FACTORS AFFECTING MONITORING AND EVALUATION PRACTICES IN LOCAL GOVERNMENT PROJECTS: A STUDY OF TOILETS CONSTRUCTION IN GOVERNMENT PRIMARY SCHOOLS IN TEMEKE MUNICIPAL COUNCIL, DAR ES SALAAM REGION

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A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN MONITORING AND EVALUATION (MAME)

DEPARTMENT OF ECONOMICS AND COMMUNITY ECONOMIC DEVELOPMENT

OF THE OPEN UNIVERSITY OF TANZANIA

2025

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation entitled; **"Factors affecting monitoring and evaluation practices in local government projects: A study of toilets construction in government primary schools in Temeke Municipal Council, Dar es salaam region",** in partial fulfillment of the requirement for the degree of master of Arts in Monitoring and Evaluation (MAME).

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DECLARATION

I, **Cosmas M. David**, declare that the work presented in this Dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Master of Art in Monitoring and Evaluation (MA.M&E).

.....

Signature

.....

Date

DEDICATION

This work is dedicated to my children, who have been impacted in various ways by this dissertation. Thank you, my dear ones, for your endless support and love. May God bless you always.

ACKNOWLEDGEMENT

I am grateful to God for giving me the strength and opportunity to pursue this study. I extend my heartfelt thanks to my supervisors, Dr. Regina Malima and Dr. Noel Matemba, for their unwavering support and guidance throughout this research. their dedication was crucial in completing this work.

I also appreciate the assistance of Henry Tumain and Abdul Kilima, the Course Coordinators, who were always available to help. Special thanks to the Course Representative (CR) for facilitating communication between students and lecturers, as well as to my fellow students for their support. I am thankful for the cooperation of the teachers, School Construction Chairpersons Committee, and students at the study site, without whom this research would not have been possible. I am grateful for the assistance and cooperation of all involved.

ABSTRACT

Monitoring and Evaluation (M&E) play a crucial role in the successful implementation of local government projects, ensuring accountability, efficiency, and sustainability. This study examines the factors affecting M&E practices in local government primary school, with a specific focus on toilet construction projects in Temeke Municipal Council, Dar es Salaam. The research highlights critical areas such as stakeholder involvement, resource allocation, capacity building, and institutional frameworks. The study used Institutional and Performance theories to help the researcher to gain a comprehensive understanding about M&E practice. The study employs a mixed-methods approach, incorporating both qualitative and quantitative data from 142 respondents. The findings revealed that effective M&E practices are significantly influenced by active stakeholder involvement (67.2%), adequate resource allocation (64.6%) and capacity building (40%). Also the findings reveal that while some progress has been made in establishing M&E frameworks, significant gaps persist, including inadequate financial resources, insufficient training, and lack of standardized data management systems. These challenges hinder effective M&E practices, leading to project delays and compromised outcomes. The study concludes and recommends that the Councils should strengthening capacity-building programs, ensuring transparent, adequate resource allocation, and enhancing stakeholder participation is essential for improving M&E effectiveness in local government projects. The recommendations provided aim to enhance M&E practices, ultimately contributing to improved service delivery and project sustainability in the education sector.

Keywords: *Monitoring and Evaluation, Local Government Projects, Toilets Construction, Primary Schools***.**

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LIST OF ACRONYMS AND ABBREVIATIONS

LGA	Local Government Authority
MEO	Municipal Education Officer
M&E	Monitoring and Evaluation
MoEST	Ministry of Education, Science and Technology
PO-RALG	President's Office Regional Administration and Local Government
SPSS	Statistical Package for Social Science
URT	United Republic of Tanzania
UK	United Kingdom
USA	United States of America
WEO	Ward Education Officer

CHAPTER ONE

INTRODUCTION

1.1 Chapter Overview

The chapter introduces the study topic by laying out foundational details for the problem setting. It includes background information, problem statement, general and specific research objectives, research questions, scope, significance, and organization of the study.

1.2 Background of the Study

Monitoring and Evaluation (M&E) systems have long played a critical role in enhancing service delivery within the public sector, particularly in policy formulation and program implementation. M&E has been instrumental in assessing the effectiveness, efficiency, and impact of various initiatives, ensuring that public services meet the intended objectives (Muiga, 2021). Countries such as the United Kingdom (UK), China, and the United States (USA) have made significant advancements in their M&E systems, particularly from the late 1970s, recognizing the need for structured evaluation mechanisms to improve service delivery as part of their economic reforms and modernization efforts. These efforts have led to the integration of M&E into policy-making processes, reinforcing accountability and informed decision-making (Mushori, 2018).

Several African countries, including Ghana, Nigeria, Uganda, and Kenya, have progressively developed their M&E frameworks to enhance public service efficiency. M&E has gained prominence as a tool for evaluating service delivery, ensuring resources are effectively utilized, and identifying areas requiring

improvement. Ghana, for instance, demonstrated a strong commitment by establishing the Ministry of Monitoring and Evaluation in 2017, highlighting the importance of structured M&E systems in enhancing public service outcomes (Ernest, 2020). Similarly, Nigeria, Uganda, and Kenya have integrated M&E into their policy frameworks to ensure that projects and programs align with service delivery goals and meet their intended targets (Waweru, 2021).

In Tanzania, the government has made concentrated efforts to strengthen M&E practices to enhance service delivery, particularly in projects funded by own-source revenue and direct central government allocations. The President's Office - Regional Administration and Local Government (PO-RALG) plays a pivotal role in overseeing M&E activities across various government initiatives. Additionally, the Ministry of Education, Science, and Technology (MoEST) has actively advocated for M&E implementation to improve education service delivery through data-driven decision-making. Key initiatives include the establishment of specialized M&E units, the formulation of policies emphasizing robust M&E frameworks, and targeted training programs to build M&E capacity (URT, 2019).

Temeke Municipal Council has taken notable steps to reinforce its M&E systems to improve service delivery in the municipality. These systems apply to projects funded through municipal revenue, donor contributions, and central government allocations (TMC, 2022). As part of Tanzania's broader local government structure, Temeke Municipality has embedded its M&E system within the planning office to enhance oversight and ensure service delivery efficiency (Ministry of Health, Community Development, Gender, Elders, and Children, 2020). Despite these efforts, the

sustainability of many projects remains a challenge due to various factors, including limited M&E expertise, inadequate financial resources, insufficiently trained personnel, outdated data collection methodologies, weak integration of M&E across the project lifecycle, and limited use of evaluation findings for service improvement.

This study, therefore, assesses the factors affecting M&E practices in local government projects, with a specific focus on Toilets construction projects. By identifying key challenges and opportunities within the M&E system, the study aims to provide actionable insights that will strengthen M&E practices, ultimately contributing to the enhancement of public service delivery in Temeke Municipality, Dar es Salaam Region.

1.3 Statement of the Problem

Monitoring and Evaluation (M&E) is a crucial tool for ensuring the long-term success and sustainability of projects. It plays a key role in tracking progress towards project goals and meeting targets efficiently (Aupe & Sagwa, 2020; Danforth et al., 2023; Deogratias, 2020). However, the importance of M&E has been debated, with some organizations in developing countries using it primarily to satisfy donors rather than effective project management. Many organizations lack clear M&E systems and practices. Studies have highlighted the ineffectiveness of M&E systems in local government projects in African countries, including Tanzania (Matyoko, 2019). For example, the Boost Primary Students Learning Project has faced challenges such as unfinished construction of classrooms, administration blocks, and toilets, as well as delays in procuring desks, tables, and chairs (Controller and Auditor General Development Projects Report, 2023). Reports also indicate delays in toilet

construction in local government schools (CAG, 2023; Mleke, 2020).

Despite the efforts of the Government of Tanzania to take key steps and initiatives to prepare a national strategy on monitoring and evaluation, identify priority projects, strengthen the institutional framework to address coordination challenges, and develop supportive infrastructure projects (Kweka, 2018). This study assessed the factors affecting monitoring and evaluation practices in local government projects, with a specific focus on toilet construction projects in government primary schools. The study also examined the factors influencing the effectiveness of monitoring and evaluation practices in these projects, evaluated the impact of monitoring and evaluation practices, and analyzed the challenges faced in monitoring and evaluation practices in local government projects in Temeke Municipal Council, Dar es Salaam Region.

1.4 Research Objectives

1.4.1 General Objective

The general objective of this study was to assess factors affecting monitoring and evaluation practices in local government projects in toilets construction projects in government primary schools in Temeke Municipal.

1.4.2 Specific Objectives

i. To examine the factors affecting monitoring and evaluation practices in toilet construction project in Temeke Municipal Government primary schools.
ii. To evaluate the effectiveness of monitoring and evaluation practices on toilet construction project in Temeke Municipal public primary school

iii. To analyze the challenges encountered in implementing M&E in local government projects in Temeke Municipal Council.

1.5 Research Questions

i. What are the factors affecting monitoring and evaluation practices in toilet construction project in Temeke Municipal Government primary schools?
ii. What is the effectiveness of monitoring and evaluation practices on toilet construction project in Temeke Municipal Government primary school?
iii. What are the challenges encountered in implementing M&E in local government projects in Temeke Municipal Council?

1.6 Significance of the Study

This study will provide understanding about factors affecting M&E practices in LGAs' projects in government primary schools in Temeke Municipal. Firstly, Resource Constraints, limited financial resources and technical capacity within Temeke Municipal Council may hinder the establishment of robust M&E systems, including the procurement of necessary tools and technologies for data collection and analysis. Secondly, Capacity Challenges, insufficient training and expertise among municipal staff and project stakeholders may result in inadequate understanding and implementation of M&E methodologies, leading to suboptimal monitoring and evaluation practices.

Thirdly, Lack of Standardized Frameworks, the absence of standardized M&E frameworks tailored to the specific needs of Temeke Municipal Council may result in inconsistent practices across different projects, making it difficult to compare and

assess their performance effectively. Fourthly, data collection and analysis, inadequate mechanisms for data collection, management and analysis may lead to incomplete or inaccurate information, undermining the reliability and validity of monitoring and evaluation processes. Fifth, coordination issues, poor coordination among various departments, agencies, and stakeholders involved in local government projects may result in fragmented M&E efforts, duplication of activities, and a lack of synergy, ultimately compromising the overall effectiveness of project monitoring and evaluation.

Addressing these challenges is paramount to enhance the efficiency, transparency and accountability of local government projects in Temeke Municipal Council, thereby fostering sustainable development and improving the well-being of its residents.

1.7 Scope of the Study

This study was conducted in Temeke Municipal Council, focusing on assessing the factors that affected monitoring and evaluation in local government authority projects. Specifically, the research examined toilet construction projects in five government primary schools (Vombo Vituka, Jitihada, Ukombozi, Ushirika and Amani) within Temeke Municipal Council.

1.8 Organization of the Study

The study is organized into three chapters. The first chapter is the Introduction chapter, which includes the study's background information, a statement of the problem, general and specific research objectives, the significance of the study, and

scope. The second chapter is the literature review, which includes the definition of critical terms, theoretical literature review, empirical literature review, research gap, and conceptual framework. The third chapter is the Methodology chapter, which includes the Research design, Area of the Study, target population, sampling size and procedures, research instruments, data collection procedures, data analysis techniques, and ethical considerations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides an overview of the literature contents discussed in the chapter. The chapter includes the definition of critical terms and a theoretical and empirical literature review. Additionally, the study examines the research gap and the study's conceptual framework.

2.2 Definition of Key Terms

2.2.1 Monitoring and Evaluation

Monitoring and Evaluation is a continuous management function to assess if progress is made in achieving expected results to spot bottlenecks in implementation and highlight whether there are any unintended effects from an investment plan programme or project. Purpose of Monitoring and evaluation (M&E) of development activities provides government officials, development managers, and civil society with better means for learning from past experience, improving service delivery, planning and allocating resources, and demonstrating results as part of accountability to key stakeholders. The purpose of this M&E Overview is to strengthen awareness and interest in M&E, and to clarify what it entails (WORLDBANK, 2004).

2.2.2 Project

A project can be defined as a temporary effort undertaken to create a unique product or Service. Project characteristics are described as a temporary management environment that generate income, a unique set of events with a main goal and defined objectives and agreed plans for achieving that goal, an activity with a

specified beginning and end date that is intended to meet stated objectives. A project also can be viewed as a thought of commercial company intended to last for a defined period. It will share many of the characteristics of a business, being composed of people, objectives, plans and controls. The desired result must be defined in terms of timescale, cost and quality (Paul, 2007).

2.2.3 Monitoring and Evaluation Framework

According to Low (2024) monitoring and evaluation (M&E) framework is a continuous process that tracks activities, measures the achievement of objectives, and identifies areas for improvement. Gillingham (2023) further emphasizes the role of M&E in informing decision-making, ensuring efficient resource utilization, and ultimately promoting program success. In this study, the definition provided by Gillingham (2023) will be adopted.

2.2.4 Toilet Construction Project

Toilet construction project in Tanzania provide latrines for pupils at primary school in Tanzania. School pupils do not have adequate sanitation facilities, relaying on drop toilet made of local organic materials or going outside the school .Pupils and community as whole currently are impacted by various diseases caused by fecal-oral contamination. These include diarrhea, dysentery, intestinal worms, hepatitis, typhoid and cholera (Meigel, 2023).

2.3 Theoretical Framework

This section presents and discussed theories related to this study. This study underpinned by the Institutional theory and the performance theory.

2.3.1 Institutional Theory

Institutional theory, introduced by DiMaggio and Powell in 1983, proposes that organizations are shaped by the broader institutional environment they operate within. This theory hinges on three main assumptions: organizational isomorphism, wherein organizations seek similarity with others for legitimacy and resources; institutional pressures, which influence organizational behavior based on norms and values; and the crucial role of legitimacy for organizational survival. Despite its strengths, institutional theory has been critiqued for oversimplifying organizational behavior and for its static view of institutions, which might not always accurately predict outcomes. Recent developments in the theory have addressed these criticisms by exploring dynamic institutionalism, hybridization and globalization's impact on institutional transfer.

In the context of monitoring and evaluation (M&E) practices in Temeke Municipal Council's toilet construction projects, three primary objectives are outlined. The first objective aims to examine the factors influencing effectiveness of monitoring and evaluation practices in toilet construction projects, focusing on documentation procedures, and frequency of monitoring visits, stakeholder involvement, and resource allocation. The second objective seeks to evaluate the effectiveness of M&E practices by examining completion timeliness, construction quality, cost efficiency, and stakeholder satisfaction.

The third objective analyzes challenges in M&E implementation, such as resource constraints, capacity building needs, coordination and communication issues, and ensuring compliance and accountability. By integrating institutional theory with

these objectives, the researcher gains a comprehensive framework for understanding and analyzing the dynamics of M&E practices in local government projects. Considering institutional assumptions, weaknesses, recent developments, and relevant variables provides a nuanced approach to addressing the complexities of organizational behavior within the broader institutional context, ultimately aiding in the improvement of M&E processes for better project outcomes and organizational effectiveness.

2.3.2 Performance Theory

The Theory of Performance was founded by Richard Schechnerin 1967, at the New York University. The theory develops and relates six fundamental conceptions that form a framework upon which performance and performance improvements can be explained. Since to perform is to produce desired results, the theory bases its suggestions on environment, knowledge and skills levels, identity levels, personal issues and fixed aspects which are the factors that mainly predetermine performance. High level achievements are known to emanate with high performance. The theory is a challenge to development practitioners and to educators, to look into factors that would increase valued outcomes in their activities. It is an advice for individuals to improve themselves individually too. By improving our performance, we enable others to grow as they learn.

Performance theory in project monitoring and evaluation (M&E) practices provides a systematic approach to measure, analyze, and enhance the effectiveness and efficiency of projects. The theory is applied in defining specific, measurable, achievable, relevant, and time-bound (SMART) objectives and key performance

indicators (KPIs) to monitor project progress and outcomes, develop comprehensive M&E frameworks that incorporate performance metrics to track project implementation and impact, implement systems for regular data collection and monitoring to assess project performance against established indicators.

2.4 Empirical Literature Review

2.4.1 To Examine the Factors Influencing M&E Practices

Mumba (2022) found that the skills and knowledge of the personnel involved in M&E are crucial. Training programs and continuous development can significantly enhance the effectiveness of M&E practices. According to recent findings, capacity building in M&E has a direct positive impact on project performance and sustainability. Wambua and James (2018) found that capacity building enhances M&E skills, strengthens data collection and analysis, promotes learning and adaptation, and institutionalizes M&E systems. By building the capacity of project stakeholders, organizations can effectively assess the impact of M&E practices on toilet performance and make informed decisions to improve project outcomes. Callistus and Clinton (2017) found that capacity building initiatives can focus on enhancing the M&E skills of project stakeholders involved in the toilet construction project.

Okello (2021) found that capacity building efforts focus on institutionalizing M&E systems within the toilet construction project. This includes training project staff on the establishment and management of M&E frameworks, indicators and reporting mechanisms. By building the capacity of the project organization to implement robust M&E systems, they can effectively track and measure the performance of

toilets.

Amoatey & Ameyaw, (2021) found that effective M&E practices require active involvement from all stakeholders, including school administration, teachers, parents and local government officials. Stakeholders' engagement ensures that the monitoring and evaluation process is transparent and that evaluation results are utilized for improvements. Recent studies highlight the importance of participatory approaches M&E to enhance accountability and ownership. Gaibo, (2019) found that stakeholder engagement is integral to understanding the link between M&E and the performance of a toilet construction project. It helps identify relevant performance indicators, ensures accurate data collection and validation, facilitates ongoing monitoring and feedback, and promotes ownership and sustainability.

Hirsi (2017) found that community engagement facilitates ongoing monitoring and feedback mechanisms for the performance of toilets. By involving community members in the M&E process, they can actively participate in monitoring the performance of toilets and providing feedback on their functionality, maintenance and usage. This real-time feedback allows for timely adjustments and improvements to be made to the toilet construction project. Njama (2017) found that community engagement fosters a sense of ownership and sustainability of the toilet construction project. When community members are actively involved in decision-making and implementation processes, they develop a sense of ownership and responsibility towards the project's success. This ownership leads to increased commitment and involvement in the M&E activities, ensuring the long-term sustainability of the toilets.

Ngugi & Kamau, (2021) Found that adequate financial,human,and technological resources are necessary for effective M&E. Withought sufficient resources, monitoring activities can be superficial and evaluations can be incomplete or inaccurate. Recent empirical evidence suggests that projects with dedicated M&E budgets and resources tend to have better outcomes. Scott, (2014) found that the presence of a robust institutional framework that supports M&E activities is essential.This includes clear policies,guidelines and standards for conducting M&E. Institutional theory posits that formal structures and reguratory frameworks enhance organizational effeciency and effectiveness.Recent studies have shown that well defined institutinal frameworks significantly improve M&E practices in development projects (Karanja, 2021).

Mwangi & Kinyua, (2022) Efficient data collection,management and analysis systems are critical for effective M&E.The use of modern technology and data management tools can streamline M&E processes and improve the accuracy and reliability of data.Current research indicates that the intergration of information systems in M&E practices leads to better project tracking and reporting.

2.4.2 Evaluating the Effectiveness of Monitoring and Evaluation Practices on Construction Project Outcomes

Mathayo (2022) found that adequate financial resources are essential for implementing effective M&E practices in a toilet construction project. This includes funding for data collection tools, technology, training, and capacity-building activities. Without sufficient financial resources, it may affect the implementation of M&E framework, which lead to conduct regular monitoring, and analyze data to

inform decision-making. Omunga and Gitau (2019) found that unavailability of appropriate technological resources can greatly affect M&E framework practices in a toilet construction project. This includes access to data collection tools, software, and platforms that facilitate efficient data collection, management, and analysis. For example, mobile data collection tools can streamline data collection processes and improve data quality. Unavailability of technological resources affects real-time monitoring, data visualization, and reporting, which affect the timeliness and accuracy of M&E framework.

Rogito, *et al.,* (2020) found that the availability of resources, including financial resources, human resources, technological resources, training, and data management systems, is closely linked to the research objective of the existing Monitoring and Evaluation frameworks applied in 8 primary schools**.** Adequate resources enable the implementation of effective M&E activities, support data collection and analysis, and enhance decision-making processes.

Callistus and Clinton (2017) found that the quality of infrastructure impacts project implementation, data collection and reporting, accessibility and reach, as well as sustainability and maintenance. Recognizing these links is essential for addressing the specific challenges and barriers that arise due to infrastructure limitations affects the current M&E framework practices in the context of the toilet construction project. Maimula (2017) found that quality of infrastructure, such as the availability of proper sanitation facilities and access to clean water, directly affects the implementation of a toilet construction project. Poor infrastructure can lead to delays, cost overruns, and difficulties in ensuring the functionality and sustainability

of the constructed toilets.

Adanusa (2019) found that quality of infrastructure can influence the accessibility and reach of the toilet construction project. Inadequate infrastructure, such as poor road networks or limited transportation options, can hinder the project's ability to reach remote or marginalized communities. This can result in incomplete or biased data collection; as certain areas may be excluded from the M&E process. Njama (2017) found that technical expertise required for designing effective M&E frameworks, implementing monitoring activities, analyzing and interpreting data, ensuring quality assurance and control, and transferring knowledge to build capacity.

By leveraging technical expertise, a toilet construction project can enhance its M&E practices, leading to improved project outcomes, increased accountability and better decision-making. Rogito, *et al.,* (2020) found that technical expertise is essential for designing and developing robust M&E frameworks specific to a toilet construction project. This involves identifying relevant indicators, setting targets, and establishing data collection methods and tools. Technical experts with knowledge of M&E principles and practices can ensure that the framework aligns with project goals, captures the necessary data, and provides meaningful insights for decision-making.

Victor and Otieno (2017) found that technical experts can contribute to the research objective by transferring their knowledge and building the capacity of project staff and stakeholders. They can provide training and mentorship on M&E principles, methodologies, and tools, enabling individuals to develop the necessary skills to implement and sustain improved M&E practices. By sharing their expertise,

technical experts empower project teams to independently carry out M&E activities and continuously improve project performance.

World Bank (2020) reported that institutional support provides the necessary policy frameworks, resource allocation, collaboration opportunities, capacity-building initiatives, and monitoring and oversight functions to enhance M&E practices. By leveraging institutional support, toilet construction projects can establish a conducive environment for effective M&E, leading to improved project outcomes, increased transparency, and enhanced accountability. Waweru (2021) found that Institutional support is necessary for the development and implementation of policies and regulatory frameworks that promote effective M&E practices in toilet construction projects. Institutions, such as government agencies or international organizations, can establish guidelines and standards for M&E in construction projects, ensuring consistency and accountability. These frameworks provide a foundation for improving M&E framework applied by setting expectations, defining roles and responsibilities and establishing reporting mechanisms.

Victor and Otieno (2017) found that Institutional support is essential for allocating the necessary resources, including financial, human, and technical resources, to improve M&E framework practices in toilet construction projects. Adequate funding enables the implementation of robust M&E framework, including data collection tools, technology infrastructure and capacity-building initiatives. Institutions can also allocate human resources, such as M&E specialists or project managers, to oversee and support the implementation of M&E activities.

Njama (2017) found that compliance with standards ensures quality assurance, consistency, and comparability, accountability and transparency, learning and continuous improvement, and may lead to external recognition and accreditation. By adhering to standards, project teams can enhance the effectiveness and credibility of their M&E framework practices, contributing to the overall success of the project and its impact on the target population. Mushori (2018) found that Compliance with standards ensures that M&E practices in toilet construction projects meet established quality benchmarks. Standards provide a framework for assessing the adequacy, accuracy, and reliability of M&E data and processes. By adhering to these standards, project teams can ensure that the information collected and analyzed is of high quality, enabling effective decision-making and evaluation of project outcomes.

Mhina (2017) found that Compliance with standards enhances accountability and transparency in M&E practices. Standards often include requirements for documentation, reporting, and disclosure of M&E information. By complying with these standards, project teams can provide stakeholders with accurate and reliable information on project progress and achievements. This transparency fosters trust and confidence among stakeholders, including funders, beneficiaries, and the wider community, and ensures that project outcomes are effectively communicated.

2.4.3 Challenges Encountered in Implementing M&E in Local Government Projects

Callistus and Clinton (2017) found that the quality of infrastructure impacts project implementation, data collection and reporting, accessibility and reach, as well as sustainability and maintenance. Recognizing these links is essential for addressing

the specific challenges and barriers that arise due to infrastructure limitations, and for improving the effectiveness of M&E practices in the context of the toilet construction project. Maimula (2017) found that quality of infrastructure, such as the availability of proper sanitation facilities and access to clean water, directly affects the implementation of a toilet construction project. Poor infrastructure can lead to delays, cost overruns, and difficulties in ensuring the functionality and sustainability of the constructed toilets.

Adanusa (2019) found that quality of infrastructure can influence the accessibility and reach of the toilet construction project. Inadequate infrastructure, such as poor road networks or limited transportation options, can hinder the project's ability to reach remote or marginalized communities. This can result in incomplete or biased data collection; as certain areas may be excluded from the M&E process. Njama (2017) found that resource utilization affects the availability of financial, human, material and technological resources, which are all crucial for successful project implementation and robust M&E practices. Gaibo (2019) found that the availability and proper utilization of material resources, such as construction materials and equipment, are critical for the successful implementation of a toilet construction project. Challenges may arise when there are delays or disruptions in the procurement and delivery of materials, leading to project delays and cost overruns. Inadequate or poor-quality materials can also impact the durability and functionality of the constructed toilets, affecting the project's overall performance and M&E practices.

Yasini (2019) found that utilization of appropriate technological resources can enhance the efficiency and effectiveness of M&E practices in a toilet construction

project. Challenges may arise when there is a lack of access to or knowledge about relevant technologies for data collection, analysis, and reporting. Insufficient technological resources can hinder the timely and accurate monitoring of project progress and outcomes, making it challenging to identify and address challenges effectively.

Kinyua and Njoroge (2021) found that monitoring practices help identify challenges, assess project performance, facilitate feedback and learning, and promote accountability and transparency. By incorporating robust monitoring practices, project implementers can gain valuable insights into the challenges faced and make informed decisions to enhance project outcomes and M&E practices. Ernest (2020) found that Monitoring practices provide a means to assess the performance of a toilet construction project. By collecting and analyzing relevant data, monitoring helps to evaluate whether the project is meeting its intended outcomes and targets. This assessment can identify challenges related to performance gaps, such as low toilet usage rates or inadequate sanitation facilities.

Dobi (2012) found that Monitoring practices facilitate feedback and learning within a toilet construction project. Regular monitoring allows for the timely identification of challenges, which can then be communicated to project stakeholders. This feedback loop enables project managers, implementers, and other stakeholders to learn from the challenges and make necessary adjustments to improve project outcomes. Akwilini (2020) found that evaluation practices helps in identifying challenges, conducting root cause analysis, providing recommendations for improvement, facilitating learning and knowledge sharing, and supporting adaptive

management. By leveraging evaluation practices, project teams can gain valuable insights into the barriers and limitations they face in M&E, leading to more effective and impactful M&E practices in toilet construction projects. Akwilini (2020) found that evaluation practices provide insights and recommendations for addressing the challenges identified in toilet construction projects' M&E practices. Evaluators can offer evidence-based recommendations on how to overcome specific challenges, improve data collection and analysis processes, enhance stakeholder engagement, or strengthen capacity in M&E.

Omunga and Gitau (2019) found that evaluation practices contribute to learning and knowledge sharing among toilet construction projects and the wider development community. Evaluations generate valuable lessons learned from the challenges faced in M&E practices, which can be shared and disseminated to other projects and organizations.

2.5 Research Gap

Despite various studies on M&E in local government projects, limited research has been conducted specifically on toilet construction projects in primary schools within Tanzania. Existing literature primarily focuses on general infrastructure projects without addressing the unique challenges associated with sanitation-related initiatives in the education sector. Additionally, while studies acknowledge the importance of stakeholder involvement, resource allocation, and institutional support, there is insufficient empirical evidence on how these factors specifically impact M&E practices in toilet construction projects. Moreover, previous research often overlooks the role of data management systems in ensuring effective M&E

implementation. This study addresses these gaps by providing a comprehensive analysis of M&E challenges and effectiveness in the context of school toilet construction projects in Temeke Municipal Council. By bridging this knowledge gap, the research contributes to a better understanding of how M&E practices can be optimized to improve project outcomes in local government education initiatives.

2.6 Conceptual Framework

The conceptual framework in Figure 1 delineates the factors influencing Monitoring and Evaluation (M&E) practices in Local Government (LG) projects. It summarizes the interplay between independent and dependent variables. The independent variables encompass existing M&E practices, their effectiveness, and the challenges faced during their execution. The dependent variable is the improved M&E practices which is measured by performance of the toilet construction projects, gauged through capacity building, stakeholder involvement, resource allocation, Institution framework and data management system.

Furthermore, resource availability, cost efficiency and compliance with standard improve the effectiveness of M&E practices; however the challenges shown in the diagram resource constraints, inadequate capacity building, insufficient coordination, and communication and unaccountability) if they can be addressed will improve the M&E practices. This framework clarifies the dynamic interaction and shared influence among these variables within the ambit of LG projects.

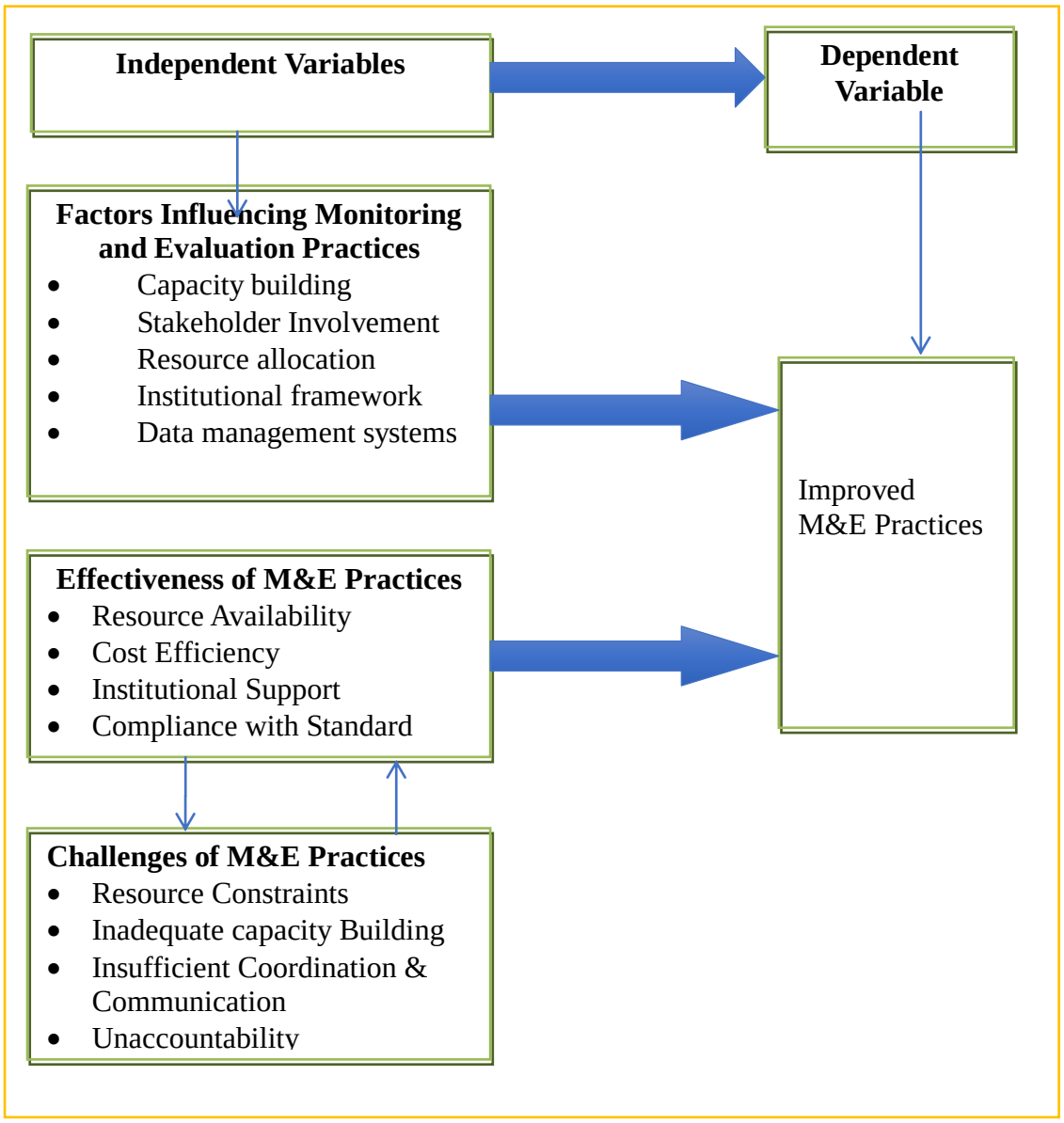

Figure 2.1: Conceptual Framework

Source: Researcher's Literature Review, (2024).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter presents the research design, study area, Target population, sample size and sampling procedures, research instruments, Data collection procedures, data analysis technique and ethical considerations.

3.2 Research Design

Research design refers to the set of methods and procedures used in collecting and analyzing measures of variables specified in the research problem (Kothari, 2004). The study employed a cross-sectional study design. This design was adopted because the cross-sectional study is a type of observational research that involves the collection of data from a diverse group of participants at a single, specific point in time.

3.3 Study Area and its Justification

The study was conducted in Temeke Municipal, Dar es Salaam Region, Tanzania, due to presence of 26 primary schools with toilet construction projects within the municipal. This selection allowed for a focused examination of factors influencing M&E practices within local government projects, providing insights into challenges, practices, and frameworks within LGAs in Tanzania. The urgency for effective M&E practices was evident from recent reports showing that about 69.23% of toilet construction projects in Temeke Municipal Council's primary schools encountered delays (Controller and Auditor General Local Government Report, 2023), emphasizing the significance of the study. By conducting selected case studies in

five primary schools, the research aimed to offer actionable insights to improve M&E practices and project oversight, not only in Temeke but potentially across other LGAs in Tanzania.

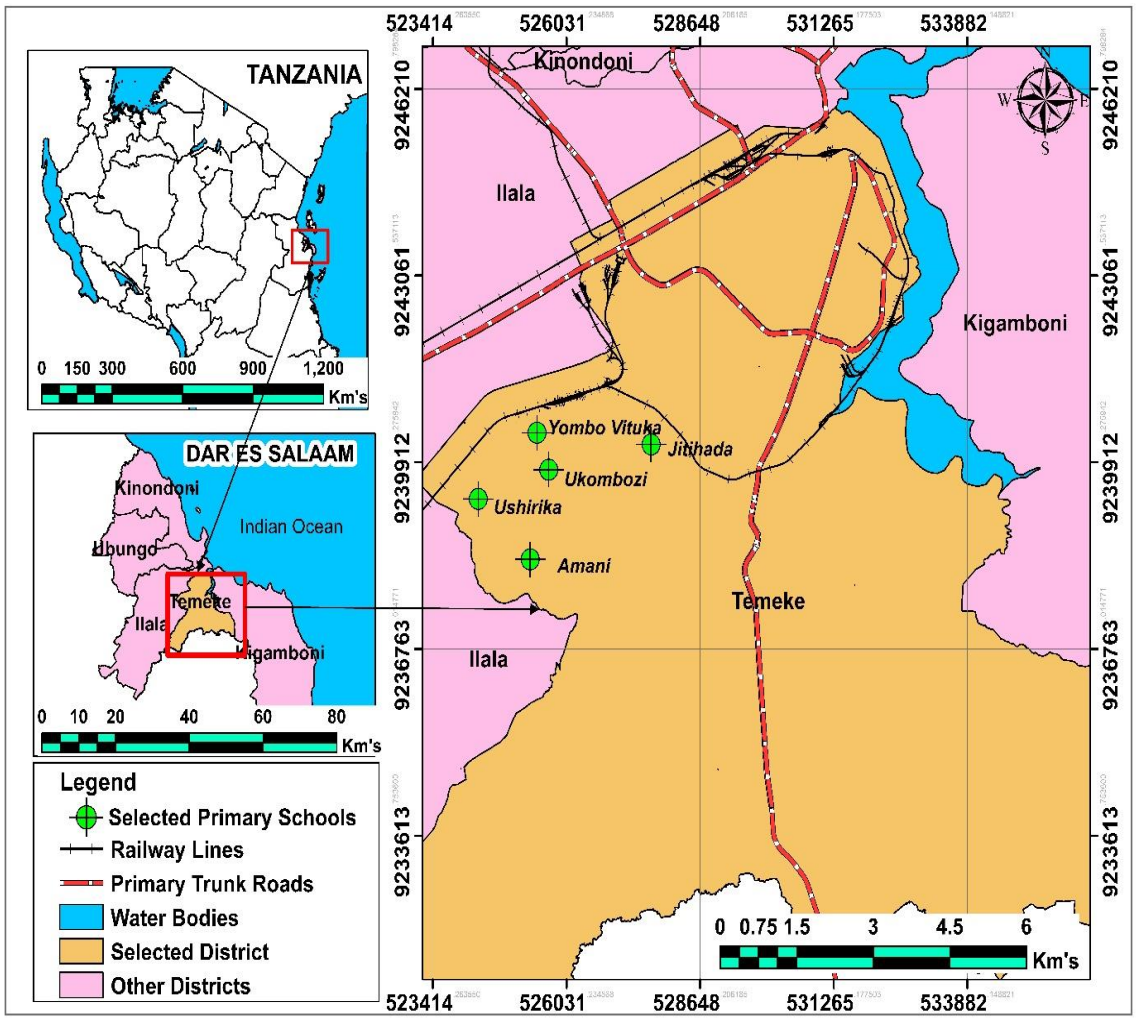

Figure 3.1: The Map Showing the Structure of the Study Area

Source: Municipal catography (2024).

3.4 Target Population

Population is defined as a group of elements and subsets from which a researcher draws the sample for the study. The study population consisted of a total of 1242 individuals from five (5) government primary schools involved in the study.

3.5 Sampling and Sampling Procedure

3.5.1 Sample Size

To determine an appropriate sample size for each category of respondents, the purposive sampling approach and simple random sampling approach were used. These approaches ensured that each subgroup of the population was adequately represented in the sample. Given the population of 1242 from each subgroup, with assumptions of a 95% confidence level, a 5% margin of error, and an estimated proportion, this sampling strategy was chosen to enhance the reliability and generalizability of the findings. Purposive sampling was utilized to target specific individuals with relevant knowledge, while simple random sampling provided an unbiased selection of participants, thereby minimizing selection bias.

$$n = \frac{N.Z^2.P.(1-P)}{(N-1).E2+Z2.P\ (1-P)} \qquad \frac{n = 171x(1.96)^2x0.5(1-0.5)}{(1242-1)\ x\ (0.05)^2+\ (1.96)^2x0.5\ (1-0.5}$$

n = 142

Table 3.1: Classification of Study Population and Sample Size

S/N	Respondents	Population	Sample Size	Method
1.	MEO	1	1	Purposive
2.	WEO	2	1	Simple randomly
3.	Health Officer	2	1	Simple randomly
4.	Head Teacher	5	5	Purposive
5.	Teachers	56	50	Simple randomly
6.	Chairperson of School Construction Committee	5	5	Purposive
7.	Pupils of school being studied	1042	79	Simple randomly
8.	Total	1113	142	

Source: Researcher (2024).

Therefore, the study employed a total of 142 respondents, representing various categories as follows: 1 Municipal Education Officer, 1 Ward Education Officer, 1 Health Officer, 5 Head Teachers, 50 Teachers, 5 Chairpersons of the School

Construction Committee, and 79 Pupils.

3.5.2 Sampling Frame

According to Lewis-Beck (2004), the sampling frame defines a set of elements from which a researcher can select a sample of the target population. For this study the sampling frame included the element that are directly involved in or affected by the Monitoring and Evaluation of toilet construction projects. These are 26 government primary schools where toilet projects have been undertaken, Government officials include MEO, WEO and health officers, School management committee (50 teachers and 5 head teachers) and parents that are represented by 5 Chairpersons of the School Construction Committee.

3.5.3 Sampling Procedures

3.5.3.1 Simple Random Sampling

Simple random sampling is a sampling method that involves selecting a sample from a population where every element has an equal chance of being chosen. For this study, the researcher used simple random sampling to select schools, teachers, and pupils from Temeke Municipal who participated in the study. This method was chosen to ensure that every respondent had an equal opportunity to be included in the sample, thereby minimizing selection bias and enhancing the representativeness of the findings.

3.5.3.2 Purposive Sampling

Purposive sampling is defined as a non-random sampling method in which samples are deliberately chosen from a population based on specific criteria relevant to the

research objectives. For this study, the researcher used purposive sampling to select Municipal Education Officers, chairperson of construction committee and Head Teachers. The purpose of employing purposive sampling was to obtain respondents with particular qualities or insights that aligned with the study's focus.

3.6 Unit of Analysis

The unit of analysis centered on students and teachers in government primary schools in Temeke Municipal Council. The research examined the experiences and perspectives of students regarding the toilet construction projects, focusing on how these projects impacted their school environment. Additionally, the study analyzed the views of teachers, exploring how the construction of toilets influenced their work environment and teaching conditions. This focus on students and teachers was crucial for understanding the practical effects of the projects on daily school life and identifying any associated challenges or benefits.

3.7 Data Collection Methods

3.7.1 Survey

A questionnaire was used to gather quantitative data from a large number of respondents through a structured set of questions designed to capture specific information regarding the factors affecting monitoring and evaluation (M&E) practices. The questions included multiple-choice and Likert scale items focusing on respondents' roles and experiences with M&E practices, challenges faced in M&E of toilet construction projects, the effectiveness of current M&E methods, and suggestions for improving M&E practices. The questionnaires were distributed to teachers, head teachers and pupils to collect a range of perspectives.

3.7.2 Interview Guide

To obtain in-depth qualitative insights from key stakeholders, a semi-structured set of open-ended questions was used. This approach allowed for detailed responses and follow-up questions to gather information on experiences with M&E processes, specific factors that facilitated or hindered effective M&E, and personal opinions on the adequacy of resources and training for M&E. The questions were directed towards the Municipal Education Officer, Chairperson of School Construction Committee, Ward Education Officer, and Health Officer.

3.7.3 Documentary Review Guide

Reviewing and analyzing existing documents related to the M&E of toilet construction projects was a crucial element of the research. A checklist or guide was used to systematically examine relevant documents, focusing on project reports, M&E reports and assessment records, policy documents and guidelines related to M&E in local government projects, historical data on project outcomes and impact assessments, and records of training programs and resource allocations for M&E. The secondary data was collected from official records, project documentation, and government publications.

3.7.4 Pilot Testing

Pilot testing was an initial phase in the research process where a small-scale version of the study was conducted to determine the feasibility of the research and identify potential issues. For this study, the researcher obtained guidance from the supervisor and utilized the appropriate research tools to test the data collection instruments with a small group of individuals. This pilot test aimed to assess the success and failure

rates of the tools in relation to the study. Based on the results, the researcher made necessary adjustments and improvements to the data collection tools to ensure an effective research design before proceeding with the full study.

3.7.5 Validity of Research Instruments

Validity referred to the degree to which the data collection tools in the study accurately measured what they intended to measure. For this study, a pilot questionnaire was prepared to assess whether it could elicit valid responses. Additionally, maximum consideration was given to the issues outlined in the conceptual framework. This was achieved by comparing the problems identified in the conceptual framework with those obtained from the questionnaires and interviews.

3.7.6 Reliability of Research Instruments

The reliability of the research instruments was tested to ensure consistency in measurement. Instrument reliability, as defined by Bell (2010), is the extent to which a research tool produces similar results on different occasions under similar conditions, reflecting the degree of consistency in measuring what it is intended to measure. The reliability of the questionnaires was assessed by administering them to 134 respondents from the study area (Temeke Municipal), which represented 78.36% of the sample size. The construct composite reliability coefficient (Cronbach's alpha) of 0.7 or above was considered adequate for this study (Rousson, Gasser & Seifer, 2012). The reliability coefficient of the research instrument was evaluated using Cronbach’s alpha (α).

3.8 Data Analysis Techniques

3.8.1 Quantitative Data Analysis

The researcher conducted data cleaning and coded responses from closed-ended questions for quantitative data analysis. The dataset, containing codes for responses to all questions, was prepared using Microsoft Excel. The researcher also used Statistical Package for the Social Sciences (SPSS) version 26 to perform descriptive statistical analysis. The findings were presented using tables and graphs to display frequencies and percentages, which were used to present the quantitative results.

3.8.2 Qualitative Data Analysis

Qualitative data was analyzed using thematic data analysis. Thematic data analysis is a qualitative approach focused on identifying and analyzing patterns and themes within a set of data. For the study, the researcher began by familiarizing themselves with the data obtained from interview questions and then generated initial codes based on the observed patterns. Subsequently, the researcher identified potential themes within the data. These identified themes and patterns were then transformed into information used to fulfill the study's objectives.

3.9 Ethical Considerations

Ethical issues were observed to ensure that the study was ethically acceptable. The researcher requested a permission letter from the Open University of Tanzania and was sent to Temeke Municipal council. Permission was also sought from Temeke Municipal Council. Informed consent was observed by providing respondents with pre-information about the study and obtaining their agreement to participate. Confidentiality of information was strictly maintained by ensuring that there was no

unauthorized access to the data obtained from study respondents. Privacy was also upheld by avoiding questions that solicited personal information, such as the respondent's name.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the research findings, analysis, and discussion of the data collected from the study. It is structured to provide a comprehensive overview of the results, including both quantitative and qualitative data. The findings are analyzed in relation to the research questions and objectives, offering insights into the factors affecting monitoring and evaluation (M&E) practices in local government projects, particularly focusing on toilet construction in government primary schools in Temeke Municipal Council.

The chapter begins with a detailed presentation of the quantitative data derived from the questionnaires, including statistical analyses of responses from teachers, head teachers, chairpersons of the school construction committees, and pupils. This is followed by an analysis of the qualitative data gathered from interviews with key stakeholders, such as Municipal Education Officers, Ward Education Officers, School chairperson of construction committee and Health Officers. The thematic analysis of qualitative responses provides deeper insights into the challenges and effectiveness of M&E practices.

The discussion integrates the findings from both data types, comparing them with the existing literature and theoretical framework. It highlights key patterns, trends, and discrepancies, offering explanations and interpretations of the data. The chapter concludes with a synthesis of the main findings and their implications for improving M&E practices in local government projects.

4.2 Demographic Characteristics

This section provides an overview of the demographic and professional characteristics of the respondents involved in the study. Understanding these characteristics is crucial for interpreting the findings and ensuring they accurately reflect the perspectives and experiences of the various groups represented.

4.2.1 Sex of the Respondents

Table 4.1 presents the gender distribution of students and teachers participating in a study examining factors affecting monitoring and evaluation practices in local government projects, specifically toilet construction in government primary schools within Temeke Municipal Council, Dar es Salaam Region. The data was segmented into two groups: students and teachers, reflecting the proportion of males and females in each group.

Study indicates the student population in the study consists of 79 respondents, results indicate 41.8% were male, while 58.2% were female. This indicates that there is higher representation of female students compared to male students in this study. The predominance of female respondents means. Also, the study included of 55 teachers' respondents, of which 43.6% of the teachers were male, and 56.4% of the teachers were female. The gender distribution in both students and teachers reveals the importance of considering gender related needs in the monitoring and evaluation of school toilet facilities. Female respondents, were many in both categories, have specific insights into the adequacy of these facilities, particularly regarding privacy, menstrual hygiene management, and safety. Results align with the study conducted by Aguillon, et al., (2020) on participation on active learning study found that female

students and teachers often outnumber males in primary education, especially due to higher enrolment rates for girls at this level and the predominance of women in the teaching workforce. Also, female students are more engaged in issues concerning sanitation and hygiene in schools.

Table 4.1: Sex of the Respondents

	Students		Teachers	
Categories	**Frequency**	**Percent**	**Frequency**	**Percent**
Male	33	41.8	24	43.6
Female	46	58.2	31	56.4
Total	**79**	**100.0**	**55**	**100.0**

Source: Field data (2024).

4.2.2 Age Group of Students

Table 4.1 presents the age distribution of the student in a study focused on factors affecting monitoring and evaluation (M&E) practices in local government projects, Results indicates large number of students participated in the study fall within the age groups of 10-12 years (45.6%) and 13 years and above (54.4%). There are no students under the age of 7 or between 7 to 9 years participating in the study. Involvement of over half of the respondents aged 13 and above reflect age group that is likely to have more awareness and engagement with the conditions of school facilities, such as toilets, and may provide more informed opinions on the state of sanitation and hygiene.

Also, Older students (13 and above) are more concerned with issues like privacy, safety, and hygiene, especially in the context of adolescence, when sanitation needs become more complex due to puberty. In line with the study conducted by Charnley (2020) found that in school's older students are more engaged in monitoring school

hygiene standards and more likely to express concerns about the adequacy and privacy of toilet facilities, especially regarding gender sensitive needs.

Table 2.2: Age Group of Students

Categories	Frequency	Percent
Under 7	0	0.0
7to9	0	0.0
10-12	36	45.6
13 and above	43	54.4
Total	**79**	**100.0**

Source: Field data, (2024).

4.2.3 Awareness of Students about New Toilets Built In School

Table 4.3 presents the level of awareness among student respondents regarding newly constructed toilets. The data shows how many students were aware of the new toilet facilities built in their schools. Results indicates that 63.3% of the students reported being aware of the newly constructed toilets in their school, while 36.7% of the students reported not aware of these new facilities. This means that a majority of the students had knowledge about the new toilet facilities, but a significant minority remained uninformed. Difference in awareness may be influenced by several factors, including communication practices within the schools, students' level of engagement in school activities, or even differences in the frequency of use of school infrastructure.

Students actively involved in school events or use the facilities frequently are more aware of new toilets constructed, whereas those who are less engaged or attend irregularly miss this information. The findings in this study align with similar research on school infrastructure awareness. Study by Ahmad (2021), found that

awareness of newly built school facilities, such as toilets, often varies widely among students due to actively engage students in the process of introducing new infrastructure to proper usage and maintenance. Similarly, Tamene and Afework (2021) reveal that a lack of awareness is a significant barrier to the effective utilization of improved sanitation infrastructure.

Table 4.3: Awareness of Students about New Toilets Built in School

Categories	Frequency	Percent
Aware	50	63.3
Not aware	29	36.7
Total	**79**	**100.0**

Source: Field data (2024).

4.2.4 Age Group of Teachers

Table 4.4 presents the age distribution of the teacher respondents, teachers age was categorized into four age groups: less than 25 years, 25-34 years, 35-44 years, and 44 years and above. Out of 55 teacher respondents, 10.9% teachers were under the age of 25, 32.7% of teachers fall within the 25-34 years category, another 32.7% teachers were between 35-44 years, and 23.6% teachers aged 44 and above. The data shows a relatively even distribution of teachers in the 25-34 and 35-44 age brackets, each making up almost one-third of the total respondents. The smallest group is teachers under the age of 25, representing only 10.9% of the respondents, while older teachers (44 years and above) make up nearly a quarter of the total population.

Results imply that teachers in the age group of 25-44 years, constitute the majority (65.4%), have substantial professional experience and have role in the M&E processes. These teachers are generally in the prime of their careers, with sufficient

experience to provide feedback on the adequacy and challenges associated with the constructed toilets. The smaller proportions of teachers under 25 years (10.9%) imply that fewer young, possibly less experienced teachers are involved in the study. While bring fresh perspectives, their limited numbers imply less influence on the evaluation process. In contrast, the teachers aged 44 years and above (23.6%) bring valuable long-term experience and more familiar with the historical context of sanitation projects in the schools. Lange et al., (2021) on teacher age distribution in sub-Saharan Africa reveal that the most experienced and engaged teachers are often between 30-45 years of age, as are in the peak of their careers and most actively involved in school development projects, including monitoring and evaluation of infrastructure.

Table 4.4: Age Group of Teachers

Categories	Frequency	Percent
less than 25 years	6	10.9
25-34 Years	18	32.7
35-44 Years	18	32.7
44 years and above	13	23.6
Total	**55**	**100.0**

Source: Field data (2024).

4.2.5 Education Level of Teachers

Table 4.5 presents the education levels of the teacher respondents in the study area results reveal, none of the 55 teacher respondents have completed only primary school education, while 52.7% of the teachers have completed secondary school, and 47.3% of teachers possess university-level education. This distribution indicates that teachers in this study have secondary school education, but nearly half have also

pursued higher education at the university level. Educational background of the teachers has significant implications for the effectiveness of monitoring and evaluation practices in the schools. Teachers with university education (47.3%) bring advanced skills in critical thinking, problem-solving, and data analysis, all of which are essential for effective M&E. Their higher education equips them with the ability to assess projects like toilet construction in a more structured and evidence-based manner, potentially leading to more thorough evaluations.

The educational level of teachers also influences their ability to effectively communicate M&E outcomes to local government authorities and stakeholders. Teachers with university education have better communication skills and the ability to articulate challenges and improvements needed for school infrastructure projects, which enhance the success of these initiatives. Tibble (2024) show that teachers with higher education are generally more effective in participating in school futures, including infrastructures also study found that university-educated teachers tend to be more confident and capable of handling the administrative and evaluative aspects of school projects.

Table 4.5: Education Level of Teachers

Categories	Frequency	Percent
Primary School	0	0.0
Secondary School	29	52.7
University Education	26	47.3
Total	**55**	**100.0**

Source: Field data (2024).

4.3 Factors affecting Monitoring and Evaluation Practices in Toilet Construction

4.3.1 Capacity Building

4.3.1.1 Assessment of the Competence of the Monitoring and Evaluation Team in Inspecting New Toilet Facilities Responses from Students

Table 4.6 shows the assessment of the competence of the Monitoring and Evaluation (M&E) team in inspecting new toilet facilities, based on responses from students in government primary schools in Temeke Municipal Council. The table categorizes student responses into three options: ‘Yes, they are aware,’ ‘I don’t know,’ and ‘No’, they are not aware, indicating their perception of the M&E team's competence in inspecting newly constructed toilets. The data reveals that 68.4% of the student reported they aware of their responsibilities in inspecting the new toilet facilities. However, 24.1% of the students have uncertain about the competence of the M&E team, while 7.6% of the student indicates that the team is not aware of their duties. Results reveal that while most students view the M&E team as competent, there remains a significant portion that either lack information or believe the team is underperforming.

The findings imply that although capacity building efforts have successfully equipped the M&E team with essential skills, there is still room for improvement, particularly in ensuring that all stakeholders including students are aware of the team’s competence. The 31.7% of students who are either unsure or team is not competent mean that there is need for better communication and more visible M&E processes. The results align with Mumba (2022), who emphasizes the importance of

skills and knowledge in M&E, noting that capacity building significantly improves M&E practices. Similarly, Wambua and James (2018) reveal how capacity building enhances M&E skills, strengthens data collection, and promotes learning and adaptation.

Table 4.6: Assessment of the Competence of the M&E Team in inspecting new Toilet Facilities Responses from Students

Responses	Frequency	Percent
Yes, they are aware	54	68.4
I don't know	19	24.1
No, they are not aware	6	7.6
Total	**79**	**100.0**

Source: Field data, (2024).

4.3.2 Stakeholder Involvement

4.3.2.1 Participation of Teachers and Students in the Planning of New Toilet Facilities Students' Responses

Table 4.7 presents data on the participation of students in the planning of new toilet facilities in government primary schools in Temeke Municipal Council, as reported by students. The table shows how students perceived the involvement of key stakeholders, such as students, in the planning process for constructing toilet facilities. The response options include 'Yes, they helped,' 'I don't know,' and 'No, they didn't help.'

Results indicates 20.3% of the student indicated that helped in the planning of new toilet facilities, while 73.4% of the respondents responded 'I don't know,' and 6.3% of the student indicated that did not help in the planning process. The results show that a large number of students are either unaware of the extent of stakeholder

involvement in the planning process or perceive minimal involvement. The limited awareness and perceived lack of involvement among students and teachers in planning have important implications for the effectiveness of monitoring and evaluation (M&E) practices in the toilet construction project. Active stakeholder engagement creating a sense of ownership, fostering accountability, and ensure projects meet the actual needs of the community.

Results align with findings from previous studies on stakeholder involvement, Amoatey and Ameyaw (2021) emphasized that successful M&E requires the active participation of all stakeholders, including school administration and teachers. The low percentage of students acknowledging involvement in planning suggests a missed opportunity for fostering ownership and transparency in the M&E process. Similarly, Gaibo (2019) found that stakeholder engagement is important in identifying performance indicators and promoting accountability. Njama (2017) reinforces the idea that community engagement fosters a sense of ownership, which appears lacking in this case, further emphasizing the need for greater stakeholder participation to ensure long-term project sustainability.

Table 4.7: Participation of Teachers and Students in the Planning of New Toilet Facilities Students' Responses

Responses	Frequency	Percent
Yes, they helped	16	20.3
I don't know	58	73.4
No, they didn't help	5	6.3
Total	**79**	**100.0**

Source: Field data (2024).

4.3.3 Resource Allocation

4.3.3.1 Availability of Construction Materials for Building the New Toilet Facilities Students' Responses

Table 4.8 presents availability of construction materials for building new toilet facilities in the study area based on students' responses. The responses were categorized into three options, 'Enough,' 'I don't know,' and 'Not enough,' reflecting students' perceptions of resource adequacy for the project. Results reveal that 64.6% of the student reported that there were enough construction materials for the project. However, 22.8% of the students indicated uncertainty by responding, I don't know,' while 12.7% of students felt that there were not enough materials. This indicates that the majority of students perceive the availability of resources as adequate for the construction of new toilet facilities.

However, the significant percentages of students either do not know (22.8%) or believe resources are insufficient (12.7%) points to possible challenges in transparency or communication regarding resource allocation. The uncertainty surrounding resource availability reflects underlying issues in how materials were managed or distributed during the project. The findings imply adequate resources are important for successful project execution and monitoring. The students' overall perception of material sufficiency indicates that the project was reasonably well-resourced, but the high levels of uncertainty and concern from a portion of students indicate potential gaps in resource management. These issues affect the project's sustainability and overall quality if not addressed through more transparent resource allocation and communication strategies.

Align with the findings of Ngugi and Kamau (2021), emphasize the importance of adequate resources, including financial, human, and technological, for effective M&E practices. The fact that 64.6% of students reported sufficient materials supports the notion that projects with adequate resources tend to have better outcomes. However, the uncertainty expressed by 22.8% of students mirrors concerns raised by Ngugi and Kamau that insufficient resources lead to superficial monitoring and incomplete evaluations. The students' mixed responses reveal need for clearer communication and better resource management to ensure effective M&E practices, as projects with dedicated M&E budgets and resource allocations are known to yield more reliable and sustainable results.

Table 4.8: Availability of Construction Materials for Building the New Toilet Facilities Students' Responses

Responses	Frequency	Percent
Enough	51	64.6
I don't know	18	22.8
Not enough	10	12.7
Total	**79**	**100.0**

Source: Field data (2024).

4.3.5 Data Management Systems

4.3.5.1 Presence of Good Way to Keep Track of How the Toilets are Built, Responses from Students

Table 4.9 presents the students' responses regarding the presence of a system to effectively track how toilet facilities are built in study area. Results indicates 53.2% of the students reported that a system is in place to track the construction of toilets, while 22.8% are unsure, and 24.1% think no such system exists. These results show that while a majority of students recognize the existence of a tracking system, a

considerable portion either lack awareness or perceive that no system is present. This level of uncertainty (22.8%) and disbelief (24.1%) reveal potential communication gaps or inefficiencies in the implementation or visibility of the data management system. The findings imply that although a data management system may be operational, its visibility and effectiveness in supporting the monitoring and evaluation (M&E) of toilet construction projects may be inconsistent. Since a significant proportion of students are either unaware or unconvinced of the system's presence, this could undermine the effectiveness of M&E practices.

Comparing to the study conducted by Ngugi and Kamau (2021), reveal that effective M&E requires well-structured data management systems to ensure accurate tracking and reporting. Projects without clear data systems face challenges in maintaining accountability and achieving successful outcomes. Similarly, Amoatey and Ameyaw (2021) found that a lack of awareness or the absence of data management tools hinder the monitoring of project performance, leading to inefficiencies in resource utilization.

Table 4.9: Presence of Good Way to Keep Track of How the Toilets are Built, Responses from Students

Responses	Frequency	Percent
Present	42	53.2
I don’t know	18	22.8
Not present	19	24.1
Total	**79**	**100.0**

Source: Field data (2024).

4.3.6 Teacher Insights on the Effectiveness of Monitoring and Evaluation (M&E) Practices on Toilets Constructions

Table 4.10 summarizes teacher insights on the effectiveness of M&E practices,

addressing several key factors such as capacity building, stakeholder involvement, resource allocation, institutional framework, and data management systems. Capacity building initiatives for M&E staff had a moderate effectiveness rating, with a mean score of 3.13 and a standard deviation of 1.334, indicating varied teacher perceptions. Around 40% of respondents either agreed or strongly agreed that capacity-building initiatives were adequate, although a significant portion (30.9%) disagreed or strongly disagreed, suggesting room for improvement.

Stakeholder involvement in M&E was rated more positively, with a mean score of 3.58 and a lower standard deviation of 1.049, reflecting stronger consensus. Most respondents (67.2%) agreed or strongly agreed that stakeholder involvement was strong, highlighting the importance of participatory approaches in M&E processes.
Resource allocation for M&E activities also showed mixed responses, with a mean score of 3.40 and a standard deviation of 1.314. While 47.3% agreed that resource allocation was sufficient, 18.1% disagreed, signaling possible resource challenges that could affect the quality of monitoring and evaluation.

The institutional framework supporting M&E was similarly viewed with moderate positivity, with a mean score of 3.51 and a standard deviation of 1.289. A total of 52.7% agreed or strongly agreed that the institutional framework was effective, although some respondents felt there was room for strengthening these frameworks. Data management systems received a favorable response, with a mean score of 3.55 and a standard deviation of 1.214. Approximately 60% of the teachers found data management systems for M&E efficient, indicating that these systems contribute positively to the effectiveness of M&E practices.

The overall weighted mean of 3.43 suggests that while the M&E practices are moderately effective, there are areas, particularly in capacity building and resource allocation, which require further attention to enhance overall effectiveness. The study reveals that factors such as stakeholder involvement and data management systems positively influence the effectiveness of M&E practices in toilet construction projects. However, capacity-building initiatives and resource allocation need to be strengthened to ensure that monitoring and evaluation are comprehensive and lead to improved project outcomes. In connection to that one of the School Head teachers commented that,

> *"……. While the capacity-building initiatives for M&E staff are generally beneficial, there is a need for more advanced and continuous training. This would help in tackling the technical issues that arise during the monitoring and evaluation of toilet construction projects……."*

Again, the chairperson of the school construction committee commented:

> *"…….Stakeholder involvement in the M&E process has been notably strong. Regular engagement with teachers and parents has greatly enhanced the monitoring practices and ensured that all voices are considered in the evaluation of the new toilet facilities……."*

The findings of this study align with existing literature. Mumba (2022) emphasized the critical role of capacity building initiatives in M&E, echoing the study's results, where 40% of respondents acknowledged its adequacy but with significant disagreement on its sufficiency. Wambua and James (2018) similarly stressed that capacity building enhances M&E processes by strengthening data analysis and institutionalizing M&E systems. The positive influence of stakeholder involvement found in this study (with 67.2% agreement) is supported by Amoatey and Ameyaw (2021), reveal that active stakeholder engagement leads to transparency and improved project outcomes. Additionally, Mwangi & Kinyua (2022) stressed the

importance of efficient data management systems, reflected in the favorable perceptions in this study (mean score of 3.55), showing the critical role of data integration for successful M&E practices.

Table 4.10: Teacher Insights on the Effectiveness of M&E Practices on Toilets Constructions

Statements	SD %	D %	N %	A %	SA %	Mean score	Std.d
Capacity building initiatives for M&E staff are adequate.	16.4	14.5	27.3	23.6	18.2	3.13	1.334
Stakeholder involvement in M&E is strong.	7.3	7.3	18.2	54.5	12.7	3.58	1.049
Resource allocation for M&E activities is sufficient.	14.5	3.6	34.5	21.8	25.5	3.40	1.314
The institutional framework supports effective M&E.	9.1	12.7	25.5	23.6	29.1	3.51	1.289
Data management systems for M&E are efficient.	10.9	5.5	23.6	38.2	21.8	3.55	1.214

Source: Field data (2024).

4.4 Effectiveness of Monitoring and Evaluation Practices on Toilet Construction Project

4.4.1 Resource Availability

The Figure 4.1 illustrate data on respondents' perceptions regarding the assessment of financial prudence, specifically in relation to cost efficiency in the construction of new toilet facilities The data indicates that 39.2% of respondents reported that the financial resources were sufficient to ensure cost efficiency in the construction of the new toilet facilities. However, a significant portion of respondents 36.7% are uncertain ‘I don’t know, about the adequacy of the resources, suggesting a lack of awareness or information about the financial aspects of the project.

Additionally, 24.12% of respondents felt that the resources were insufficient for the project. The findings highlight several key implications regarding the effectiveness

of monitoring and evaluation (M&E) practices in the toilet construction project. High level of uncertainty (36.7%) about the adequacy of resources suggests that gaps in communication and transparency concerning the project's financial management. Stakeholders, including local government authorities and community members, may not have been sufficiently informed about the financial allocations and expenditures.

The facts that 24.12% of respondents reported that, resources were not enough raises concerns about the sufficiency of financial planning and resource allocation for the project. Inadequate resources can negatively impact the quality and timeliness of the construction, as well as hinder effective M&E practices. Furthermore, 39.2% indicated that resources were sufficient demonstrate that a sizable portion of stakeholders perceived the project as financially prudent. However, the mixed opinions suggest the need for more comprehensive M&E practices to ensure financial accountability and transparency. Mathayo (2022) emphasized the importance of sufficient financial resources for implementing effective M&E practices in construction projects, including toilet facilities. Adequate funding ensures that data collection, monitoring, and decision-making processes are properly supported, and the lack of financial resources can hinder the execution of the M&E framework.

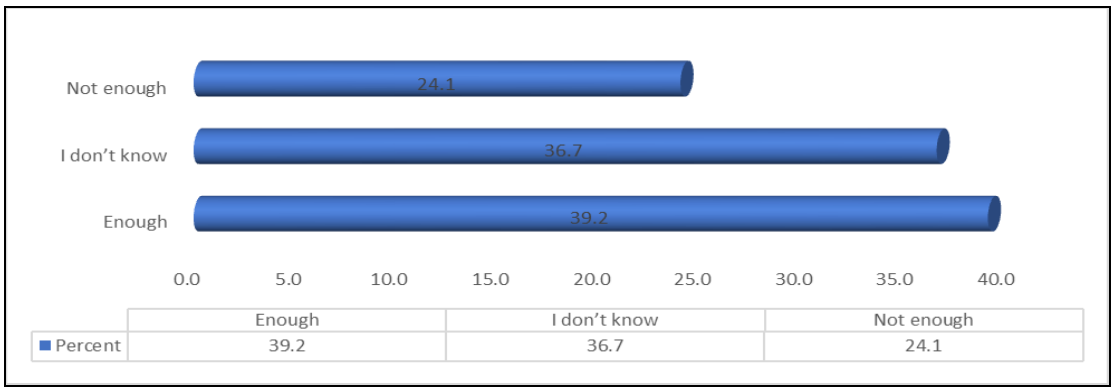

Figure 4.1: Adequacy of Personnel for Monitoring the Construction of New Toilet Facilities Insights from Students

4.4.2 Cost Efficiency

4.4.2.1 Assessment of Financial Prudence in the Construction of New Toilet Facilities

The Figure 4.2 presents data on the assessment of financial prudence in the construction of new toilet facilities from the table, 26% of the respondents reported that financial prudence was maintained and that money was not wasted in the construction of the new toilet facilities, 47% of respondents indicated uncertainty about the financial efficiency of the project, while 27% reported that the project involved wasteful spending. The high level of uncertainty indicates a lack of transparency or awareness regarding the financial management of the toilet construction projects. Weaknesses in the dissemination of financial information to stakeholders were shown or ineffective communication from the local government about how funds were allocated and utilized.

Also, the fact that 27% of respondents reported money was wasted implies that there are issues with the cost efficiency of the monitoring and evaluation (M&E) practices. Poor M&E practices lead to inflated costs, mismanagement, or inefficiencies in the use of resources. Muyaloka and Kachamba (2023) reveal in developing countries found that weak M&E systems were often linked to budget overruns and resource misallocation. Hence highlighted the importance of cost control and transparency as crucial factors in the success of public projects, emphasizing that insufficient oversight typically leads to financial wastage, which is consistent with the perceptions revealed in the current study.

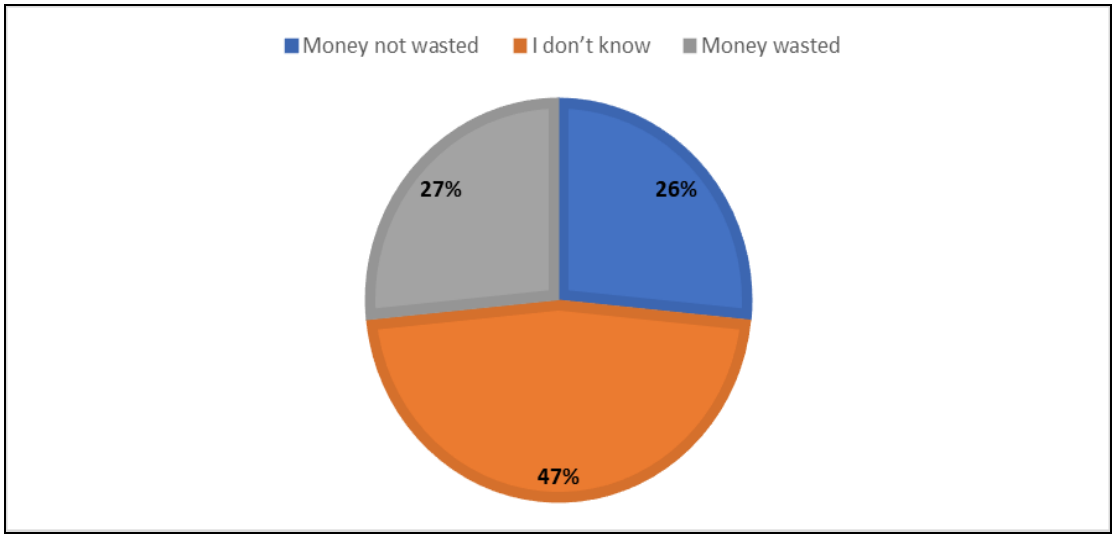

Figure 4.2: Assessment of Financial Prudence in the Construction of New Toilet Facilities

Source: Field data (2024).

4.4.3 Institutional Support

4.4.3.1 School Involvement in Ensuring Proper Construction of Toilet Facilities

Insights from Students

Table 4.11 presents student insights into the involvement of schools in ensuring the proper construction of toilet facilities as part of monitoring and evaluation (M&E) practices, Results shows that 70.9% of students reported were actively involved in ensuring the proper construction of toilet facilities indicates a positive perception of institutional support and engagement in the construction process. On the other hand, 24.1% of students reported that their schools not helped, while 5.1% are unsure about the level of involvement. The findings reveal involvement of student overseeing the construction process, indicating effective institutional support. However, the relatively high percentage of students reported the school did not help (24.1%) indicating gaps in communication or in the visible involvement of schools in the M&E process.

The findings align with study conducted by World Bank (2020) reveal that institutional support, including policy frameworks, resource allocation, and capacity-building initiatives, is important for effective M&E practices. The strong engagement of schools in this study reflects the benefits of institutional involvement in ensuring project success, as institutions like school help enforce policy frameworks, provide oversight, and ensure accountability during the construction process. Similarly, Waweru (2021) found that institutional support plays a critical role in establishing guidelines and standards for M&E in construction projects. In this study, the positive involvement of schools aligns with Waweru's observation that institutional frameworks contribute to ensuring that M&E practices are well-implemented.

Table 4.11: School Involvement in Ensuring Proper Construction of Toilet Facilities Insight from Students

Responses	Frequency	Percent
Helped	56	70.9
I don't know	4	5.1
Not helped	19	24.1
Total	**79**	**100.0**

Source: Field data (2024).

4.4.4 Compliance with Standard

4.4.4.1 Alignment of New Toilet Facilities with School Rules and Needs Responses from Students

Table 4.12 presents student insights regarding the alignment of new toilet. The table captures how students perceive the compliance of newly constructed toilet facilities with established school standards, focusing on whether the facilities meet the needs and rules of the schools. Results indicate that 68.4% of the students believe the new

toilet facilities meet the school's rules and needs. However, 16.5% of students feel that the facilities do not align with the expected standards, while 15.2% are unsure. Large percent of student's express satisfaction with the new facilities, indicating that the construction of these toilets generally adhered to the established standards and requirements. However, the presence of some dissatisfaction and uncertainty indicate gaps in compliance or communication regarding these standards. These findings align with existing literature on the importance of compliance with standards in public infrastructure projects.

Njama (2017) emphasized that compliance with standards ensures quality assurance, accountability, and transparency, which are crucial for the success of monitoring and evaluation frameworks. When projects adhere to established guidelines, they are more likely to deliver consistent and reliable outcomes. Also, Mushori (2018) found that standards provide a benchmark for evaluating the adequacy and accuracy of M&E data, ensuring that projects meet quality expectations and contribute to informed decision-making. Moreover, Mhina (2017) reveals that compliance with standards enhances transparency by requiring detailed documentation and reporting, helps build trust among stakeholders.

Table 4.12: Alignment of New Toilet Facilities with School Rules and Needs Responses from Students

Responses	Frequency	Percent
They meet	54	68.4
I don't know	12	15.2
They do not meet	13	16.5
Total	**79**	**100.0**

Source: Field data (2024).

4.4.5 Teacher Insights on Monitoring and Evaluation: Resource Availability, Cost Efficiency, Institutional Support and Compliance with Standards

Table 4.13 presents teacher insights into various aspects of monitoring and evaluation (M&E) in toilet construction projects. The table covers key factors such as resource availability, cost efficiency, institutional support, and compliance with standards. Resource Availability, with a mean score of 3.00, teachers expressed mixed views regarding resource availability for M&E in the toilet construction projects. A significant proportion (40%) disagreed that sufficient resources are available, reflecting concerns over whether schools are equipped with the financial, human, and technological resources necessary to carry out effective M&E.

The mixed responses about resource availability reveal major challenge in M&E practices for local government projects. Insufficient resources directly impede the effectiveness of M&E, limiting the ability to monitor progress, collect data, and evaluate outcomes comprehensively. Mathayo (2022) found that insufficient financial resources hinder regular monitoring and data analysis, a concern echoed by teachers in this study who expressed doubts about resource availability. Similarly, Omunga and Gitau (2019) found that the lack of technological tools affects the timeliness and accuracy of data collection in M&E processes, underscoring the importance of adequate resource allocation.

Cost Efficiency, the mean score of 3.11 indicates that teachers had neutral to slightly positive views on the cost efficiency of M&E processes. Although cost efficiency is critical for ensuring that M&E practices are sustainable within the project budget, the high percentage of neutral responses suggests that there may be a lack of clarity or

confidence in how efficiently M&E resources are being used. Cost efficiency concern that impacts the sustainability of M&E practices. If schools are not able to allocate resources efficiently, M&E activities become too costly, reducing their long-term viability. Enhancing transparency and training on resource management may address this concern.

Institutional Support, Institutional support received a mean score of 3.36, which shows a generally positive perception. Teachers agree that institutional support, in the form of policies, oversight, and resource allocation, plays a significant role in facilitating effective M&E activities. The importance of strong institutional backing is underscored by this relatively high mean score. The relatively positive perception of institutional support is encouraging, as it indicates that schools are benefiting from frameworks, oversight, and resources provided by local governments or other organizations. One of the school head teacher was quoted saying that:

> *"Resource availability for M&E has consistently been a major issue. Teachers frequently highlight that the resources provided are inadequate for effective monitoring. This insufficiency hampers our ability to conduct comprehensive evaluations and sustain high-quality standards in our projects. Additionally, the lack of resources creates a gap between the needs identified and the solutions implemented, affecting overall project outcomes and teacher morale."*

Again, the chairperson of the school construction committee said that:

> *"Cost efficiency in M&E processes presents significant challenges. While we aim to implement cost-effective measures, there are often compromises between budget constraints and the quality of monitoring practices. This trade-off can lead to suboptimal evaluations and impacts the overall effectiveness of M&E activities. Cost efficiency needs to be balanced with ensuring that monitoring practices are robust enough to provide accurate and actionable insights."*

However, to further improve the effectiveness of M&E practices, this institutional support needs to be strengthened and better aligned with school needs. Waweru

(2021), reveal institutional supports is essential for creating a conducive environment for M&E by providing policies, guidelines, and resources as institution provide financial and technical resources for M&E.

Compliance with Standards, with a mean score of 3.11, teachers generally feel that M&E practices in the project comply with established standards, though there is some disagreement (21.8%) that compliance is always ensured. This suggests that while efforts are made to adhere to guidelines, challenges remain in fully meeting the required benchmarks. While many teachers feel that standards are generally adhered to, the data indicates that there is still room for improvement, particularly in ensuring that all M&E activities meet the required benchmarks. In line with Njama (2017); Mushori (2018), reveal compliance with standards is necessary for ensuring accountability, transparency, and consistent project quality. The perception of mixed compliance in this study suggests that while standards are generally met, there are occasional lapses in full adherence, echoing concerns rose in the literature about the difficulty of maintaining consistent quality across projects.

Table 4.13: Teachers Insights on M&E; Resource Availability, Cost Efficiency, Institutional Support and Compliance with Standards

Statements	SD %	D %	N %	A %	SA %	Mean score	Std d
Resource availability for M&E.	7.3	40.0	16.4	18.2	18.2	3.00	1.277
Cost efficiency in M&E processes.	9.1	9.1	50.9	23.6	7.3	3.11	0.994
Institutional support for M&E activities.	9.1	10.9	36.4	21.8	21.8	3.36	1.207
Compliance with standards in M&E practices.	12.7	21.8	21.8	29.1	14.5	3.11	1.272

Source: Field data (2024).

4.5 Challenges Encountered in Implementing M&E in Local Government Projects

4.5.1 Resource Constraints

4.5.1.1 Adequacy of Materials and Funding For Building the New Toilets Responses from Students

The Table 4.14 presents data on the perceived sufficiency of resources for toilet construction in the study area. The table shows that 64.6% of the student reported that materials and funding available for toilet construction were adequate. However, approximately a quarter 25.3% reported that the resources were insufficient, and 10.1% were unsure. These findings suggest that, while a positive outlook on resource availability exists, proportion of students still view resource constraints as a challenge, indicating gaps in the adequacy of materials or possibly uneven distribution of these resources across different areas or schools.

These findings align with Njama (2017) reveal that resource utilization is a critical factor in M&E success, as the availability of financial and material resources directly impacts project implementation. Similarly, Gaibo (2019) observed that delays or disruptions in material procurement could cause project delays, Moreover, Yasini (2019) stressed the importance of appropriate technological resources for effective M&E, noting that insufficient access to these tools hinder project monitoring, much like the material shortages reported in this study.

Table 4.14: Adequacy of Materials and Funding For Building the New Toilets Responses from Students

Responses	Frequency	Percent
Enough	51	64.6
I don’t know	8	10.1
Not enough	20	25.3
Total	**79**	**100.0**

Source: Field data (2024).

4.5.2 Capacity Building Needs

4.5.2.1 Evaluation of Training Requirements for Personnel Inspecting the Toilets Responses from Students

Table 4.15 presents the evaluation of training requirements for personnel responsible for inspecting toilets, as perceived by students. Results indicate that 54.4% of the students reported that the personnel responsible for inspecting the toilets in the local government projects require additional training. On the other hand, 45.6% reported that the personnel do not need further training. The data shows a near-even split, though the majority of students feel that there is a need for capacity building through training.

The results indicate a perceived gap in the competency of the personnel tasked with monitoring and evaluating the construction and maintenance of toilets in government primary schools. With over half of the students identifying a need for further training, imply that current monitoring and evaluation (M&E) practices are inadequate or inconsistent, potentially affecting the quality and sustainability of these projects. Study aligns with the broader literature on capacity building in local government projects. Studies show inadequately trained personnel are often linked to poor M&E practices, which in turn lead to project delays, cost overruns, and substandard outcomes Okuta (2019).

The ability to monitor projects effectively is contingent on the skill set of the personnel, and thus, training is crucial for project success. Moreover, Maimula (2017) reveal M&E personnel often lack the technical knowledge and training required to identify issues in project implementation, leading to ineffective

evaluation and poor project outcomes. The data suggests a need for targeted training and professional development for personnel responsible for monitoring and evaluating toilet construction in primary schools. Given the critical role that M&E plays in the success of local government projects, addressing these capacity-building gaps could lead to more effective project delivery and enhanced sustainability of these sanitation initiatives.

Table 4.15: Evaluation of Training Requirements for Personnel Inspecting the Toilets Responses from Students

Responses	Frequency	Percent
They need	43	54.4
They do not need	36	45.6
Total	**79**	**100.0**

Source: Field data (2024).

4.5.3 Coordination and Communication

4.5.3.1 Presence of Good Communication between the People Building and Checking the Toilets Insights from Students

Figure 4.3 explore student results on into the presence of good communication between the teams responsible for building and inspecting toilets. Figure illustrate how students perceive the coordination and communication between these two crucial groups in ensuring the success of the toilet construction projects. The results reveal that 43% of students reported good communication between the construction and inspection teams, indicating a positive perception of coordination. However, 35.4% of the respondent's report that there is no good communication, while 21.5% is unsure.

The fact that more than one-third of the students perceive communication to be poor and that a significant portion are uncertain about the communication practices

indicates potential gaps in the coordination processes between the teams. Findings imply that while a substantial number of students recognize effective communication between the inspection and construction teams, a notable percentage points to either inadequate communication or uncertainty regarding communication processes. The underlined challenges are ensuring consistent and transparent communication within the monitoring and evaluation (M&E) framework. Poor communication between key stakeholders negatively impacts the success of the toilet construction projects, leading to delays, poor adherence to standards, or misreporting of project progress.

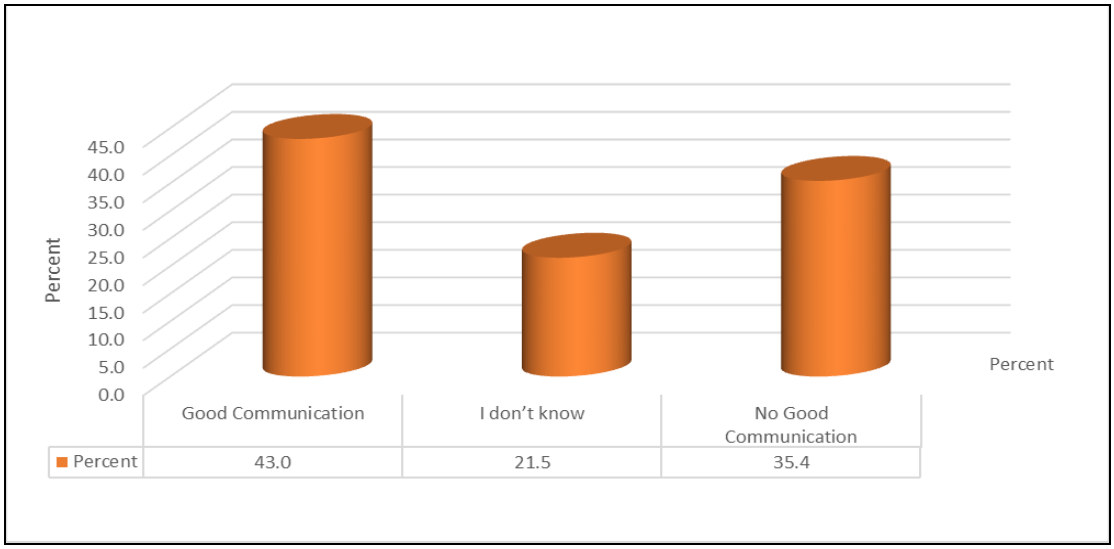

Figure 2.3: Presence of Good Communication between the People Building and Checking the Toilet Insights from Students

Source: Field Data (2024).

These findings align with broader literature that emphasizes the importance of communication in effective M&E practices. Kinyua and Njoroge (2021) shows that monitoring practices are essential for identifying challenges, assessing project performance, and promoting accountability and transparency. Good communication between teams is a foundational aspect of successful monitoring, as it facilitates timely feedback and the implementation of corrective measures. Poor

communication, as noted by some students in this study, could impede this process and limit the effectiveness of M&E efforts. Additionally, Dobi (2012) found that monitoring practices are integral to providing continuous learning and feedback, which can only be achieved through open and frequent communication between key project stakeholders.

4.5.4 Accountability

Table 4.16 presents student response into the accountability of the inspection team responsible for ensuring adherence to standards in the construction, data reveals that the 69.6% of the student reported that the inspection team follows the rules and standards set for toilet construction. However, 19% of students reported that the rules are not followed, while 11.4% indicated that unsure about the adherence to standards by the inspection team. The results reveal that, according to student perceptions, the inspection team generally adheres to the standards during toilet construction in government primary schools, with nearly 70% of students expressing confidence in this process. This is a positive indication of accountability in the M&E practices for local government projects. However, the 19% of students who believe that the rules are not being followed points to a potential issue with consistency in inspection practices. The presences of uncertainty indicate 11.4% who responded "I don’t know,’ indicates communication gap between inspection teams and stakeholders, such as students.

The issue of accountability in local government projects has been widely discussed in scholarly research. Studies often emphasize the critical role of strict adherence to standards in public infrastructure projects to ensure quality and long-term

sustainability. For instance, in a study by Mushori (2020) on M&E practices in Nairobi Kenya, it was noted that inconsistent enforcement of standards led to suboptimal project outcomes. This aligns with the 19% of students in this study who expressed concern over rules not being followed, indicating that lax enforcement may not be uncommon in local government projects.

Table 4.16: Ensuring Adherence to Standards by the Inspection Team Insights from Students

Responses	Frequency	Percent
Rules followed	55	69.6
I don’t know	9	11.4
Rules not followed	15	19.0
Total	**79**	**100.0**

Source: Field data (2024).

4.5.5 Teacher Insights on Monitoring and Evaluation Challenges: Resource Constraints, Capacity Building, Coordination and Accountability

Table 4.17 presents teachers' results on the challenges faced in monitoring and evaluation (M&E) practices in local government projects. The table summarizes teacher responses regarding four key M&E challenges: resource constraints, capacity building, coordination, and accountability. Resource Constraints, with a mean score of 3.05, teachers moderately agree that resource constraints hinder effective M&E in the toilet construction projects. A significant proportion (34.5%) agree that insufficient resources are a major challenge, while 27.3% strongly disagree, indicating a diverse opinion on the issue Capacity Building, the highest mean score (3.64) reflects strong agreement from teachers that more capacity-building efforts are needed for effective M&E. Large majorities (43.6%) agree, and 23.6% strongly agree, highlighting capacity building as a critical area needing improvement.

Coordination and Communication, this aspect received the lowest mean score (2.62), indicating a general disagreement among teachers about the adequacy of coordination and communication in M&E processes. While 30.9% strongly disagree, showing significant dissatisfaction, 23.6% agree that communication issues exist. Accountability, with a mean score of 3.24, teachers generally agree that accountability is a significant issue in M&E practices. While 29.1% agree that accountability is lacking, 23.6% strongly agree, study reveal that this is perceived as a major challenge.

The moderate mean score for resource constraints suggests that while resources are a concern; this challenge is not universally acknowledged by all respondents. Capacity building emerges as the most pressing issue, implying that enhancing the skills and competencies of personnel involved in M&E substantially improve project outcomes. The low mean score for coordination and communication reveals inefficiencies in the way different M&E stakeholders collaborate, which lead to fragmented or incomplete assessments of project performance. Relatively high agreement on accountability issues suggests a need for improved transparency and better mechanisms for holding M&E personnel responsible for their work. The School Head teacher noted that:

> *"Resource constraints are a significant barrier to effective M&E. We often struggle with limited a financial and material resource, which impedes our ability to thoroughly monitor and evaluate projects. This lack of resources affects our capacity to maintain high standards and address emerging issues in a timely manner. Enhanced resource allocation is crucial for overcoming these constraints and improving overall M&E outcomes."*

Again, the chairperson of the school construction committee expressed that:

> *"There is a clear need for more capacity building in M&E. Teachers and staff would benefit from additional training and professional development*

> *opportunities to enhance their skills and knowledge in monitoring and evaluation. Current training programs are insufficient and need to be expanded to address specific M&E challenges and improve practice effectiveness."*

Also, The School Head teacher had this to say*:*

> *"Coordination and communication within M&E processes are notably lacking. There are often gaps in how information is shared and how different stakeholders collaborate, which leads to inefficiencies and misunderstandings. Improving these aspects is essential for ensuring a cohesive approach to M&E and achieving better project outcomes."*

Also, the chairperson of the school construction committee added,

> *"Accountability remains a significant issue in M&E practices. There is a need for clearer accountability mechanisms and more rigorous oversight to ensure that M&E activities are carried out effectively. Without strong accountability, it is challenging to address issues promptly and ensure that project goals are met."*

The findings on resource constraints are consistent with Njama (2017), who emphasized that inadequate financial, human, and technological resources are key challenges in successful project implementation and M&E. Similarly, Gaibo (2019) and Yasini (2019) also reveal that poor resource utilization, including delays in material procurement and limited access to technology, directly impacts the effectiveness of M&E in local government projects, aligning with teachers' perceptions in this study. Regarding capacity building, the teachers' strong agreement reflects findings from Kinyua and Njoroge (2021), who emphasized that improving capacity through training and education is essential for overcoming performance gaps and ensuring robust monitoring practices.

Ernest (2020), reveal that skilled personnel are critical for collecting and analyzing data effectively, leading to better project outcomes. Also, Coordination and communication challenges are a common theme in the literature, with Callistus and

Clinton (2017) pointing out that poor infrastructure and weak communication channels hinder data collection and project monitoring, especially in remote areas. This mirrors the concerns raised by the teachers in Table 20. Furthermore Akwilini (2020), found that enhancing accountability mechanisms is important for improving M&E practices. Poor accountability led to inadequate data collection, misreporting, and a failure to address important project challenges, all of which impede project success.

Table 4.17: Teacher Insights on M&E Challenges: Resource Constraints, Capacity Building, Coordination and Accountability

	SD	D	N	A	SA		
Statements	**%**	**%**	**%**	**%**	**%**	**Mean score**	**Std. d**
Resource constraints hinder effective M&E.	27.3	10.9	9.1	34.5	18.2	3.05	1.520
There is a need for more capacity building in M&E.	9.1	9.1	14.5	43.6	23.6	3.64	1.207
Coordination and communication in M&E processes are lacking.	30.9	18.2	18.2	23.6	9.1	2.62	1.381
Accountability in M&E practices is a significant issue.	18.2	16.4	12.7	29.1	23.6	3.24	1.453

Source: Field data (2024).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents a summary of the research findings, draws conclusions based on the results, and offers recommendations for improving the monitoring and evaluation (M&E) practices in toilet construction projects in government primary schools. The study focused on factors influencing M&E effectiveness, the overall effectiveness of these practices, and the challenges encountered during implementation.

5.2 Summary of Research Findings

5.2.1 Factors Influencing Effectiveness of Monitoring and Evaluation Practices in Toilet Construction

The study found that the effectiveness of M&E practices in toilet construction is influenced by capacity building, stakeholder involvement, resource allocation, and the institutional framework. Although 68.4% of students reported awareness of the M&E team's responsibilities, gaps in communication and stakeholder engagement left 31.7% unsure or unaware of the team's competence. Furthermore, only 20.3% of students acknowledged participating in planning, with 73.4% indicating minimal involvement. Resource allocation was deemed sufficient by 64.6%, yet 22.8% remained uncertain about resource adequacy, highlighting transparency issues. Finally, while 43% of students recognized regulatory frameworks, over half were either unaware or doubted their presence, revealing inconsistencies in enforcement and visibility of institutional guidelines.

5.2.2 Effectiveness of Monitoring and Evaluation Practices on Toilet Construction Project

Study revealed that M&E practices in toilet construction projects were moderately effective, with significant variability across key factors. Capacity building efforts were rated moderately (mean score of 3.13), indicating that while 40% of respondents viewed initiatives as adequate; a notable portion saw room for improvement. Stakeholder involvement received a higher rating (mean score of 3.58), reflecting the positive impact of participatory approaches. However, mixed perceptions of resource allocation (mean score of 3.40) and institutional frameworks (mean score of 3.51) suggest gaps in both areas. Data management systems were rated more favorably (mean score of 3.55), though a lack of awareness among some stakeholders persists, potentially undermining the overall effectiveness of M&E.

5.2.3 Challenges Encountered in Implementing M&E in Local Government Projects

The study identified key challenges in implementing M&E in local government projects, including resource constraints, capacity building, coordination, and accountability. While 64.6% of students felt resources were adequate, 25.3% reported insufficiencies, revealing uneven resource distribution. Over half of the students (54.4%) highlighted a need for further training for M&E personnel, indicating skill gaps in monitoring practices. Communication issues were prevalent, with 35.4% of students reporting poor coordination between construction and inspection teams. Additionally, accountability was a concern, as 19% of students believed the inspection teams failed to follow established rules, raising questions about the consistency of M&E enforcement and practices.

5.3 Conclusion

5.3.1 Factors Influencing Monitoring and Evaluation Practices In Toilet Construction

The study concludes that capacity building, stakeholder involvement, resource allocation, and institutional frameworks are critical factors that influence the M&E practices. While some progress has been made, significant gaps remain, particularly in communication and stakeholder engagement, which hinder the overall success of M&E activities.

5.3.2 Effectiveness of M&E Practices on Toilet Construction Project

M&E practices in toilet construction were moderately effective but require improvement in specific areas such as capacity building and resource allocation. The positive perceptions of stakeholder involvement and data management systems underscore the potential for effective M&E if properly supported by adequate resources and institutional frameworks.

5.3.3 Challenges Encountered in Implementing M&E in Local Government Projects

Key challenges to implementing effective M&E in local government projects include resource constraints, insufficient capacity building, poor coordination, and unaccountability. Addressing these challenges is essential to improve M&E practices in toilet construction projects and similar initiatives.

5.4 Recommendations

Local governments should implement comprehensive and continuous training programs for M&E personnel, ensuring they possess the necessary skills to monitor

and evaluate projects effectively. These programs should also include awareness campaigns for students, teachers, and other stakeholders to ensure they understand the roles and competencies of M&E teams. This will address the gaps in knowledge and engagements, ensuring all parties are well-informed about M&E processes and their importance in project success.

School administrators, M&E teams, and local government authorities should be adopted in the planning and execution of toilet construction projects. Schools should actively involve students and teachers in the planning, monitoring, and evaluation processes to foster ownership and transparency. Local governments should improve communication strategies by providing regular updates on resource allocation, project progress, and M&E outcomes. This will address the lack of stakeholder involvement and uncertainty in resource availability, improving transparency and trust in the process.

Local governments and policymakers need to strengthen and enforce institutional frameworks that govern M&E practices. This includes ensuring clear regulatory guidelines are established, communicated, and enforced across all projects. Accountability mechanisms should be enhanced by setting up independent review committees to regularly assess adherence to standards and monitor the performance of M&E teams. Addressing these accountability gaps will ensure consistency in project execution and compliance with established standards, improving long-term project sustainability and hence will have the improved M&E practices in all interventions.

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APPENDICES

Appendix 1: Questionnaire for Respondents

Dear Respondent,

QUESTIONNAIRE FOR ASSESSING MONITORING AND EVALUATION PRACTICES IN TOILET CONSTRUCTION PROJECTS FOR TEACHERS

I am Cosmas M. David, a Masters' Degree student at Open University of Tanzania undertaking a Masters of Arts in Monitoring and Evaluation. I am conducting a research study as a requirement to complete my Masters' degree study. The research study is titled **"FACTORS AFFECTING MONITORING AND EVALUATION PRACTICES IN LOCAL GOVERNMENT PROJECTS: A STUDY OF TOILETS CONSTRUCTION IN GOVERNMENT PRIMARY SCHOOLS IN TEMEKE MUNICIPAL COUNCIL".** This study is purely for academic purposes and the findings will be only used for academic purpose only not otherwise.

I am kindly requesting you to take some minutes to respond to the questions provided in this questionnaire. The information you will provide will be treated with utmost confidentiality. If you need more clarification, please contact me through my phone number 0786625032 or email address: cosmasmd.202187029@student.out.ac.tz.

Instructions

Tick the appropriate answer option or fill in the blank space provided

Section A: Demographic Information

1. What is you gender?
    a. Male
    b. Female
2. What is your age?
    a. 18-25
    b. 26-35
    c. 36-45
    d. 46-55
    e. 56 and above
3. Highest level of education completed:
    a. Primary School
    b. Secondary School
    c. University Education

Section B: Factors Influencing Monitoring and Evaluation (M&E) Practices

3. To what extent do you agree with the following statements about the factors influencing the effectiveness of M&E practices in the toilet construction project?

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Capacity building initiatives for M&E staff are adequate.	[ ]	[ ]	[ ]	[ ]	[ ]
Stakeholder involvement in M&E is strong.	[ ]	[ ]	[ ]	[ ]	[ ]
Resource allocation for M&E activities is sufficient.	[ ]	[ ]	[ ]	[ ]	[ ]
The institutional framework supports effective M&E.	[ ]	[ ]	[ ]	[ ]	[ ]
Data management systems for M&E are efficient.	[ ]	[ ]	[ ]	[ ]	[ ]

Section C: Effectiveness of Monitoring and Evaluation Practices

4. How effective do you find the following aspects of M&E practices in the toilet construction project?

Aspect	Very Ineffective	Ineffective	Neutral	Effective	Very Effective
Resource availability for M&E.	[ ]	[ ]	[ ]	[ ]	[ ]
Cost efficiency in M&E processes.	[ ]	[ ]	[ ]	[ ]	[ ]
Institutional support for M&E activities.	[ ]	[ ]	[ ]	[ ]	[ ]
Compliance with standards in M&E practices.	[ ]	[ ]	[ ]	[ ]	[ ]

Section D: Challenges in Implementing Monitoring and Evaluation (M&E)

5. Please indicate the extent to which you agree with the following statements regarding challenges in implementing M&E.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Resource constraints hinder effective M&E.	[ ]	[ ]	[ ]	[ ]	[ ]
There is a need for more capacity building in M&E.	[ ]	[ ]	[ ]	[ ]	[ ]
Coordination and communication in M&E processes are lacking.	[ ]	[ ]	[ ]	[ ]	[ ]
Accountability in M&E practices is a significant issue.	[ ]	[ ]	[ ]	[ ]	[ ]

Section E: Open-Ended Questions

6. In your opinion, what factors have contributed to the success or failure of the toilet construction project in your school?

_____

7. What recommendations would you make to improve the monitoring and evaluation practices for such projects in the future?

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8. What challenges have you faced in participating in or observing the M&E practices for the toilet construction project?

THANK YOU FOR YOUR TIME!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!

QUESTIONNAIRE FOR ASSESSING MONITORING AND EVALUATION PRACTICES IN TOILET CONSTRUCTION PROJECTS (*To be answered by students*)

Dear Respondents,

I am Cosmas M. David, a Masters' Degree student at Open University of Tanzania undertaking a Masters of Arts in Monitoring and Evaluation. I am conducting a research study as a requirement to complete my Masters' degree study. The research study is titled **"FACTORS AFFECTING MONITORING AND EVALUATION PRACTICES IN LOCAL GOVERNMENT PROJECTS: A STUDY OF TOILETS CONSTRUCTION IN GOVERNMENT PRIMARY SCHOOLS IN TEMEKE MUNICIPAL COUNCIL".** This study is purely for academic purposes and the findings will be only used for academic purpose only not otherwise.

I am kindly requesting you to take some minutes to respond to the questions provided in this questionnaire. The information you will provide will be treated with utmost confidentiality. If you need more clarification, please contact me through my phone number 0786625032 or email address: cosmasmd.202187029@student.out.ac.tz.

Instructions

Tick the appropriate answer option or fill in the blank space provided

Section A: Demographic Information

1. What is your Gender?
    a. [ ] Male
    b. [ ] Female

2. How old are you?
    a. [ ] Under 7
    b. [ ] 7-9
    c. [ ] 10-12
    d. [ ] 13 and above
3. Do you know about the new toilets built in your school?
    a. [ ] Yes
    b. [ ] No

Section B: Factors Influencing Monitoring and Evaluation (M&E) Practices

4. Do you think the people checking the new toilets (M&E team) know what they are doing? (Capacity Building)
    a. [ ] Yes
    b. [ ] I don’t know
    c. [ ] No
5. Did teachers and students help to plan the new toilets? (Stakeholder Involvement)
    a. [ ] Yes
    b. [ ] No
    c. [ ] I don't know
6. Were there enough materials (like bricks and cement) to build the toilets? (Resource Allocation)
    a. [ ] Yes
    b. [ ] I don’t know

c. [ ] No

7. Is there a good way to keep track of how the toilets are built? (Data Management Systems)
    a. [ ] Yes
    b. [ ] I don’t know
    c. [ ] No
    d. [ ]I don’t know

Section D: Effectiveness of monitoring and evaluation practices

8. Do you think there were enough people to check the new toilets while they were being built? (Resource Availability)
    a. [ ] Yes
    b. [ ] No
    c. I think so
9. Do you think the new toilets were built without wasting money? (Cost Efficiency)
    a. [ ] Yes
    b. [ ] No
    c. I don’t know
10. Did the school help to make sure the toilets were built correctly? (Institutional Support)
    a. [ ] Yes
    b. [ ] I don’t know
    c. No

11. Do the new toilets meet the school's rules and needs? (Compliance with Standard)
    a. [ ] Yes
    b. [ ] I don’t know
    c. [ ] No

Section E: Challenges in Implementing Monitoring and Evaluation (M&E)

12. Were there enough materials and money to build the toilets? (Resource Constraints)
    a. [ ] Yes
    b. [ ] No
    c. [ ] I don’t know
13. Do you think the people checking the toilets need more training? (Capacity Building Needs)
    a. [ ] Yes
    b. [ ] No
14. Was there good communication between the people building and checking the toilets? (Coordination & Communication)
    a. [ ] Yes
    b. [ ] I don’t know
    c. [ ] No
15. What do you like most about the new toilets?
16. What do you not like about the new toilets?
17. What can be done to make the toilets better?

THANK YOU FOR YOUR COOPERATION!!!!!!!!!!!!!!!!!

Appendix II: Clearance Letter

THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

THE OPEN UNIVERSITY OF TANZANIA

Ref. No OUT/PG202187029 **12th July, 2024**

Municipal Director ,

P.O Box 46343,

TEMEKE-DAR-ES-SALAAM,

Dear, Municipal Directot ,

RE: RESEARCH CLEARANCE FOR MR. COSMAS DAVID MICHAEL REG NO: PG202187029

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

3. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. Cosmas David Michael , Reg.No:PG202187029),** pursuing **Masters of Monitoring and Evaluation(MAME)** We here by grant this clearance to conduct a research titled **"Factors Affecting Monitoring**

and Evaluation Practices in Local Government Projects". He will collect his data at your office from July 15th, 2024 to 30 th August 2024.

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

Yours sincerely,

THE OPEN UNIVERSITY OF TANZANIA

Prof.Gwahula Raphael Kimamala

For: VICE CHANCELLOR

THE UNITED REPUBLIC OF TANZANIA

PRESIDENT'S OFFICE, REGIONAL

ADMINISTRATION AND LOCAL GOVERNMENT

TEMEKE MUNICIPAL COUNCIL

In reply please quote:

Ref. No. TMC/ED/R.22/19/VOL I/59. **Date: 16TH July, 2024.**

TO HEAD TEACHERS,

YOMBO VITUKA, JITIHADA, UKOMBOZI,

USHIRIKA AND AMANIPRIMARY SCHOOL,

TEMEKE MUNICIPAL COUNCIL.

REF: RESEARCH CLEARANCE.

Please refer to the heading above.

We received a letter from Executive Director Office with dated on **16th July, 2024** concerning **COSMAS DAVID MICHAEL** – Student/Researcher from **OPEN UNIVERSITY** who is required to conduct research titled, **"FACTORS AFFECTING MONITORING AND EVALUATION PRACTICES IN LOCAL GOVERNMENT PROJECTS."** I would like to inform you that we granted permission to conduct his field research in Temeke Municipal, through Education Department Schools that mentioned above. Assist him to the period on which will conduct his research.

The study will be conducted from **17TH July, 2024** to **30TH August, 2024.**

Thank in Advance.

Donasiana Njuu

FOR; MUNICIPAL PRIMARY EDUCATION

Kny: AFISA, ELIHU MSINGI
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YA TEMEKE
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