

INFLUENCE OF MANAGEMENT SUPPORT ON SUCCESSFUL IMPLEMENTATION OF MONITORING AND EVALUATION IN PUBLIC INSTITUTIONS OF RWANDA: A CASE STUDY OF RWANDA AGRICULTURE BOARD, KIGALI

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Abstract

Despite the greater role that M&E process plays in the success of projects, its successful implementation has not been given much focus and support in public institutions in developing countries Rwanda included. The purpose of this study was to investigate the influence of institutional management support on successful implementation of M&E in Rwandan public institutions. Specifically the study assessed the influence of budget allocation, staffing and capacity building and institutional M&E policy on successful implementation of M&E in Rwandan public institutions. The target population was 55 members comprising of staff of Rwanda Agriculture Board working from the head quarter with management, planning, monitoring and evaluation responsibilities. The study employed census sampling technique. Quantitative and qualitative primary data was collected using self-administered questionnaires and interview schedules respectively. Data was coded and analysed using the Statistical Package for Social Scientists (SPSS). Correlation and regression analyses were performed to establish the influence of management support on successful M&E implementation. The findings indicated a strong positive association between management support and successful M&E implementation. The study recommends

public institutions to set up an independent M&E department, allocate M&E budget, hire enough skilled M&E professionals and hold periodic trainings for M&E staff in addition to setting a clear M&E institutional policies and guidelines.

Keywords: Management Support, Monitoring and Evaluation, Public Institutions, RAB

INTRODUCTION

Although monitoring and evaluation are viewed as related, they are distinct functions. Monitoring is viewed as a process that provides information and ensures the use of such information by management to assess policy, program or project effects, both intentional and unintentional, and their impact. It aims at determining whether or not the intended objectives have been or are being met. Monitoring has been described as the systematic and routine collection of information from projects and programs (Scriven, 1996).

Evaluation draws on the data and information generated by the monitoring system as a way of analyzing the trends in effects and impact of the policy, program and or project. In some cases, it should be noted that monitoring data might reveal significant departure from the project expectations, which may warrant the undertaking of an evaluation to examine the assumptions and premises on which the project design is based. According to Guskey, (2000) evaluation is a systematic process used to determine the merit or worth of a programme or strategy in a specific context. Griffin (2005), on the other hand, noted that the practice of management can be traced back thousands of years.

Even though the importance of monitoring and evaluation (M&E) has long been recognized by scholars, donors and practitioners worldwide, there have been some significant shifts in the understanding of its function and significance in the past few decades (Wongtschowski, et al, 2016). The context of globalization, changing policy objectives and international aid modalities has geared M&E towards higher complexity levels. It has to play its traditional role of generating information on the implementation and results of a program or project, but in addition has to assess policy impacts and provide the basis for improved management and decision-making as well as for accountability to farmers, donors, governments and tax payers (Pound et al., 2011).

The historical development of monitoring and evaluation (M&E) is difficult if not impossible to describe due to its informal utilization by humans for thousands of years without being specifically identified as such (Hogan, 2007). According to Scriven (1996), M&E has gained ascendancy over the past two decades and within the evolution there is an impressive

body of literature, and a community of persons called evaluators. He further noted that evaluation was a very young discipline, but a very old practice.

Madaus et al (2000) categorized the evolution of M&E into seven development periods from 1900 to 2000. The first period prior to 1900 was referred to as the age of reform; the second period from 1900 until 1930 was called the age of efficiency, and the third from 1930 to 1945 was called the Tylerian age, from 1946 to about 1957 marks the fourth period referred to as the age of innocence; the fifth, from 1958 to 1972, the age of development; the sixth, from 1973 to 1983, the age of professionalization; and seventh, from 1983 to 2000, the age of expansion and integration. It is also important to note that during this evolution, particularly from the 1930s, various evaluation approaches have also emerged. According to Worthen (1997) these can be classified into five categories namely: objectives-oriented, adversary-oriented, management-oriented, expertise-oriented, customer-oriented and participant –oriented.

The first documented formal use of evaluation took place in 1792 when William Farish utilized the quantitative mark to assess students' performance (Hoskins, 1986). In China, evaluation has a long history, dating back four thousand years where it was used to assess public programs; but it emerged as a distinct area of professional practice only in the post-war period.

Countries such as Brazil have stressed a whole-of-government approach to the setting of programme objectives and the creation of a system of performance indicators (May et al, 2006). Others like Colombia have combined this with an agenda of rigorous impact evaluations. Yet others, such as Australia, the United States and the United Kingdom, have stressed a broader suite of M&E tools and methods: including performance indicators, rapid reviews, impact evaluations and performance audits (Lahey, 2005). Some countries have succeeded in building a whole-of government M&E system, while others have an uncoordinated and disparate collection of separate sectoral monitoring systems (Hauge, 2003).

For the case of Africa, M&E emerged largely from observations of the practice of M&E in countries outside Africa and was, therefore, a relatively late entrant to Africa (Naidoo, 2009). The entry of M&E into Africa has been largely through donor programs and accompanied by an import of theories and methodologies that are largely northern in origin. According to Whitmore et al (2006), M&E in Africa has taken on a transformative and social justice emphasis, and demonstrates societal transformation which comes about when there is a greater transparency and accountability of its operations. It also supports the deepening of democracy.

In some African countries like South Africa, M&E takes on a particular emphasis as it is seen as critical to supporting transformation. More emphasis has been put on accountability in the short run than supporting organizational learning in the long run (Naidoo, 2009). This supports Cook (2006) who argued that M&E is seen as supporting the governance function. He

points out that M&E encompasses the entire management, operating systems and culture of any institution. While Engel and Carleson (2002) argued that a sound M&E system should not just improve compliance; it should also enhance the reflective capacity of organisations, whilst simultaneously increasing transparency, accountability and supporting a culture of learning.

After years of implementing the national monitoring and evaluation system in Ghana, significant progress has been made (Clear, 2012). However, challenges include severe financial constraints; institutional, operational and technical capacity constraints; fragmented and uncoordinated information, particularly at the sector level. To address these challenges the Clear report argues that the current institutional arrangements will have to be reinforced with adequate capacity to support and sustain effective monitoring and evaluation, and existing M & E mechanisms must be strengthened, harmonized and effectively coordinated.

In East Africa, taking a particular example of Uganda, increasing attention has been given to the role of M&E within public management. The National M&E policy and M&E strategy 2013 was developed and approved (National M&E Policy, 2013). M&E has been identified as a priority area of crosscutting public sector reform within which the policy matrix and series of operations have been planned and implemented since early 2000 (Hauge, 2003). Hauge (2003) argued that the objective of M&E is seen as the improvement of the performance and effectiveness of government and its public service delivery system.

For Rwanda, although the Government established a programme for Monitoring & Evaluation in 2010, according to MINECOFIN (2013) many of Government projects do not sustain their outcomes a problem which has been linked to weak monitoring and evaluation systems. Rwanda remains with no approved national policy document on monitoring and evaluation, only a draft policy was prepared and remains to be approved. However some public institutions like the former RNRA, REMA, Ministry of Education and others have put in place their own monitoring and evaluation guiding documents.

A number of factors will influence the success of monitoring and evaluation implementation in any institution be it public or private. For Rick (2001), there is often a need for some structural support for M & E, such as a separate evaluation unit which at the very least needs one person who is the internal champion identified to make sure the system is implemented and develops. Moreover, the systems must be consistent with the values at the heart of the organization and work in support of the strategy. Naidoo (2011) noted that if the M&E function is located in a section or associated with significant power in terms of decision-making, it is more likely to be taken seriously. He further explained that M&E units want to be seen as adding value, and must for their own perpetuation be able to justify their efforts hence M&E managers need success factors to bolster their credibility. This means that the monitoring

team needs to be enhanced and strengthened in order for it to have more power which will increase its effectiveness. In addition to power of M&E teams other factors also play a role in strengthening monitoring teams which includes: frequency of scope monitoring to identify changes, Number of persons monitoring project schedule, Extent of monitoring to detect cost over runs, (Ling et al, 2009).

Magondu (2013) noted that financial availability is the main resource in any functional organization as far as other resources such as human are concerned. To set up a monitoring department, finances are required. He further elucidates that staff capacity both in numbers and skills are also very instrumental in any effective implementation and sustainability of monitoring and evaluation. Without relevant skills it's hard to master the rule of any game. Therefore, the staffs need to be equipped with the relevant skills for performance and success. Project structural capacity and in particular data systems and information systems are also necessary for monitoring and evaluation exercise (Hassan, 2013). An effective monitoring and evaluation is a major contributor to project success and hence the use of technology to compliment the efforts of the M&E team will strengthen it; which will in turn lead to value addition by the team.

UNAIDS (2008) gives twelve components of a functional monitoring and evaluation namely: structure and organizational alignment for M and E systems; Human capacity for M and E systems; M and E partnerships; M and E plans; Cost of M and E work plans; Advocacy, communication and culture for M&E systems; Routine monitoring; periodic surveys; Databases useful to M&E systems; Supportive supervision and data auditing; Evaluation and research; and using information to improve results

This study will focus on establishing the influence of management support on successful implementation of monitoring and evaluation in public institutions of Rwanda. Management support for this study is considered in three specific factors; budget allocation for M&E, capacity building for M&E, and M&E policy and how these factors influence the success of M&E implementation in public institutions of Rwanda. The relationship between these factors and successful implementation of M&E is that, the factors are the tools to achieve the ideal output while successful M&E on the other hand is an ideal outcome. Successful M&E implementation in this study will be measured by considering Accountability, Management decisions and Organizational Learning.

Statement of the problem

There is a growing appreciation within the development community that an important aspect of public sector management is the existence of a results or performance orientation in government (Keith, 2006). Such an orientation is considered to be one avenue for improving the

performance of a government, in terms of the quality, quantity and targeting of the goods and services which the state produces. In support of this objective, a number of countries are working to ensure a result orientation through building and strengthening their monitoring and evaluation systems (Keith, 2006).

From the definition of monitoring and evaluation (OECD, 2002), it is evident that the two are distinct yet complementary. Monitoring gives information on where a policy, program, or project is at any given time and over time relative to respective targets and outcomes. Evaluation gives evidence of why targets and outcomes are or are not being achieved.

IFAD (2002) emphasized two major consequences of inadequate monitoring and evaluation, the first one being limited learning by implementers about the project's progress, opportunities and problems. Consequently, the ability of those involved to correct operations and strategy will be limited, leading to sub-optimal impact on poverty reduction. The second consequence of inadequate monitoring and evaluation is unclear impact performance, so limited accountability to funding agencies and to primary stakeholders of projects in terms of their stated goals (IFAD, 2002).

Rwanda Agriculture Board as a public institution mandated to coordinate and implement all national agricultural development projects and programs will strongly need to adequately and successfully implement its monitoring and evaluation. As indicated by Beaudry&Yumi(2007), monitoring and Evaluation are important management tools to track project process facilitates and influence decision-making. This includes decision to improve, reorient or discontinue the evaluated intervention or policy. It could also be decisions that involve change of organizations strategic plans or management structures. National and international policy makers and funding agencies also use this to inform as well as challenge the decision making process (UNICEF, 2003).

There is a rich body of literature accumulating from the increasing number of studies (Engel and Carlesson, 2002, Hauge, 2003, May et al, 2006, Cook, 2006, Whitmore et al, 2006, Beaudry & Yumi (2007), Naidoo, 2009, Naidoo (2011) Clear, 2012 and others) on monitoring and evaluation, and its importance in both public and private sector development initiatives. However, none of these studies have focused on how management support influences successful implementation of monitoring and evaluation specifically in the context of a developing country like Rwanda where monitoring and evaluation systems in the public sector are still at a young stage. This study intends to address this problem by investigating the influence of management support on successful implementation of monitoring and evaluation in Rwandan public institutions using the case of Rwanda Agriculture Board.

Objectives of the study

General objective

The general objective of this study was to investigate the influence of management support on successful M&E implementation in Rwandan public institutions.

Specific objectives

- i. To establish the influence of budget allocation for M&E on successful implementation of M&E in public institutions of Rwanda.
- ii. To investigate the influence of capacity building for M&E on successful implementation of M&E in public institutions of Rwanda.
- iii. Assess the influence of institutional M&E policy on successful implementation of M&E in public institutions of Rwanda.

Research questions

- i. What is the influence of budget allocation successful implementation of M&E in public institutions of Rwanda?
- ii. To what extent does capacity building for M&E influence successful implementation of M&E in public institutions of Rwanda?
- iii. How does institutional M&E policy influence the implementation of M&E in public institutions of Rwanda?

Significance of the study

It is expected that the output of this study will provide adequate and evidence based information regarding the influence of management support towards successful implementation of monitoring and evaluation in Rwandan public institutions. This will enhance the monitoring and evaluation function leading to transformation of public institutions.

Scope of the study

The study was carried out in Rwanda Agriculture Board, which is one of public institutions in Rwanda. The target population included staff with management, planning, monitoring and evaluation responsibilities stationed at the head office. These included the deputy director general, head of corporate services, heads of departments, directors of units, specialists and officers.

The study examined the influence of management support in successful implementation of monitoring and evaluation in terms of budget allocation, M&E staffing and capacity building,

and institutional M&E policy. Successful monitoring and evaluation was measured by considering the outcome of monitoring and evaluation (accountability, management decisions and organizational learning).

LITERATURE REVIEW

Theoretical review

The theory of project management

According to Koskela and Howell (2001), the foundation of project management theory can be broken down into two. That is, the theory of project and theory of management. The theory of project is said to be provided by the transformation view on operations. In the transformation view, a project is conceptualized as a transformation of inputs to outputs. The Project Management Institute (PMI) defines a project as a temporary endeavor undertaken to create a unique product or service (PMI, 2000), hence projects could be perceived as a special type of production.

In the transformation view, a project is conceptualized as a transformation of inputs to outputs. It is further noted that there are a number of principles by which a project is managed. It is exemplified that according to the aforementioned principles, decomposing the entire transformation hierarchically into smaller transformations, tasks and minimizing the cost of each task independently (Koskela and Howell, 2001).

Under the theory of management, management is viewed as planning, executing and controlling. In management-as planning, management at the operations level is seen as consisting of the creation, revision and implementation of plans (Koskela and Howell, 2001). This approach to management looks into a strong causal connection between the management actions and outcomes of the organization. It is further assumed that planned tasks can be executed by a notification to the executor of when the task should begin. This theory is relevant to the study since it combines two important concepts- project and management concepts.

Strategic Leadership Theory

Strategic leadership is mainly concerned with, but not necessarily restricted to, the higher levels of the organization, given that executives are in a unique position to influence the direction and vision of the organization (Finkelstein & Hambrick, 1996) and it has an impact on organization-wide outcomes.

For Boal and Hooijberg (2001) strategic leadership involves the capacity to learn, the capacity to change and managerial wisdom. Strategic leadership theories are concerned with the leadership of organizations. They are marked by a concern for the evolution of the

organization as a whole, including its changing aims and capabilities (Selznick, 1984). According to Boaland Hooijberg (2001) strategic leadership focuses on the people who have overall responsibility for the organization and includes not only the head of the organization but also members of the top management team.

Activities associated with strategic leadership include making strategic decisions, creating and communicating vision of the future, developing key competences and capabilities, developing organizational structures, processes and controls; sustaining effective organizational cultures and infusing ethical value systems into the organization.

Phillips and Hunt (1992) contend that strategic leaders with cognitive complexity would have a higher absorptive capacity than leaders with less cognitive complexity. To the extent that these leaders also have a clear vision of where they want their organization to go the absorptive capacity will have a greater focus. That is, strategic leaders look at the changes in the environment of their organization and then examine those changes in the context of their vision (Boal and Hooijberg, 2001). This theory is relevant to the study as it highlights the functions of a leader of which decision making is one of the functions. M&E is a vital tool in decision making. In the context of this study, M&E enables leaders to make right decisions that improve the performance of public institutions.

Theory of change

According to Weiss, 1995, the theory of Change emerged from the field of program theory and program evaluation in the mid-1990s as a new way of analyzing the theories motivating programs and initiatives working for social and political change. It explains how activities are understood to produce a series of results that contribute to achieving the final intended impacts (Rogers, 2014), and can be developed for any level of intervention such as an event, a project, a programme, a policy, a strategy or an organization. Rogers, 2014 goes ahead to say that a theory of change can be developed for an intervention where objectives and activities can be identified and tightly planned beforehand, or for an intervention that changes and adapts in response to emerging issues and to decisions made by partners and other stakeholders.

At its heart, theory of Change spells out initiative or program logic (Taplinetal., 2013), it defines long-term goals and then maps backward to identify changes that need to happen earlier (preconditions). The identified changes are mapped graphically in causal pathways of outcomes, showing each outcome in logical relationship to all the others. Interventions, which are activities and outputs of any sort, are mapped to the outcomes pathway to show what stakeholders think it will take to effect the changes, and when.

Theory of Change provides a working model against which to test hypotheses and assumptions about what actions will best bring about the intended outcomes. A given Theory of Change also identifies measurable indicators of success as a roadmap to monitoring and evaluation. Theory of Change is both process and product (Taplin et al., 2013), that is to say, the process of working out the theory, mainly in group sessions of practitioners and stakeholders led by a capable facilitator; and, as the product of that process, a document of the change model showing how and why a goal will be reached.

Evaluation theory

The concept of evaluation can be traced back in the 1960s and 1970s in the United States of America, during the administrations of Kennedy and Johnson with heavy support from the federal government under the policies about war on Poverty and the Great Society (Rossie, Lipsey, Freeman, 2004).

The evaluation theory consists of the social; science theory as well as the program theory. The social theory plays a major part and role in evaluation practice. The social theory and prior research are instrumental for providing information on the initial needs assessment and program design. A review of available literature is crucial as it provides knowledge on the effective strategies to use in dealing with the prevailing problems. Further, they can provide lessons about what is not effective hence saving program designs and other resources (Donaldson, 2001).

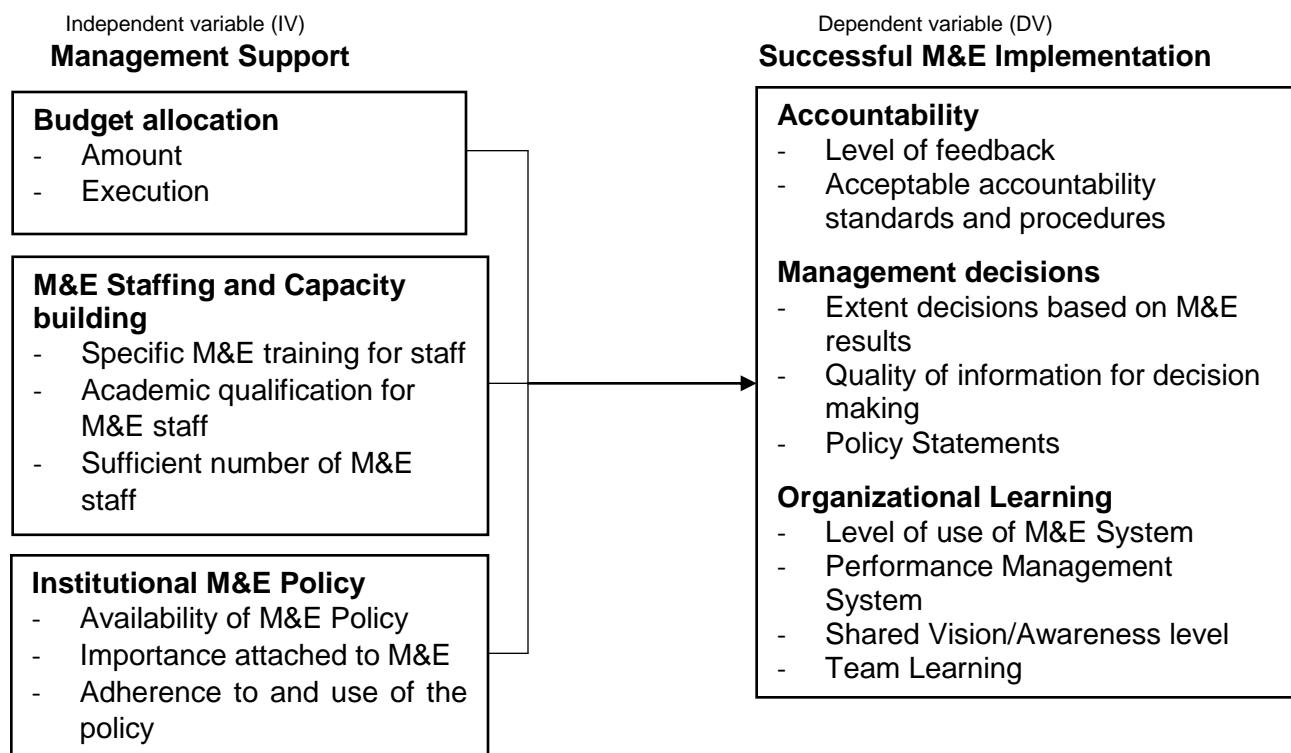
Program theory on the other hand contributes to evaluation practice through the identification of key program elements as well as providing information on how these elements relate to each other Lipsey (1990). Data collection plans are then involved in the framework to ensure information to measure the extent and nature of each aspects and their occurrence. Once the data on the elements is collected, it is analyzed within the framework. According to Bickman, 1987, program theory is a plausible and sensible model on how a program is supposed to work. As stated by Lipsey (1993) the program theory is a proposition with regard to the transformation of input into output and how to transform a bad situation into a better one through inputs. It is also illustrated as the process through which program components are presumed to affect outcomes. Rossi (2004) argued that a program theory consist of an organizational plan on how to deploy resources and organize the activities of the program activities to ensure that the intended service system is developed and maintained. The theory further deals with the service utilization plan which analyses how the intended target population receives the intended amount of intervention. This is through the interaction of the service delivery systems.

Finally, program theory looks at how the intended intervention for the specified target population represents the desired social benefits. Rogers as cited by Uitto (2004) illustrates the advantages of using a theory based framework in monitoring and evaluation. It includes the ability to attribute project outcomes of specific projects or activities as well as identification of anticipated and undesired program consequences. Theory based evaluations as such enables the evaluator to understand why and how the program is working (Weiss, 2003).

The conceptual framework

The conceptual framework is informed by literature and observation of what has pertained in the field of M&E and management. The study will consider management support to be an independent variable, and successful implementation of monitoring and evaluation the dependent variable. This implies that successful implementation of monitoring and evaluation depends upon management support. As noted by Magondu, (2013), management commitment is a key aspect when it comes to the implementation of monitoring and evaluation since they are the key decision makers in an organization. Management support is broken down into three independent variables (budget allocation, M&E policy and capacity building). Successful monitoring and evaluation will be measured by considering three outcomes of monitoring and evaluation (accountability, management decisions and organizational learning)

Figure 1: The conceptual framework



Management support will lead to creation of an enabling environment for successfully implementing monitoring and evaluation. This study is focusing on management support towards budget allocation, M&E staffing and capacity building, and institutional M&E policy. The researcher considers these three independent variables to be fundamental factors in creating an enabling environment for successful implementation of monitoring and evaluation in an institution. Under budget allocation, the amount allocated and the execution trends will be examined, while specific M&E training and academic qualification for monitoring and evaluation staff will be assessed by this study. Under institutional M&E policy, the study will establish availability of the policy document, importance attached and adherence to the policy, and its use within the institution.

The enabling environment for evaluation needs to be committed to a culture of learning and accountability, (World Bank, 2010), it should adopt an evaluation policy in line with the evaluation principles and use evaluation findings and insights in its policy making, performance improvements, and organizational renewal. It accepts that the independence of evaluation needs to be safeguarded, including its funding.

Empirical review

Budget allocation

The institution's management determines and decides the amount of resources allocated to the different departments and units to facilitate activity implementation. Monitoring and evaluation requires budget allocation to facilitate the smooth running of various activities which must be executed for successful implementation of monitoring and evaluation in any organization. Magondu (2013) noted that financial availability is the main resource in any functional organization as far as other resources such as human are concerned. To set up a monitoring department, unit, and implementation of monitoring and evaluation activities, finances are required.

According to Amos (2015) who conducted a study on the determinants of effectiveness of monitoring and evaluation system for projects a case of AMREF wash Programme, Availability of funds was found to have a positive correlation with effectiveness of M&E system with correlation coefficients of 0.489. The level of association between the independent and dependent variables was assessed by estimating a linear regression analysis and the coefficient of determination (R^2) was 0.755. The findings further indicated that Amref allocates funds to M&E activities and has a separate allocation for M&E but the funds are not sufficient and the M&E unit is not independent. Availability of funds, stakeholders participation and organization

leadership were found to have a positive correlation with effectiveness of M&E system with correlation coefficients of 0.489, 0.565 and 0.736 respectively.

James (2017) analysed the factors affecting monitoring and evaluation in county government projects in Kenya taking a case of Kisii County. The study established that there was an effect of budgetary allocation on effective monitoring and evaluation which enhanced adequate provision for monitoring and evaluation activities through evaluation planning budget which carefully estimated actual expenditure on the evaluation of more projects to be monitored. Budget allocation is among the factors that influence the effectiveness and success of monitoring and evaluation. Mwangi et al, (2015) in the study of factors affecting the effectiveness of monitoring and evaluation of Constituency Development Fund (CDF) projects in Kenya rejected the hypothesis “budgetary allocation does not have a significant effect on the effectiveness of monitoring and evaluation of CDF projects at $t = 2.308$ and $p\text{-value} = 0.024$ which was less than 5% level of significance.

M&E Staffing and Capacity building

The World Bank’s report for the Fifth Conference of the Latin America and the Caribbean Monitoring and Evaluation (M&E) Network stress that, a critical element associated with the sustainability of an M&E system relates to the adequacy of human resources with the needed skill sets. Human resources capacity development has and continues to be an ongoing issue (World Bank, 2010). The same report emphasizes that building an adequate supply of human resource capacity is critical for the sustainability of the M&E system and generally is an ongoing issue where it is needed to be recognized that growing evaluators requires far more technically oriented M&E training and development than can usually be obtained with one or two workshops (World Bank, 2010). Both formal training and on-the-job experience are important in developing evaluators in two key competencies, cognitive capacity and communication skills. Program and senior managers are important audiences for less technical training on M&E and Result Based Management (RBM). They need to have enough understanding to trust and use M&E information and this type of broad training or orientation is critically important in building a results culture within organizations.

All monitoring and evaluation systems need capacities in place for different tasks such as indicator development, data gathering and analysis. Whereas projects and programs usually set resources aside for external evaluations, (Wongtschowski, et al, 2016) they rarely do so for building capacity of local actors to properly gather and analyze data. According to UNEG, (2012), there are too few skilled M&E specialists in most national M&E systems, and a long-term training strategy needs to be in place which should include a development component to

build the necessary skill sets. UNEG, (2012) also emphasizes that other non-technical, but important audiences for training and M&E orientation should include senior officials who provide the leadership and political support needed to finance and sustain the M&E system, the users of M&E information who among others include budget analysts, poverty analysts, project and programme managers, and then the civil society and the private sector.

In their study of factors affecting the effectiveness of monitoring and evaluation of Constituency Development Fund (CDF) projects in Kenya, Mwangi, Nyang'wara and Kulet found out that technical capacity had a significant effect on monitoring and evaluation. The hypothesis, "technical capacity has no significant effect on the effectiveness of Monitoring and evaluation of CDF projects in Laikipia West Constituency" was rejected at $t = 2.429$ and p -value = 0.018 which is less than 0.05 levels of significance (Mwangi et al, 2015).

Waithera (2015) conducted a study in Kenya to determine the influence of Monitoring and Evaluation factors on performance of Youth funded Agribusiness projects in Bahati Sub-County, Nakuru. Findings showed that training of staff had a statistically significant influence on project monitoring and evaluation performance of youth funded agribusiness projects (p value of 0.01, <0.05).

Another study conducted by Mula (2013) about the determinants of effective monitoring and evaluation system of public health programs concluded that well developed human capacity was among the critical components of any effective monitoring and evaluation. Other components were, project organization structure with monitoring and evaluation functions, robust advocacy and communication strategy, strong project database and elaborative data dissemination plan and use (Mula, 2013). According to Magondu (2013), staff capacity both in numbers and skills are very instrumental in any effective implementation and sustainability of monitoring and evaluation. Without relevant skills it's hard to master the rule of any game. Therefore, the staffs need to be equipped with the relevant skills for performance and success (Magondu, 2013).

In order to carry out monitoring evaluation efficiently, there are some critical factors that essential be taken into the version. These comprise use of pertinent skills, sound methods, adequate resources and accountability, in order to be a quality (Jones et al, 2009). The resources include skilled personnel and financial resources.

Institutional M&E Policy

An institutional monitoring and evaluation policy is very vital for successful implementation of monitoring and evaluation. The policy should reflect the institution's underlying philosophy in regard to monitoring and evaluation. The purpose of the policy is to show the importance of

M&E for the institution, create transparency and consistency with regard to the principles, roles, responsibilities and processes that apply to M&E in all of the institution's business areas. The policy sets standards for the methodological quality and ethical application and use of M&E findings.

Critique to the existing literature

Monitoring an evaluation is crucial part of the management cycle including in planning and design of projects (Gyorkos, 2003). Project planners should align monitoring and evaluation activities into the project plan with such elements included as persons to carry out the evaluations, frequency, budget for the activities as well as specification on how to report and use the findings. Evaluation is a tool which is used for providing knowledge in order to allow continued implementation. Ex-post evaluation can also be used for impact assessment. Jody and Ray (2004) identified complementary roles of the two functions. Information from monitoring feeds evaluation in order to acquire an understanding and acquire lessons in the middle or at the end of the project with regards to what went right or wrong for the learning purpose. This could aid in the redesigning of the project.

The studies regarding factors influencing success of M&E process are largely evident in the literature most of which have been carried out in other countries with none in Rwanda. The studies found significant influence of funds availability and staff training on the success of M&E process (Waithera, 2015, Amos, 2015, Kamara, 2017, Mula, 2013).

Research gaps

Many countries together with their institutions most especially in the developing world are still faced with the challenge of increasing efficiency and effectiveness in the delivery of services. The fundamental cause of this challenge has been attributed, among other things, to weak monitoring and evaluation systems (Hauge, 2003). Governments and other stakeholders are trying to respond to this dilemma through strengthening and institutionalization of effective monitoring and evaluation systems. Governments have also put in efforts to improve transparency and build a performance culture to support better management and policy-making and to strengthen accountability relationships most especially in public institutions.

However, a number of governments and institutions have not been able to successfully implement monitoring and evaluation. The influence of management support on successful implementation of monitoring and evaluation remains understudied. From the review of literature, much of the research done has been on the role of M&E in project management. This can be attributed to the fact that M&E is still a new phenomenon especially in the public sector.

There is a rich body of literature that examines factors that influence monitoring and evaluation activities in projects. However, quite a number of these studies have been carried in other countries more so in Kenya within EAC region.

In Rwanda most studies have focused on factors influencing success of projects of which M&E is one of them. However no studies have been carried out on determinants of successful M&E process in Rwanda despite the fact that M&E department contributes greatly to the success of an organization. The current study aims to fill this gap.

RESEARCH METHODOLOGY

Research design

Mugenda and Mugenda (2003) define research design as an attempt to collect information from members of a population in order to determine the current status of the population with respect to one or more variables. For Kothari (2008), a research design is an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose.

This study adopted a descriptive survey research design with a case study. The case study approach was deemed appropriate given that the unit of analysis had similarities with other units (Stake, 1995). For this study, similarities are between public institutions which operate under a common legislative and regulatory framework. The case study of Rwanda Agriculture Board was thus an appropriate unit of analysis for studying the influence of management support on successful implementation of monitoring and evaluation in public institutions.

Both qualitative and quantitative methods were used as they supplement each other. The qualitative approach was mainly used to describe subjective assessments, analyses and interpretation of attitudes, opinions, and behaviors of the respondents as expressed verbatim from interviews and focus group discussions (Mugenda and Mugenda, 2004).

The quantitative methods helped in generating numerical data, which was statistically manipulated to meet required objectives through descriptive statistics like frequencies and percentages (Amin, 2004). The researcher collected and analyzed data, integrated the findings, and drew inferences by using qualitative and quantitative approaches (Teddlie & Tashakkori, 2009).

Target population

A population refers to any group of institutions, people or objects that have common characteristics (Ogula, 2005). The target population for this study composed of all the staff of

Rwanda Agriculture Board working from the head quarter. However, considering the study variables which are management support and successful monitoring and evaluation implementation, the study targeted only those staff with management, planning, monitoring and evaluation responsibilities. This group composed of 55 persons which formed the target population. These staff are sufficiently qualified to offer credible insights into their perceptions of various aspects of management support and successful implementation of monitoring and evaluation.

Table 1: Population

S/N	Designation	population
1	Deputy director general	1
2	Heads of departments	4
3	Directors of units	6
4	specialists	14
5	officers	30
7	TOTAL	55

Sample and sampling technique

The study targeted Rwanda Agriculture Board staff working from the head office and among these only staff with management, planning, monitoring and evaluation responsibilities were considered. They included deputy director general, head of cooperate division, heads of departments, directors of units, specialists and officers. Information from the human resource indicated that the targeted staff categories for sampling have a total number of 55 staff. Since the population was less than 100 this study adopted census technique in getting the sample size. Therefore all the 55 members with management, planning, monitoring and evaluation responsibilities constituted the sample.

Data collection instruments and procedures

The study employed both quantitative and qualitative data collection instruments and procedures. Quantitative data was collected using self-administered questionnaires which were filled by directors of units, specialists and officers. Qualitative data was obtained from interviews with the deputy director general, the head of corporate division, heads of departments and the director of planning, monitoring and evaluation unit, using an interview guide.

The questionnaire method was chosen due to its advantage of eliciting more information within a short time, providing relevant information and being a less costly method (Sekaran, 2003). It is also good for confidentiality purposes (Moser and Kalton, 1979). The questionnaire

will consist of open and close-ended questions. The close ended questions were intended to direct the study in accordance to the set objective, while open ended questions were intended to provide a wide range of data.

Interview was used as a supplementary method for data collection. Saunders et al (1997) defines an interview as a purposeful discussion between two or more people. This method of collecting data involves presentation of oral –stimuli and replies in terms of oral verbal responses (Kothari, 2008).

Using a pre-determined interview guide, seven senior management staff including the deputy director general, head of corporate division, four heads of departments and the director of planning, monitoring and evaluation unit were interviewed by the researcher with purpose of triangulation and getting more valuable information which may not be provided through the self-administered questionnaire.

Pilot test

The questionnaire was validated through small pilot study with 5 respondents not participating in the study, and based on their feedback the language and layout was improved.

Data processing and analysis

Data was edited on a daily basis to ensure completeness and consistence. They were coded and analysed using the Statistical Package for Social Scientists (SPSS). Data on demographic characteristics was presented in form of descriptive statistics mainly percentages. Quantitative analysis was executed using SPSS computer programme where regression and correlation were performed to establish the relationships between the independent and dependent variables. A multivariate regression analysis was used to determine the magnitude of change effects between management support factors and successful implementation of M&E.

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \epsilon$$

Where;

Y- Successful implementation of M&E

β_0 - Constant term

$\beta_1, \beta_2, \beta_3$ - Beta Coefficients

X1- Budget allocation

X2- staffing and capacity building

X3-institutional M&E Policy

ϵ - Error term

FINDINGS

Questionnaire Return Rate

The sample size of this study was 55 respondents. The researcher issued out all the 55 questionnaires. Out of this 55, 40 respondents returned the questionnaires while 15 respondents did not return the questionnaires. This represented response rate of 72.7% which is a good percentage for attainment of better results, (Thornhill, (2011)).

Table 2: Questionnaire Return rate

	Target	Returned	Percentage
Small entrepreneurs	55	40	72.7%

Demographic Findings

The demographic information that the researcher considered included gender, age, education level and years of service. The findings are presented below.

Gender of respondents

The respondents were asked to indicate their gender either male or female. The findings indicate that out of the 40 respondents, 33 were male while 7 were female. This means that male accounted for 82.5% while female accounted for 17.5% an indication that the M&E department at RAB largely constitute of male employees.

Table 3: gender of respondents

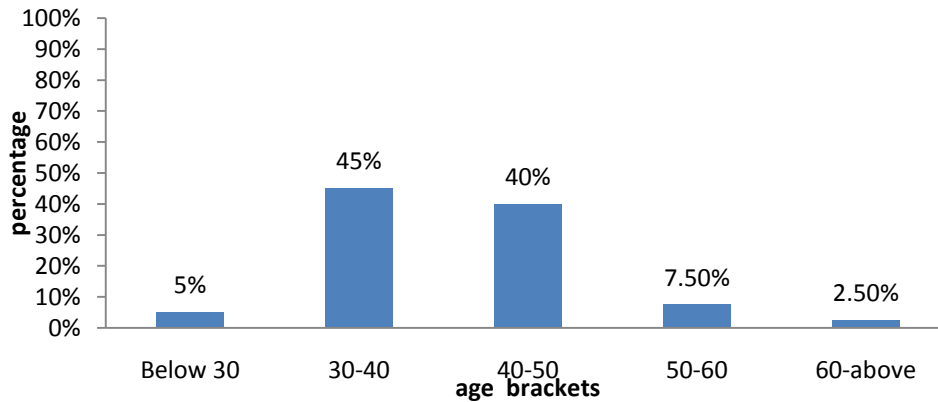
gender of respondent		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	33	82.5	82.5	82.5
	Female	7	17.5	17.5	100.0
	Total	40	100.0	100.0	

Age bracket of respondents

The researcher requested the respondents to tick against their age bracket which was grouped into 5 age brackets with a minimum age bracket being below 30 and highest being 60 and above. The findings indicated that the age brackets; below 30, 30-40, 40-50, 50-60 and 60 and

above accounted for 5%, 45%, 40%, 7.5% and 2.5% respectively. This is an indication that most of RAB employees in M&E department are between ages 30 to 50 accounting for 85%.

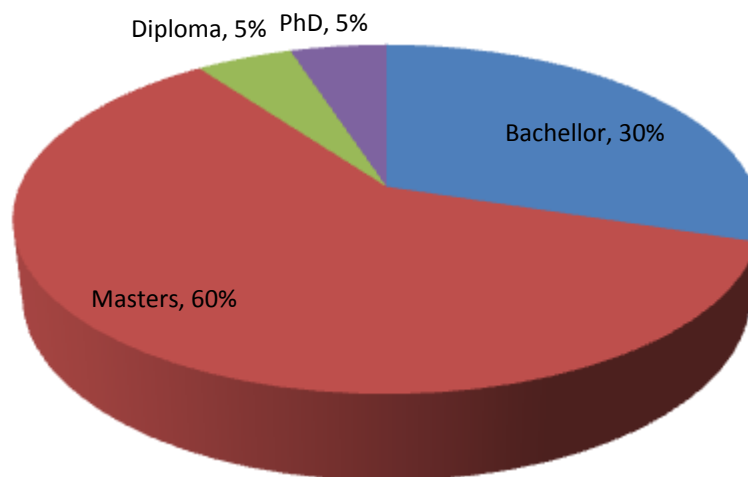
Figure 2: Age bracket of respondents



Education qualification

The qualifications considered in the questionnaire were 4 that is diploma, bachelors, masters and PhD. From the findings masters accounted for the highest at 60%, bachelors at 30%, diploma at 5% and lastly PhD at 5% accounted for the highest percentage at 35%, masters followed at 60% and lastly PhD accounted for the least at 5%. This indicates that most employees at RAB with management, planning, monitoring and evaluation responsibilities have masters and bachelor qualifications accounting for a greater percentage at 90%.

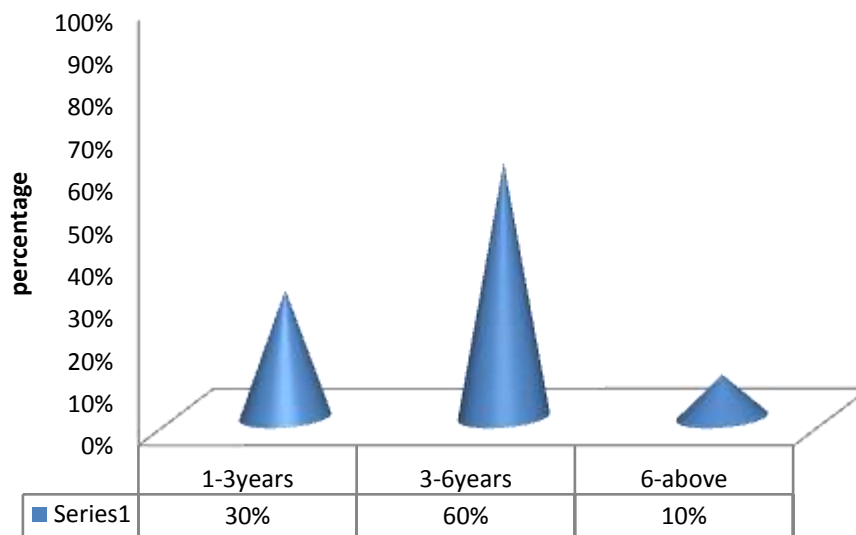
Figure 3: Education qualification of respondents



Years of service

The respondents also answered question relating to years of service at RAB. The different options were 1-3 years, 3-6 and 6-above. the results indicated that 15% have served for less than 3 years, 25% have served for 3 to below 6 years and majority have served for 6 years and above accounting for 60% (Figure 4).

Figure 4: years of service at RAB



Management support and successful implementation of M&E

The researcher assessed the respondents on the management support factors which the study focused on including budget allocation, capacity building and institutional M&E policy and how they affect implementation of M&E. The findings are presented below for each management support item. Findings on correlation between each of the management support item and M&E implementation are also presented.

Budget allocation and successful implementation of M&E

The respondents were requested to give their opinions on various statements of budget allocation to M&E department at RAB. The scale of measurement was; 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree. The findings in the table below indicate that the respondents had mixed reactions on various budget allocation statements. Some of the respondents agreed that sufficient M&E funds are always allocated, and fully disbursed on time. However there were also a significant percentage who disagreed with some of the statements

and good number were also undecided on some statements. This is a clear indication that RAB performs fairly in terms of budget allocation to M&E.

Table 4: Budget allocation at RAB

Statement	Strongly agree	agree	neutral	disagree	Strongly disagree
1. Management allocates a specific budget for M&E.		13(32.5%)	12(30%)	13(32.5%)	2(5%)
2. The budget allocated for M&E is sufficient		16(40%)	3(7.5%)	21(52.5%)	
3. the allocated M&E budget is always fully executed	2(5%)	20(50%)	16(40%)	2(5%)	
4. the allocated M&E funds are always disbursed on time		13(32.5%)	9(22.5%)	16(40%)	2(5%)

Extent to which budget allocation influences successful M&E implementation

From the table 5 below, most respondents agreed to a great extent that budget allocation influences successful implementation of M&E.

Table 5: Extent to which budget allocation influences successful implementation of M&E

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very great extent	2	5.0	5.0	5.0
	great extent	23	57.5	57.5	62.5
	moderate extent	5	12.5	12.5	75.0
	low extent	10	25.0	25.0	100.0
	Total	40	100.0	100.0	

Correlation between budget allocation and successful M&E implementation

The researcher computed correlation between budget allocation and successful implementation of M&E in order to show the degree of association between the two. The coefficient of correlation was found to be 0.722 at 0.01 significance level as shown in the below table. This implies that there is high positive association between budget allocation and successful M&E implementation. Budget allocation is therefore a high predictor of M&E implementation backed by the 0.000 significance level.

Table 6: Correlation between budget allocation and successful M&E implementation

		Budget allocation	Successful M&E implementation
Budget allocation	Pearson Correlation	1	.722**
	Sig. (2-tailed)		.000
	N	40	40
Successful M&E implementation	Pearson Correlation	.722**	1
	Sig. (2-tailed)	.000	
	N	40	40

** . Correlation is significant at the 0.01 level (2-tailed).

M&E staffing and capacity building and successful implementation of M&E

The second specific objective was to investigate the influence of M&E staffing and capacity building on successful implementation of M&E. The respondents were requested to give their opinions on the status of various statements of M&E staffing and capacity building in M&E department at RAB. The scale of measurement was; 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree. The findings indicate that there are varied reactions concerning staffing and capacity building. A large percentage of respondents did disagree that there is enough and qualified M&E staff at RAB while a few were of the opposite opinion. The respondents also widely agreed that M&E staff undergo training periodically and that the trainings are governed by qualified personnel. This shows to a wide extent that RAB has not fully taken keen interest on staffing and capacity building in M&E department.

Table 7: M&E staffing and capacity building at RAB

Statement	Strongly agree	agree	neutral	disagree	Strongly disagree
1. RAB has enough staff to efficiently carry out M&E.		5(12.5%)	12(30%)	15(37.5%)	2(5%)
2. RAB has qualified staff to effectively carry out M&E	2(5%)	10(25%)	10(25%)	18(45%)	
3. M&E staff are given trainings at least 2 times year	2(5%)	20(50%)	2(5%)	16(40%)	
4. The trainings are governed by highly qualified and experienced personnel.		20(50%)	8(20%)	10(25%)	2(5%)

Extent to which M&E staffing and capacity building influences successful M&E implementation

From the table 8 below, most respondents agreed to a great extent that staffing and capacity building influences successful implementation of M&E.

Table 8: Extent to which staffing and capacity building influences successful implementation of M&E

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very great extent	2	5.0	5.0	5.0
	great extent	26	65.0	65.0	70.0
	moderate extent	6	15.0	15.0	85.0
	low extent	6	15.0	15.0	100.0
	Total	40	100.0	100.0	

Correlation between staffing and capacity building and successful M&E implementation

The researcher computed correlation between staffing and capacity building and successful implementation of M&E. The coefficient of correlation was found to be 0.755 at 0.01 significance level as shown in table 9 below. This implies that there is high positive association between staffing and capacity building and successful M&E implementation. Staffing and capacity building is therefore a high predictor of M&E implementation backed by the 0.000 significance level.

Table 9: Correlation between staffing and capacity building and successful M&E implementation

		Staffing and capacity building	Successful M&E implementation
Staffing and capacity building	Pearson Correlation	1	.755**
	Sig. (2-tailed)		.000
	N	40	40
Successful M&E implementation	Pearson Correlation	.755**	1
	Sig. (2-tailed)	.000	
	N	40	40

** . Correlation is significant at the 0.01 level (2-tailed).

Institutional M&E policy and successful M&E implementation

The last specific objective was to assess the influence of institutional M&E policy on successful implementation of M&E. The respondents were requested to respond to the relevant statements pertaining to M&E institutional policy. The scale of measurement was; 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree. The results seemed to be different from the previous two objectives. The findings show that most respondents are not aware of the implementation or existence of institutional policy at RAB. Some widely disagreed with some statements while some agreed with others. Key to note is that a good number believed that M&E is viewed as a priority at RAB. Moreover, a good percentage of respondents did disagree that RAB has got an appropriate implementation strategy for M&E and that there is effective communication strategy to inform institutional planning.

Table 10: M&E institutional policy at RAB

Statement	Strongly agree	agree	neutral	disagree	Strongly disagree
1. RAB has got an institutional M&E policy document.	6(15%)	21(52.5%)	6(15%)	7(17.5%)	
2. M&E is not viewed as a priority in the institution		10(25%)	7(17.5%)	18(45%)	5(12.5%)
3. RAB has got an appropriate implementation strategy for M&E		2(5%)	20(50%)	16(40%)	2(5%)
4. RAB has got an M&E system in place to collect information.		8(20%)	8(20%)	24(35%)	
5. M&E system is properly understood by staff		17(42.5%)	13(32.5%)	7(17.5%)	3(7.5%)
6. There is an effective communication strategy to inform institutional planning		10(25%)	10(25%)	20(50%)	

Extent to which institutional M&E policy influences successful M&E implementation

The respondents also gave their views on the extent to which institutional M&E policy influences successful M&E implementation. Most respondents agreed to a moderate extent that institutional M&E policy influences successful implementation of M&E. the value stands at 62.5% of the respondents. This is an indication that institutional policy forms an integral part of management strategy that aids in successful implementation of M&E.

Table 11: Extent to which staffing & capacity building influences successful implementation of M&E

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very great extent	2	5.0	5.0	5.0
	great extent	10	25.0	25.0	30.0
	moderate extent	25	62.5	62.5	92.5
	low extent	3	7.5	7.5	100.0
Total		40	100.0	100.0	

Correlation between institutional M&E policy and successful M&E implementation

The researcher computed correlation between institutional M&E policy and successful implementation of M&E. The coefficient of correlation was found to be 0.625 at 0.01 significance level as shown in table 12 in the next page. This implies that there is high positive association between staffing and capacity building and successful M&E implementation. Institutional M&E policy is therefore a high predictor of M&E implementation supported by the 0.000 significance level.

Table 12: Correlation between institutional M&E policy and successful M&E implementation

		Institutional M&E policy	Successful M&E implementation
Institutional policy	M&E Pearson Correlation	1	.625**
	Sig. (2-tailed)		.000
	N	40	40
Successful implementation	M&E Pearson Correlation	.625**	1
	Sig. (2-tailed)	.000	
	N	40	40

** . Correlation is significant at the 0.01 level (2-tailed).

Successful implementation of M&E at RAB

Lastly the respondents were tested on successful implementation of M&E by getting their opinion on several indicators of M&E implementation success. The findings are in the below table. The findings indicate mixed opinions regarding successful implementation of M&E at RAB. Some respondents widely agree with some statements e.g. proper utilization of M&E resources and existence of high standard M&E policy recommendations and some widely

disagree with some statements i.e. the respondents widely disagreed that RAB has experienced improved M&E performance overtime and also that there is timely delivery of M&E results. These results are a clear indication that the implementation of M&E at RAB is not strong enough to guarantee better performance of the M&E process. Therefore the performance of M&E at RAB is not good enough as per these findings.

Table 13: Successful M&E implementation at RAB

Statement	Strongly agree	agree	neutral	disagree	Strongly disagree
1. there is high standard M&E policy recommendations	2(5%)	21(52.5%)	6(15%)	11(27.5%)	
2. there is timely delivery of M&E results		8(20%)	11(27.5%)	21(52.5%)	
3. RAB has experienced improved M&E performance overtime		7(17.5%)	4(10%)	29(72.5%)	
4. there is proper utilization of M&E resources i.e. budget		28(70%)		10(25%)	2(5%)

Regression analysis

The correlation analysis tells us the degree and direction of association between two variables but it does not give the magnitude of change of dependent variable due to a change in an independent variable. Regression analysis therefore tells us the direction and magnitude of change of dependent variable due to a unit change in independent variable. The dependent variable in this study is successful implementation of M&E while independent variables are budget allocation, M&E staffing and capacity building and institutional M&E policy. The researcher employed regression analysis approach to study the magnitude of change of successful M&E implementation due to a unit change in budget allocation, M&E staffing and capacity building and institutional M&E policy. The model summary findings in table 14 indicate that the value of R squared is 0.872 which is equivalent to 87.2%. The significance value of 0.000 in the ANOVA table 15 indicates that the model fit is a good predictor of the variables under study. This is also further supported by a large value of calculated F statistic of 122.403. The coefficients of the independent variables are shown in table 16 which shows that β_0 , β_1 , β_2 and β_3 are 0.183, 0.259, 0.162 and 0.055 respectively. Hence the model adopted for this study can be fitted as -

$$Y = 0.183 + 0.259X_1 + 0.162X_2 + 0.055X_3$$

Table 14: model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.879 ^a	.872	.797	.38093

a. Predictors: (Constant), budget allocation, staffing and capacity building, institutional M&E policy

Table 15: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	61.993	3	20.664	122.403	.000 ^a
	Residual	18.284	126	.145		
	Total	80.277	129			

a. Predictors: (Constant), budget allocation, M&E staffing and capacity building, institutional M&E policy

b. Dependent Variable: M&E implementation

Table 16: Model Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	.183	.145		.109	.003
	Budget allocation	.259	.080	.562	7.510	.000
	Staffing and capacity building	.162	.050	.110	1.865	.045
	Institutional M&E policy	.055	.052	.293	4.669	.000

a. Dependent Variable: M&E implementation

DISCUSSIONS

The study sought to assess the influence of management support factors on successful M&E implementation in Public Institutions in Rwanda case of RAB. The study focused on budget allocation, M&E staffing and capacity building and institutional M&E policy as the main categories of management support.

Influence of budget allocation on successful implementation of M&E.

The study found a positive significant influence of budget allocation on successful implementation of M&E. Most respondents agreed to a great extent that budget allocation influences successful implementation of M&E. The correlation analysis results show that the correlation coefficient between budget allocation and successful implementation of M&E is 0.722 with sig value of 0.000. This suggests that budget allocation has a strong positive association with successful M&E implementation. The regression coefficients results further indicate that the coefficient of budget allocation is 0.259 which implies that a 1% increase in budget allocation results into a 25.9% increase in successful M&E implementation other factors kept constant. Therefore there is a strong positive significant relationship between budget allocation and successful M&E implementation. These findings are similar to the ones of Amos (2015), James (2017) and Mwangi (2015) who found a positive significant association between budget allocation and effectiveness of M&E. However the correlation coefficient results slightly differ from those of Amos (2015) who found a weak positive correlation since the coefficient of correlation was found to be 0.489 while in this study there is a strong positive correlation going by the correlation coefficient figure of 0.722.

Influence of M&E staffing and capacity building on successful M&E implementation

The second specific objective of this study was to determine the influence of M&E staffing and capacity building on successful implementation of M&E. Most of the respondents agreed to a great extent that staffing and capacity building influences successful M&E implementation. The correlation coefficient of 0.755 between M&E staffing and capacity building and successful implementation of M&E with significance value of 0.000 indicates a strong significant positive association between staffing and capacity building and successful M&E implementation. The coefficient of regression for staffing and capacity building was found to be 0.162 with a significance of 0.045 which is less than 0.05. This implies that a 1% change in staffing and capacity building brings a 16.2% change in successful M&E implementation in the same direction other factors kept constant. These results are similar to those of Magondu (2013), Mula(2013) and Waithera(2015) who also found positive significant relationship between technical capacity both in number and skills and sustainability and success of monitoring and evaluation process.

Influence of institutional M&E policy on successful M&E implementation

The last specific objective of this study was to determine the influence of institutional M&E policy on successful M&E implementation. The findings indicated a strong positive relationship

between the two. The correlation coefficient between institutional M&E policy and successful M&E implementation was found to be 0.625 at a significance level of 0.000. This indicates a strong positive association between institutional M&E policy and successful M&E implementation. The regression analysis results further indicates that the coefficient of institutional M&E policy is 0.055 with a significance of 0.000. This means that keeping other factors constant, a 1% increase in institutional M&E policy leads to a 24.5% increase in successful implementation of M&E and vice versa.

SUMMARY

The study focused on three areas of management support i.e. budget allocation, staffing and capacity building and institutional M&E policy and how they influence successful M&E implementation.. Primary data was collected from RAB headquarter staff with management, planning, monitoring and evaluation responsibilities using questionnaires and interviews. To achieve these objectives the study employed correlation analysis to assess the relationship between these variables and further regression analysis to show the magnitude of change in successful M&E implementation due to a change in the independent variables.

The findings indicated that most respondents gave mixed reactions concerning the various statements related to budget allocation to M&E, staffing and capacity building and institutional M&E policy. For example some of the respondents agreed that sufficient M&E funds are always allocated and fully disbursed on time while there is also a good number that disagreed with this notion. Some were also undecided. There were also mixed reactions concerning staffing and capacity building. A large percentage of respondents did disagree that there is enough and qualified M&E staff at RAB while a few were of the opposite opinion. The respondents also widely agreed that M&E staff undergo training periodically and that the trainings are governed by qualified personnel. Lastly institutional M&E policy also gave the same mixed findings. Key to note is that a good number believed that M&E is viewed as a priority at RAB. Moreover, a good percentage of respondents did disagree that RAB has got an appropriate implementation strategy for M&E and that there is effective communication strategy to inform institutional planning.

The correlation analysis findings indicated that the correlation coefficient between budget allocation, staffing and capacity building and institutional M&E policy and successful M&E implementation are 0.722, 0.755 and 0.625 respectively. These values were all significant at 0.01 significance level. The regression findings indicated that the regression coefficients for budget allocation, staffing and capacity building and institutional M&E policy are 0.259, 0.162

and 0.055 respectively. Further the R squared value in the model summary table was found to be 0.872. The F statistic in the ANOVA table was found to be 122.403 which was significant.

CONCLUSION

First, the fact that the various management support factors which the study focused on gave mixed reactions going by the opinions of the respondents, it is a clear indication that RAB has not fully implemented M&E practices. The respondents agreed with some statements regarding budget allocation, staffing and capacity building and institutional M&E policy while others disagreed. This is a clear indication that in terms of focus on budget allocation to M&E, staffing and capacity building and institutional M&E policy, RAB has fairly performed and there is need for the management to up their game and strengthen the M&E department.

Secondly the fact that the respondents did widely agree to a greater extent and moderate extent that budget allocation, staffing and capacity building and institutional M&E policy influence successful M&E implementation is a clear indication that there is a close relationship between the management support variables and successful M&E implementation. Further from the correlation results, it can also be concluded that there is a strong positive association between budget allocation, staffing and capacity building and institutional M&E policy and successful implementation of M&E. Further conclusion from the study is that staffing and capacity building has the strongest correlation with successful M&E implementation.

Lastly, management support is very crucial in achievement of success in M&E implementation. The highest percentage of R^2 supports this argument. Management support variables which the study explored accounts for a greater percentage of changes in successful implementation of M&E.

RECOMMENDATIONS

The results exhibit a very strong association between budget allocation, staffing and capacity building and institutional policy and successful implementation of M&E. The study therefore recommends that management of public institutions should recognize the importance of M&E process in the success of the institutions and ultimately ensure that they set an independent, well-functioning and highly resourced M&E department. This can be done through setting aside a separate budget for the running of the M&E department, hiring enough and qualified M&E staff and setting clear institutional M&E policies guiding the department in order to achieve the desired goal of improved quality of services in the M&E department which ultimately adds to the general performance of the entire institution. The hiring of staff should be based on merit and the process should not be compromised if qualified staff is to be brought on board. Funding

should be adequate enough to ensure that the M&E team carries their duties effectively. The study further recommends continuous audit of the projects progress to ensure that quality is upheld all the time which will ultimately benefit the targeted group.

AREA FOR FURTHER RESEARCH

The study focused on management support as a determinant of successful implementation of M&E. More research can be done on other factors such as community support and government support in order to explore more on successful implementation of M&E. Further research can also be done on management support and M&E implementation in private institutions for comparison purposes.

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