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PROJECT MANAGEMENT APPROACHES AND IMPLEMENTATION OF GOVERNMENT FUNDED PROJECTS IN TERTIARY INSTITUTIONS IN NAIROBI CITY COUNTY, KENYA

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ABSTRACT

Project performance is crucial to all stakeholders. Project failure is rated to be very high with about 40% of projects proven to have failed in higher learning institutions. The main focus of this study was to establish the effect of project management approaches on implementation of government funded projects in tertiary institutions in Nairobi city county, Kenya. Specifically, the study sought to assess the effect of risk management on implementation of government funded projects in tertiary institutions in Nairobi city county, Kenya and to examine the effect of monitoring practice on implementation of government funded projects in tertiary institutions in Nairobi city county, Kenya. This study adopted a descriptive research design. The respondents include Vice chancellors, heads of department, project managers and administrators. These teams were chosen since they are directly involved in project implementations in the universities. The total population was therefore 258 respondents. Since the target population is small, census method was used in this study. Primary data was collected through use of questionnaires. This study used the self-administered questionnaire approach. This study used both inferential and descriptive statistics to analyze the data with the help of SPSS software. The study used correlation and regression analysis the study concludes that risk management has a significant effect on implementation of government funded projects in tertiary institutions in Nairobi city county, Kenya. The study also concludes that monitoring practice has a significant effect on implementation of government funded projects in tertiary institutions in Nairobi city county, Kenya. From the results, this study recommends that the management of tertiary institutions in Nairobi City County, Kenya should give priority to risk management and monitoring practice.

Key Words: Project Management Approaches, Implementation, Government Funded Projects, Tertiary Institutions, Risk Management, Monitoring Practice

Background of the Study

The demand for quality education has continued to grow in Kenya as the quest for education keeps rising. With increased competition for students, lecturers and resources, leaders, stakeholders and policy makers are progressively under intense pressure to provide more and better quality education and university education is no exception. In total, the number of chartered public universities has increased to 31 by 2017 and 6 public constituent colleges, not forgetting also the increase in the number of chartered private universities to 18 and 5 private constituent colleges as well as 14 institutions with letters of interim authority (CUE, 2020). All these institutions are competing for students, staff and government resources. School projects can have a direct impact on the quality of education delivered in the schools because education in the world has been shown to rely on implementation of some projects for example introduction of Information Communication Technology, building of laboratories, elearning, workshops, modern classrooms etc. In the United States of America the last two decades has witnessed numerous national studies and reports documenting both the struggles and failure of public school projects (Lusi, 2017).

A study by Hill, Wicklein, and Daugherty (2019) in Indiana also revealed that 33% of principals, even those whose schools had exemplary performance, believed that school projects implementation need to be readdressed sighting the administrative and management challenges the projects pose. Research suggests that high quality project implementation is one of the greatest determinants of success with school reform (Cooper & Slavin, 2018). Thus, understanding the factors that affect the process of project implementation in public schools has become increasingly important. The Australian Government has also put measures in place to ensure accountability in the implementation of school projects. It funds the School Performance

Project performance is crucial to all stakeholders. Project failure is rated to be very high with about 50% of projects proven to have failed in Africa. Most projects start well, with perfectly good intentions. Project management is accomplished through the application and integration of the project management processes of initiating, planning, executing, monitoring and controlling, and closing. Project management has evolved over time, becoming the principal mean of dealing with change in modern organizations (Keziah & Ngugi, 2021).

Project management includes conducting regular tasks that comprise the stages of project management of initiation and planning; execution, monitoring and Control; and Closing (Project Management Institute, 2015). The execution of projects involves exercises that must be achieved within the limitations of risk, time, scope, budget, firm resources, and quality (Atkinson, Waterhouse & Wells, 2017). Firms are progressively putting more assets in projects, including, development of new products, improving processes and structure of new services. Nevertheless, research shows that these projects struggle to meet the expenses and time constraints or fail to meet customer's wishes and goals (Sauser, Reilly & Shenhar, 2019). Project management vital constructs include the incorporation of planning, risk assessment, evaluation, monitoring, and engagement of stakeholders in the stages of project management. Projects Monitoring and Evaluation of have progressively turned out to be key functions as projects grow to be complex and bigger. It involves, assessing and detailing progress regarding goals (Mourshed, Chijioke & Barber, 2019).

Statement of the Problem

In the landscape of tertiary education, the implementation of government-funded projects is often fraught with challenges stemming from inadequate project management approaches. Despite the infusion of substantial financial resources, the efficacy of these initiatives is frequently hindered by a lack of systematic planning, coordination, and adherence to best practices in project management. The absence of a standardized framework for project execution within the tertiary

education sector poses significant obstacles, leading to delays, budget overruns, and suboptimal outcomes. This critical issue demands a comprehensive examination of the current project management approaches employed in government-funded initiatives within tertiary education institutions, aiming to identify shortcomings and provide recommendations for an enhanced and more effective implementation framework. Addressing these challenges is imperative to ensure the successful realization of project objectives and the optimal utilization of government investments in advancing the quality and accessibility of tertiary education.

In a survey of 147 eLearning practitioners from 34 countries in Africa only 33% reported that they were delivering eLearning in a variety of different ways (Hollow, 2018). In Kenya, inequality of access to technology, internet connectivity, energy related problems, and limited expertise have been listed as the main barriers preventing the successful implementation of eLearning (Kimani, 2019). Policymakers have not been able to asses and help identify discrepancies between design considerations and actual ground conditions in certain areas whereas financial management, project supervision and community representativeness has been low. The foregoing has resulted into inevitable cost overruns, time overrun, idling resources, and also inconveniences to the targeted beneficiaries of such projects (Kalola & Kavale, 2018). Research has shown that project implementation approaches influence project implementation.

Various studies have been conducted on the influence of influence of project management and project implementation. For instance; Ishaq *et al* (2020) conducted a study on the impact of ICT project management on Students' Academic Performance in Public Sector Universities of Pakistan. Ullah, Alam and A-Alahi (2019) conducted a study on the impact of ICT on students‘ academic performance. Youssef and Dahmani (2015) conducted a study on the impact of ICT on student performance in higher education and Kyakulumbye, Olobo and Kisenyi (2015) conducted a study on information communication technology (ICT) Utilization in Private Universities in Uganda. Nevertheless, these studies were conducted in different countries hence the study findings cannot be generalized to the current study. In addition, none of these studies focused on the influence of project management approaches on implementation of government funded projects in tertiary institutions in Nairobi city county, Kenya. To fill the highlighted gaps, the current study sought to establish the influence of project management approaches on implementation of government funded projects in tertiary institutions in Nairobi city county, Kenya.

Objectives of the Study

i. To assess the effect of risk management on implementation of government funded projects in tertiary institutions in Nairobi city county, Kenya
ii. To examine the effect of monitoring practice on implementation of government funded projects in tertiary institutions in Nairobi city county, Kenya

LITERATURE REVIEW

Theoretical Review

Management Theory

Management theory generally known as Frederick Taylor’s Scientific Management. In his theory he emphasizes on efficient training of workers (Harper, 2014). His major contribution was the concept of breaking a complex task down into unit (Work Breakdown Structure) to optimize the performance where management plays a role of performing the science and instruction and workers performing the labor, each group doing “the work for which it was best suited” (Mulder, 2015). This is his strongest positive legacy of breaking a complex task down into a number of subtasks, and optimizing the performance of the subtasks. However, many critics, both historical and contemporary, have pointed out that Taylor’s theories tend to “dehumanize” the workers by

loading all workload to the workers.

Management theory gives a modest conceptual framework and a plan that can guide a firm to achieve their objectives. This is demonstrated by its contributions to business process outsourcing (BPO) a practical application in the day to day running of organizations (Cole, 2014; DuBrin, 2016). It is this crucial factor for survival and being able as a firm to cope and adapt to the dictates of changing business environment such as dredging of sea, enlarging water ways, berth construction projects to allow large vessels to call at Mombasa port, in pursuit of achieving its objectives. The management theory indisputably captures the dynamism of being responsive and adaptive to the internal and external environmental needs of evolving organizations (Nwachukwu, 2014). This theory therefore will help to assess the effect of risk management on implementation of government funded projects in tertiary institutions in Nairobi city county, Kenya.

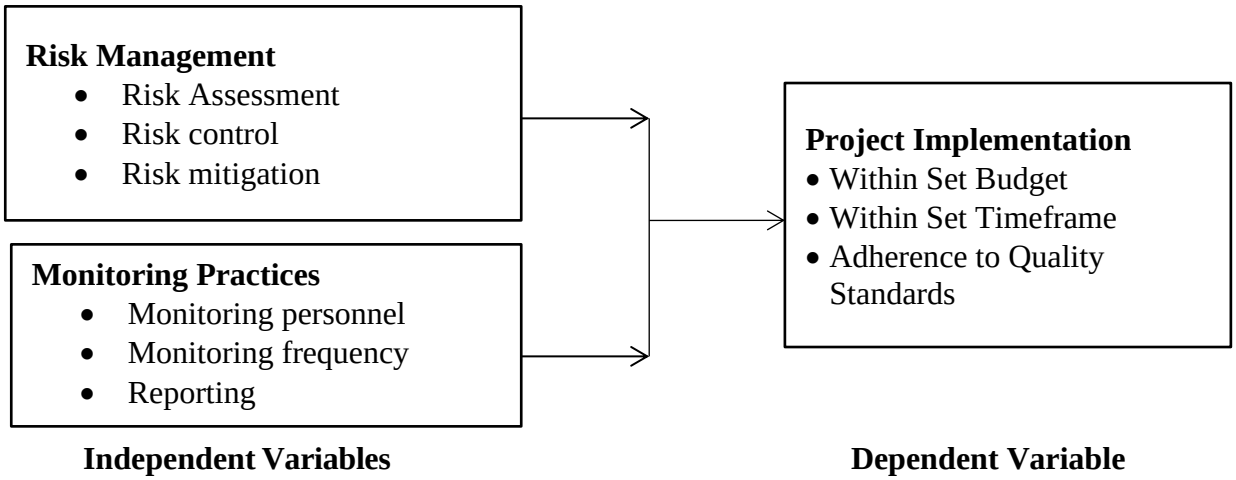
Realistic Evaluation Theory

The Realistic Evaluation Theory theory was first published by Pawson in 1997, Provides a guide to describe the effects, the way they are created and the importance of the different circumstances under which the involvements are made. A precise assessment addresses what tends to work and how for who? (Tilley & Pawson, 2018) The model helps the evaluator to consider the successful or unsuccessful aspects of an intervention and the contextual reasons required to duplicate interference in other areas (Cohen, Manion & Morison, 2018).

The decision of maximizing value as the programme scorecard must be supplemented by great practices of management upheld by the vision, procedure and strategies that link members in the programme in its aim of dominating in a competitive environment. A programme can't yield most value if management overlooks the enthusiasm of its stakeholders in the long haul. Disarray and absence of clarity for the organization's stakeholders if the firm don't utilize a successful and clear methodology so as to oversee, asses and report their own execution the distinctive stakeholder teams experience issues in analyzing and valuing the efforts of sustainability (Pawson & Tilley 2019).

The realistic assessment attempts to define the appropriate circumstances that effectively allow intervention to learn how it produces results (Linsley, 2019), and can make a significant contribution in terms of understanding how the system deliverables are generated during monitoring and evaluation processes. This study will use Realistic Evaluation Theory to assess the effect of monitoring practice on implementation of government funded projects in tertiary institutions in Nairobi city county, Kenya

Conceptual Framework



Risk Management

Uncertainties generate risks in all projects (PMI, 2017), and the identification of risks is a vital element in ensuring successful risk management. The Planning phase of the project should be utilized by the management in dealing with uncertainties that might arise during the development of products and services (Zwikael, Pathak, Singh and Ahmed, 2018). Risks management greatly contributes to the project success and the long-term success in organizations (Hartono, Sulistyo, Praftiwi and Hasmoro, 2018).

A study conducted by Imtiaz et al., (2017) concluded that risk management has a medium effect on success of IT projects. The study corroborates findings from a study by Fayaz *et al.,* (2017) to determine the critical success factors (CSF) of IT projects in Pakistan revealed that risk management have an average effect on IT projects success. Risk management has in the recent past gained significance and importance due to the increased technology growth, growing market competition and increased rate of change (Burke, 2017).

Risks that are emerging globally are affecting both the governments and private players in the different business sectors. Therefore, we need to identify, measure and estimate the interdependence of the risks by diversifying the traditional instruments of risk management in order to effectively manage the risks and also develop a resistance to cope with their impact (Gurgu & Savu 2018). Rabechini and De Carvalho (2017) study revealed that implementing risk assessment and planning had a positive impacted on the project success. This was attributed to project staff being able to ascertain and come up with measures to reduce incidences of risks to a larger extent. The study established that evaluating uncertainties during the project, effective risk management and intensive understanding of the business setting are critical success factors that had a significant impact on project performance.

Juliane and Alexander (2017) study to determine how portfolio risk management influences IT project portfolio success in IT enterprises in UK revealed that portfolio risk management was positively correlated with project performance. Ogwueleka (2017) study on the critical success factors influencing project performance in Nigeria identified risk management as a critical success factor that influence project success. Project risk management ensures that uncertainties that affect the outcome of the project are greatly reduced.

Monitoring Practice

Monitoring practice is an entrenched concept and form part of every project. Monitoring practice involve a systematic and routine collection of information from a complete or ongoing project after which assessment of the information obtained is done with objectivity (Owen, 2017). According to Iwu (2016), the monitoring report can be incorporated in the evaluation plan to take advantage of the lessons learnt midway and at the end of the project. The reports provide information on what was done right and what needs to be corrected thereby enhancing skills and lessons to ensure successful implementation of future projects.

Monitoring practice helps program implementers to: ensure that resources are utilized effectively and efficiently, determine the progress of the program/project in relation to the plan and to make any necessary adjustments accordingly; make informed choices in relation to operations management and delivery of services and to evaluate whether the program/project has achieved the intended impact. Through evaluations the organization in extension conducts a SWOT analysis since the strengths, weaknesses, opportunities and challenges of the projects are taken into account (Spaulding, 2018).

Evaluation creates future benchmarks to guide evaluations of other projects. Evaluations are critical in generating a knowledge bank for management which is an ideal trend in modern world

where organizations are inclined towards knowledge management in project management (Calder, 2017). A study conducted by Imtiaz et al., (2017) concluded that effective monitoring and control has a medium effect in influencing the success of IT projects.

A study by Ouma (2016) established a strong correlation between monitoring and evaluation and project implementation. It established that presence of effective monitoring and evaluation influences the effectiveness of project implementation positively. A study by Gasangwa, Mulyungi and Ndabaga (2017) revealed a significant effect of monitoring and evaluation on implementation of projects. The organizations were urged to ensure monitoring and evaluation exercises are undertaken at all levels of the projects without failure. This will greatly contribute to successful implementation of projects.

Empirical Review

Risk Management and Project Implementation

Gitau (2017) examined the effect of the risk project planning phase on the performance of Rwandese construction projects. The data collection used was both qualitative and quantitative. The study found that consulting engineers and architects were often chosen before the project's development stage. The consultants were selected before project planning for only 14.3% of the projects. The study was limited to the management of risk effects at the planning phase of the project alone. The current study sought to assess the influence of risk management on land restoration and socioeconomic development in Migori County, Kenya.

A study by Obeidat and Aldulaimi (2016) on the role of PMIS towards project performance; the case of construction projects in the United Arab Emirates adopted purposive sampling technique. The sample size for this study is 20 project managers in UAE. As much as it is a survey, the sample size is too small. The fact that the sample size is too small and also was purposively sampled, the researcher might have suffered a bias and therefore the findings are unreliable. It is therefore difficult to make generalizations from the sample size. For a country specific study and also from an industry/sector view it is difficult for the findings to be reliable.

Wanyonyi (2017) determined the influences of risk management on the performance of projects based on a case of selected international development organizations in Nairobi County, Kenya. The study revealed a statistically significant link between avoidance, transference, reduction, and acceptance of risk response plans and the achievement of international development organization-funded projects. Risk management strategies were a major focus of this study. The current study sought to assess the influence of risk management on the performance of programs.

Waweru (2017) carried out a descriptive study to assess the effect of fund management, stakeholder management and project risk management on implementation of IT projects among commercial banks in Kenya. The findings indicated that banks involve stakeholders during the project life-cycle. The findings also indicate that monitoring and evaluation enhanced quality of the project management. Risk management is considered as a key factor for project implementation and banks have in place risk management systems. The study notes that there was less evidence of research on implementation factors focused on IT projects within the banking industry.

Kisaka and Musomi (2017) studied Nairobi's risk management effect on the performance of investment firms in Kenya. Using a descriptive research design, the study surveyed 26 investment firms at the NSE to illuminate the nexus between risk management and firm value. The results showed that risk identification tools such as audit, the examination of employee experience, SWOT analysis, interviews, focus groups, judgment, and process analysis have a critical influence on a firm's performance. The study was limited to investment firms, while the current study looked into

land restoration and socioeconomic development in Migori County, Kenya.

Shair (2016) studied the project management skills of staff influence on government funded project performance in Kibera Kenya based on the Kazi Kwa Vijana Initiative. The study found that lists of risk recognition have been identified and built based on historical knowledge. The study focused on the project management skills of staff. This research was based on project management practices' effect on land restoration and socioeconomic development in Migori County, Kenya.

Aduma and Kimutai (2018) studied strategies for project risk management and the project's performance at the NHIF in Nairobi County, Kenya. The survey found that risk reduction has the greatest impact on NHIF projects' performance and risk management and risk tolerance, while risk transfer has the least effect on the NHIF project performance. This research was based on NHIF. The current study focuses on influence of risk management on land restoration and socioeconomic development in Migori County, Kenya.

Maghanga (2019) focused on the effect of the project risk management practices on the performance of cement-manufacturing firms' projects in Nairobi County, Kenya. Purposive sampling was adopted in this study. There is evidence of project performance being influenced by project risk management practices; project risk avoidance, project risk retention, project risk transfer and project risk control. In addition, the relationship among the variables (independent and dependent) is significant. The study focused on cement-manufacturing firms' projects.

Monitoring Practice and Project Implementation

Phiri (2017) assessed the monitoring and evaluation influence on projects in AVU performance in Nairobi, Kenya. Two AVU projects successful implementation, MNP, and the VUCCnet mixed research design were used to analyze ex- post facto and survey to determine a possible relationship. Quantitative and qualitative methods analyzed such findings. The link between M&E and project success in both projects was positive by Spearman. The study was done in a university, whereas the current research was done in Kiambu and Nairobi city counties. The present study also sought to establish the influence of M&E on land restoration and socioeconomic development in Migori County, Kenya.

Callistus (2019) conducted a study to analyze characteristics of effective project monitoring & evaluation and the influence on delivery of projects and concluded that monitoring projects leads to increased performance, increased satisfaction and increased value for the investments made in the project. He noted that the top outcome features for project monitoring was value for the monetary investment made in the project and the alignment of project deliverables to the objectives and business strategy. According to research carried out by Ika (2019) monitoring is considered a critical success factor for any project and he identified that monitoring was one of the most significant indicator of success in projects when measured against project coordination, project environment, training and project design.

Waithera and Wanyoike (2017) examined the influence of Monitoring and Evaluation on performance of Youth Funded Agribusiness Projects in Bahati Sub-County, Nakuru County, Kenya. Findings showed that the project management and assessment performance of youth funded agro-business projects only had statistically significant effects on staff training. The study focused on Youth Funded Agribusiness Projects.

Ngatia (2016) examined institutional participatory monitoring and evaluation systems determinants on community-based development projects implementation in Kibera Slum, Kenya. The study found that factors affecting the efficiency of government monitoring and evaluation programs in Kenya have much vulnerability, seriously affecting the program's effectiveness if they are not addressed. The study looked into 25 institutional determinants and focused on the

implementation aspect.

Ochenge (2018) established the effect of Project Management Practiceson the performance of road infrastructure projects constructed by local firms in the Lake Basin Region. Results show that the tracking and assessment of projects have an important impact on road infrastructure efficiency projects. The study was based in the Lake Basin Region and used both research designs that are descriptive and explanatory.

Wambua (2019) investigated the effect of M&E practices on county-funded education project performance. A descriptive survey was the research design utilized in Makueni County. Results show that in all sub-counties projects' M&E teams underwent training in M&E, baseline surveys participation in the form of public involvement, and were party to the plans developed for Monitoring and evaluation by the county M&E unit.

RESEARCH METHODOLOGY

This study adopted a descriptive research design. In this study, due to the small size of the study population, the census sampling approach was used. This research will use a questionnaire to collect primary data. The study collected quantitative data from closed- ended questions. The analysis involved both the descriptive and inferential statistics using the Statistical Package for Social Sciences (SPSS) version 24. The collected data was further analyzed using multi linear regression to determine the relationship between the dependent and independent variables.

DATA ANALYSIS AND FINDINGS

Out of 258 questionnaires which were distributed, 249 were duly filled and returned. The drop-off and pick-up-later method yielded the high response rate of 96.5%. According to Babbie (2017), a response rate of 75 per cent is adequate for analysis as well as making conclusions and inferences about a population. In addition, Kumar (2019) indicates that a response rate of 60% and above is acceptable for analysis. Further, Egbert (2015) indicates that a response rate of 50% should be considered average, 60% to 70% considered adequate while a response rate of above 70% should be regarded as excellent. This implies that the response rate of 96.5% was adequate for analysis, drawing conclusions and reporting.

Descriptive statistics

Implementation of Government Funded Projects in Tertiary Institutions

The respondents were requested to indicate their level of agreement on various statements relating to implementation of government funded projects in tertiary institutions in Nairobi city county, Kenya. A 5 point Likert scale was used where 1 symbolized strongly disagree, 2 symbolized disagree, 3 symbolized neutral, 4 symbolized agree and 5 symbolized strongly agree. The results were as presented in Table 1.

From the results, the respondents agreed that government-funded projects in their institution are consistently executed within the specified timelines outlined in the project plan. This is supported by a mean of 3.968 (std. dv = 0.905). In addition, as shown by a mean of 3.859 (std. dv = 0.885), the respondents agreed that collaborative efforts among different departments and units ensure the seamless implementation of government-funded projects. Further, the respondents agreed that the project team demonstrates adaptability to changes in project scope or requirements during the implementation phase. This is shown by a mean of 3.800 (std. dv = 0.605).

As shown by a mean of 3.785 (std. dv = 0.981), the respondents agreed that transparent financial management practices are consistently employed in the execution of government-funded projects. In addition, the respondents agreed that regular reporting mechanisms are in place to communicate

project progress to relevant stakeholders. This is shown by a mean of 3.777 (std. dv = 0.878). The respondents also agreed that they are satisfied with the effectiveness of project implementation in their organization. This is shown by a mean of 3.678 (std. dv = 0.897).

Table 1: Implementation of Government Funded Projects

	Mean	Std. Deviation
Government-funded projects in our institution are consistently executed within the specified timelines outlined in the project plan.	3.968	0.905
Collaborative efforts among different departments and units ensure the seamless implementation of government-funded projects.	3.859	0.885
The project team demonstrates adaptability to changes in project scope or requirements during the implementation phase.	3.800	0.605
Transparent financial management practices are consistently employed in the execution of government-funded projects.	3.785	0.981
Regular reporting mechanisms are in place to communicate project progress to relevant stakeholders.	3.777	0.878
Am satisfied with the effectiveness of project implementation in our organization	3.678	0.897
Aggregate	**3.798**	**0.821**

Risk Management and Project Implementation

The second specific objective of the study was to assess the effect of risk management on implementation of government funded projects in tertiary institutions in Nairobi city county, Kenya. The respondents were requested to indicate their level of agreement on various statements relating to risk management and implementation of government funded projects in tertiary institutions in Nairobi city county, Kenya. A 5 point Likert scale was used where 1 symbolized strongly disagree, 2 symbolized disagree, 3 symbolized neutral, 4 symbolized agree and 5 symbolized strongly agree. The results were as presented in Table 2.

From the results, the respondents agreed that the institution has a formalized process for identifying potential risks associated with government-funded projects. This is supported by a mean of 3.943 (std. dv = 0.986). In addition, as shown by a mean of 3.926 (std. dv = 0.840), the respondents agreed that risk assessments are conducted regularly to anticipate challenges that may impact the successful implementation of government-funded initiatives. Further, the respondents agreed that there is a designated team responsible for overseeing risk management strategies for government-funded projects. This is shown by a mean of 3.846 (std. dv = 0.879). The respondents also agreed that the institution has established protocols for categorizing and prioritizing risks based on their potential impact on project objectives. This is shown by a mean of 3.831 (std. dv = 0.904).

As shown by a mean of 3.816 (std. dv = 0.789), the respondents agreed that adequate financial provisions are made in the budget to address unforeseen risks and challenges during project implementation. Further, the respondents agreed that the institution actively engages stakeholders in risk identification and mitigation strategies for government-funded projects. This is shown by a mean of 3.796 (std. dv = 0.937). The respondents also agreed that lessons learned from past projects are utilized to inform risk management practices in current and future government-funded initiatives. This is shown by a mean of 3.689 (std. dv = 0.876).

Table 2: Risk Management and Project Implementation

	Mean	Std. Deviation
The institution has a formalized process for identifying potential risks associated with government-funded projects.	3.943	0.986
Risk assessments are conducted regularly to anticipate challenges that may impact the successful implementation of government-funded initiatives.	3.926	0.840
There is a designated team responsible for overseeing risk management strategies for government-funded projects.	3.846	0.879
The institution has established protocols for categorizing and prioritizing risks based on their potential impact on project objectives.	3.831	0.904
Adequate financial provisions are made in the budget to address unforeseen risks and challenges during project implementation.	3.816	0.789
The institution actively engages stakeholders in risk identification and mitigation strategies for government-funded projects.	3.796	0.937
Lessons learned from past projects are utilized to inform risk management practices in current and future government-funded initiatives.	3.689	0.876
Aggregate	**3.788**	**0.897**

Monitoring Practice and Project Implementation

The second specific objective of the study was to examine the effect of monitoring practice on implementation of government funded projects in tertiary institutions in Nairobi city county, Kenya. The respondents were requested to indicate their level of agreement on various statements relating to monitoring practice and implementation of government funded projects in tertiary institutions in Nairobi city county, Kenya. A 5 point Likert scale was used where 1 symbolized strongly disagree, 2 symbolized disagree, 3 symbolized neutral, 4 symbolized agree and 5 symbolized strongly agree. The results were as presented in Table 3.

From the results, the respondents agreed that the institution has established a systematic process for monitoring the progress of government-funded projects. This is supported by a mean of 3.891 (std. dv = 0.865). In addition, as shown by a mean of 3.818 (std. dv = 0.945), the respondents agreed that monitoring activities include regular assessments of key performance indicators (KPIs) outlined in the project plan. Further, the respondents agreed that there is a designated team responsible for overseeing the monitoring and evaluation (M&E) activities of government-funded projects. This is shown by a mean of 3.808 (std. dv = 0.611). The respondents also agreed that the institution utilizes appropriate monitoring tools and technologies to track project milestones and objectives. This is shown by a mean of 3.721 (std. dv = 0.908).

As shown by a mean of 3.661 (std. dv = 0.776), the respondents agreed that stakeholders, including faculty, students, and administrative staff, actively participate in the monitoring process of government-funded projects. From the results, the respondents agreed that lessons learned from monitoring activities are actively documented and shared to inform ongoing project implementation. This is supported by a mean of 3.654 (std. dv = 0.967). In addition, as shown by a mean of 3.621 (std. dv = 0.786), the respondents agreed that the institution has established protocols for conducting mid-term reviews to assess project progress and address any emerging challenges.

Table 3: Monitoring Practice and Project Implementation

	Mean	Std. Deviation
The institution has established a systematic process for monitoring the progress of government-funded projects.	3.891	0.865
Monitoring activities include regular assessments of key performance indicators (KPIs) outlined in the project plan.	3.818	0.945
There is a designated team responsible for overseeing the monitoring and evaluation (M&E) activities of government-funded projects.	3.808	0.611
The institution utilizes appropriate monitoring tools and technologies to track project milestones and objectives.	3.721	0.908
Stakeholders, including faculty, students, and administrative staff, actively participate in the monitoring process of government-funded projects.	3.661	0.776
Lessons learned from monitoring activities are actively documented and shared to inform ongoing project implementation.	3.654	0.967
The institution has established protocols for conducting mid-term reviews to assess project progress and address any emerging challenges.	3.621	0.786
Aggregate	**3.765**	**0.758**

Correlation Analysis

Table 4: Correlation Coefficients

		Project Implementation	Risk Management	Monitoring Practice
Project Implementation	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	249		
Risk Management	Pearson Correlation	.826**	1	
	Sig. (2-tailed)	.002		
	N	249	249	
Monitoring Practice	Pearson Correlation	.871**	.278	1
	Sig. (2-tailed)	.000	.076	
	N	249	249	249

The results revealed that there is a very strong relationship between risk management and implementation of government funded projects in tertiary institutions in Nairobi city county, Kenya (r = 0.826, p value =0.002). The relationship was significant since the p value 0.002 was less than 0.05 (significant level). The findings are in line with the findings of Aduma and Kimutai (2018) that there is a very strong relationship between risk management and project implementation.

The results also revealed that there was a very strong relationship between monitoring practice and implementation of government funded projects in tertiary institutions in Nairobi city county, Kenya (r = 0.871, p value =0.000). The relationship was significant since the p value 0.000 was less than 0.05 (significant level). The findings are in line with the results of Callistus (2019) who revealed that there is a very strong relationship between monitoring practice and project implementation.

Regression Analysis

Table 5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.931	.857	.858	.10428

a. Predictors: (Constant), risk management and monitoring practice

The model summary was used to explain the variation in the dependent variable that could be explained by the independent variables. The r-squared for the relationship between the independent variables and the dependent variable was 0.857. This implied that 85.7% of the variation in the dependent variable (implementation of government funded projects in tertiary institutions in Nairobi city county, Kenya) could be explained by independent variables (risk management and monitoring practice).

Table 6: Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	141.081	4	35.270	1187.54	.000[b]
	Residual	7.254	244	.0297		
	Total	148.335	248			

a. Dependent Variable: Project implementation

b. Predictors: (Constant), risk management and monitoring practice

The ANOVA was used to determine whether the model was a good fit for the data. F calculated was 1187.54 while the F critical was 2.409. The p value was 0.000. Since the F-calculated was greater than the F-critical and the p value 0.000 was less than 0.05, the model was considered as a good fit for the data. Therefore, the model can be used to predict the influence of risk management and monitoring practice on implementation of government funded projects in tertiary institutions in Nairobi city county, Kenya.

Table 7: Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.239	0.061		3.918	0.000
	Risk Management	0.357	0.098	0.356	3.643	0.002
	Monitoring Practice	0.375	0.099	0.376	3.788	0.001

a Dependent Variable: Project Implementation

The regression model was as follows:

$Y = 0.239 + 0.357X_1 + 0.375X_2 + \varepsilon$

The results revealed that risk management has significant effect on implementation of government funded projects in tertiary institutions in Nairobi city county, Kenya, $\beta 1=0.357$, p value= 0.002). The relationship was considered significant since the p value 0.002 was less than the significant level of 0.05. The findings are in line with the findings of Aduma and Kimutai (2018) that there is a very strong relationship between risk management and project implementation.

In addition, the results revealed that monitoring practice has significant effect on the implementation of government funded projects in tertiary institutions in Nairobi city county,

Kenya, β1=0.375, p value= 0.001). The relationship was considered significant since the p value 0.001 was less than the significant level of 0.05. The findings are in line with the results of Callistus (2019) who revealed that there is a very strong relationship between monitoring practice and project implementation

Conclusions

Further, the study concludes that risk management has a significant effect on implementation of government funded projects in tertiary institutions in Nairobi city county, Kenya. The study findings revealed that risk Assessment, risk control and risk mitigation influence implementation of government funded projects in tertiary institutions in Nairobi city county, Kenya.

The study also concludes that monitoring practice has a significant effect on implementation of government funded projects in tertiary institutions in Nairobi city county, Kenya. The study findings revealed that monitoring personnel, monitoring frequency and reporting influence implementation of government funded projects in tertiary institutions in Nairobi city county, Kenya.

Recommendations

Further, in addressing risk management, proactive identification of potential risks, scenario planning, and regular assessments are recommended. It is imperative to integrate risk considerations into decision-making processes and collaborate with external experts to provide diverse perspectives. These measures collectively contribute to a more resilient project framework, allowing for the anticipation and mitigation of challenges that may arise during implementation

Effective monitoring practices involve the establishment of clear key performance indicators, the utilization of technology for real-time tracking, and regular reporting mechanisms to communicate progress and challenges. Feedback loops, both from stakeholders and project teams, play a crucial role in driving continuous improvement. Additionally, the capacity building of monitoring teams and the incorporation of stakeholder feedback into monitoring processes ensure a holistic and dynamic approach to overseeing project implementation

Suggestions for Further Studies

This study focused on the effect of project management approaches on implementation of government funded projects in tertiary institutions in Nairobi city county, Kenya, hence the study findings cannot generalized to implementation of private projects in Kenya. The study therefore suggests further studies on the effect of project management approaches on implementation private projects in Kenya

Further, the study found that the independent variables (risk management and monitoring practice) could only explain 85.7% of implementation of government funded projects in tertiary institutions in Nairobi city county, Kenya. This study therefore suggests further research on other factors affecting implementation of government funded projects in tertiary institutions in Nairobi city county, Kenya.

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