

The influence of Monitoring and Evaluation(M&E) Information on Project Success in Teacher Colleges in Tanzania

ABSTRACT

The study examined the influence of M&E information on project success in teacher colleges in Tanzania. Specifically, it assessed the influence of clear data collection system on project success, examined the influence of regularly conducted stakeholders meeting on project success, assessed the influence of community involvement in M&E on project success, assessed the influence of community involvement in M&E on project success and finally, determined the influence of information to team members on project success. To attain the intended objectives five hypothesis were developed and tested by using Structural Equation Modelling(SEM). The study applied descriptive, cross-sectional and correlational survey design within the framework of a mixed methods approach. Census technique was applied to include all public teacher colleges and all College Management Team(CMT) members in the study. Either, Ministerial Education Officials and Zonal Quality Assurance Officers were involved in the study as key informants. The result of hypothesis testing revealed that generally M&E information was positively related to project success. Specifically, the test revealed that availability of clear data collection system, regular conducted meeting with stakeholders, community involvement in project M&E and information to team members were all positive and significantly related to project success. On the other hand, the study revealed that regularly prepared and disseminated M&E reports was not significantly related to project success. The study recommended that teacher colleges should employ modern information and communication tools in collecting project data, also teacher colleges should ensure that involvement of the community adds value economically, it is gender and social responsive as well as it focuses on capacity building and improving social well-being of the entire community.

Keywords: M&E, Information, Project success, Teacher Colleges, College Management Teams

1.1. INTRODUCTION AND BACKGROUND

Studies revealed that projects are the major source of products generation and services delivery for solving various socio-economic and cultural problems (Pinto & Slevin, 1988). Accordingly, the growth of any country both in the developed and developing world is highly dependent on successful implementation of development

projects (Igwe & Ude, 2018). Either projects are deemed successful when they attain their intended goals, are completed within the expected range of time and are within the estimated costs (Hussein *et al.*, 2015; Bello, 2017). Similarly, Pinto and Slevin (1988) conceive project success as the sub-issues of time, cost, satisfaction of users and attainment of the intended goal and objectives. Moreover, Holgeid and Thompson (2013) view project success in terms of completion within time scheduled, estimated costs and its ability to produce sustainable outcomes. According to Sudhakar (2016), project success is perceived as a central determinant for the achievement of sustainable development as it ensures effective provision of the most important social services such as education, water and health care.

Despite the fact that projects play a significant role in solving socio-economic problems, their implementation in both developed and developing countries has been facing many problems (Ika, 2012). It has been observed that, many projects particularly in developing countries fail to perform as expected and therefore they do not realize their intended goals (Eja & Ramegowda, 2020). Abiodun (2017) observed that, project failures over the world are closely linked with inappropriate control of operations and planning aspects. Based on the Constructive Cost Model (COCOMO), Ullah (2019) asserts that, for a project to be successful, it needs proper monitoring and control of cost, time and man-hour resources. Moreover, Olawale and Sun (2018), argued that, among the reasons that can lead to project failure in countries such as UK, Norway and Hong Kong are closely related to inappropriate project design, inadequate project control, inappropriate project cost and time estimations.

Monitoring and Evaluation (M&E) is one of the important functions of the project management as it assists in tracking project performance and provides justification for any project performance status at all levels of project implementation (Okafor A. E, 2021). In supporting that, Nyonje *et al.*, (2012) asserted that successful implementation of any project is highly dependent on stakeholders' efforts in conducting M&E. It is also observed that worldwide, organizations are reliant on

timely and accurate disseminated of information for management of projects. Either, through information, government, none governmental organizations and institutions can identify facts to streamline project and program operations. Either, properly implemented projects depend on constant and timely flow of information to all project stakeholders through shared project reports and other means of information dissemination. The study by Abdulqader, (2021) revealed that the successful use of information technology

1.2. Statement of the problem

In efforts to enhance project performance, the government of Tanzania introduced a number reforms, under those reforms there was devolvement of powers to lower levels. Institutions such as teacher colleges were given powers and mandate to plan, budget, monitor and evaluate implementation of projects (URT, 2010; 2021; Rwiza 2016). Establishment of M&E system was one of the essential strategies to enhance project performance. As one of the strategies to ascertain project success in teacher colleges, the CMTs are responsible to carry out M&E practices. As a means to ensure effective implementation of project operations and regular provision of project performance feedback to the relevant authorities and other stakeholders (Meigaru, 2019).

Despite the initiatives taken by the government to enhance project success in education institutions, it has been reported that, the performance trend of many projects in Tanzania teacher colleges is still not impressive (Raphael & Phillip, 2016; URT, 2018). Either, many teacher college projects performed below their expected standards such that, cases of project implementation delays, poor quality of project outputs and overrated costs are highly reported (URT, 2016; URT 2020). Furthermore, it was observed that, education projects fail to perform better despite the implementation of M&E activities (Maijo, 2020). The sustained existence of such a poor performance of projects in teacher colleges raises many questions as to whether the M&E practices employed are effective or not. This study, therefore, sought to explore the influence of M&E information and project success in teacher colleges in Tanzania.

1.3. Specific objective of the study

The study was guided by five specific objectives namely

- 1.3.1.** Assess the influence of clear data collection system on project success in teacher colleges in Tanzania
- 1.3.2.** Examine the influence of regularly conducted stakeholders' meetings on project success in teacher colleges in Tanzania
- 1.3.3.** Assess the influence of community involvement in M&E on project success in teacher colleges in Tanzania
- 1.3.4.** Assess the influence the prepared and disseminated reports on project success in teacher colleges
- 1.3.5.** Determine the influence of information to team members on project success in teacher colleges

1.4. Research hypothesis

To achieve the intended objectives, the study tested the following hypothesis

- H₁ Clear data collection system significantly influences project success
- H₂ Regularly conducted meeting with stakeholders significantly influence project success
- H₃ Community involvement significantly influence project success
- H₄ Prepared and disseminated M&E reports significantly influence project success
- H₅ Information to M&E team members significantly influences project success

2. Literature review

2.1. M&E information

Kamau & Mohamed, (2015), Wachaiyu, (2016) and Warinda (2019) defined M&E information by referring it to clear system of data collection, prepared and shared M&E report as well as presence of a clear flow of information. Kissi et al....,(2019) explain M&E information in terms of evidence based information that help in planning and informed-decision making in any project intervention. Furthermore, through information, governments, non-government organizations, and institutions identify facts to streamline operations and make reflections on performance achievements (Khan, 2015).

The study by Elkins (2006) asserted that M&E information can be utilized in improving project performance and contributing to peaceful developments in situations disposed to intense conflicts. The study by Crawford and Bryce (2003) on investigating the role of project M&E information in enhancing the effectiveness and efficiency of aid project implementation conducted in Australia, asserted that M&E information is intended to alleviate poor project performance, demonstrate accountability and promote organizational learning for the benefit of future projects. Therefore the current study adapted the definition put forward by Kamau & Mohamed (2015), Wachaiyu (2016) and Warinda (2019) who identified clear system of data collection, Shared M&E information, shared M&E reports and information system as appropriate measurement indicators of M&E information.

2.2. Project success

The study by Chan and Chan (2004) Pinto and Slevin (1988) define project success as the ability of the project to fall within the cost, time, and quality constraints. Furthermore, Shenhar *et al.* (2001) define project success as the one that conforms with meeting time, budget and attainment of goals. Also another definition on project success was the one put forward by Abylova and Salykova (2019) who defined project success as an aspect that relates to the attainment of organizational goals and objectives. Moreover, another definition on project success was given by Umugwaneza (2016) and Asim and Kazaz (2016) who defined project success as the one that is completed on time, within budget in approved and satisfactory quality and sustainability. Additionally, Iram *et al.*, (2016) defined project success based on factors leading to organizational project objective accomplishment.

3. Research methodology

The study was conducted within the framework of the mixed method, it adopted descriptive and cross-sectional and correlational survey design that was conducted based on primary data (Creswell, 2018). Either, the study included all 35 public teacher colleges and involved all nine (09) college management team members from each teacher college to make a total population of 315 CMT

members that were obtained by census method (Ayalew, Itegi, & Muchanje, 2022). The study also involved 05 officials from the Ministry of Education Science and Technology (MoEST) as key informants. Moreover, for the purpose of overcoming the limitations of one method by the strengths of the other the study adopted multiple methods of data collection. Structured questionnaire was used to collect quantitative data from target main respondents (CMT members) and complemented by qualitative data obtained through interview that was conducted to key informants (MoEST officials) respectively. The use of both structured questionnaire and interview guide in data collection was intended to bring about triangulation for the purpose of ensuring validity and getting the insight and reality on researched (Saunders et al., 2016; Cohen, et al., 2020).

Quantitative data were analyzed by descriptive statistics and inferential analysis through Structural Equation Modeling (SEM). Specifically, the Analysis of Momentum Structures (AMOS version 21) was applied in measurement of models and testing of research hypothesis (Hoyle, 2012; Tabri & Elliott, 2012; Byrne, 2012). On the other hand, qualitative data was analyzed by using content analysis.

4. Results and discussion

4.1. Analysis of the Confirmatory Factor Analysis (CFA)

The study applied Structural Equation Model in analyzing quantitative data, the model has two parts; measurement model (Confirmatory Factor Analysis) and structural model. The CFA was applied in testing validity and reliability of the study constructs and evaluation of data fitness in the model. The test indicated that the variable M&E information had the Construct Reliability (CR) value of 0.885. Either the rule of thumb requires that the construct reliability value of any variable should be greater than the recommended cut off point which is 0.7. Furthermore, the M&E information was also subjected to Cronbach's Alpha test as a measure of the internal consistency of the construct, the result indicated that Cronbach's Alpha coefficient value for M&E information was 0.863 the value is greater than

the recommended cut off point value of 0.7. therefore, we can conclude have acceptable level of internal consistency among M&E information variables

4.2. Descriptive analysis

4.2.1. Descriptive analysis of the M&E information

Descriptive analysis of M&E information variable was conducted by using four statistical measures namely mean, standard deviation skewedness and kurtosis. This explained the extent to which a set of data is bunched together. Either the variables of the study were assessed based on 1-5 Likert scale ratings whereby 1=very small extent 2= small extent 3=moderate 4=great extent and 5=very great extent. The general overview portrays a positive response as the overall (mean =3.54, SD=0.88) was revealed to be above the average mean=3.0 in the 1-5 Likert scale. This carries the message that generally respondents had a positive attitude on the variable. On the other hand, results also revealed that the standard deviation was closer or within the one (SD= 0.88) standard normal distribution implying that there was consistence among respondents' responses on constructs of the variable. EitherThe overall result from the skewedness test revealed a leftward-negatively skewed (Skewed= -0.424) of data distribution.

Table 1: Descriptive analysis of M&E Information

Indicator statement	Mean	Std Dev.	Skew	Kurtos
CMT have a clear system of data collection, for monitoring and Evaluation	3.31	1.07	-0.243	-0.566
CMT regularly conduct meetings with other stakeholders for M&E implementation	3.57	1.05	-0.536	-0.265
CMT involve the community on project monitoring and evaluation	3.38	1.11	-0.443	-0.444

CMT regularly prepare and disseminate progress reports	3.56	1.02	-0.455	-0.422
All members of the project team are kept informed of the status of the project performance	3.85	0.97	-0.842	0.598
OVERALL	3.54	0.88	-0.424	0.159

Source: Field data, 2023

4.3. Hypothesis testing and inferential results analysis

This study was intended to determine the influence of M&E information on project success in teacher colleges. Structural equation model was used in testing the relationship of variables. The testing and analysis of results was conducted through main and five sub-hypotheses as analyzed below

4.3.1. Hypothesis (H.0) M&E information significantly influence project success

This main hypothesis was generally aimed at testing to determine the relationship that exist between M&E information and project success. The prior assumption that was made at the beginning was that M&E information had a significant influence on project success. Table 2 indicates all the parameter estimates, standard error, and the associated p-values of the fitted SEM for the influence of M&E information on project success in teacher colleges. The results indicated that generally M&E information was positively related to project success ($\beta=0.797$). This had the meaning that a unit increase in score of M&E information resulted in an increase of project success score by 0.80 units. Moreover, the findings indicated that there was statistically significant relationship between M&E and project success as explained by the p-value of ($p<0.001$) which was less than the recommended cut off point of 0.05. It was further observed that, about 52.3% ($R^2=0.523$) of the variability in project success can be counted by M&E information as table 2 and figure 1 indicates.

Table 2 Estimated Parameters of the Final Structural Model for the Influence of M&E information on project success

Endogenous	Exogenous	Estimate	S.E.	C.R.	P-value	R ²
SUCCESS	<--- MEI	0.797	0.06	10.641	<0.0001	0.523
SUCCESS	<--- Data collection sys	0.308	0.028	10.904	<0.0001	
SUCCESS	<--- Conduct Meeting	0.05	0.024	2.092	0.036	
SUCCESS	<--- Involve community	0.052	0.022	2.401	0.016	
SUCCESS	<--- dissemination report	-0.003	0.023	-0.114	0.909	
SUCCESS	<--- Inform team	0.16	0.024	6.81	<0.0001	

Source: Field data 2023

4.3.2. Hypothesis (H.I): Availability of clear data collection system significantly influence project success in teacher colleges

This sub-hypothesis was intended to test the relationship between clear data collection system and project success. The study findings indicated that there was a positive relationship between clear data collection system ($\beta=0.308$) and project success. This had the meaning that an increase in clear data collection system by one unit leads to increase by 0.308 units in scores of project success in teacher colleges. Moreover, the study revealed that the relationship between data collection system and project success was statistically significant as indicated by p-value of ($p<0.001$) which was less than the recommended cut off point of 0.05. Either, the finding implied that availability of a clear data collection system is important to facilitate collection of accurate data for M&E in teacher colleges. The findings also implied that teacher colleges need to have clear data collection system that can facilitate preparation of a clear and reliable report to the ministry and donor funding agencies for attraction of more project funding. Following existence of positive and significant relationship between clear data collection system and project success, it can thus be confirmed that the hypothesis (H4.1) was accepted.

Empirical reviews also were in line with the current inferential result revealed on the relationship between clear data collection system and project success in teacher colleges. The findings by UNDP, (2009) which revealed existence

of positive relationship between clear data collection and project performance. The finding further revealed that absence of clear data collection system and method lead to the team spending more time and resources in generating project information. In support of the same findings Okafor (2021), revealed that clear routine data collection system facilitates the smooth flow of information that enables making informed decisions. Furthermore, the report by USAID, (2021) appreciate and supported the need of having a clear data collection system in an institution. The report further argued clear data collection system is essential for tracking project activities and assessing performance.

Generally, the findings from inferential analysis confirmed that availability of clear data collection system has tremendous contribution to project success. either the empirical review affirmed that effective project management depends on availability of clear data collection system (Fleisch, Kinnaman, Fleisch, & Kinnaman, 2015; Okafor, 2021; USAID, 2021).

With current development of science and technology in data collection, teacher colleges should consider using more of Information and Communication Technology (ICT) tools in data collection such as mobile devices and other software in collection, processing and storage of data. Conclusively, for to have a good data collection system teacher colleges are required to establish a good system of regular data capturing (normal and emerging) data from relevant sources.

4.3.3. Hypothesis (H.2): Regular conducted meeting with stakeholders' significantly influence project success

The current hypothesis was intended to test the relationship between regularly conducted meetings with stakeholders and project successes. Structural equation model was applied in testing the relationship of variables. The findings revealed that there was positive relationship between regularly conducted meetings with stakeholders ($\beta=0.05$) and project success. The result had the meaning that any increase by one unit in regularly conducted meetings with stakeholders, results in increased in project success by 0.05 units. Moreover, the findings indicate that there was statistical significant relationship between regularly conducted meetings

with stakeholders and project success as indicated by the p-value of ($p < 0.036$) which was less than the recommended cut off point value of 0.05. The findings had the implication that conducting meeting with stakeholders regularly is essential in facilitating timely adjustment and remedial measures to the underperforming project activities. In that regard teacher colleges should keep unregularly conducting stakeholders' meetings to inform them about the progress status of the project. Following existence of a positive and significant relationship between regularly conducted meetings with stakeholders and project success in teacher colleges **Hypothesis (H.2)** was accepted.

Empirical findings are in line with this hypothesis as the analysis result findings by UNDP, (2009) report revealed existence of the relationship between regularly conducted stakeholders meetings and project performance. The report insisted on the need to conduct stakeholders' meetings in order to monitor and evaluate project financial and general budget performance. Moreover, Kathongo, (2018) revealed that involving stakeholders in meetings and other forums allows them to air out useful views which reduces conflict to increase harmony leading to increased project performance..

Generally, the findings from empirical reviews revealed that the most effective way of involving stakeholders in the implementation of project is through regularly conducted meetings (UNDP, 2009; Magassouba, Tambi, Alkhlaifat, & Abdullah, 2019). Either, to all government institutions like teacher colleges, conducting stakeholders meeting is a statutory responsibility, in order to adhere to good governance. This is mainly because stakeholders meeting is a platform that brings stakeholders together, to interact and make vital decision for project development. In that regard teacher colleges management teams should recognize the role of conducting meeting and other forums that give room to stakeholders come together and discuss issues related to progress for the purpose of enhancing projects performance. Generally, the principal aim and purpose of conducting meetings with project stakeholders is to keep all stakeholders closely monitoring the progress of project through assessment of individual activities and possibly take remedial measures timely where necessary.

4.3.4. Hypothesis (H.3): Community involvement in project M&E significantly influence project success

This objective was intended to test the relationship between community involvement in conducting M&E and project success. Structural equation model was applied in testing the relationship of variables. The result revealed that there was a positive relationship between involvement of the community in M&E ($\beta=0.052$) and project successes. The result had the meaning that a unit increase in application of community involvement in project in M&E resulted in an increased in project performance scores by 0.052 units. Moreover, the result indicated that there was a statistically significant relationship between community involvement in conducting M&E and project success as indicated by p-value of ($p<0.016$) which was less than the recommended cut off point value of 0.05. This result had the implication that involvement of the community in M&E of projects has significant contribution to value addition.

Empirical reviews were in line with what inferential analysis revealed, as the study by Maijo, (2020) revealed about involvement of the community on the use of agro-inputs contributed to sustainability of the community based projects in Kisarawe district in Tanzania. Moreover, the study by Muniu, (2017) also revealed a positive and significant relationship between community involvement and sustainability of water projects at Nyeri county in Kenya. The study further revealed that community involvement in decision making, mobilization of resources and institutional collaboration all had significant influence on sustainability of community water projects. The study also revealed that M&E had a significant influence on the relationship between community participation and sustainability of water projects. Finally, the study concluded that in order to guarantee sustainability of water projects, community should be involved through contribution of initial capital and monthly subscriptions to sustain delivery of water service in the community.

Even though, there are a number of empirical studies which were contrary to these findings as the study by Norman & Massoi, (2010) revealed on Decentralization by Devolution (D by D) in Tanzania- reflection on community involvement in planning process at Kizota Ward in Dodoma. The study revealed there was no

community involvement in planning and M&E of projects. This resulted in failure of D by D projects at Kizota Ward in Dodoma was due to low involvement of community members in planning, execution and M&E of the implemented projects. Moreover, the study by Kimweli, (2013) also revealed lack of community involvement in donor funded food security projects. Moreover, it was also revealed that M&E was completely unknown to community due to the fact that they did not participate in any level of M&E exercise. Neither were they involved in drafting and reporting progress, nor did they participate in conducting M&E activity. In the same line the findings by Mthethwa & Jili, (2016) in a study conducted at Mfolozi local government in South Africa also revealed how low or lack of community involvement at the stage of planning, implementation, monitoring and evaluation resulted to poor performance of projects. In turn it resulted to dissatisfaction among citizens and sometimes protest and violence against service delivery. The study recommended that municipal authorities should involve the local community in all the stages of the project. Moreover, local communities should be consulted first by the authorities in order to deliver services according to their preferences and needs.

Community involvement in project is currently a concern to all parties the government, donor agencies and other project stakeholders. Empirical studies have proved that the most successful and sustainable projects are those with a strong support and backing of the community members (Norman & Massoi, 2010; Mthethwa & Jili, 2016; Simiyu, 2018). Community involvement in project is a bottom-up approach strategy which has proved to be more effective in project planning, monitoring and evaluation. Community involvement brings people and the entire community direct to the project decision making. In community context projects success is measured based on the services delivered and impact they have on community in terms of solving social, economic and cultural problems.

Teacher colleges as part of the entire community should consider involving the community and other stakeholders in projects that they are implementing. The reference is made to projects related to construction of buildings and other college

structures such as classrooms, staff offices and other structures. Involvement of community in implementing of projects of such a nature would lead to construction of building structures which are more friendly to all users including those who are either physical or mentally impaired. Furthermore, recently the government has been insisting and encouraging involvement of the community around in construction projects through the 'force account' system, under this arrangement teacher colleges should also take that advantage to involve the community in their projects implementation to reduce operational cost without compromising the quality of project work. All these should be implemented within the government framework, guidelines, procedures and regulations.

It can generally be argued that community involvement in project is essential in reducing risks and increasing project sustainability. Therefore, involving the community in the implementation of projects is inevitable. Moreover, teacher colleges should ensure that involvement of the community adds value economically, it is gender and social responsive. More importantly it should focus on capacity building and improving social well-being of the entire community.

4.3.5. Hypothesis (H.4): regularly prepared and disseminated M&E reports significantly influence project success

This hypothesis was aimed at determining the relationship that exist between regularly prepared and disseminated M&E reports and project success. Structural equation model was applied in testing the relationships of variables. The results revealed that there was a negative relationship between prepared and disseminated M&E report ($\beta = -0.003$) and project success. The result had the meaning that one-unit increase in the prepared and disseminated project reports, lead to decrease in project performance by 0.003 units. Moreover, the result indicated that there was no any statistically significant relationship between prepared and disseminated project reports and project success as indicated by p-value of ($p > 0.909$) which was greater than the recommended cut off point of 0.05.

The above findings had the implication that CMT members did not prepare and disseminate project M&E reports. Either the prepared reports did not add any value to project performance or did not yield a proportionate return in relation to project

performance. Unprepared and disseminated project reports also had the implication on lack of transparency in the management of projects in teacher colleges. Therefore, teacher colleges should consider reviewing their system of preparation and dissemination of M&E reports. This is to make the reports more informative and reflective to the project progress and of value addition to project performance. Following existence of the negative and statistically insignificant relationship between regularly prepared and disseminated M&E reports and project success, thus hypothesis (H.4) was rejected.

Empirical studies support and was in line with this inferential results of this hypothesis, as the study by Warinda, (2019) revealed that there was no any report generated from M&E system on the operationalization of the integrated M&E at Kisumu county. The study further revealed that unclear information flow to decision makers and limited availability of data were the main causes of poor operationalization of project M&E system. In the same line of finding, the study by Muniu, (2017) revealed that (90%) of respondents in descriptive study results said that there was no any project written M&E report was prepared and disseminated to stakeholders. The study further asserted that hardly a verbal report was delivered to the stakeholders' meetings of the project. Finally, the study recommended that M&E should be written in a simple and easily understandable language so as it can be utilized in multiple options based on stakeholders needs at different levels.

Despite the weak and insignificance relationship between regularly prepared and disseminated M&E reports, the role of reports on any project performance cannot be ignored. M&E reports are the roadmap and direction that guide stakeholders on project management. Preparation and dissemination of progress reports is a statutory obligation and requirements to any government institution. Teacher colleges as government institutions are supposed to prepare and disseminate reports monthly, quarterly and annually to inform the government and other stakeholders on the progress of the institution including projects that are implemented at the moment. The value of the prepared M&E reports is highly dependent on quality of regularly collected data from sources that are connected and related to project implementation. Empirical reviews have shown that any report prepared based on outdated and

inaccurate data misleads management team ending up making poor decision on management of projects (UNDP 2009; Khan 2015). Therefore, teacher college should strive to strengthen data collection systems in order to capture and collect accurate and up-to-date data at the right time so as to assist in making informed and rational decision project management.

In a nutshell it can be argued that preparation and dissemination of M&E report is of vital importance in providing a range of information needed by project and general management of any institution. Empirical reviews indicated that, the well prepared and balanced M&E reports are impetus to empower stakeholders in making informed decisions (UNDP, 2009; Warinda, 2019; Kemboi & Kemboi, 2019). Teacher college management teams should be aware that M&E reports is one of the means of institutional accountability to stakeholders and the general public, either the reports are the mirror that reflects the way projects and other institutional operations are managed. Furthermore, as government institution, teacher colleges are required by law to prepare and disseminate institution progress reports to relevant authorities including Internal Audit Unit (MoEST), Office of the Controller and Auditor General(CAG) monthly quarterly and annually. The submitted reports also include projects being implemented at the moment and their progress status. This affirms and clears the doubt on whether teacher colleges do prepare and disseminate project performance reports regularly to stakeholders as stipulated in the government documents (URT, 2021).

The finding from interview with officer from Quality Assurance Unit -MoEST on the availability and usability of project M&E reports, revealed that teacher college do prepare and disseminate project reports. The officer further explained that teacher college projects are also included in the general institution normal program reports prepared and submitted to the ministry monthly, quarterly and annual reports

“...yes! For every project they are implementing, we at ministry are getting reports from teacher colleges. Also when teacher colleges prepare quarterly progress reports, if there is any project being implemented at that time, it is

included in the college progress report". (Quality Assurer Officer-MoEST HQ).

the officer from Teacher Education Unit asserted that he was of the opinion that it is true that all teacher colleges reports are submitted to the ministry through teacher education department so he was full confident that all teacher colleges do prepare project reports and submit them to the ministry.

"... we do compile all reports that are received from all 35 teacher colleges and send a compiled report to (PS), but project reports are directly submitted to the DPP office, here in our department what get is a copy." (Teacher Education Unit Officer).

Generally, interview with ministerial officials confirmed that teacher colleges have been preparing and disseminating project reports to all stakeholders. However, none of the interviewed officer could substantiate that the reports were that much useful and dependable to enhance project performance. Evidence from empirical studies suggest that some of the reports were prepared just for complying with donor funding requirements (Hadyniak, 2014). An ideal project report is supposed to be succinct, clear, built on facts and figures with maximum degree of accuracy. CMT members should strive to improve their system of report writing in order to produce project reports which are reliable for rational decision making.

4.3.6. Hypothesis (H.5): Information to team members significantly influence project success

This hypothesis was intended to determine the relationship between information to team members and project success. Structural equation model was applied in testing the relationship of variables in this sub-hypothesis. The study revealed that there was a positive relationship between information to project members on the status of the project ($\beta=0.16$) and project success. The finding had the meaning that an increase in information to project members by one unit resulted in the increased scores in projects success by 0.16 units. Moreover, the results indicated that there was statistically significant relationship between information to project

members on the status of the project and project success as indicated by the p-value ($p < 0.0001$) which was less than the recommended cut off point of 0.05. The result had the implication that all project team members need adequate and timely information in order to effectively carry out M&E exercise. Either, when project team are well, adequately and timely informed about project, they can make rational informed decisions about M&E which can lead to increased project performance. Teacher colleges should ensure that CMT members are fed with correct information pertaining to implemented projects, this is to enable them make carry out M&E of all projects in their respective teacher colleges. To facilitate that teacher colleges when implementing project should establish the reliable information mechanisms under which all team members will be constantly and regularly kept informed on the status of the project. Following existence of the positive relationship between keeping project team members informed on status on performance and project success, then hypothesis (H.5) was accepted.

The findings from descriptive analysis in table 1 indicted that there was a positive relationship between information to project team members' and project success in teacher colleges. This was evidenced by respondents' score ratings of (mean=3.85, SD=0.97) which was above the mid-point score of mean=3.0 in the 1-5 points of the Likert scale. The score above average portrayed a general agreement by respondents on the information to project team members as a determinant of project success in teacher colleges.

The empirical review also revealed consistent result as descriptive and inferential findings revealed on information to team members and project success. The study by Okafor (2021) revealed how project M&E information was vital to project performance. The study focused on tracking of project information management system influenced performance of Reading and Numeracy Activities(RANA) at Katsina state in Nigeria. The finding revealed existence of a statistical significant relationship between information management system and project performance. In the same line of results, the study by Kaitare & Euginia, (2016) revealed existence of positive and significant relationship between project information users/managers

and project performance. Either, the study further affirmed that quality information assists user's and project managers to perform their tasks more professionally and hence achieve project success. Finally, the study recommended that organizations should establish and strengthen project Management Information System to enhance the flow of information in order to assist in improving decision making pertaining to project management. Complementing to the above findings the study by Safari & Kisimbii, (2020) also found a positive and significant relationship between information to government fund and members and project performance, the finding asserted that clear flow of information to project team facilitates decision making among members and act at reasonable time in favor of project performance.

Teacher colleges have responsibility to create smooth and reliable channels of information flow among the team members, this is to ensure that the flow of information do not leave any member of the team uninformed. Moreover, it is worth noting that, with the current era of information technology, project management systems also need to adopt Information and Communication Technology (ICT) in their project operations. The technology could easily facilitate the flow of information among team members. Either, adoption of online conference platforms such as zoom, google, skype and other virtual meeting facilities will assist in reducing project operational costs, increasing efficiency, sustainability and ascertain overall project success.

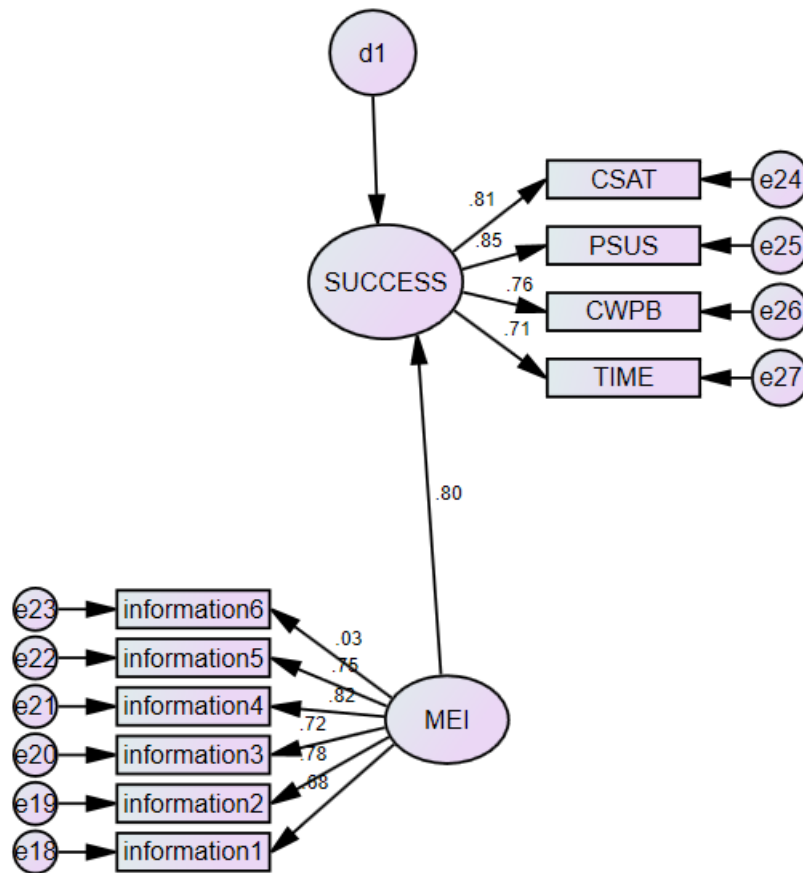


Figure 1: The Structural Equation Model for the influence of M&E Information on project success in teacher colleges

5. Conclusion and recommendations

The study assessed the influence of M&E information on project success in teacher colleges in Tanzania. Five hypotheses were tested using structural equation modeling. The results revealed that generally M&E information was positive and had statistical significant relationship with project success. Furthermore, the study revealed that four of the five tested hypotheses were significantly related to project success, therefore were all accepted. Either one hypothesis was not significantly related to project success hence it was rejected. Based on the findings it was concluded that M&E information significantly influence teacher colleges project success. Therefore, CMT members should strive to improve their system of report writing in order to produce project reports which are reliable for rational decision making. Teacher colleges as part of the

entire community should consider involving the community and other stakeholders in projects that they are implementing. To facilitate that teacher colleges when implementing project should establish the reliable information mechanisms under which all stakeholders, team members and the entire community will be constantly and regularly kept informed on the status of the project.

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