



**EFFECT OF PROJECT MONITORING AND EVALUATION ON PROJECT PERFORMANCE A CASE OF COMPASSION INTERNATIONAL EDUCATIONAL PROJECT, IN TUMBA PARISH OF RULINDO DISTRICT, RWANDA**

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**ABSTRACT**

Monitoring and Evaluation helps project managers in keeping track the implementation of the projects and its prudence in the utilization of the resources. It provides decision makers with a strategy to plan for success of the projects and guidance for future endeavors. Success is a key to stakeholders who in real sense need to be involved throughout the project and program cycles. The study focused on the effect of project monitoring and evaluation on project performance, a case of educational projects in Tumba Parish in Rulindo District. An evaluation needed to assess the effect of project monitoring and evaluation on project performance. The study based on four specific objectives, that is, to assess the effect of key performance indicators on performance of compassion international educational projects especially in Tumba Parish of Rulindo District such as percentage number of school dropout, to find out how monitoring and evaluation framework influence performance of compassion international, a case of educational projects in Tumba Parish of Rulindo District such as expected results; to investigate the role of human resource capacity building on performance of compassion international, a case of educational projects in Tumba Parish of Rulindo District such as quality performance and to examine the way in which project monitoring and evaluation budgeting influence performance of compassion international, a case of educational projects in Tumba Parish of Rulindo District such as number of cash plan. Relevant methods used to gather necessary data from various sources; either primary or secondary sources. A sample size of 296 respondents selected according to the table of Morgan. This sample was chosen because it was easier to manage and it was enough to generate findings as well as to generalize the findings to a bigger population. Data analyzed by the use of statistical methods, (descriptive statistics, Correlations and regressions analyses). The findings revealed that  $p=0.000<0.05$  with Pearson Correlation= $0.704$  indicates that key performance indicators had a significant high correlation with performance of Compassion International Rwanda educational projects at Tumba Parish. P value = $0.000<0.05$ , Pearson Correlation =  $0.717$  indicates that monitoring and evaluation framework had a significant high correlation with performance of Compassion International Rwanda educational projects at Tumba Parish. The value of  $p=0.000<0.05$  with Pearson Correlation =  $0.680$  indicates that Human resource capacity building had a significant moderate correlation with performance of Compassion International Rwanda educational projects at Tumba Parish. P value of  $0.000<0.05$  with Pearson Correlation =  $0.826$  indicates that Monitoring and evaluation budgeting had a significant high correlation with performance of Compassion International Rwanda educational projects at Tumba Parish. The CIR should stick with the monitoring and evaluation process, put in place open policies, and launch effective projects to help its people more. To fulfill its goals, the CIR Project must carry out technical activities on a regular basis in line with well-defined action plans and using well-defined tools and methods.

**Key words:** Monitoring and Evaluation, key performance indicators, human resource capacity building, budgeting and project performance

## INTRODUCTION

However, some of the NGOs face a number of challenges that undermine performance. Challenges encountered cover institutionalizing networked Monitoring and evaluation systems at all levels and national coordinating organ, including regular and timely progress reporting. Other challenges include building the requisite human and financial capacity for impact assessment and framework for following up the implementation of organizational decisions. The increased flow of development aid from international bodies, and agencies to developing countries in the last two decades has compelled funding agencies to organize and re-organize funding mechanisms to respond to prevailing global trends, lessons learnt and recipient circumstances (Tiondi,2011).

Over the past decade there has been a significant increase in the number of NGOs around the world with the aim of providing different services such as poverty reduction through capacity building, Education, infrastructure development to especially the poor people that can't access them to supplement government effort in doing so, one of them is Compassion International and although they have increased in number and influence over the course of history, they have also endured many setbacks for example insufficient funds, political interference, corruption, poor policies by the Donors in their journey to reach their goal. There is therefore a need to study the challenges faced by these NGOs with a particular focus on Compassion International in the provision of services to the people they serve especially in the area of their contribution towards education. (Tiondi,2011).

It is necessary to also point out the possible existing challenges to the organization's intervention in Rwanda. The school dropout rate was increasingly getting high at mainly primary school level because of family poverty. Therefore, this has been regarded as a social problem and has significantly affected people across the country (Rosette M, 2012).

The expected outcome of educational project is increased number of literate people. The question has always been; how do they monitor and evaluate the projects for which the funds have been provided for and there are problems undermining the performance of Tumba parish educational projects funded by compassion international such as misuse of toolkit provided to children, school dropout due to ignorance of parents, high number of people in need. Lack of knowledge and data about its performance in Tumba Parish because of no specific study conducted previously; therefore I intended to conduct this study.

### Objectives of the study

Objectives of this study were divided into two categories namely general objective and specific objectives.

#### General objective

The general objective of the study was to assess the effect of project monitoring and evaluation on project performance.

#### Specific objectives

The study was guided by the following objectives:

- 1) To assess the effect of key performance indicators on performance of compassion international educational project, in Tumba Parish of Rulindo District.
- 2) To find out how monitoring and evaluation framework influence performance of compassion international educational project, in Tumba Parish of Rulindo District.
- 3) To investigate the role of human resource capacity building on performance of compassion international educational project, in Tumba Parish of Rulindo District, Rwanda.
- 4) To examine the way in which project monitoring and evaluation budgeting influence performance of compassion international educational project, in Tumba Parish of Rulindo District.

#### Research hypotheses

**H<sub>1</sub>**: There is significant effect of project monitoring and evaluation on project performance.

**H<sub>1a</sub>**: Key performance indicators in Compassion International Rwanda has a positive effect on project performance.

**H<sub>1b</sub>**: Project Monitoring and Evaluation framework of Compassion International Rwanda has a positive effect on project performance.

**H<sub>1c</sub>**: Human resource capacity building of Compassion International Rwanda has a positive effect on project performance.

**H<sub>1d</sub>**: Monitoring and Evaluation budgeting of compassion international Rwanda has a positive effect on project performance.

## **LITERATURE REVIEW**

A literature review is a systematic and reproducible method for identifying evaluating and interpreting the existing of record work produced by the researcher, it is very important because without it you cannot acquire a better understanding of the topic.

### **KPI towards Project performance**

Rolstadås (1998) has identified that performance measurement of an organization is a complex interrelation criterion between the effectiveness, efficiency, quality, productivity, quality of work life, innovation, and profitability. In order to be successful, each organization has to determine performance indicators and, subsequently, performance measures and performance figures that are strategically relevant to its respective situation. Different organizations use different performance indicators with respect of their competitive strategy. The organizations, which have cost based competitive strategy focus more on the cost based measures of performance and the organizations with responsive competitive strategy focus more on the quality and other non-cost based measures. The financial measures are equally important for all sort of organization, even the organizations put more focus on Non-financial measures of performance (Leong et al. 1990).

### **Human Capacity Building monitoring towards Project performance**

Gorgens & Kusek, (2010) stated that M&E system cannot function without skilled people who effectively execute the M&E tasks for which they are responsible. Therefore, understanding the skills needed and the capacity of people involved in the M&E system (undertaking human capacity assessments) and addressing capacity gaps (through structured capacity development programs) is at the heart of the M&E system.

### **Monitoring and Evaluation Framework towards Project Performance**

Project Monitoring and evaluation are considered essential tools to improve the quality of project management, given that the management of a complex project in the short and medium term will imply corresponding strategies from a technical point of view, which are supposed to respect the criteria of efficiency, durability and safety sustainability (Lim and Mohamed, 1999). The follow-up activity helps project managers and staff understand if the project is progressing on time or if its objectives, inputs, activities and timeline are being met (Solomon and Project manager, 2007).

### **Monitoring and Evaluation budgeting towards project performance**

The study is guided by Theory of budgeting by Hirst (1987) and Contingency Theory. Theory of budgeting proposes that for organizations to perform better, an effective budgetary control is necessary as this will guide in establishing a system of efficient control and manage potential risks. As such budget becomes the foundation of reliable management process to guide any performance process including projects related performance measurement. Contingency Theory proposes that performance is a consequence of the fit between several factors: such as structure, people, technology, strategy, finances, budgets and culture; The Contingency Theory acknowledges that relationships that exist between any two or more variables are influenced by other variables. In this study M & E Budget variables namely budget allocation and budget review are contingent and influence project performance (Islam & Hu, 2012).

Overall, the two theories were preferred for the study because an understanding of Theory of Budgeting and Contingency Theory provides an enhanced appreciation of how each of the sub systems of an organization interconnects and interacts to achieve the set performance goals.

Within the project environment there are those mandated with project development, allocation of M &E resources, selection and recruitment of M & E staff and tracking project implementation and performance. Consequently, understanding projects from contingency perspective help project leader's knowhow to plan better, how to obtain and allocate resource, as well as manage information generated from project implementation for decision making (Islam & Hu, 2012).

### **Theoretical Framework**

The theoretical review helps to identify theories about the study already existing, the relationships between them, to what degree the existing theories have been investigated and to develop new hypotheses to be tested.

### **Theory of change**

The field of M&E strongly inspires the theoretical foundations of the theory of change (ToC), which equally provides the theoretical basis for M&E. In that regard, there seems to be a chicken- and-egg dilemma relationship. In the literature of development studies and materials on management of development interventions, ToC is the predominant contemporary theory guiding phenomena in pursuing the success of such efforts. Consequently, ToC, also known as programme theory, forms the theoretical understanding of the practice of M&E. Many theorists and M&E practitioners and scholars have attempted to provide meaning to the concept of ToC. (IJHAS,2019)

Theory of change, variously referred to as programme theory, programme logic (Funnell, 1997), theory-based evaluation (Weiss, 1995, 1998; Albert et al., 1998), theory-driven evaluation (Chen,1990), theory-of-action (Schorr, 1997), intervention logic (Nagarajan & Vanheukelen, 1997), effect pathway analysis (Douthwaite et al., 2003b), and programme theory-driven evaluation science (Donaldson, 2005) refers to a variety of ways of developing a causal modal linking programme inputs and activities to a chain of intended or observed outcomes, and then using this model to guide the evaluation. Many development commentators have advocated for the adoption and utilization of the ToC has received a great deal of attention in programme evaluation for over two decades, signifying its important role in the implementation of development interventions and to the poverty reduction agenda. The main thrust of the ToC is the cause-effect relationship of development results (that is, inputs-activities-outputs-outcomes-effects). Theory of change, variously referred to as programme theory, programme logic (Funnell, 1997), theory-based evaluation (Weiss, C. H. 2000; Albert et al., 1998), theory-driven evaluation (Chen, 2012), theory-of-action (Schorr, 1997), intervention logic (Nagarajan & Vanheukelen, 1997), effect pathway analysis (Douthwaite et al., 2003b), and programme theory-driven evaluation science (Donaldson, 2005) refers to a variety of ways of developing a causal modal linking programme inputs and activities to a chain of intended or observed outcomes, and then using this model to guide the evaluation (IJHAS,2019).

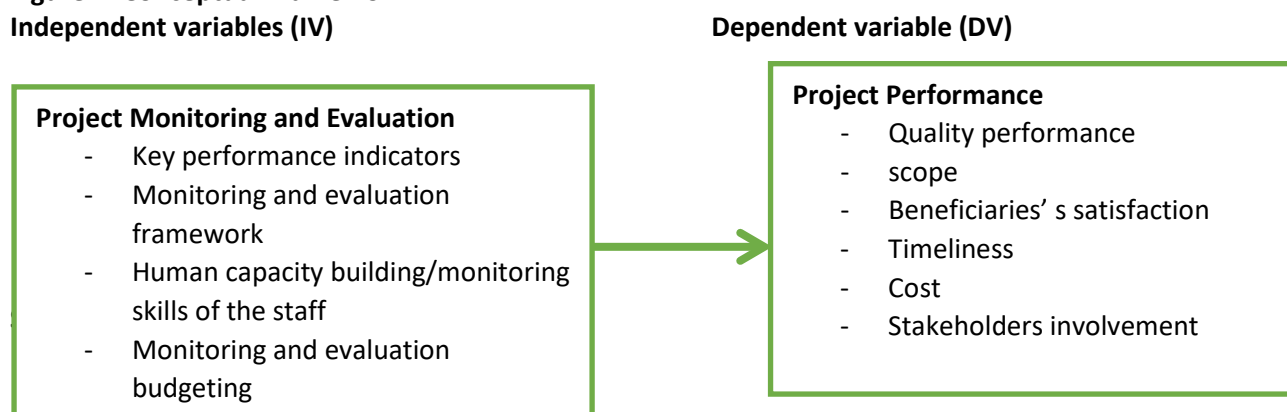
### **Results-Based Management**

The evolution of the Results Based Management (RBM) approach from the 1990s onwards seemingly contributed to the effective and efficient delivery of goods and services by public sector and other development agencies. Today, the RBM approach is being used widely in the developed and less developed countries (LDCs) as a practically oriented management approach, including results frameworks or logic models, results-based strategic planning, risk management, results-focused budgeting, and results-based M&E. In line with the ToC, the concept of RBM is based on the cause-and-effect relationships in which inputs and activities of an intervention lead logically to higher orders of results. In this context, development results entail well-sequenced and time-bound changes connected to a series of management phases in the programming cycle for a development policy, project or programme. The main emphasis of RBM is the realization of higher-level outcomes that are meant to improve the wellbeing of people. In other words, RBM is concerned with how accountable development interventions and their programming are in attaining desired medium and long-term results RBM represents a management strategy that is characterized by clear and distinctive framework and tools for organizational strategic planning, performance monitoring and evaluation, risk management meant to measure and attain significant changes in the way development agencies operate. The main purposes of RBM include the fulfilment of accountability obligations through performance reporting and improving the organizational learning function (IJHAS,2019).

### **Conceptual Framework**

The conceptual framework is a way which helps the researcher to differentiate the main variables included in the research topic like independent and dependent variables.

**Figure 1: Conceptual Framework**



Source: Designed by researcher, 2022

**RESEARCH METHODOLOGY**

It was stressed that the methodological research is a controlled investigation of the theoretical and applied aspects of measurements, mathematics, and statistics, and ways of obtaining and analyzing data. The study used descriptive and correlational research design with a mixed method (Quantitative and qualitative approach). Descriptive research is research that attempts to gather facts from a population so as to establish the existing status of the respondents in regards to the variables.

**Research Design**

Research design is a framework or a plan for the study used as a guide in collecting and analyzing data. It is a blueprint that is followed in completing a study. This research consisted of two variables; The first was Project Monitoring and Evaluation and the second variable was the Project Performance. Also the researcher used qualitative and quantitative approach.

**Target Population**

This research is made to study the effect of project Monitoring and Evaluation on organizational performance Case study (Compassion International Rwanda/ Educational Projects 2017-2021), thus the researcher surveyed a selected unit (Staff) technically determined. The population under study made of beneficiaries.

As it has been indicated above, given the width of this topic under study, the population is also wide as it is located in project dominates. Indeed, the population under this study is derived from the 900 implementers, beneficiaries and stakeholders of compassion international Rwanda/ Tumba Parish.

**Sample Size and sampling technique**

In my study, the sample size selected because it is easy to be managed and it was very helpful to generate findings as well as to come up with findings related to a larger population. The respondents had the criteria for being included in my study.

The sample size determined by using the Krejcie and Morgan’s table in determining a sample size for a population; The sample size of the study is 296 persons including implementers, beneficiaries and stakeholders.

**Table 1: Study population and Sample size**

| Categories of stakeholders        | Number | Sample size (Krejcie and Morgan’s table) | Technique of sample selection |
|-----------------------------------|--------|--|-------------------------------|
| Implementers(staff)               | 15     | 16                                       | Simple random                 |
| Beneficiaries (children &parents) | 850    | 269                                      | Simple random                 |
| Stakeholders (local authorities)  | 35     | 11                                       | Simple random                 |
| Total                             | 900    | 296                                      |                               |

Source: Compassion International Rwanda Report, 2021

**Data Collection Tools**

The information from the primary data obtained through a structured questionnaire and an interview schedule and documentary search applied as to obtain secondary data.

### **Questionnaire**

Kenneth D. Bailey (1987: 93) defines questionnaire as a list of questions generally mailed or handed to the respondents and filled in by her with no help to the interviewer. The questionnaire contained both open and closed ended questions addressed to the respondents.

With open-ended questions kept to the minimum so as to enable the respondents to focus on aspect of the research. With open –ended questions, the respondents given personal responses or opinions in their own words whereas with close-ended questions, respondents given different alternatives to choose from.

According to Kendall (1992:135), a questionnaire is information guttering technique that gathers information about; attitudes, beliefs, behaviors and characteristics from several respondents in the institution, who may be affected by a given phenomenon or system.

### **Interview guide**

According to Bailey (1978:93) an interview is an instrument that is not given directly to the respondents, but is filled in by an interviewer who reads the questions to the respondent. In case where the researcher had access to the respondents, she interviewed them and responses were filled in the interview schedule. For better organization of the interview exercise, the researcher made appointments with the respondents in order to have access to them.

During the interview process, the researcher had a list of questions that he read to get responses from the respondents; the researcher prepared a separate schedule as this later facilitated the coding process.

### **Observation**

Observation is the systematic description of the events, behaviors, and artifacts of a social setting (Marshall & Rossman, 1989, p. 79).

### **Documentation**

Bailey (1978:266) defines documentary study as a careful reading, understanding and analysis of written documents for some purposes other than social research. They record of past events that are written or printed. Grinnell and Williams (1990:219) noted that documentation is the analysis of data that exist in boxes, in some enterprise's basements or hidden in the core of a computer. In this research, the researcher collected the already existing data, by finding them where they are stored or field. During the process of documentary analysis, the researcher read some documents and after understanding and analyzing the relevance of texts to this study, she jotted them down on manuscripts and later type them on a computer for compilation. The researcher read documents such as manual procedures, newspapers and other publications.

### **Data Analysis**

Descriptive and correlational analysis used in this approach by the researcher. Descriptive analysis made use of the frequency, proportion, and percentage calculated for each factor under investigation. The quantitative link between two variables studied and quantified using Pearson correlation.

### **Descriptive statistics**

After carrying out interviews with respondents and questionnaire collected, they edited and the information arranged in a meaningful and organized form by coding it. The data analyzed by using statistical package for social science (SPSS). Data collected analyzed as descriptive statistics where mean and standard deviation calculated for proper analysis.

### **Inferential statistics**

Correlation analysis such as Pearson correlation used for the understandability of the degree of the relationship between the variables. Statistical correlation is assessed using a metric known as the correlation coefficient ( $r$ ). Its numerical value ranges from -1 to +1. It is a good sign of how close the two variables are. Link strength can be gauged by looking at the value of the correlation coefficients ( $r$ ), which range from zero to one, with a value of 0 denoting no relationship (or that the variables are independent and not related).

Regression analysis such as coefficient of determination used to test the nature of the relationship between variables.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Where: Y = Project performance

$\beta_i$ ;  $i=1,2,3,4$  = The coefficients representing predictors variables.

$B_0$  = The Y intercept

$X_i; i=1, 2, 3, 4$  = Values-of the various independent (Covariates) variables

$e$  = the error term which is assumed to be normally distributed with mean zero and constant variance,  $X_1$ = Key performance indicators,  $X_2$  = Monitoring and evaluation framework,  $X_3$ = Human resource capacity building,  $X_4$ =Monitoring and evaluation budgeting.

### DATA INTERPRETATION, ANALYSIS AND DISCUSSION OF RESEARCH FINDINGS

This section focuses on the analysis of the results from the data collection in relation to the research objectives. These data are presented in statistical table and percentages. Basing on the objectives of study and research questions, information was gathered from 296 respondents which are implementers, beneficiaries and stakeholders of compassion international Rwanda/ Tumba parish.

#### Descriptive statistics

In order to make the work more scientific with statistical evidences, the Statistical Package for Social Sciences (SPSS) was used in data analysis. Findings were presented in frequency, mean and standard deviation.

**Table 2: Key performance indicators in CIR educational projects performance**

| n=296   | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | Mean | Standard Deviation |
|---|----------------|-------|---------|----------|-------------------|------|--------------------|
| Project Monitoring and Evaluation through key performance indicators that are used by compassion International Rwanda, educational projects performance influence scope                       | 108            | 142   | 22      | 16       | 8                 | 4.10 | 0.94               |
|   | 36.5%          | 48.0% | 7.4%    | 5.4%     | 2.7%              |      |                    |
| Project Monitoring and Evaluation through key performance indicators that are used by compassion International Rwanda, educational projects performance leads to quality performance          | 96             | 159   | 19      | 17       | 5                 | 4.09 | 0.87               |
|   | 32.4%          | 53.7% | 6.4%    | 5.7%     | 1.7%              |      |                    |
| Project Monitoring and Evaluation through key performance indicators that are used by compassion International Rwanda, educational projects performance leads to stakeholders involvement.    | 103            | 120   | 42      | 21       | 10                | 3.96 | 1.03               |
|   | 34.8%          | 40.5% | 14.2%   | 7.1%     | 3.4%              |      |                    |
| Project Monitoring and Evaluation through key performance indicators that are used by compassion International Rwanda, educational projects performance leads to cost reduction               | 88             | 161   | 11      | 30       | 6                 | 3.99 | 0.96               |
|   | 29.7%          | 54.4% | 3.7%    | 10.1%    | 2.0%              |      |                    |
| Project Monitoring and Evaluation through key performance indicators that are used by compassion International Rwanda, educational projects performance leads to beneficiaries' satisfaction. | 178            | 50    | 32      | 20       | 16                | 4.19 | 1.19               |
|   | 60.1%          | 16.9% | 10.8%   | 6.8%     | 5.4%              |      |                    |

Source: Field data, September 2022

Table 2 shows the respondents views on key performance indicators in CIR educational projects performance at Tumba Parish. The respondents 36.5% confirmed the statement strongly agree, 48.0% agree, 7.4% were neutral, 5.4% disagree and 2.7% strongly disagree that project Monitoring and Evaluation through key performance indicators that are used by compassion International Rwanda, educational projects performance influence scope, this also supported by a mean of 4.10

which is high mean as evidence of existence of the fact from heterogeneous of responses of 0.94 as standard deviation.

The respondents 32.4% confirmed the statement with strongly agree, 53.7% agree, 6.4% were neutral, 5.7% disagree and 1.7% strongly disagree that project Monitoring and Evaluation through key performance indicators that are used by compassion International Rwanda, educational projects performance leads to quality performance, this also supported by a mean of 4.09 which is high mean as evidence of existence of the fact from heterogeneous of responses of 0.87 as standard deviation.

The findings indicated 34.8% of respondents confirmed the statement with strongly agree, 40.5% agree, 14.2% were neutral, 7.1% disagree and 3.4% strongly disagree that project Monitoring and Evaluation through key performance indicators that are used by compassion International Rwanda, educational projects performance leads to stakeholders involvement , this also supported by a mean of 3.96 which is high mean as evidence of existence of the fact from heterogeneous of responses of 1.03 as standard deviation.

The respondents 29.7% confirmed the statement with strongly agree, 54.4% agree, 3.7% were neutral, 10.1% disagree and 2.0% at strongly disagree that Project Monitoring and Evaluation through key performance indicators that are used by compassion International Rwanda, educational projects performance leads to cost reduction, this also supported by a mean of 3.99 which is high mean as evidence of existence of the fact from heterogeneous of responses of 0.96 as standard deviation.

The respondents 60.1% confirmed the statement with strongly agree, 16.9% agree, 10.8% were neutral, 6.8% disagree and 5.4% strongly disagree that project Monitoring and Evaluation through key performance indicators that are used by compassion International Rwanda, educational projects performance leads to beneficiaries' satisfaction, this also supported by a mean of 4.19 which is high mean as evidence of existence of the fact from heterogeneous of responses of 1.19 as standard deviation.

One of interviewee stated that *"KPIs are a very helpful tool for doing an analysis of the variety of interrelated processes and activities that take place inside Compassion International Rwanda, They have the potential to save management time and make them more efficient"*.

In complement with Constructing Excellence (2009) researched on UK Construction Industry KPIs. The following indicators have been identified Client Satisfaction, Cost, Time, Defects, Predictability, Productivity, Profitability, Safety, Variance, Employee Satisfaction, Equality and Diversity, Investors in People, Pay, Qualifications and Skills, Safety, Sickness, Absence, Staff Turnover, Training, Travelling Time, and Working Hours.

The study concluded that Key performance indicator is a measure of performance of an activity critical to organizational and project success.

**Table 3: M&E framework on performance of CIR educational projects**

| n=296   | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | Mean | Standard Deviation |
|---|----------------|-------|---------|----------|-------------------|------|--------------------|
| Project Monitoring and Evaluation framework of compassion international Rwanda, enhance stakeholder involvement | 167            | 61    | 14      | 36       | 18                | 4.09 | 1.28               |
|   | 56.4%          | 20.6% | 4.7%    | 12.2%    | 6.1%              |      |                    |
| Project Monitoring and Evaluation framework of compassion international Rwanda, leads to quality performance    | 120            | 107   | 32      | 21       | 16                | 3.99 | 1.13               |
|   | 40.5%          | 36.1% | 10.8%   | 7.1%     | 5.4%              |      |                    |
| Project Monitoring and Evaluation framework   | 97             | 133   | 40      | 4        | 22                | 3.94 | 1.08               |



|   |       |       |       |      |      |      |      |
|---|-------|-------|-------|------|------|------|------|
| of compassion international Rwanda, stimulate cost reduction  | 32.8% | 44.9% | 13.5% | 1.4% | 7.4% |      |      |
| Project Monitoring and Evaluation framework of compassion international Rwanda, encourages beneficiaries satisfaction | 198   | 76    | 7     | 8    | 7    | 4.52 | 0.86 |
|   | 66.9% | 25.7% | 2.4%  | 2.7% | 2.4% |      |      |
| Project Monitoring and Evaluation framework of compassion international Rwanda, leads to timeliness of the project    | 155   | 75    | 29    | 20   | 17   | 4.54 | 0.81 |
|   | 52.4% | 25.3% | 9.8%  | 6.8% | 5.7% |      |      |

Source: Field data, September 2022

Table 3 shows the respondents views on M&E framework on performance of CIR educational projects at Tumba Parish. The respondents 56.4% confirmed the statement strongly agree, 20.6% agree, 4.7% were neutral, 12.2% disagree and 6.1% strongly disagree that Project Monitoring and Evaluation framework of compassion international Rwanda, enhance stakeholder involvement, this also supported by a mean of 4.09 which is high mean as evidence of existence of the fact from heterogeneous of responses of 1.28 as standard deviation.

The respondents 40.5% confirmed the statement with strongly agree, 36.1% agree, 10.8% were neutral, 7.1% disagree and 5.4% strongly disagree that project Monitoring and Evaluation framework of compassion international Rwanda, leads to quality performance, this also supported by a mean of 3.99 which is high mean as evidence of existence of the fact from heterogeneous of responses of 1.13 as standard deviation.

Beside, 32.8% of respondents confirmed the statement with strongly agree, 44.9% agree, 13.5% were neutral, 1.4% disagree and 7.4% at strongly disagree that project Monitoring and Evaluation framework of compassion international Rwanda, stimulate cost reduction, this also supported by a mean of 3.94 which is high mean as evidence of existence of the fact from heterogeneous of responses of 1.08 as standard deviation.

The respondents 66.9% confirmed the statement with strongly agree, 25.7% agree, 2.4% were neutral, 2.7% disagree and 2.4% strongly disagree that project Monitoring and Evaluation framework of compassion international Rwanda, encourages beneficiaries satisfaction, this also supported by a mean of 4.52 which is high mean as evidence of existence of the fact from heterogeneous of responses of 0.86 as standard deviation.

The respondents 52.4% confirmed the statement with strongly agree, 25.3% agree, 9.8% were neutral, 6.8% disagree and 5.7% strongly disagree that project Monitoring and Evaluation framework of compassion international Rwanda, leads to timeliness of the project, this also supported by a mean of 4.54 which is high mean as evidence of existence of the fact from heterogeneous of responses of 0.81 as standard deviation.

An interviewee said that *“In order to make sure that a program is being monitored and assessed in a thoughtful and consistent manner across its entire lifecycle, it is necessary to first develop a monitoring and evaluation framework”*.

Steyn (2013) A monitoring and evaluation framework is a tool to assess whether intended objectives of the policy are achieved; a means to learn from experiences to improve service delivery, allocate resources more efficiently and demonstrate results as part of accountability to key stakeholders.

**Table 4: Human resource capacity building of CIR, educational projects**

| n=296                   | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | Mean | Standard Deviation |
|-------------------------|----------------|-------|---------|----------|-------------------|------|--------------------|
| Human resource capacity | 188            | 86    | 7       | 5        | 10                | 4.47 | 0.89               |

|  |       |       |      |      |       |      |      |
|--|-------|-------|------|------|-------|------|------|
| building in compassion international Rwanda, enhance quality performance                                 | 63.5% | 29.1% | 2.4% | 1.7% | 3.4%  |      |      |
| Human resource capacity building in compassion international Rwanda, improves timeliness of the project  | 136   | 119   | 24   | 3    | 14    | 4.21 | 0.98 |
|  | 45.9% | 40.2% | 8.1% | 1.0% | 4.7%  |      |      |
| Human resource capacity building in compassion international Rwanda, contributes to cost reduction       | 115   | 154   | 22   | 2    | 3     | 4.27 | 0.71 |
|  | 38.9% | 52.0% | 7.4% | 0.7% | 1.0%  |      |      |
| Human resource capacity building in compassion international Rwanda, leads to beneficiaries satisfaction | 139   | 94    | 15   | 17   | 31    | 3.98 | 1.30 |
|  | 47.0% | 31.8% | 5.1% | 5.7% | 10.5% |      |      |
| Human resource capacity building in compassion international Rwanda, increases stakeholder involvement.  | 161   | 98    | 10   | 12   | 15    | 4.27 | 1.05 |
|  | 54.4% | 33.1% | 3.4% | 4.1% | 5.1%  |      |      |

Source: Field data, September 2022

Table 4 shows the respondents views on Human resource capacity building on performance of CIR educational projects at Tumba Parish. The respondents 63.5% confirmed the statement strongly agree, 29.1% agree, 2.4% were neutral, 11.7% disagree and 3.4% strongly disagree that human resource capacity building in compassion international Rwanda, enhance quality performance, this also supported by a mean of 4.47 which is high mean as evidence of existence of the fact from heterogeneous of responses of 0.89 as standard deviation.

The respondents 45.9% confirmed the statement with strongly agree, 40.2% agree, 8.1% were neutral, 1.0% disagree and 4.7% strongly disagree that human resource capacity building in compassion international Rwanda, improves timeliness of the project, this also supported by a mean of 4.21 which is high mean as evidence of existence of the fact from heterogeneous of responses of 0.98 as standard deviation.

Beside, 38.9% of respondents confirmed the statement with strongly agree, 52.0% agree, 7.4% were neutral, 0.7% disagree and 1.0% strongly disagree that human resource capacity building in compassion international Rwanda, contributes to cost reduction, this also supported by a mean of 4.27 which is high mean as evidence of existence of the fact from heterogeneous of responses of 0.71 as standard deviation.

The respondents 47.0% confirmed the statement with strongly agree, 31.8% at agree, 5.1% were neutral, 5.7% disagree and 10.5% strongly disagree that human resource capacity building in compassion international Rwanda, leads to beneficiaries satisfaction, this also supported by a mean of 3.98 which is high mean as evidence of existence of the fact from heterogeneous of responses of 1.30 as standard deviation.

The respondents 54.4% confirmed the statement with strongly agree, 33.1% agree, 3.4% were neutral, 4.1% disagree and 5.1% strongly disagree that human resource capacity building in compassion international Rwanda, increases stakeholder involvement, this also supported by a mean of 4.27 which is high mean as evidence of existence of the fact from heterogeneous of responses of 1.05 as standard deviation.

Respondent said that “ *Human Resources would play a pivotal role in gathering data, analyzing it, and designing a solution that fits each employee's unique situation and skill set, before passing over implementation to line managers*”.

The findings are in line with Tahir, Faiza and Sana (2014) carried out a study called Capacity building boost and project performance in banking Sector of Pakistan. Research outcomes depict that supervisory support and organizational support for career development doesn't impact significantly on Employees Performance of banking sector, whereas Capacity Building of an individual employee leads to enhance his/her performance. They observed capacity building positive has impact on project performance along with the external factors with statistically significant measures.

**Table 5: Budgeting influence on performance of CIR, educational projects**

| n=296  | Strongly agree | Agree        | Neutral     | Disagree  | Strongly disagree | Mean | Standard Deviation |
|--|----------------|--------------|-------------|-----------|-------------------|------|--------------------|
| Monitoring and evaluation budgeting in compassion international Rwanda, enhance quality performance        | 98<br>33.1%    | 172<br>58.1% | 19<br>6.4%  | 4<br>1.4% | 3<br>1.0%         | 4.20 | 0.70               |
| Monitoring and evaluation budgeting in compassion international Rwanda, improves timeliness of the project | 144<br>48.6%   | 92<br>31.1%  | 41<br>13.9% | 6<br>2.0% | 13<br>4.4%        | 4.17 | 1.03               |
| Monitoring and evaluation budgeting in compassion international Rwanda, stimulates stakeholder involvement | 105<br>35.5%   | 147<br>49.7% | 28<br>9.5%  | 6<br>2.0% | 10<br>3.4%        | 4.13 | 0.94               |
| Monitoring and evaluation budgeting in compassion international Rwanda, enhances scope maintenance         | 144<br>48.6%   | 134<br>45.3% | 4<br>1.4%   | 9<br>3.0% | 5<br>1.7%         | 4.11 | 0.90               |
| Monitoring and evaluation budgeting in compassion international Rwanda, leads to cost reduction            | 199<br>67.2%   | 70<br>23.6%  | 18<br>6.1%  | 3<br>1.0% | 6<br>2.0%         | 4.53 | 0.82               |

Source: Field data, September 2022

Table 5 shows the respondents views on budgeting influence on performance of CIR, educational projects at Tumba Parish. The respondents 33.1% confirmed the statement strongly agree, 58.1% agree, 6.4% were neutral, 1.4% disagree and 1.0% strongly disagree that Monitoring and evaluation budgeting in compassion international Rwanda, enhance quality performance, this also supported by a mean of 4.20 which is high mean as evidence of existence of the fact from heterogeneous of responses of 0.70 as standard deviation.

The respondents 48.6% confirmed the statement with strongly agree, 31.1% agree, 13.9% were neutral, 2.0% disagree and 4.4% strongly disagree that Monitoring and evaluation budgeting in compassion international Rwanda, improves timeliness of the project, this also supported by a mean of 4.17 which is high mean as evidence of existence of the fact from heterogeneous of responses of 1.03 as standard deviation.

Beside, 35.5% of respondents confirmed the statement with strongly agree, 49.7% agree, 9.5% were neutral, 2.0% disagree and 3.4% strongly disagree that Monitoring and evaluation budgeting in compassion international Rwanda, stimulates stakeholder involvement, this also supported by a mean of 4.13 which is high mean as evidence of existence of the fact from heterogeneous of responses of 0.94 as standard deviation.

The respondents 48.6% confirmed the statement with strongly agree, 45.3% agree, 51.4% were neutral, 3.0% disagree and 1.7% strongly disagree that Monitoring and evaluation budgeting in compassion international Rwanda, enhances scope maintenance, this also supported by a mean of 4.11 which is high mean as evidence of existence of the fact from heterogeneous of responses of 0.90 as standard deviation.

The respondents 67.2% confirmed the statement with strongly agree, 23.6% agree, 6.1% were neutral, 1.0% disagree and 2.0% strongly disagree that Monitoring and evaluation budgeting in compassion international Rwanda, leads to cost reduction, this also supported by a mean of 4.53

which is high mean as evidence of existence of the fact from heterogeneous of responses of 0.82 as standard deviation.

All project actions are strongly interwoven around project budget. The amount of required money, in most cases, dictates the duration and type of the used resources, operations and activities within the area of a project. The whole project may collapse due to project budget miscalculation, poor judgment and lack of proper oversight (Cserháti and Szabó, 2014).

Interviewee said that *“Establishing a project's primary goals is made possible via the budgeting process. Budgeting is essential to ensure that a project is finished on schedule. As a result, the project manager is aware of the limits of his financial resources”*.

Based on research findings, testimonial and discussion for other scholar, researcher revealed that there is effect of budgeting influence on performance of CIR, educational projects at Tumba Parish.

**Table 6: Project performance of CIR, educational projects**

| n=296   | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | Mean | Standard Deviation |
|---|----------------|-------|---------|----------|-------------------|------|--------------------|
| Project Monitoring and Evaluation leads to performance of compassion International Rwanda.  | 96             | 159   | 19      | 17       | 5                 | 4.09 | 0.87               |
|   | 32.4%          | 53.7% | 6.4%    | 5.7%     | 1.7%              |      |                    |
| Project Monitoring and Evaluation leads to performance of compassion International Rwanda through limited school dropout.                   | 103            | 140   | 29      | 17       | 7                 | 4.06 | 0.94               |
|   | 34.8%          | 47.3% | 9.8%    | 5.7%     | 2.4%              |      |                    |
| Project Monitoring and Evaluation leads to performance of compassion International Rwanda, through improved sanitation of body and clothes. | 91             | 164   | 11      | 30       | 0                 | 4.06 | 0.86               |
|   | 30.7%          | 55.4% | 3.7%    | 10.1%    | 0.0%              |      |                    |
| Project Monitoring and Evaluation leads to performance of compassion International Rwanda, through improved education quality.              | 185            | 50    | 36      | 20       | 5                 | 4.31 | 1.03               |
|   | 62.5%          | 16.9% | 12.2%   | 6.8%     | 1.7%              |      |                    |
| Project Monitoring and Evaluation leads to performance of compassion International Rwanda, through children motivation: school feeding      | 200            | 25    | 11      | 40       | 20                | 4.16 | 1.35               |
|   | 67.6%          | 8.4%  | 3.7%    | 13.5%    | 6.8%              |      |                    |

Source: Field data, September 2022

Table 6 shows the respondents views on performance of CIR educational projects at Tumba Parish. The respondents 32.4% confirmed the statement strongly agree, 53.7% agree, 6.4% were neutral, 5.7% disagree and 1.7% strongly disagree that project Monitoring and Evaluation leads to performance of compassion International Rwanda, this also supported by a mean of 4.09 which is high mean as evidence of existence of the fact from heterogeneous of responses of 0.87 as standard deviation.

The respondents 34.8% confirmed the statement with strongly agree, 47.3% agree, 9.8% were neutral, 5.7% disagree and 2.4% strongly disagree that project Monitoring and Evaluation leads to performance of compassion International Rwanda through limited school dropout, this also supported by a mean of 4.06 which is high mean as evidence of existence of the fact from heterogeneous of responses of 0.94 as standard deviation.

Beside, 30.7% confirmed the statement with strongly agree, 55.4% at agree, 3.7% were neutral, 10.1% disagree and none strongly disagree that project Monitoring and Evaluation leads to performance of compassion International Rwanda, through improved sanitation of body and clothes, this also supported by a mean of 4.06 which is high mean as evidence of existence of the fact from heterogeneous of responses of 0.86 as standard deviation.

The respondents 62.5% confirmed the statement with strongly agree, 16.9% at agree, 12.2% were neutral, 6.8% disagree and 1.7% strongly disagree that Project Monitoring and Evaluation leads to performance of compassion International Rwanda, through improved education quality, this also supported by a mean of 4.31 which is high mean as evidence of existence of the fact from heterogeneous of responses of 1.03 as standard deviation.

The respondents 67.6% confirmed the statement with strongly agree, 13.5% agree, 3.7% were neutral, 8.4% disagree and 6.8% strongly disagree that project Monitoring and Evaluation leads to performance of compassion International Rwanda, through children motivation: school feeding, this also supported by a mean of 4.16 which is high mean as evidence of existence of the fact from heterogeneous of responses of 1.35 as standard deviation.

The findings are in agreement with Tache (2011) carried out a study called developing an integrated Monitoring and Evaluation flow for Sustainable Investment Projects in Romania. The study used critical analysis and found that both the estimated advantages and the disadvantages of such a managerial tool, opening new perspectives for developing further improved models and systems. Where Monitoring and Evaluation affect positively the performance of the projects in Romania.

**Inferential statistics**

For this study, inferential statistics in research provide inferences that could be reached from frequencies, means and standard deviations.

**Table 7: Correlations matrix**

|                                     |                     | Project performance | Key performance indicators | Monitoring and evaluation framework | Human resource capacity building | Monitoring and evaluation budgeting |
|-------------------------------------|---------------------|---------------------|----------------------------|-------------------------------------|----------------------------------|-------------------------------------|
| Project performance                 | Pearson Correlation | 1                   |                            |                                     |                                  |                                     |
|                                     | Sig. (2-tailed)     |                     |                            |                                     |                                  |                                     |
|                                     | N                   | 296                 |                            |                                     |                                  |                                     |
| Key performance indicators          | Pearson Correlation | .704**              | 1                          |                                     |                                  |                                     |
|                                     | Sig. (2-tailed)     | .000                |                            |                                     |                                  |                                     |
|                                     | N                   | 296                 | 296                        |                                     |                                  |                                     |
| Monitoring and evaluation framework | Pearson Correlation | .717**              | .673**                     | 1                                   |                                  |                                     |
|                                     | Sig. (2-tailed)     | .000                | .000                       |                                     |                                  |                                     |
|                                     | N                   | 296                 | 296                        | 296                                 |                                  |                                     |
| Human resource capacity building    | Pearson Correlation | .680**              | .617**                     | .725**                              | 1                                |                                     |
|                                     | Sig. (2-tailed)     | .000                | .000                       | .000                                |                                  |                                     |
|                                     | N                   | 296                 | 296                        | 296                                 | 296                              |                                     |
| Monitoring and evaluation budgeting | Pearson Correlation | .826**              | .578**                     | .728**                              | .813**                           | 1                                   |
|                                     | Sig. (2-tailed)     | .000                | .000                       | .000                                | .000                             |                                     |
|                                     | N                   | 296                 | 296                        | 296                                 | 296                              | 296                                 |

Source: Field data, September 2022

Table 7 reveals that questionnaires were answered by 296 respondents. (p=0.000<0.05, Pearson Correlation = 0.704). This table indicates that key performance indicators had a significant high correlation with performance of Compassion International Rwanda educational projects at Tumba Parish. In his study Ofori (2014) assessed enabling World-class performance in Ghanaian contractors.

The study revealed time, Cost, Quality, Client satisfaction, Client changes, Business performance, Health & safety. Key performance indicators in construction enable measurement of project and organisational performance throughout the industry.

Table 4.9 reveals that questionnaires were answered by 296 respondents. ( $p=0.000<0.05$ , Pearson Correlation = 0.717). This table indicates that monitoring and evaluation framework had a significant high correlation with performance of Compassion International Rwanda educational projects at Tumba Parish. Not far for Land Policy Initiative (2015) the general objective of the M&E Framework of the project, Support to and capitalization on the EU Land Governance Programme in Africa is to provide a mechanism for continuous and systematic assessment of progress towards the achievement of the project objectives.

Table 6 reveals that questionnaires were answered by 296 respondents. ( $p=0.000<0.05$ , Pearson Correlation = 0.680). This table indicates that Human resource capacity building had a significant moderate correlation with performance of Compassion International Rwanda educational projects at Tumba Parish. In agreement with Ojokuku and Adegbite (2014) analyzed the impact of capacity building and manpower development on staff performance in selected organizations in Nigeria. Findings revealed a significant positive relationship between capacity building and staff performance in the selected organisations. This study found that capacity building and manpower development activities result in new knowledge, skills and management capabilities, and should therefore be the focus of greater attention and efforts by organisations.

Table 6 reveals that questionnaires were answered by 296 respondents. ( $p=0.000<0.05$ , Pearson Correlation = 0.826). This table indicates that Monitoring and evaluation budgeting had a significant high correlation with performance of Compassion International Rwanda educational projects at Tumba Parish. But, though time and quality might be of equal importance in the life cycle of a project, nothing can advance without the required amount of money and that requires a well planned and estimated budget (Davis & Papakonstantinou, 2012).

**Table 7: Model Summary**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .878 <sup>a</sup> | .770     | .767              | 6.79643                    |

a. Predictors: (Constant), Monitoring and evaluation budgeting, Key performance indicators, Monitoring and evaluation framework, Human resource capacity building

Source: Field data, September 2022

Table 7 summarizes the coefficient of determination, which indicates how well changes in the Monitoring and evaluation budgeting, Key performance indicators, Monitoring and evaluation framework and Human resource capacity building explained variations in project performance. Correlation coefficient of 0.878, R Square of 0.770 indicates that the project monitoring and evaluation affected 77.0% on performance of Compassion International Rwanda educational projects at Tumba Parish. Joseph, Bernard and Edward (2017) mentioned Effective performance measurement is critical to project success. A set of nine (9) KPIs has been developed for Ghanaian contractors as follows: Client Satisfaction, Cost, Time, Quality, Health and Safety, Business Performance, Productivity, People and Environment. These KPIs present a set of common criteria which can be used by Ghanaian contractors to measure and benchmark their performance and by client groups to compare contractor performance.

**Table 8: ANOVA**

| Model |            | Sum of Squares | df  | Mean Square | F       | Sig.              |
|-------|------------|----------------|-----|-------------|---------|-------------------|
| 1     | Regression | 45028.820      | 4   | 11257.205   | 243.707 | .000 <sup>b</sup> |
|       | Residual   | 13441.718      | 291 | 46.191      |         |                   |
|       | Total      | 58470.537      | 295 |             |         |                   |

a. Dependent Variable: Project performance  
b. Predictors: (Constant), Monitoring and evaluation budgeting, Key performance indicators, Monitoring and evaluation framework, Human resource capacity building

Source: Field data, September 2022

Table 8 demonstrates that the overall model was significant as the entire model was significant with  $F=243.707$  and  $p=0.000<0.05$ ). The findings indicate that Monitoring and evaluation budgeting, Key performance indicators, Monitoring and evaluation framework, Human resource capacity building

are predictors for performance of Compassion International Rwanda educational projects at Tumba Parish. For here the researcher confirmed alternative hypothesis ( $H_{1j}$ ): There is significant effect of project monitoring and evaluation on project performance. Moriarty (2011) stated that in at theory of Benchmarking the performance measurement has been identified as being essential to any efforts to improve performance and a cornerstone to efforts to attain world-class performance.

**Table 9: Coefficients**

| Model |                                     | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|-------|-------------------------------------|-----------------------------|------------|---------------------------|--------|------|
|       |                                     | B                           | Std. Error | Beta                      |        |      |
| 1     | (Constant)                          | -.524                       | 1.770      |                           | -.296  | .767 |
|       | Key performance indicators          | 1.389                       | .163       | .335                      | 8.519  | .000 |
|       | Monitoring and evaluation framework | .355                        | .150       | .112                      | 2.374  | .018 |
|       | Human resource capacity building    | .530                        | .167       | .165                      | 3.167  | .002 |
|       | Monitoring and evaluation budgeting | 1.769                       | .133       | .685                      | 13.319 | .000 |

a. Dependent Variable: Project performance

Source: Field data, September 2022

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Where: Y = Project performance

$\beta_i$ ;  $i=1,2,3,4$  = The coefficients representing predictors variables.

$B_0$  = The Y intercept

$X_i$ ;  $i=1, 2, 3,4$  = Values-of the various independent (Covariates) variables

$e$  = the error term which is assumed to be normally distributed with mean zero and constant variance,  $X_1$ = Key performance indicators,  $X_2$  = Monitoring and evaluation framework,  $X_3$ = Human resource capacity building,  $X_4$ =Monitoring and evaluation budgeting.

Table 9 on regression equation shows that Project performance depended on a constant factor of 4.506 regardless of the existence of other determinants. The other variables explain that; every unit increase in Key performance indicators increased performance of CIR educational projects at Tumba Parish by a factor of 1.389. Every unit increase in Monitoring and evaluation framework increased performance of CIR educational projects at Tumba Parish by a factor of 0.355.

Every unit increase in Human resource capacity building increased performance of CIR educational projects at Tumba Parish by a factor of 0.530. Every unit increase in Monitoring and evaluation budgeting increased performance of CIR educational projects at Tumba Parish by a factor of 1.769.

This test helped the researcher on hypotheses tests, It showed that Key performance indicators had p-value  $0.000 < 0.05$  hereby the researcher confirmed alternative hypothesis ( $H_{1a}$ ): Key performance indicators in Compassion International Rwanda has a positive effect on project performance.

It showed that Monitoring and evaluation framework had p-value  $0.018 < 0.05$  hereby the researcher confirmed alternative hypothesis ( $H_{1b}$ ): Project Monitoring and Evaluation framework of Compassion International Rwanda has a positive effect on project performance.

It showed that Human resource capacity building had p-value  $0.002 < 0.05$  hereby the researcher confirmed alternative hypothesis ( $H_{1c}$ ): Human resource capacity building of Compassion International Rwanda has a positive effect on project performance.

It showed that Monitoring and evaluation budgeting had p-value  $0.000 < 0.05$  hereby the researcher confirmed alternative hypothesis ( $H_{1d}$ ): Monitoring and Evaluation budgeting of compassion international Rwanda has a positive effect on project performance.

## CONCLUSION

The findings indicate that the variable key performance indicators is a determinant of performance of Compassion International Rwanda educational projects at Tumba Parish. The findings indicate that the variable monitoring and evaluation framework is a determinant of performance of Compassion International Rwanda educational projects at Tumba Parish. The findings indicate that the variable human resource capacity building is a determinant of performance of Compassion International Rwanda educational projects at Tumba Parish. The findings indicate that the variable monitoring and evaluation budgeting is a determinant of performance of Compassion International Rwanda educational projects at Tumba Parish. The findings indicate that the variable Environmental

and political support is a determinant of performance of Compassion International Rwanda educational projects at Tumba Parish. Hereby, all research objectives were achieved and null hypotheses were rejected while alternative hypotheses were confirmed means that Project Monitoring and Evaluation has significant effect on project performance of CIR Project Monitoring and Evaluation has an effect on project performance.

### **Recommendations**

- The CIR should stick with the monitoring and evaluation process, put in place open policies, and launch effective projects to help its people more.
- To fulfill its goals, the CIR Project must carry out technical activities on a regular basis in line with well-defined action plans and using well-defined tools and methods.
- It is suggested that the CIR Project keep training and building up the skills of its staff and also retrain operational participants.
- Because the CIR Project is in charge of real educational activities, it is responsible for ensuring that all parties impacted have a voice in the project's early phases of development.

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