects through information sharing concur with that of Temba (2015) which discovered that participation is viewed as partnership which is built upon the bases of dialogue among the various actors, during which the agenda is jointly set among the local views and indigenous knowledge are sought and respected. With this experience from the quoted study, it can be argued that, stakeholders' awareness on the respective project is not a nightmarish dream but is the outcomes of the adherence to the planned process of participation. Additionally, the findings coincide with the arguments given by elfKing'ori, (2014) such that, keeping them informed in all steps is essential to ensure that they do not lose their interest and remain positive towards the project. Moreover, regular communication keeps them engaged and interested which leads to empowerment and to joint ownership of the project.

Generally, the study findings with regards to the ways of stakeholders' participation in EP4R project monitoring and evaluation revealed that, various ways had applied and contributed to the effectiveness of projects goals achievements. Those ways included; workforce, funds provision, technical support, passive participation, participation in information giving, participation for material benefits. The extent to which each way has applied differed among the respondents depends on various factors like economic status, knowledge and skills as well as experiences in the respective projects. However, despite the noted differences on the application of the ways, still all of them resulted to the desired goals in particular when used effectively and efficiently.

4.4 Benefits of education stakeholders' participation in M&E of EP4R projects

In this category, the researcher was interested to explore the benefits of education stakeholders' participation in M&E of EP4R projects in Njombe Town Council. The benefits of education stakeholders' participation were measured by ranking into agree, disagree and undecided. The measures regarding the benefits focused on; project ownership, accountability and transparency, timely project accomplishment, building trust to donors, enhancing project sustainability as well as minimizing project costs.

4.4.1 Increased project ownership

Individuals participated in providing relevant information for this study were asked to state the extent to which stakeholders' participation in M&E of EP4R projects in the study area has increased the projects ownerships to the target groups. Accordingly, their responses were as shown in Table 4.5.

Table 4.5: Education stakeholders' participation in project ownership (N =131)

Increased project ownership	Frequency	Percent
Agree	111	84.7
Disagree	17	13.0
Undecided	3	2.3
Total	131	100

Source: Researcher Field Data (2022)

The findings in Table 4.5 depicts that, the majority (84.7%) of respondents involved in the study agreed that, education stakeholders' participation in M&E of EP4R increases their ownerships of the respective projects. Projects ownerships increased in the sense that, being involved in various stages of M&E enhances those stakeholders' awareness on the project progress in terms of the required resources, success as well as challenges. Accordingly, the identified challenges during M&E are essential for finding the

respective mitigations for improving the project goals attainments. The findings resemble with that of Chizimba (2013), who had recognized effective stakeholders' participation in monitoring and evaluation resulted to enabling beneficiaries to become active owners rather than passive recipients of development and as well as valuing process (understanding development as a "process", not just a "product"). With this regard, each respective organization is responsible for empowering the community participation in development project management particularly in monitoring and evaluation in its area of jurisdiction.

Some of the respondents about 13% and 2.3% were found disagreed and undecided respectively on the contribution of participation towards increases the projects ownerships. Being disagreed might be contributed by inadequate of community mobilization to participate in development projects in their respective areas which need to be executed by the relevant authority through the user departments in particular the Community Development Department. Likewise, being undecided on whether stakeholders' participation in M&E contributes to projects ownerships or not is highly associated with lack of knowledge on the rationale of community members engagement in development projects which in turn increases their ownership even if in the absence of donors. Therefore, educating the entire community to adhere to need of participating in monitoring and evaluation of community projects like EP4R is of paramount important for enhancing the projects ownerships by members in the respective areas as well as goals achievements to the large extent.

4.4.2 Increased accountability and transparency

Accountability and transparency are among of the essential aspects on ensuring projects goals attainment in a sustainable manner. Accordingly, the researcher sought important to explore the extent to which the respondents involved in the study agreed on whether, education stakeholders' participation in M&E in EP4R increases the accountability and transparency or not. Table 4.6 indicates the responses given by the responses involved in providing relevant information for the study.

Table 4.6: Stakeholders' participation in transparency and accountability (N =131)

Increased transparency and accountability	Frequency	Percent
Agree	71	54.2
Disagree	40	30.5
Undecided	20	15.3
Total	131	100

Source: Researcher Field Data (2022)

Statistics in Table 4.6 indicates that, 54.2% of respondents agreed on the statement stakeholders' participation in monitoring and evaluation of EP4R projects increased transparency and accountability to the responsible personnel executing the projects. These results imply that, the respective local authority (Njombe Town Council) has empowered its communities on the important of participating in monitoring and evaluation of education projects under EP4R implementation. In turn, the effective community empowerment had enforced the community members to be part and parcel of project monitoring and evaluation process. The projects being well known by the beneficiaries increases the transparency and accountability to respective personnel in the sense that each member in the entire community is regarded as watch dog to effective implementation of the projects.

On the other hand, 30.5% and 15.3% of the education stakeholders involved in the study had disagreed and undecided respectively on the statement “education stakeholders’ participation in monitoring and evaluation increased transparency and accountability”. These findings imply that, those respondents had either not involved or involved partially in monitoring and evaluation of EP4R projects which hindered them to realize the benefits such as increasing of accountability which is the products of effective participation in the entire process of project management. The study findings concur with that of Wanjiku (2017), who had ascertained that, effective relevant stakeholders’ participation in entire project management in particular to monitoring and evaluation resulted to increased accountability and transparency to the projective supervisors and implementers on managing the resources (financial and non-financial).

Additionally, the aforementioned study recognized that, less and/or ineffective beneficiaries’ participation in monitoring the project resources resulted to failure of project goals attainments in particular which the supervisors are not loyalty to public resources. Accordingly, it can be recommended that, deliberate efforts need to be devoted by the respective council on enhancing the effective and efficiency relevant stakeholders’ participation in monitoring and evaluation of EP4R and other projects which is fundamental for attaining its goals sustainably.

4.4.3 Led to timely project implementation

Among others, the study focused to explore on whether effective education stakeholders’ participation in monitoring and evaluating EP4R projects resulted to timely project implementation or not. Accordingly, the respondents involved in this study were asked to explore the extent to which stakeholders’ participation in

monitoring and evaluating led to timely project implementation. The responses were as summarized in Table 4.7.

Table 4.7: Stakeholders’ participation led to timely project implementation (N =131)

Timely Project implementation	Frequency	Percent
Agree	87	66.4
Disagree	28	21.4
Undecided	16	12.2
Total	131	100

Source: Researcher Field Data (2022)

Information in Table 4.7 implies that, not all communities in the study area agreed that effective community participation led to timely project implementation. The responses varied from agreed state to undecided stated based on their understanding of the concepts as well as their rate of involvement in monitoring and evaluation of development projects. However, despite the noted variations on the respondents still, the majority (66.4%) of them agreed that, effective participation in monitoring and evaluation resulted to timely project implementation. This is because closely involved in monitoring of the execution of the projects helps to realize the gaps and /or shortages of resources and filling the gaps timely by soliciting those resources from internally and externally sources. Therefore, lack of beneficiaries’ participation in monitoring of the projects the gaps or shortages of resources cannot be early identified which affects the project goals achievements.

Moreover, Table 4.7 indicates that, 21.4% and 12.2% of the respondents disagreed and being undecided respectively on the statement “stakeholders’ participation in monitoring and evaluation led to timely project implementation”. These findings imply that, sometimes the gaps such as shortage of resources for project can be early noted

during monitoring but the accessibility of those resources depends on the external stakeholders. In this case, the project cannot be timely implemented due to resources constraints. Likewise, being undecided it seems those respondents were not aware with the entire concept of community participation in development projects nor they had never involved in EP4R project monitoring and evaluation. This calls an attention to relevant local government authority to devote deliberate efforts on promoting the culture of all community's participation in development projects so as to facilitate the effective goals attainment in a sustainable manner.

4.4.4 Build trust to project donors

Most projects in the least developed countries, Tanzania inclusive are implemented under the support of different donors. Among other factors, donors honored the effective beneficiaries' participation in all stage stages of the project (from design stages to evaluation stages). With this regard, the researcher sought essential to explore the extent to which effective monitoring and evaluation and the responses were as indicated in Table 4.8.

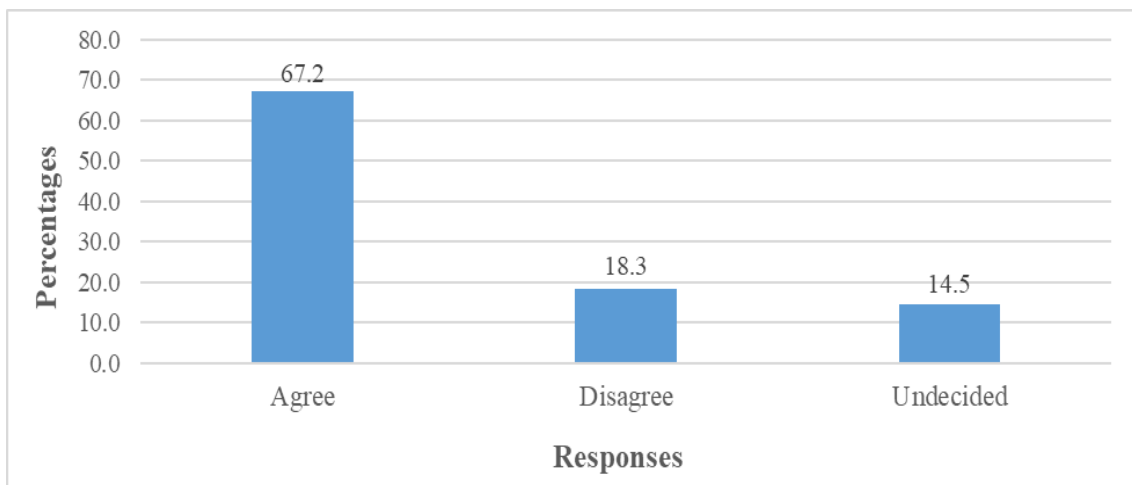
Table 4.8: Stakeholders participation build trust to project donors (N =131)

Build trust to donors	Frequency	Percent
Agree	66	50.4
Disagree	47	35.9
Undecided	18	13.7
Total	131	100

Source: Researcher Field Data (2022)

4.4.5 Minimized project costs

The study found that community participation in M&E of EP4R minimizes project costs as it was agreed by 67.2% of respondents as shown in Figure 4.5. These results imply that, community participation in all stages of the project (from design stages to evaluation stages) not only reduces project costs but also creates a sense of ownership of such projects within the community. These results are similar to the findings by Shen *et al.*, (2010) that, addressing the infrastructural needs in developing countries require government agencies and construction industry stakeholders to find more efficient and effective ways of delivering the capital projects while controlling the costs.



Source: Researcher Field Data (2022)

Figure 4.5: Stakeholders participation reduces project costs (N =131)

4.4.6 Enhanced sustainability

The study explored the strong positive relationship between community participation in M&E of EP4R sustainability of such projects. This truth was revealed by 48.1% of respondents as given in Table 4.9. These results signify that effective community participation in EP4R projects enhances sustainability of such projects. These results

concur with the findings by Wanjiku (2017) in Thailand, who observed that, stakeholders' awareness on participation will help them to sustain the project so that it continues to benefit them. Also, the study done by Ayuso *et al.*, (2012) in Nigeria revealed that community participation in all stages of project cycle such as from planning to monitoring and evaluation is essential for sustainability of most projects.

Table 4.9: Stakeholders participation enhances project sustainability (N =131)

Enhanced sustainability	Frequency	Percent
Agree	63	48.1
Disagree	40	30.5
Undecided	28	21.4
Total	131	100

Source: Researcher Field Data (2022)

4.5 Challenges encountered in the M&E of EP4R projects

In this aspect, the researcher assessed the challenges encountered in the M&E of EP4R projects in Njombe Town Council. The variables that guided the study were the financing level of M&E of EP4R projects, transparency of the government leaders, level of community participation in development projects, approach adopted in project identification and project location, political interference to technical issues and community perception on M&E of projects.

In this respect, the study found that, the challenges encountered in the M&E of EP4R projects were limited financing for M&E of EP4R projects, lack of transparency of some government leaders, low level of community participation in development projects, use of top-down approach in project identification and project location, political interference to technical issues, and community perception of M&E of projects

as a donor driven activity. These challenges are discussed in details under this specific objective.

4.5.1 Limited financing of the activities for conducting M&E of EP4R projects

The study found that the activities for conducting M&E of EP4R projects have limited financing as revealed by 74% of respondents as indicated in Table 4.10. These findings suggest that monitoring and evaluation activity for EP4R projects in Njombe Town Council receives limited finance in the government budget. Magigi (2014) had similar findings that, most of monitoring and evaluation activities were done while involving World Bank, USAID and ODA financially.

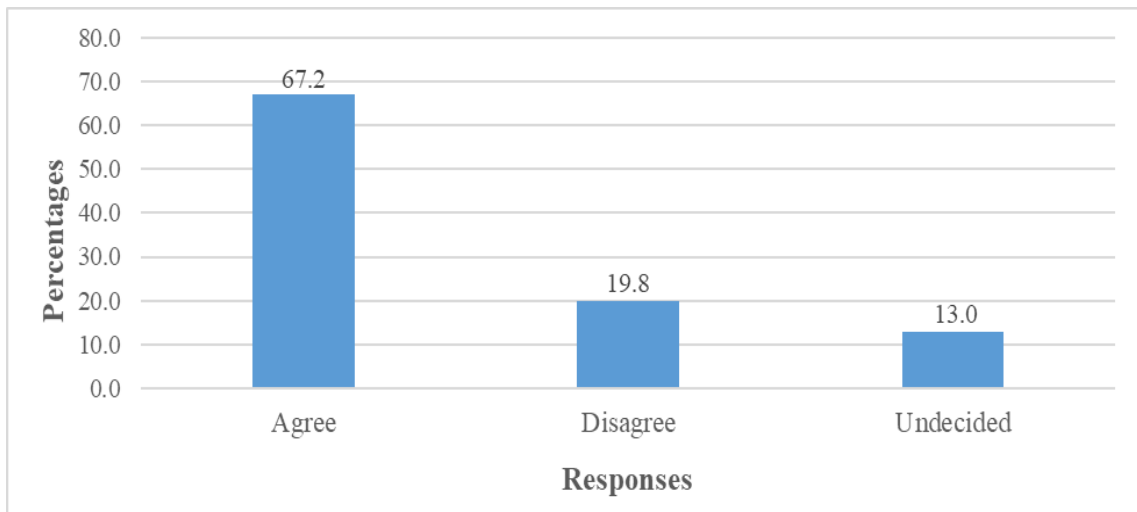
Table 4.10: Limited financing for conducting M&E of EP4R projects (N =131)

Limited financing	Frequency	Percent
Agree	97	74.0
Disagree	22	16.8
Undecided	12	9.2
Total	131	100

Source: Researcher Field Data (2022)

4.5.2 Lack of transparency of some government leaders

The statistics in Figure 4.6 show that some of the government leaders are not transparent on EP4R projects as agreed by majority (67.2%) of respondents. These findings suggest that Monitoring and Evaluation of Projects in Njombe Town Council is done while there is scarce information to the stakeholders. These results positively relate to the findings by Chesos, (2010) that, Monitoring and Evaluation of Projects in Tanzania is weak as it is done while the information is not made public to the stakeholders.



Source: Researcher Field Data (2022)

Figure 4.6: Lack of transparency of some government leaders (N =131)

4.5.3 Low level of community participation in development projects

This was the other challenge in the M&E of EP4R projects as observed by 71.8% of repliers as given in Table 4.11. These results suggest that, there's a low rank of community participation in M&E of EP4R programs in Njombe Town Council. Sheikh (2010) in the study concerning participation of original communities in planning of development systems and sustainability in Bangladesh, reached analogous conclusion that, utmost program don't achieve the desired objectives due to poor community participation. also, the study by Njuki et al., (2015) in Uganda on the part of stakeholders and their donation in design perpetration suggested that, failure to achieve the desired objectives of the most systems including EP4R are largely associated with ineffective community participation in monitoring and evaluation.

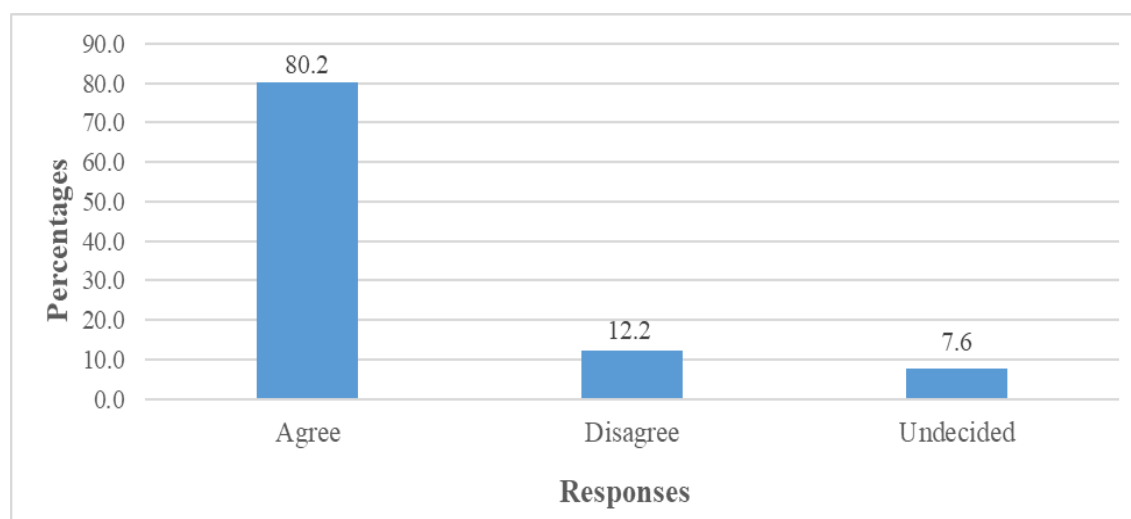
Table 4.11: Low level of community participation in development projects (N =131)

Some leaders not transparency	Frequency	Percent
Agree	94	71.8
Disagree	24	18.3
Undecided	13	9.9
Total	131	100

Source: Researcher Field Data (2022)

4.5.4 Use of top-down approach in project identification and location

The study found that the use of top-down approach in project identification and location is one of the hindering factors in conducting M&E of EP4R projects as supported by 80.2% of respondents as indicated in Figure 4.7. These results suggest that the use of top – down approach on EP4R projects identification in Njombe Town Council can limits their implementation.



Source: Researcher Field Data (2022)

Figure 4.7: Use of top – down approach on project identification limits its implementation (N =131)

4.5.5 Political interference to technical issues

The statistics in Table 4.12 show that majority (51.9%) of respondents view political interference to technical issues as one of the hindering factors in conducting M&E of EP4R projects. These results suggest that uncontrolled political interference to technical issues negatively affects M&E activity of EP4R projects in Njombe Town Council. The results of this study are similar to the findings by Chesos, (2010) who revealed that, Monitoring and Evaluation of Projects in Tanzania is weak due to poor leadership and lack of institutional systems.

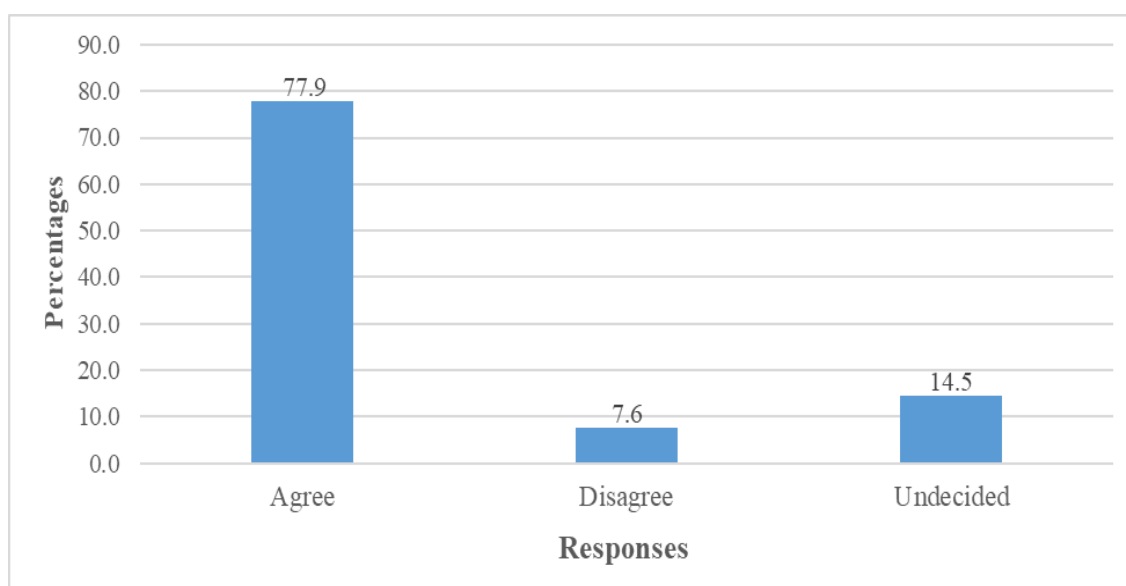
Table 4.12: Political interference to technical issues (N =131)

Political interference to technical issues	Frequency	Percent
Agree	68	51.9
Disagree	47	35.9
Undecided	16	12.2
Total	131	100

Source: Researcher Field Data (2022)

4.5.6 Community perception of M&E of projects as a donor driven activity

This was identified by 77.9% of respondents as one of the limiting factors in conducting M&E of EP4R projects as indicated in Figure 4.8. These results suggest that, in most cases M&E is regarded as a donor driven activity by the majority of the community in Njombe Town Council as it is done through donor-driven initiatives. These results are in line with the findings in study by Chesos, (2010) who revealed that, Monitoring and Evaluation is seen as “donor driven” in the sense that, most government institutions carry out monitoring and evaluation because it is a requirement from the donors.



Source: Researcher Field Data (2022)

Figure 4.8: M&E of projects as a donor driven activity (N =131)

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

In respect with the first objective which was to determine the ways through which the education stakeholders are involved in the M&E of EP4R projects in Njombe Town Council, the study concludes that, education stakeholders passively and actively participate in M&E of EP4R projects in Njombe Town Council depending on their economic status, knowledge, skills and experiences in the respective projects. Education stakeholders in Njombe Town Council participation in planning, workforce provision, resources mobilization, provision of funds and technical support as well as information giving in relation to M&E of EP4R projects.

With respect to the second objective which was to explore the benefits of education stakeholders' participation in M&E of EP4R projects in Njombe Town Council, the study concludes that, community participation in all stages of the project (from design stages to evaluation stages) reduces project costs, creates a sense of ownership of such projects within the community, facilitates increased accountability and transparency, enables timely project implementation, builds trust to donors, and enhances sustainability of the projects.

In respect to the challenges encountered in the M&E of EP4R projects in Njombe Town Council, the study concludes that, Monitoring and Evaluation of EP4R projects in Njombe Town Council is negatively affected by financial, political, technical and managerial factors; and is regarded as a donor driven activity by the majority of the community in Njombe Town Council as it is done through donor-driven initiatives.

Monitoring and evaluation activity for EP4R projects in Njombe Town Council receives limited finance in the government budget; it is done at low level of community participation and scarce information to the stakeholders.

5.2 Recommendations

In respect with the ways through which the education stakeholders are involved in the M&E of EP4R projects in Njombe Town Council, the study recommends that, community members should be part and parcel of EP4R projects throughout project formulation, planning, implementation as well as monitoring and evaluation. Integration of various individuals with high knowledge, skills and experiences in the planning section for monitoring and evaluation is essential due to its sensitivity for reaching the desired project goals and creating the succession plan to the future generation. The culture of mixing the ways of education stakeholders' participation in monitoring and evaluation of EP4R is of vital important for the aim of complementing each other, which calls an attention to the respective local authority to set appropriate mechanisms on enhancing the community awareness on the ways of participating in development projects which is fundamental for project ownership and sustainability.

With respect to the benefits of education stakeholders' participation in M&E of EP4R projects the study recommends that, ownership and sustainability are fundamental factors for EP4R projects which are achieved through community engagement working in partnership and or collaboration in all phases of the project cycle.

In respect to the challenges encountered in the M&E of EP4R projects in Njombe Town Council, the study recommends that, there should be political-will of the decision

makers and effective institutional systems on Monitoring and Evaluation of Projects in Tanzania.

5.3 Limitation of the study

Limitation of the study are the factors that hinder the conducting and efficiency of the study (Schwartz, 2006). This study was conducted at Njombe Town Council, being among of six Council found in Njombe region. Given that, the research for study of M&E in EP4R projects covered only at four (4) wards in Njombe Town Council and the findings can be generalized to other Councils to create awareness to all stakeholders in Njombe region for further study.

5.4 Areas for further studies

This study found the following aspects as being important to explore in future for the better performance of EP4R and other projects: - First, the criteria and approaches in selection of stakeholders for a particular project in relation to project ownership and sustainability should be considered as well as training of stakeholders before initiation of projects as this aid in the success of the projects.

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APPENDICES

Appendix I: Questionnaires for respondents

I am **JACHINDA CHANG'A** a student at Open University of Tanzania undertaking Master of Arts in Monitoring and Evaluation. This questionnaire has been set to explore your views on the **ROLE OF M&E PRACTICES IN PROJECT PERFORMANCE IN SUSTAINABILITY OF PUBLICLY FUNDED PROJECTS IN TANZANIA: A CASE OF EP4R PROJECTS IN NJOMBE TOWN COUNCIL**. The collected data through this questionnaire will be used only for the research purposes, which is the requirement for the fulfillment of a master degree award at OUT. Please answer the following questions.

Personal information of the respondents

1. Sex of respondents

- i. Female
- ii. Male

1. Age of the respondents

- i. 10- 17
- ii. 18 – 35
- iii. 36 – 59
- iv. 60+

2. Education level of the respondents

- i. Non formal education
- ii. Primary

iii. Secondary

iv. Post-secondary

4. Occupation of the respondents

i. Formal employed

ii. Non formal employed

OBJECTIVE ONE: To analyze ways through which education stakeholders involved in M&E of EP4R projects in Njombe Town Council.

(Tick One ✓) based on; Agree (A), Disagree (D) and Undecided (U).

5. The ways through which education stakeholders involved in the M&E EP4R projects

Ways of stakeholders involvement in M&E in EP4R projects	AGREE	DISAGREE	UNDECIDED
I was fully involved in planning project activities before implementation starts (started)			
I was involved in workforce provision during the project implementation			
I was fully participated in resources mobilization during the project implementation			
I have involved in providing relevant information concerning the project			

OBJECTIVE TWO: To explore the benefits of education stakeholders' participation in M&E of EP4R projects in Njombe Town Council.

6. The benefits of education stakeholders' participation in M&E of EP4R projects

Benefits of education stakeholders' participation in M&E of EP4R projects	AGREE	DISAGREE	UNDECIDED
Participating in the project has increased my ownership of the project			
My effective participation in EP4R project has increased the accountability and transparency to relevant stakeholders			
My participation on EP4R has Led to timely project accomplishment			
My participation in EP4R projects has built trust to donors			
My effective participation in EP4R project has enhanced its sustainability			
My participation in EP4R has contributed to minimize the project costs			

OBJECTIVE THREE: To assess the challenges encountered in the M&E of EP4R projects in Njombe Town Council

7. The Challenges encountered education stakeholders in the M&E of EP4R projects

Challenges encountered in M&E of EP4R projects	AGREE	DISAGREE	UNDECIDED
I am aware that the activities for conducting M&E of EP4R projects have limited financing			
I know that some of the government leaders are not transparent on EP4R projects			

I am aware that there is a low level of community participation in development projects like EP4R			
I know that use of top – down approach on project identification can limit its implementation			
I am aware that, uncontrolled Political interference to technical issues affects the project implementation			
I am aware that, in most cases M&E is regarded as donor projects driven by the majority of community			

Thank you for your cooperation

Appendix II: Research Clearance letter

THE OPEN UNIVERSITY OF TANZANIA DIRECTORATE OF POSTGRADUATE STUDIES

P.O. Box 23409
Dar es Salaam, Tanzania
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Our Ref: PG201801816

08th March 2022

Municipal Director,
Njombe Municipality,
P.O Box 577,

NJOMBE.

RE: RESEARCH CLEARANCE

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.

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 **Ms. CHANG'A Jachinda Juma, Reg No: PG201801816** pursuing **Master of Arts in Monitoring and Evaluation (MAME)**. We here by grant this clearance to conduct a research titled **"Role of M and E Practices In Project Performance In Sustainability of Publicly Funded Projects in Tanzania: A Case of Education Projects in Njombe Town Council "**. She will collect her data at your area from 14th March 2022 to 15th May 2022.

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,

THE OPEN UNIVERSITY OF TANZANIA

Prof. Magreth S. Bushesha
DIRECTOR OF POSTGRADUATE STUDIES.

Appendix III: Research permit letter

**JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA**

Simu Na: (026) 2782912-3

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24 Machi, 2022.

Unapojibu tafadhali taja:
Kumb. Na. AB.301/326/01K/30

Mkurugenzi,
Halmashauri ya Mji,
NJOMBE

Kuh: **UTAMBULISHO WA BI. CHANG'A JACHINDA JUMA**

Tafadhali husika na somo tajwa hapo juu.

2. Kwa barua hii namtambulisha kwako **Bi. Chang'a Jachinda Juma** ambaye ni Mtumishi katika Ofisi Mkuu wa Mkoa Njombe na ni mwanafunzi wa shahada ya uzamili (Master of Arts in Monitoring and Evaluation (**MAME**) kutoka katika Chuo Kikuu Huria cha Tanzania kwa ajili ya kufanya utafiti (Research) juu ya mada *"Role of M and E Practices in Project Performance in Sustainability of Publicly Funded Projects in Tanzania: A Case of Education Projects in Njombe Town Council"*.
3. Tafadhali mpokee na kumpa ushirikiano ili aweze kufanya utafiti kwenye eneo lako kuanzia 14th Machi hadi 15th May, 2022.
4. Natanguliza shukurani kwa ushirikiano wako.

Zakaria Mwita

Kny: **KATIBU TAWALA MKOA**

Nakala: Bi. Chang'a Jachinda



Appendix IV: Research permit letter

JAMUHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA MJI NJOMBE
(Barua zote zitumwe kwa Mkurugenzi wa Mji)

NJOMBE REGION:
Phone: +255 2968833
Fax : +255 2968832
Email: td@njombetc.go.tz
Website: www.njombetc.go.tz



P.O.Box 577,
NJOMBE


28 Machi, 2022

MTENDAJI KATA
KATA YA NJOMBE MJINI, MJIMWEMA,
KIFANYA NA YAKOBI

Yah: UTAMBULISHO WA BI JACHINDA JUMA CHANG'A

Tafadhali Rejea somo tajwa hapo juu,

2. Ofisi ya Mkurugenzi Mtendaji imepokea barua kutoka Ofisi ya Mkuu wa Mkoa yenye mada tajwa hapo juu. Na hivyo kutoa Kibali kwa **Bi. Jachinda Juma Chang'a** ambaye ni Mtumishi na mwanafunzi wa Shahada ya Uzamili (Master of Arts in Monitoring and Evaluation (MAME) kutoka katika Chuo Kikuu Huria cha Tanzania.
3. Tafadhali mpokee na kumpa ushirikiano anaohitaji ili aweze kukusanya takwimu anazohitaji kwenye eneo lako. Utafiti huu ni kuanzia tarehe 14 Machi hadi 15 Mei, 2022.
4. Ninawashukuru kwa Ushirikiano wenu.


Boniface J. Hillary
Kny: MKURUGENZI
HALMASHAURI YA MJI
NJOMBE

**MKURUGENZI
HALMASHAURI YA MJI
NJOMBE**

Nakala: Mkurugenzi Mtendaji - Alone kwenye Jalada.