



MONITORING AND EVALUATION CAPACITY BUILDING PRACTICES AND IMPLEMENTATION OF CASH TRANSFER PROGRAMMES IN NAIROBI CITY COUNTY, KENYA

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ABSTRACT

Cash transfer programs play a crucial role in addressing poverty, reducing inequalities, and promoting social welfare in Kenya. However, cash transfer programs in Nairobi City County, Kenya, face several challenges that hinder their effectiveness and impact on vulnerable populations. The general objective of this study is to assess the influence of M&E capacity building practices on implementation of cash transfer programmes in Nairobi City County, Kenya. Specifically, the study sought to assess the influence of M&E coaching on implementation of cash transfer programmes in Nairobi City County, Kenya and to examine the influence of M&E workshops and seminars on implementation of cash transfer programmes in Nairobi City County, Kenya. This study was guided by Social Exchange Theory and Resource-Based View (RBV). This study used descriptive research design which involved gathering of data that describes events then organizing, tabulating depicting and describing the data. This study targeted cash transfer programmes in Nairobi County. This study targeted employees tasked with the implementation and oversight of the cash transfer programmes. The total target population was therefore 265 employees tasked with the implementation and oversight of cash transfer programmes in Nairobi County. The study used Yamane (1967) formula to calculate the sample of 160. The study used stratified random sampling technique in choosing the sample size targeted respondents. This research used a questionnaire to collect primary data. Pilot study was administered in order to test for validity, reliability and practicability of the research instruments. This study collected quantitative data. Quantitative data was coded then analyzed using Statistical Package for Social Sciences (SPSS) computer software version 22. Descriptive statistics was used to analyze the data in frequency distributions and percentages which were presented in tables and figures. Inferential statistics comprised of regression and correlation analysis. The study concludes that M&E coaching has a positive and significant influence on implementation of cash transfer programmes in Nairobi City County, Kenya. The study concludes that M&E workshops and seminars have a positive and significant influence on implementation of cash transfer programmes in Nairobi City County, Kenya. Based on the findings, the study recommends that the management of cash transfer programmes in Kenya should establish a robust M&E mentoring system that provides ongoing support to program staff. By pairing experienced M&E professionals with local field staff, mentoring can help build capacity, reinforce best practices, and address challenges in real-time.

Key Words: M&E Capacity Building Practices, Cash Transfer Programmes, M&E Coaching, M&E Workshops and Seminars

Background of the Study

Governments around the world have implemented various measures to alleviate poverty through targeted interventions (Mohammed & Kulmie, 2023). Social protection programs, such as conditional cash transfers (CCTs) and unemployment benefits, aim to provide financial support to low-income individuals and families, ensuring they can meet basic needs (Masawe & Isanzu, 2020). Programs like Brazil's Bolsa Família and Mexico's Prospera have been successful in reducing poverty and improving education and health outcomes. In addition, governments often focus on increasing access to education, healthcare, and affordable housing, as well as implementing job creation strategies to foster sustainable economic growth (Sallam & ALSohybe, 2023). The Government of Kenya (GoK) has made strides in its fight against poverty using a number of tools to achieve this. One of the tools employed by the Government is the noncontributory Cash Transfer Programmes to augment incomes of the most poor and vulnerable households within the territory of Kenya (KNBS, 2023)

Cash transfer programs are social assistance initiatives where governments or organizations provide direct financial support to individuals or households, usually to help alleviate poverty or address specific needs (Mohammed and Kulmie (2023). These transfers can be conditional, requiring recipients to meet certain criteria such as enrolling children in school or attending health check-ups, or unconditional, given without any specific requirements. The goal of cash transfer programs is to improve the economic well-being of vulnerable populations, support household income, and reduce inequalities (Projahnmo, Heblinski & Jahid, 2022). Cash transfer programs play a crucial role in reducing poverty and promoting social welfare. These programs provide direct financial assistance to individuals or households, aiming to meet immediate needs and improve economic security (Sallam & ALSohybe, 2023). By offering a steady stream of income, they help recipients manage basic living expenses such as food, housing, and healthcare. For vulnerable groups, like children, the elderly, and those with disabilities, cash transfers can act as a lifeline, mitigating the negative impacts of economic shocks, unemployment, or inflation (Lubna, Jam & Naeem, 2023).

Cash transfer programs have broader social benefits. Conditional cash transfers, in particular, encourage recipients to invest in education, healthcare, and other long-term human development goals (Al-sukkar & Al-Adailah, 2023). For instance, families may be incentivized to ensure their children attend school regularly or participate in routine health check-ups, which can have lasting positive effects on the overall well-being of communities. These programs also promote gender equality by giving women, who often control household finances, the means to make decisions that benefit their families (Warsame & Thoronjo, 2024). Moreover, cash transfer programs can stimulate local economies. When recipients spend the financial aid on goods and services, it increases demand in local markets, which can help small businesses thrive. This economic boost can have a multiplier effect, driving growth in the informal economy and creating a more resilient community (Masawe & Isanzu, 2020).

Monitoring and evaluation (M&E) capacity building refers to the process of enhancing the skills, knowledge, systems, and resources necessary to effectively design, implement, and manage M&E activities within an organization or project (Magdi, 2020). This practice involves training staff, developing M&E frameworks, and fostering a culture of learning and accountability. It includes equipping individuals and teams with the technical expertise required to collect, analyze, and use data to assess the performance and impact of programs or initiatives (Nzayisenga, Wafula & Kirabo, 2022). M&E coaching typically involves one-on-one sessions focused on achieving specific M&E goals or overcoming immediate challenges, with a coach providing direct feedback and encouragement (Kahuthia & Ochieng, 2020). Workshops and seminars, typically shorter and more focused, are interactive events where participants can discuss case studies, share experiences, and learn from experts in the field. These settings encourage collaboration and knowledge exchange, offering valuable opportunities for networking and professional development (Mohamed, 2024). This study

sought to assess the influence of M&E capacity building practices on implementation of cash transfer programmes in Nairobi City County, Kenya.

Statement of the Problem

Cash transfer programs play a crucial role in addressing poverty, reducing inequalities, and promoting social welfare in Kenya. These programs are designed to provide direct financial assistance to vulnerable populations, such as the elderly, persons with disabilities, orphans, and other marginalized groups (Githaiga & Mutundu, 2022). Cash transfer programs in Nairobi City County, Kenya, face several challenges that hinder their effectiveness and impact on vulnerable populations. A significant challenge faced by cash transfer programmes in Nairobi City County is the high number of beneficiaries and the complexities in selecting and reaching them effectively (Njiru and Thoronjo, 2024). Nairobi, with its urban poor population, has a rapidly growing demand for social protection services. As of the 2022 Kenya Population and Housing Census, Nairobi had an estimated population of 4.4 million people, with 48.6% living in informal settlements (Machuka & Atambo, 2023). According to data from the Kenya National Bureau of Statistics (KNBS), about 25% of Nairobi's population lives in poverty, which translates to approximately 1.1 million individuals potentially eligible for cash transfer programmes. However, cash transfer schemes struggle with both over-representation and under-representation of vulnerable groups (Githaiga & Mutundu, 2022). For instance, during the implementation of the Urban Food Security and Nutrition Project in Nairobi, over 60% of eligible households were excluded due to difficulties in beneficiary identification and targeting. This inefficiency in targeting leads to challenges in ensuring that the right people receive assistance, undermining the impact of these programmes (Kahuthia & Ochieng, 2020).

The total national allocation for cash transfers in Kenya under the Social Protection Program was KSh 33.8 billion for the 2021/2022 fiscal year, but the proportion allocated to Nairobi was significantly lower, at approximately KSh 1.5 billion (Njiru and Thoronjo, 2024). This allocation is far below the amount required to cover the increasing number of eligible individuals. The Economic Survey 2021 reported that social protection expenditure accounted for only 0.6% of the national GDP, which is low compared to other countries in Sub-Saharan Africa (Machuka & Atambo, 2023). Furthermore, the financial strain from the COVID-19 pandemic further worsened the budget gap, as the government allocated an additional KSh 10 billion for emergency cash transfers, but only a fraction of that amount was disbursed. As a result, many beneficiaries experience delays in receiving payments or receive amounts that are insufficient to meet their basic needs (Githaiga & Mutundu, 2022).

According to the 2020 National Council for Population and Development (NCPD) report, 44% of beneficiaries in Nairobi felt that the cash transfer programme did not meet their needs due to a lack of training on financial management (Njiru and Thoronjo, 2024). This report also highlighted that only 30% of beneficiaries used the funds for income-generating activities, while the rest used the transfers for daily consumption, which limits long-term poverty reduction. In addition, the government's own monitoring data, as reported by the Ministry of Labour and Social Protection, reveals that only 55% of cash transfers were disbursed on time in 2020 (Machuka & Atambo, 2023). Delays in disbursements further affect the programmes' ability to meet their objectives of poverty alleviation and empowerment. In a survey conducted by the World Bank, 61% of respondents indicated that cash transfers had a limited effect on improving household livelihoods due to these administrative and operational inefficiencies (Githaiga & Mutundu, 2022).

Various studies have been conducted in different parts of the world on M&E capacity building practices on implementation of cash transfer programmes. For instance, Mohamed (2024) assessed on the influence of monitoring and evaluation capacity building practices on performance of non-government organizations funded projects. Njiru and Thoronjo (2024) examined on an analysis of monitoring and evaluation capacity building practices on

performance of non-governmental organizations' project and Machuka and Atambo (2023) investigated on the effect of monitoring and evaluation capacity building practices on organizational performance. However, none of these studies focused on M&E coaching and M&E workshops and seminars on implementation of cash transfer programmes in Nairobi City County, Kenya. To fill the highlighted gaps, the current sought to assess the influence of M&E capacity building practices (M&E coaching and M&E workshops and seminars) on implementation of cash transfer programmes in Nairobi City County, Kenya.

General Objective

The general objective of this study was to assess the influence of M&E capacity building practices on implementation of cash transfer programmes in Nairobi City County, Kenya

Specific Objectives

- i. To assess the influence of M&E coaching on implementation of cash transfer programmes in Nairobi City County, Kenya
- ii. To examine the influence of M&E workshops and seminars on implementation of cash transfer programmes in Nairobi City County, Kenya

LITERATURE REVIEW

Theoretical Framework

Social Exchange Theory

Social Exchange Theory, developed by George Homans (1958), is a social psychological and sociological concept that explains human interactions and relationships as the result of an exchange process where individuals seek to maximize benefits and minimize costs (Cioffi & Cerbo, 2022). It is based on the premise that people evaluate relationships in terms of the rewards they receive (such as social approval, love, or material gain) compared to the costs incurred (such as time, effort, or emotional strain). According to the theory, individuals are motivated by self-interest, and they weigh the potential outcomes of interactions to determine whether they are worth pursuing (Manzi *et al*, 2020). Relationships are seen as a form of social transaction, where individuals engage in behaviors that are rewarding and avoid those that are costly. Social Exchange Theory also highlights the idea of reciprocity, where people expect mutual benefit in interactions and are likely to maintain relationships that are perceived as equitable and beneficial (Oluoch *et al*, 2021).

A key aspect of Social Exchange Theory is the concept of reciprocity. In social interactions, people tend to expect a fair return for the resources (time, effort, etc.) they invest in a relationship (Bwengi, 2020). If one person gives something, they typically expect to receive something of equal value in return, which helps to maintain balance and fairness in relationships. Reciprocity is considered an essential foundation for trust and stability in social interactions, as it encourages individuals to continue engaging with one another, knowing that the exchange will be mutually beneficial over time (Hanafi *et al*, 2021). However, if one party feels that they are consistently giving more than they are receiving, the relationship may experience tension, dissatisfaction, or even termination. Another important element of Social Exchange Theory is the idea of comparison levels. Individuals develop expectations of what constitutes a fair or satisfactory exchange based on past experiences and social norms. This creates a standard or reference point against which they evaluate new relationships or interactions (Cioffi & Cerbo, 2022). For example, someone who has experienced supportive and rewarding friendships will have higher expectations for future relationships. If a new relationship does not meet these expectations, it may lead to dissatisfaction or a decision to exit the relationship. Additionally, the theory suggests that people may compare their relationships to alternative options, weighing whether staying in the current relationship offers better rewards

than possible alternatives (this is known as the comparison level for alternatives) (Manzi *et al*, 2020).

Social Exchange Theory also emphasizes the role of power and dependency in relationships. Power dynamics are often shaped by the distribution of resources, where individuals who can offer more valuable resources (such as financial support, emotional stability, or expertise) tend to have more influence in the relationship. Dependency occurs when one person relies heavily on the other for rewards, which may create an imbalance in the relationship (Oluoch *et al*, 2021). For instance, if one partner is financially dependent on the other, this could lead to unequal power dynamics that affect decision-making and overall satisfaction. Social Exchange Theory thus provides a framework for understanding not only how relationships are formed and maintained but also how they can evolve over time based on shifting expectations, rewards, and the balance of power between individuals (Bwengi, 2020). Social Exchange Theory is based on several key assumptions. One fundamental assumption is that individuals are rational actors who make decisions based on a cost-benefit analysis, seeking to maximize rewards and minimize costs in their relationships and social interactions. This assumption implies that people are self-interested and motivated by personal gain, whether that is material or emotional. Another assumption is that relationships are transactional in nature, where both parties involved expect to gain something from the interaction (Hanafi *et al*, 2021). Despite its strengths, Social Exchange Theory has faced several critiques. One major criticism is that it overly emphasizes rational decision-making, ignoring the role of emotions, unconscious influences, and irrational behavior in human interactions. Critics argue that not all human behavior can be reduced to a simple cost-benefit calculation, as relationships often involve deep emotional connections and altruistic actions that don't fit neatly into a transactional framework (Cioffi & Cerbo, 2022). The theory was used to assess the influence of M&E coaching and implementation on implementation of cash transfer programmes in Nairobi City County, Kenya.

Resource-Based View (RBV)

The Resource-Based View (RBV), developed by Birger Wernerfelt (1959), is a strategic management theory that suggests a firm's competitive advantage and performance are largely driven by its unique resources and capabilities (Lubna, Jam & Naeem, 2021). According to RBV, resources can be tangible (such as physical assets, financial capital, or technology) or intangible (such as brand reputation, intellectual property, or organizational culture). For a resource to provide a sustainable competitive advantage, it must be valuable, rare, inimitable, and non-substitutable—often referred to as the VRIN framework (Murorunkwere & Munene, 2022). The theory emphasizes that firms should leverage their internal resources effectively, rather than solely focusing on external market conditions, to achieve long-term success and differentiation in the marketplace. This perspective underscores the importance of resource management, strategic capabilities, and internal strengths in driving business success. One of the foundational principles of RBV is the VRIN framework, which stands for Valuable, Rare, Inimitable, and Non-substitutable resources (Chege & Bowa, 2020). A resource must be valuable in that it allows the firm to exploit opportunities or neutralize threats in the market. It must be rare, meaning it is not widely available to competitors, giving the firm a unique edge. Furthermore, the resource must be inimitable, meaning it is difficult or impossible for competitors to copy or replicate, either because of its complexity, historical conditions, or the unique way it is integrated into the organization. Finally, the resource must be non-substitutable, meaning there are no equivalent alternatives that could serve the same function or provide the same benefit (Nalianya & Luketero, 2021).

RBV also emphasizes the role of capabilities in a firm's strategic positioning. While resources are the assets a firm possesses, capabilities refer to the firm's ability to deploy and leverage those resources effectively to create value. Capabilities are developed over time and through experience, and they are often complex combinations of resources that are difficult for competitors to replicate (Yusuf, Otonde & Achayo, 2021). For instance, a company's ability to

innovate or its reputation for customer service can be seen as capabilities that enhance the firm's ability to use its resources in ways that competitors cannot easily imitate. Thus, capabilities often become a source of sustained competitive advantage because they are developed over time and cannot be easily copied by competitors. RBV encourages firms to focus on their internal strengths rather than solely on external market factors, such as competition or market demand (Lubna, Jam & Naeem, 2021). The theory advocates for firms to identify and exploit their unique resources, whether that's proprietary technology, skilled employees, or a strong organizational culture, to achieve differentiation and long-term success. This inward-focused approach challenges the traditional emphasis on market positioning and external factors, arguing that the true source of competitive advantage lies in how well a firm can leverage and protect its valuable, rare, inimitable, and non-substitutable resources. The theory also underscores the importance of aligning a firm's strategy with its core competencies, helping organizations build and sustain an advantageous position in the market (Murorunkwere & Munene, 2022).

The Resource-Based View (RBV) is based on several key assumptions. First, it assumes that a firm's internal resources and capabilities are the primary sources of competitive advantage, rather than external factors like market conditions or competitive dynamics (Chege & Bowa, 2020). It also assumes that resources are heterogeneously distributed across firms, meaning that not all companies have access to the same set of resources, and some resources are more valuable than others. Another key assumption is that resources can be accumulated, developed, and protected over time, and that the firm has the ability to control and effectively utilize these resources. One of the main criticisms is that the theory can be too inward-looking, focusing heavily on internal resources at the expense of external factors like market conditions, customer preferences, and competitive behavior. Critics argue that RBV does not fully account for the dynamic and rapidly changing nature of industries, where even the most unique resources can lose their value or become obsolete due to shifts in technology, regulation, or consumer trends (Nalinya & Luketero, 2021). The theory was used to examine the influence of M&E workshops and seminars on implementation of cash transfer programmes in Nairobi City County, Kenya.

Conceptual Framework

A conceptual model is used to demonstrate the relationships of the variables in order to reinforce the research study. Thus, the primary goal of a conceptual model is to classify and explain the closely related concepts in study, demonstrating the relationship between them (Lubna, Jam & Naeem, 2021). The researcher may use a conceptual framework to describe the underlying research subject, show the scope of the investigation, categorize variables based on their relationships, and identify shortcomings in current literature.

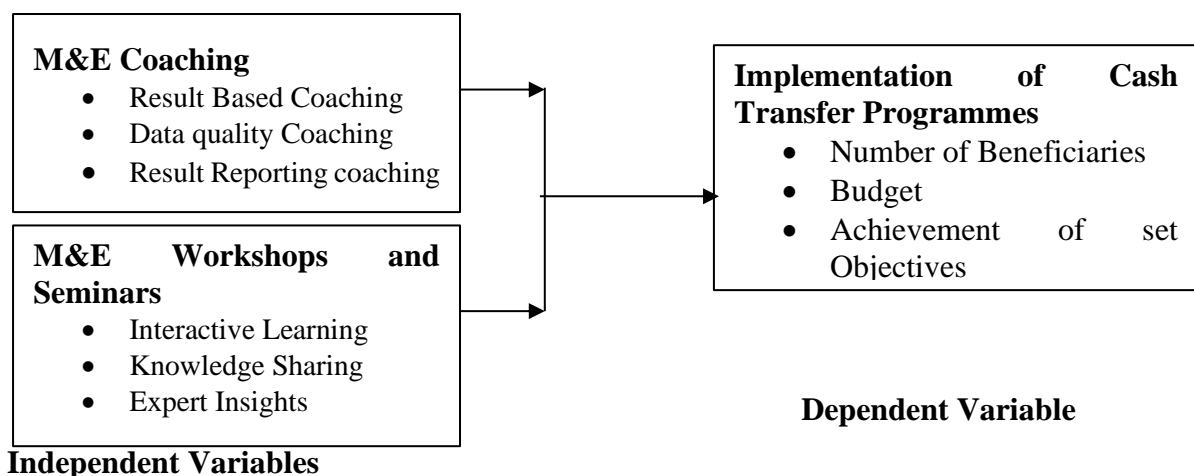


Figure 2.1: Conceptual Framework

M&E Coaching

M&E (Monitoring and Evaluation) coaching is a personalized, goal-oriented process where an experienced M&E coach works closely with individuals or teams to enhance their M&E skills and practices (Cioffi & Cerbo, 2022). Unlike mentoring, which often focuses on broader guidance and advice, coaching is more structured and performance-driven, with the coach helping the coachee set specific goals, identify challenges, and develop actionable strategies to improve their M&E work. The coaching process includes regular sessions, feedback, and support to strengthen the coachee's capacity in areas such as data collection, analysis, reporting, and using M&E results to inform decision-making. The primary aim of M&E coaching is to build the coachee's confidence and competency in effectively implementing M&E systems, ultimately leading to better program outcomes and impact (Manzi *et al*, 2020).

Result-Based Coaching focuses on helping individuals or teams set clear, measurable goals and develop strategies to achieve specific outcomes. In this type of coaching, the emphasis is placed on achieving tangible results, rather than just focusing on activities or processes (Oluoch *et al*, 2021). Coaches work closely with clients to identify key performance indicators (KPIs), track progress, and ensure that actions are aligned with the desired results. This coaching style often involves regular reviews, adjustments to strategies, and a strong focus on accountability. The goal of result-based coaching is to drive meaningful improvements and ensure that the individual or team stays on track to achieve their defined objectives, ultimately leading to greater success in achieving organizational or personal targets (Bwengi, 2020).

Data Quality Coaching is a specialized form of coaching that focuses on improving the accuracy, consistency, and reliability of data within an organization. Coaches working in this area help individuals or teams understand the importance of high-quality data, as well as the best practices for data collection, management, and analysis (Hanafi *et al*, 2021). This coaching may involve training on proper data entry, identifying and correcting errors, establishing standards for data consistency, and using tools for data validation. The aim is to enhance the capability of staff to ensure that data is of the highest quality, which is crucial for making informed decisions and improving overall program performance. Data quality coaching also helps organizations build a culture where data integrity is a priority, leading to better decision-making and more effective operations (Cioffi & Cerbo, 2022).

Result Reporting Coaching focuses on helping individuals or teams develop the skills to effectively communicate results and outcomes in a clear, concise, and meaningful way. This type of coaching typically involves teaching best practices for reporting on program or project performance, including how to present data, insights, and achievements in formats that are easily understandable to stakeholders (Manzi *et al*, 2020). Coaches guide clients on structuring reports, highlighting key results, using appropriate visualizations, and tailoring messages to different audiences. Result reporting coaching ensures that individuals not only collect and analyze data but also present it in ways that effectively demonstrate impact, support decision-making, and facilitate accountability. The ultimate goal is to improve the clarity, relevance, and usefulness of reports, helping organizations communicate their successes and challenges more effectively (Oluoch *et al*, 2021).

M&E Workshops and Seminars

M&E (Monitoring and Evaluation) workshops and seminars are structured, interactive learning events designed to provide participants with practical knowledge and skills related to monitoring and evaluating projects or programs. Workshops typically focus on hands-on activities, where participants actively engage in exercises, discussions, and case studies to better understand M&E concepts, tools, and methodologies (Lubna, Jam & Naeem, 2021). Seminars, on the other hand, are usually more formal, featuring expert presentations, lectures, and discussions on the latest trends, best practices, and challenges in the M&E field. Both types of events aim to enhance participants' understanding of M&E principles, help them learn new

techniques, and provide networking opportunities for professionals in the field, contributing to improved program design and evaluation practices (Murorunkwere & Munene, 2022).

Interactive Learning refers to a teaching method that actively engages learners in the learning process, encouraging participation, collaboration, and hands-on experiences (Chege & Bowa, 2020). Unlike traditional passive learning methods where learners simply receive information, interactive learning involves activities such as discussions, simulations, case studies, problem-solving tasks, and group exercises. This approach fosters a deeper understanding of the material by encouraging learners to apply knowledge in real-world contexts, ask questions, and engage with others. It is particularly effective in building critical thinking, communication, and teamwork skills, as it creates an environment where learners can interact with both content and peers, making the learning experience more dynamic and memorable (Nalianya & Luketero, 2021).

Knowledge Sharing is the process through which individuals or groups exchange information, expertise, or insights with one another. This can occur in formal settings, such as workshops or meetings, or informally through casual conversations or collaborative platforms (Yusuf, Otonde & Achayo, 2021). Knowledge sharing is vital for fostering a culture of continuous learning and improvement within organizations, as it helps to prevent knowledge silos and encourages the dissemination of valuable information. By sharing best practices, lessons learned, and innovative solutions, individuals and teams can enhance their collective capabilities, improve decision-making, and solve problems more effectively. It also empowers employees to learn from one another, leading to personal and professional growth and strengthening organizational knowledge (Lubna, Jam & Naeem, 2021).

Expert Insights refers to the valuable, specialized knowledge or advice provided by individuals who have deep expertise or extensive experience in a particular field or subject matter. These insights are often shared through workshops, webinars, articles, interviews, or consultation sessions, where experts offer their perspectives on trends, challenges, and best practices (Murorunkwere & Munene, 2022). Expert insights are highly beneficial for organizations and individuals looking to stay up-to-date with industry developments or seeking guidance on complex issues. By leveraging the expertise of specialists, individuals can gain a deeper understanding of their field, make informed decisions, and implement effective strategies. Expert insights not only enhance learning but also help to address gaps in knowledge and accelerate problem-solving by providing access to advanced understanding and techniques (Chege & Bowa, 2020).

Empirical Review

M&E Coaching and Implementation of Cash Transfer Programmes

Cioffi and Cerbo (2022) conducted a study on the effect of a scientific and integrated coaching training pathway to accelerate HCV eradication and use of telemedicine for covid-19 patients in 5 local health units in Italy. The experimentation of skills' development and measurement tools for clinical innovation is presented in two cases -studies concerning telemedicine and HCV eradication. 71 professionals from 5 Healthcare Units of Lazio region, Italy, were enrolled in an individual and team coaching course aimed at enhancing a core skill for "service design" "competence, composed by 5 soft skills (communication, result orientation, emotional intelligence, conflict management, networking). The study found out that the core skill "service design" and the use of the new techniques were measured at the beginning and at the end of the course (9 months), on which the Covid-19 emergency had an impact. The study concluded that the integrated training method with coaching, mentoring, participative art can be very useful to promote change management, service design and community building in the Public Administration

Manzi *et al* (2020) conducted a study on the effect of mentorship and coaching to support strengthening healthcare systems: lessons learned across the five population health implementation and training partnership projects in sub-Saharan Africa. The evaluation was designed based on a conceptual model derived from the project-specific interventions. Semi-structured interviews were administered to key informants to capture data in six categories: 1) mentorship and coaching goals, 2) selection and training of mentors and coaches, 3) integration with the existing systems, 4) monitoring and evaluation, 5) reported outcomes, and 6) challenges and successes. The found that although there was heterogeneity in the approaches to mentorship and coaching and targeted areas of the country projects, all led to improvements in core health system areas, including quality of clinical care, data-driven decision making, leadership and accountability, and staff satisfaction. The study concluded that incorporating mentorship and coaching activities into HSS strategies was associated with improvements in quality of care and health systems, and mentorship and coaching represents an important component of HSS activities designed to improve not just coverage, but even further effective coverage, in achieving Universal Health Care.

Oluoch *et al* (2021) conducted a study on the effect of using management coaching techniques is feasible and can be beneficial to strengthen health system in Western Kenya. This study aimed to evaluate the feasibility and acceptability of using professional coaching techniques to improve the capacity of project officers to support HMTs in Kenya (14) Key Informant Interviews (KII) and (5) Group interviews were conducted with all SETH project officers and coordinators trained on coaching and the HMTs members they supported to collect their perceptions on the feasibility and benefits of the intervention components. Respondents were also asked about the sustainability of the project. Results show that coaching improved the project officers' self-reported skills and competencies to provide support to county HMTs. The study concluded that the study indicates that integrating coaching in health system strengthening is feasible and appreciated by participants in the intervention

Bwengi (2020) conducted a study on the effect of the perceived effects of coaching on employee performance at the co-operative bank of Kenya. This study sought to establish the perceived effect of the coaching on the employee performance at Cooperative Bank of Kenya. The research provides an insight as to whether managers at the Co-operative bank of Kenya value the effectiveness of a coaching style and what they consider to be the benefits to such a management approach. The study concluded that coaching is most frequently used as a remediation of poor performance. The bank is committed to facilitate the embedding of a high performance culture by ensuring inconsistent performers are given the necessary support for purposes of improving their performance.

Hanafi *et al* (2021) conducted a study on the effect of influence of parents' coaching skills on social behavior of school children in Kenya. In 2021, 302 students were arrested following the destruction of school property, physical assault on teachers and school prefects, and arson. The results show that parents use telling, accountability, modeling, authority, and their own learning. The study concluded that the overarching aim of this research was to explore how parents in Kenya coach their children in order to instill social behavior

M&E Workshops and Seminars and Implementation of Cash Transfer Programmes

Lubna, Jam and Naeem (2021) determined the effectiveness of monitoring and evaluation workshops and seminars in improving educational facilities at secondary school level in Punjab, Pakistan. The study employed a survey design to assess the effectiveness of the monitoring system in enhancing the missing facilities in secondary schools in Punjab. The population of the study consisted of both male and female principals, head teachers, SSTs, PSTs, MEAs, CEOs, DEOs, and DMOs of public secondary schools in Punjab. The study was limited to the secondary schools of the Punjab government. For sampling, districts of Punjab were chosen from three regions of Punjab: Rahim Yar Khan, Faisalabad, and Rawalpindi. The

study found that the government's monitoring system, although continuously updating the condition of basic facilities, does not accurately reflect the actual needs of schools for better infrastructure. The study concluded that monitoring and evaluation workshops and seminars has a positive influence on organization performance.

Murorunkwere and Munene (2022) researched on M & E workshops and seminars and Performance of Non-Governmental Organization Projects in Rwanda: A Case of Care International Village Savings and Loan Associations Project. The research design that was used is descriptive. The targeted population was 157 composed by staff of Care International staff working with Village Saving and Loan Association and beneficiaries from five saving groups of Rulindo District Village Saving and Loan Association. A sample size of 113 respondents was sampled using simple random sampling. Data was collected using questionnaires and an interview guide. According to the findings, M & E workshops and seminars is considered as the principal function of project evaluation that plays a role in the performance of the project. It was also found that stakeholder's involvement and capacity building play an important role in its performance. The study concluded that M & E workshops and seminars have a significant and a positive influence on organization performance.

Chege and Bowa (2020) researched on M & E workshops and seminars and project performance in Kenya: the case of non-governmental organizations implementing education projects in Nairobi County. The study employed a descriptive survey design that involved two methods of data collection namely questionnaire and key informant interview. The study population consisted of 156 officers implementing education projects in Nairobi County of which 112 respondents were sampled and information was collected from 90 respondents. The results established that the strength of the M&E workshops and seminars were useful predictor of project performance and a smaller percentage of the changes in project performance could be explained by the strength of the M&E team. Suitability of M&E approaches adopted was a useful predictor of project performance and a number of the changes in project performance could be explained by the strength of the M&E team. The researcher concluded that monitoring and evaluation workshops and seminars have a relationship with performance of development projects with the strength of the M&E team, suitability of the approach to M&E adopted.

Nalianya and Luketero (2021) assessed monitoring and evaluation workshops and seminars and performance of Non-Governmental Based Maternal Health Projects in Bungoma South Sub-County, Kenya. A descriptive survey design and correlation design was employed. With a target population of 101 respondents, a census was conducted on all respondents involved in implementation of maternal health projects from the three non-governmental organizations (AA, STC, and CREADIS). Data was collected through questionnaires and analyzed using descriptive statistics. The study revealed that M&E workshops and seminars in the three NGOs (AA, STC, and CEADIS) have an influence on performance of MHPs. The study concluded that a unit increase in knowledge of M&E workshops and seminars would lead to an increase in performance of MHPs when all other independent variables at a constant zero.

Yusuf, Otonde and Achayo (2021) examined the influence of monitoring and evaluation workshops and seminars on performance of constituency development fund projects in Kajiado East Sub-County, Kenya. The study employed a descriptive survey research design. The target population was 138 respondents from which same sample of 122 was obtain from. The researcher used selected 122 respondents. Numerical data collected using questionnaires. The findings of the study were, in relation to the first objective found that that the level of training on M & E was of central importance to the performance public projects, second objective found that There was a high correlation between influence of training and performance of monitoring and evaluation, influence of time and performance of monitoring and evaluation and influence of strength of monitoring team. The study concluded that monitoring and evaluation workshops and seminars influences performance of constituency development fund projects.

RESEARCH METHODOLOGY

This study used descriptive research design which involved gathering of data that describes events then organizing, tabulating depicting and describing the data. The choice of this research design is influenced by the fact that it enables the researcher to assess the situation in the study area at the time of study. According to David, (2019) a research design is a blue print which facilitates smooth sailing of various research operations thereby making a research as efficient as possible hence yielding maximum information with minimal expenditure of effort, time and money. This study targeted cash transfer programmes in Nairobi County. In Nairobi County, the main cash transfer programs are part of the National Safety Net Program (NSNP), targeting Orphans and Vulnerable Children (CT-OVC), Older Persons (OP-CT), and People with Severe Disabilities (PwSD-CT). This study targeted employees tasked with the implementation and oversight of the cash transfer programmes. The total target population was therefore 265 employees tasked with the implementation and oversight of cash transfer programmes in Nairobi County. A total sample size of 160 respondents was taken with the aid of Yamane (1967) formula. The confidence level was 95% thus giving a margin error of 0.05

The study used stratified random sampling technique in choosing the sample size targeted respondents. According to Woods, (2019) stratified random sampling is a technique of probability sampling that divides the entire population into strata based on the elements characteristics. Mugenda and Mugenda, (2019) noted that the target population is divided into homogeneous strata that enable the researcher to choose the most relevant strata geared toward the research objectives. This research used a questionnaire to collect primary data. According to Patton *et. al* (2018), a questionnaire is appropriate in gathering data and measuring it against a particular point of view.

According to Orodho (2019), data analysis is the representation of data gathered during a study. This study collected quantitative data. Quantitative data was coded then analyzed using Statistical Package for Social Sciences (SPSS) computer software version 22. The choice of the software is influenced by its ability to appropriately create graphical presentation of questions, data reporting, presentation and publishing. SPSS is also able to handle large amount of data and it is purposefully designed for social; sciences. Descriptive statistics was used to analyze the data in frequency distributions and percentages which were presented in tables and figures. The study also adopted multiple regression analysis to test the relationships between the variables.

RESEARCH FINDINGS AND DISCUSSIONS

The sample size of this study was 160. The researcher distributed 160 questionnaires to the respondents during data collection process and 140 were fully filled and returned to the researcher thus making a response rate of 87.5%. Kothari (2019) argues that a response rate which is more than 50% is considered adequate while excellent response rate is usually above 70%. This implies that the response rate in this research is good for making conclusions as well as recommendations.

Descriptive Statistics

M&E Coaching and Implementation of Cash Transfer Programmes

The first specific objective of the study was to assess the influence of M&E coaching on implementation of cash transfer programmes in Nairobi City County, Kenya. The respondents were requested to indicate their level of agreement on various statements related to M&E coaching and implementation of cash transfer programmes in Nairobi City County, Kenya. The results were as shown Table 1.

From the results, the respondents agreed that the coaching approach helps them focus on outcomes and deliver impactful M&E results ($M=3.812$, $SD= 0.909$). In addition, the

respondents agreed that result-based coaching helps track and measure progress toward program goals ($M=3.803$, $SD= 0.872$). Further, the respondents agreed that data quality coaching improves their ability to identify and address data issues ($M=3.767$, $SD= 0.630$).

From the results, the respondents agreed that data quality coaching enhances their skills in collecting, analyzing, and validating data ($M=3.729$, $SD= 0.647$). In addition, the respondents agreed that coaching improves their ability to present M&E results clearly and concisely ($M=3.648$, $SD= 0.890$). Further, the respondents agreed that result reporting coaching helps tailor M&E reports for different audiences while ensuring accuracy ($M=3.601$, $SD=0.917$).

Table 1: M&E Coaching and Implementation of Cash Transfer Programmes

	Mean	Std. Deviation
The coaching approach helps me focus on outcomes and deliver impactful M&E results.	3.812	0.909
Result-based coaching helps track and measure progress toward program goals.	3.803	0.872
Data quality coaching improves my ability to identify and address data issues.	3.767	0.630
Data quality coaching enhances my skills in collecting, analyzing, and validating data.	3.729	0.647
Coaching improves my ability to present M&E results clearly and concisely.	3.648	0.890
Result reporting coaching helps tailor M&E reports for different audiences while ensuring accuracy.	3.601	0.917
Aggregate	3.726	0.803

M&E Workshops and Seminars and Implementation of Cash Transfer Programmes

The second specific objective of the study was to examine the influence of M&E workshops and seminars on implementation of cash transfer programmes in Nairobi City County, Kenya. The respondents were requested to indicate their level of agreement on various statements related to M&E workshops and seminars and implementation of cash transfer programmes in Nairobi City County, Kenya. The results were as shown Table 2.

From the results, the respondents agreed that interactive learning methods help them apply M&E concepts in practical scenarios ($M=3.792$, $SD= 0.746$). In addition, the respondents agreed that workshops and seminars encourage active participation and foster collaboration ($M=3.780$, $SD=0.859$). Further, the respondents agreed that they promote knowledge sharing, allowing participants to exchange M&E ideas and experiences ($M=3.755$, $SD= 0.620$).

From the results, the respondents agreed that knowledge sharing in these events expands their understanding of various M&E approaches ($M=3.717$, $SD= 0.601$). Further, the respondents agreed that workshops and seminars provide valuable insights from industry experts, enhancing their understanding of advanced M&E concepts ($M=3.641$, $SD= 0.593$). In addition, the respondents agreed that expert-led sessions offer practical advice directly applicable to their M&E work ($M=3.635$, $SD=0.786$).

Table 2: M&E Workshops and Seminars and Implementation of Cash Transfer Programmes

	Mean	Std. Deviation
Interactive learning methods help me apply M&E concepts in practical scenarios.	3.792	0.746
Workshops and seminars encourage active participation and foster collaboration.	3.780	0.859
They promote knowledge sharing, allowing participants to exchange M&E ideas and experiences.	3.755	0.620
Knowledge sharing in these events expands my understanding of various M&E approaches.	3.717	0.601
Workshops and seminars provide valuable insights from industry experts, enhancing my understanding of advanced M&E concepts.	3.641	0.593
Expert-led sessions offer practical advice directly applicable to my M&E work.	3.635	0.786
Aggregate	3.720	0.701

Implementation of Cash Transfer Programmes

The respondents were requested to indicate their level of agreement on various statements related to implementation of cash transfer programmes in Nairobi City County, Kenya. The results were as shown Table 3.

From the results, the respondents agreed that the number of beneficiaries is accurately reported and tracked ($M=3.870$, $SD=0.686$). In addition, the respondents agreed that beneficiaries are distributed across demographic groups according to the programme's goals ($M=3.862$, $SD=0.673$). Further, the respondents agreed that the programme budget is transparently distributed and utilized ($M=3.852$, $SD=0.591$).

From the results, the respondents agreed that the budget is effectively managed to ensure timely disbursements and prevent underfunding ($M=3.799$, $SD=0.875$). In addition, the respondents agreed that the programme meets its specific objectives ($M=3.764$, $SD=0.895$). Further, the respondents agreed that the programme's impact on beneficiaries is regularly assessed to ensure intended outcomes ($M=3.731$, $SD=0.651$).

Table 3: Implementation of Cash Transfer Programmes

	Mean	Std. Deviation
The number of beneficiaries is accurately reported and tracked.	3.870	0.686
Beneficiaries are distributed across demographic groups according to the programme's goals.	3.862	0.673
The programme budget is transparently distributed and utilized.	3.852	0.591
The budget is effectively managed to ensure timely disbursements and prevent underfunding.	3.799	0.875
The programme meets its specific objectives.	3.764	0.895
The programme's impact on beneficiaries is regularly assessed to ensure intended outcomes.	3.731	0.651
Aggregate	3.813	0.729

Inferential Statistics

Inferential statistics such as correlation analysis and regression analysis were used to assess the relationships between the independent variables (M&E coaching and M&E workshops and

seminars) and the dependent variable (implementation of cash transfer programmes in Nairobi City County, Kenya).

Correlation Analysis

This research adopted Pearson correlation analysis determine how the dependent variable (implementation of cash transfer programmes in Nairobi City County, Kenya) relates with the independent variables (M&E coaching and M&E workshops and seminars).

Table 4: Correlation Coefficients

		Implementation of Cash Transfer Programmes	M&E Coaching	M&E Workshops and Seminars
Implementation of Cash Transfer Programmes	Pearson Correlation Sig. (2-tailed) N	1 140		
M&E Coaching	Pearson Correlation Sig. (2-tailed) N	.821** .003 140	1 140	
M&E Workshops and Seminars	Pearson Correlation Sig. (2-tailed) N	.844** .002 140	.028 .117 140	1 140

There was a very strong relationship between M&E coaching and implementation of cash transfer programmes in Nairobi City County, Kenya ($r = 0.821$, p value = 0.003). The relationship was significant since the p value 0.003 was less than 0.05 (significant level). The findings are in line with the findings of Manzi *et al* (2020) who indicated that there is a very strong relationship between M&E coaching and implementation of cash transfer programmes.

The results also revealed that there was a very strong relationship between M&E workshops and seminars and implementation of cash transfer programmes in Nairobi City County, Kenya ($r = 0.844$, 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 Chege and Bowa (2020) who indicated that there is a very strong relationship between M&E workshops and seminars and implementation of cash transfer programmes.

Regression Analysis

Multivariate regression analysis was used to assess the relationship between independent variables (M&E coaching and M&E workshops and seminars) and the dependent variable (implementation of cash transfer programmes in Nairobi City County, Kenya).

Table 5: Regression Coefficients

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.324	0.085		3.812	0.000
M&E coaching	0.393	0.105	0.392	3.743	0.000
M&E workshops and seminars	0.381	0.099	0.382	3.848	0.001

The regression model was as follows:

$$Y = 0.324 + 0.393X_1 + 0.381X_2 + \epsilon$$

The results revealed that M&E coaching has a significant effect on implementation of cash transfer programmes in Nairobi City County, Kenya ($\beta_1 = 0.393$, p value = 0.000). The

relationship was considered significant since the p value 0.000 was less than the significant level of 0.05. The findings are in line with the findings of Manzi *et al* (2020) who indicated that there is a very strong relationship between M&E coaching and implementation of cash transfer programmes.

In addition, the results revealed that M&E workshops and seminars has a significant effect on implementation of cash transfer programmes in Nairobi City County, Kenya ($\beta_1=0.381$, 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 findings of Chege and Bowa (2020) who indicated that there is a very strong relationship between M&E workshops and seminars and implementation of cash transfer programmes

Conclusions

the study concludes that M&E coaching has a positive and significant influence on implementation of cash transfer programmes in Nairobi City County, Kenya. Findings revealed that result based coaching, data quality coaching and result reporting coaching influence implementation of cash transfer programmes in Nairobi City County, Kenya

The study concludes that M&E workshops and seminars have a positive and significant influence on implementation of cash transfer programmes in Nairobi City County, Kenya. Findings revealed that interactive learning, knowledge sharing and expert insights influence implementation of cash transfer programmes in Nairobi City County, Kenya

Recommendations

Further, the study recommends that the management of cash transfer programmes in Kenya should incorporate M&E coaching into the program's operational framework. Through personalized coaching, M&E practitioners can receive tailored guidance on how to effectively design, implement, and evaluate monitoring systems specific to the local context.

The study also recommends that the management of cash transfer programmes in Kenya should organize regular M&E workshops and seminars for program staff and key stakeholders. These workshops can serve as platforms for sharing knowledge, discussing emerging trends, and addressing challenges faced during program implementation.

Suggestions for Further Studies

This study was limited to the influence of M&E capacity building practices on implementation of cash transfer programmes in Nairobi City County, Kenya hence the study findings cannot be generalized to cash transfer programmes in other organizations in Kenya. The study therefore suggests further studies on the influence of M&E capacity building practices on cash transfer programmes in other organizations in Kenya.

Further, the study found that the independent variables (M&E coaching and M&E workshops and seminars) could only explain 74% of implementation of cash transfer programmes in Nairobi City County, Kenya. This study therefore suggests further research on other factors affecting implementation of cash transfer programmes in Nairobi City County, Kenya.

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