THE INFLUENCE OF MONITORING PRACTICES ON SCHOOL CONSTRUCTION PROJECT BY FORCE ACCOUNTS

A Case of Arusha District Council

George Godwin

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Masters of Science in Project Planning and Management

Institute of Accountancy Arusha (IAA)

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By

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MSC-PPM/0033/2021

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CERTIFICATION

I, the undersigned, certify that I have read and hereby recommend for acceptance for the Institute of Accountancy the dissertation entitled: “The Influence of Monitoring Practices on School Construction Project by Force Accounts – A Case of Arusha District Council”, in partial fulfilment of the requirements for the degree of Masters of Science in Project Planning and Management of the Institute of Accountancy Arusha (IAA).

……

(Supervisor)

AUTHOR'S DECLARATION

I, **George Godwin,** declare that this dissertation is my own original work and that it has not been presented and will not be presented to any university for a similar or any other degree award.

Signature……..

Date……

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First and foremost, I am grateful to the Almighty God, who gave me strength and health and made everything possible to successfully complete this dissertation. Secondly, to my supervisor, Mr. Casmir Fabian, for his exemplary guidance and support throughout the research and compilation of this study report. It was a great honour to have you and a privilege to have been supervised by you. May the Almighty God bless you with a long life and success in all your endeavours.

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There are other people who contributed in one way or another to make this work a reality, though their names are not mentioned here. May God richly bless you all as well.

LIST OF ABBREVIATIONS AND ACRONYMS

COVID-19	Coronavirus disease
DC	District Council
IFRC	International Federation of Red Cross
KII	Key Informant Interview
M&E	Monitoring and Evaluation
MESF	Monitoring and Evaluation Strategic Framework
MHCDGEC	Ministry of Health, Community Development, Gender, Elderly and Children
NDPC	National Development Planning Commission
NGOs	Non – Governmental Organisations
PMBOK	Project Management Book of Knowledge
TARURA	Tanzania Rural and Urban Roads Agency
UNDP	United Nations Development Programme
USA	United States of America

ABSTRACT

The study set out to examine the influence of monitoring practices on COVID-19 school classroom construction project performance by force accounts at Arusha District Council. Monitoring, as the name suggests, refers to a continuous process that helps the project team track the progress of the implementing projects and informs the team to identify any project areas in which changes to the plan are required and initiate the corresponding changes. The main objectives of the study were to examine the influence of monitoring plan practices on the school's classroom construction project performance, to determine the influence of monitoring tools practices on the school's classroom construction project performance, and to assess the influence of monitoring techniques practices on school's classroom construction projects performance in Arusha DC. The study adopted a descriptive research design with a target population of 239 respondents in Arusha, DC. Simple random and stratified sampling were used to select 150 respondents and 10 secondary schools. Primary data was collected from a sample size using a questionnaire, while secondary data was collected through reviews of literature and project documents. Pre-testing was performed through Cronbach's Alpha test to assess the questions' reliability. Data collected were analysed using quantitative analysis. The relationship between variables was determined using Pearson correlation and multiple regression analysis. The study found that monitoring techniques and tools practices contribute to COVID-19 school classroom construction project performance significantly, as monitoring planning practices contribute to council construction project performance. From the findings, the study concluded that there is a significant linear relationship between monitoring planning, tools and techniques practices and COVID-19 school classroom construction project performance. Based on regression model results where 61.7% only explained the dependent variable, recommends further research on the influence of other factors (28.3%) on construction project performance.

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CHAPTER ONE

1.0 INTRODUCTION

This chapter discusses the background information of the study, explains the statement of the problem, and outlines the study objectives. It also describes the scope of the study, the significance of the study and the limitation of the study.

1.1 Background Information

The concept of monitoring means a continuing function that uses systematic collection of data on specified indicators to provide management and the main project stakeholders of an ongoing development intervention with indications of the extent of progress and achievement of objectives and progress in the use of allocated funds (Kusek and Rist, 2014). Also, monitoring connotes the basic systems and practices that are needed during the project life cycle in order to support and ensure the project is planned and implemented to realise the project's intended goals and objectives (Okafor, 2021). For the purpose of this study, monitoring practices refer to monitoring plans, monitoring tools, and monitoring techniques that influence projects to be implemented in a timely, with minimal cost and quality output.

Historically, the practices of monitoring have been in existence since ancient times (Kusek, 2004) and play an indispensable role in helping those involved with projects to assess if progress is being achieved in line with expectations (Njeru and Luketero, 2018). Ifeanyichukwu (2021) and Duncan (2010) assert that the key benefit of practising monitoring is that project performance is observed and measured regularly, the project implementing team can be able to identify potential problems in a timely manner, and corrective actions can be taken when necessary to control the execution of the project.

In practice, monitoring is seen as an ongoing management function; thus, as part of great efforts to institutionalise managing for development results, most Governments, such as Sri Lanka, Canada, Spain and the USA, among others, have taken specific steps to strengthen result-based monitoring and evaluation system at their national level (Hubert and Mulyungi, 2018). In Spain particularly, monitoring practices have become an increasingly indispensable tool with global support towards achieving the country's environmental, economic and social sustainability (Muchelule, 2018). France, on the other hand, grouped project monitoring practices into several distinct phases for the purpose of clarity, and it does support showing how project ideas have generally evolved and how expectations have expanded over the years (Roger and Tim, 2008). Additionally, in China, to ensure effective control of government projects, special officers are assigned to execute the duties of monitoring (Muchelule, 2018).

In the African context, the Government project monitoring system is operated in a very complicated territory (Hurbert and Mulyungi, 2018). In Ghana, for instance, the country's government, in adopting monitoring and evaluation tools, came up with the National Development Planning Commission (NDPC) as a regulatory policy to uptake the principle of M&E operations (Njeru and Luketero, 2018). However, after several years of implementing the national M&E system, challenges include severe financial, operational, institutional and technical constraints. Others are fragmented and uncoordinated information, particularly at the government sector level, and thus suggest adequate capacity to support and sustain effective monitoring and evaluation must be strengthened, harmonised and effectively coordinated (Hurbert and Mulyungi, 2018).

Interestingly, a study by Faridi and El-Sayegh (2016) revealed that ineffective monitoring practices attributed to not limited to shortage of skilled manpower, poor supervision and poor project site management, unsuitable leadership, shortage and breakdown of equipment have greatly

contributed to project delays in the United Arab Emirates. Similarly, in South Africa, the government placed increased importance on monitoring but noted quality and attitude of service are considered key factors constraining successful monitoring practices on project delivery (Mbachu and Nkando, (2017).

As elsewhere in the world, in Tanzania, the public sector forces accounts projects to serve to fulfil both the country's and its people's development; however, a study by Mwakyelu (2019) noted numerous instances of inefficiency and ineffectiveness which impact the performance of the country's construction projects. Rondon (2018) argued that organisational project performance measurement has increased attention in both private and public organisations. Thus, the challenges of measuring and improving critical organisational processes continue to increase in importance. It is with this regard recent studies acknowledged the force account approach as an integral mechanism, whereas the public construction-related project implemented in a timely and at reasonable cost (Shengeza, 2017).

Despite the above assertions, monitoring practices in the public sector force accounts projects remain the powerful management tool that can assist government and state institutions to improve the manner in which project tasks are undertaken to achieve a country's vision and mission (Muchelule, 2018). To affirm this, many Tanzania government sectors develop and adopt monitoring and evaluation plans for support and guidance for the implementation of the projects. For instance, in 2020, the Ministry of Health, Community Development, Gender, Elderly and Children (MHCDGEC) developed and adopted a five-year (2020 – 2025) monitoring and evaluation strategic framework (MESF) aims to improve the performance of the health system as advocated in the Tanzania Development vision 2025.

In this case, Heagney (2012) stressed that to achieve specific project performance levels, the project manager and team must finish the job by a certain time, within budget, and at a given magnitude or scope. Fundamentally and in connection with Heagney's argument, performance measurement refers to the monitoring practice of projects on a regular basis (Thomas, 2012). Therefore, performance measurement is related to indicators such as scope, time, budget, quality, client satisfaction, client changes, business performance, and health and safety (Cheung et al., 2014).

1.2 Statement of the Problem

Like many other developing countries, in Tanzania, public sector force accounts projects are very important for the individual citizen and the country's development. However, due to the lack of proper monitoring practices, most public sector projects have numerous instances of inefficiency and ineffectiveness, which impact the projects' performance (Mwakyelu, 2019). Further, a study by Chesos (2010) and Mamer (2010) revealed that most project organisations have monitoring systems in place. However, the lack of effective monitoring practices is due to poor monitoring plans, conflict of interest, misuse of allocated project resources and poor communication.

Conversely, studies by Okafor (2021) revealed that 94% of the respondents agreed that the project performance is influenced by M&E because monitoring and evaluation ensure that measures and/or systems are put in place to measure progress and project performance, as well as ensuring compliance to project plans. Also, a study by Njeru and Luketero (2018) reported that 90% of the respondents agreed that monitoring and evaluation strategies influence the performance of the project to a very great extent. Again, the study by Hurbert and Mulyungi (2018), which looked at the influence of monitoring and evaluation planning practices on project performance in Gasabo District

- Rwanda, noted that monitoring practices have a significant impact on the success of the project because of regular reporting on the project allows opportunities to measure project performance.

Interestingly, none of the above studies has a direct link to the role of monitoring practices in Tanzania; thus, a researcher is establishing a study on the influence of monitoring practices on public sector project performance in Tanzania. Therefore, the study is established to examine the influence of monitoring practices on a school's classroom construction project performance under the force accounts mechanism at Arusha District Council.

1.3 Overall Study Objectives

The overall study objectives were to explore to what extent monitoring practices influence the public sector force accounts projects performance at Arusha District Council

1.3.1 Specific Study Objectives

The specific study objectives are

i. To examine the influence of monitoring plan practices on the school's classroom construction project performance in Arusha District Council.
ii. To determine the influence of monitoring tools practices on the school's classroom construction project performance in Arusha District Council.
iii. To assess the influence of monitoring techniques and practices on the school's classroom construction project performance in Arusha District Council.

1.4 Research Hypothesis

The study was guided by the following hypothesis;

H_{1-} There is an influence of monitoring planning practices on COVID-19 School's classroom construction projects performance in Arusha District Council.

H_2 – There is the influence of monitoring tools practices on COVID-19 School's classroom construction projects performance in Arusha District Council.

H_3 – There is an influence of monitoring techniques and practices on COVID-19 School's classroom construction projects performance in Arusha District Council.

1.5 Significant of the Study

It is expected that this study will invigorate further study on the influence of monitoring practices on public sector force accounts project performance and also encourage innovation of other approaches, which will help to advocate the use of robust monitoring practices in order to improve public sector force accounts projects performance. The study findings inform and serve as a tool for the public sector, project stakeholders, academicians, and researchers.

1.6 Scope of the Study

The study focused on assessing the influence of monitoring practices on public sector force accounts project performance, particularly on schools' classroom construction projects. Broadly speaking, there are a number of factors that influence project performance, including the force account approach. However, the researcher dealt with monitoring practices' influence on project performance. The study covered the schools' classroom construction projects implemented by the Arusha District Council in Northern Tanzania under COVID-19 funds. The study used project monitoring reports and data collected from key informant interviews.

1.7 Limitations of the Study

The study was conducted in a short period of time due to the time limit; however, the key findings inform the public sectors, policymakers, stakeholders, academicians and researchers for further studies on the influences of monitoring practices on public sector force accounts project performance.

1.8 Organisation of the dissertation

The study was organised into three chapters. Chapter one dealt with the introduction and problem setting, which comprises background information, problem statement, objectives, significance, scope, limitation and organisation of the study. Chapter two describes literature reviews, which include a theoretical review, empirical part, research gap and conceptual framework. Chapter three explained the study methodology.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews both theoretical literature to link between what this study sought to examine and empirical literature to link what has already been done in the field of study. This chapter also defines and discusses the basic concepts that guide the study, develops the conceptual framework and identifies the research gap.

2.1 Theoretical Literature

This section describes the theoretical part of the study. It explains theories that are relating to this study.

2.1.1 Definition of Terms

2.1.1.1 Project Monitoring

A project can be defined as a set of activities implemented within a specific period of time and with specific resources to achieve a specific objective (PMBOK, 2017). Every project has a specific objective, and it is envisioned that through these activities, the project will achieve its objective within the specified period of time. Thus, a project has unique activities and a defined starting time and end time (Passenheim, 2009).

Besides the above definition, a project is formulated and implemented in the form that follows a cycle or sequence which starts from its inception to its closure (PMBOK, 2017). Therefore, it is very

important to understand that every project has its own unique cycle of operation, though the fundamental project cycle remains the same, including project implementation and monitoring (IFRC, 2010).

Project monitoring refers to a continuing process that aims to provide the project management and main project stakeholders of an ongoing project intervention with early indications of progress, or lack thereof, in the achievement of desired results (Kusek and Rist, 2014). Doing this process during the course of a project helps to inform the project manager and team to identify any project areas in which changes to the plan are required and initiate the corresponding changes (PMBOK, 2017).

2.1.1.2 Monitoring Practices

The objective of monitoring a project is to improve current and future management of inputs, outputs, outcomes and impact in programmes and projects being executed by assessing the progress, performance and results of projects and programmes, or even institutions and organisations, whether international or local NGOs, government or individuals (UNDP, 2012). In this respect, monitoring is a process whose main aim is to help improve project performance and achieve intended results through assessing the quantity and quality of executed activities and how they are managed to give outputs, processes used in the project and programme, including effects or changes that took place due to the interventions undertaken during implementation, and process that are external to an intervention such as impact triggered by implemented activities and other environmental factors (Kabeyi, 2018).

For this to happen, the project organisation should ensure a robust monitoring plan in place for the development of the project's logical framework with key performance indicators that track and assess the project performance. Again, clearly defined monitoring roles and responsibilities and

conducting regular internal capacity building. Further, the development of monitoring tools which incorporate day-to-day activities is vital towards achieving project success. Adoption and use of relevant monitoring techniques are also very important to project organisation towards tracking the progress of the implemented project and informing management on progress report writing.

2.1.1.3 Project Performance

Cheung et al. (2014) asserted that project performance can be measured and evaluated by using a large number of performance indicators that could be related to various dimensions such as time, cost, quality, client satisfaction, client changes, business performance, health and safety. In addition and in relation to building construction projects, Okello's (2021) study proposes six performance areas, including quality performance, cost performance, safety performance, schedule performance, delivery performance and project information management. However, in most construction projects, time, cost and quality are the predominant performance evaluation dimensions (Muchelule et al., 2017). Therefore, in this study, the researcher focused on examining the influence of monitoring practices on project performance dimensions: cost, time, scope, and quality.

2.1.2 Influence of Monitoring Plan Practices on Construction Projects' Performances

Hurbert and Mulyungi's (2018) study findings revealed that 92% of respondents thought that M&E planning influences project performance in reference to the projects under study. Additionally, a study by Mbaziira and Njoroge (2021) on the influence of monitoring and evaluation planning on the performance of Government programmes, a case of Uganda Women Entrepreneurship Programme in Busoga Sub-Region Uganda, based on the Pearson's Correlation coefficient, it emerged that

M&E planning significantly influenced the performance of Uganda Women Entrepreneurship Programme ($r = 0.755$; $p < 0.05$).

2.1.3 Influence of Monitoring Tools Practices on Construction Projects' Performance

Monitoring tools and practices play a very significant role in helping those involved with projects to assess if progress is being achieved in line with project expectations (Njeru and Luketero, 2018). It is with this regard that monitoring tools are essential and, when well-prepared, have greatly contributed to project outcomes. Thus, in the study by Muchelule et al. (2017) on the influence of monitoring tools on project performance in Kenya, state corporations found that monitoring tools have no significant effect on project performance of state corporations in Kenya because tools were not modified to meet the specific needs and unable to map out the needed steps to attain the desired project results of Kenya State Corporations. This not being the case; however, Barasa (2014) asserted that monitoring tools are indispensable at all stages of the project cycle. These tools can help to strengthen project design tools such as logical results in the systematic selection of indicators for monitoring project performance and, thereof, stimulate partnership with project stakeholders.

2.1.4 Influence of Monitoring Techniques Practices on Construction Projects' Performance

Chepkemoi and Otieno (2020) assert that monitoring and evaluation techniques help the project team in addressing the issue of measuring performance and achievement of projects. A Muchelule et al. (2017) study on the influence of monitoring techniques on project performance in Kenyan state corporations revealed that monitoring techniques ($\beta 3 = 0.674$, $p<0.05$) have a significant effect on project performance. Again, the study by Okafor (2021) on the influence of the Monitoring and

Evaluation System on the Performance of Projects concluded that for a visible positive influence on project performance to be seen, M&E techniques should be in place.

2.1.5 Theories of the Study

This study adopted two theories, namely, the theory of change and the theory of effective project implementation.

2.1.5.1 Theory of Change

In the 1990s, Carol Weiss, a member of the Roundtable's Steering Committee on Evaluation, hypothesised that a key reason complex programmes are so difficult to evaluate is that the assumptions that inspire them are poorly articulated (Okello, 2021). She argued that programme stakeholders of complex community initiatives typically are unclear about how the change process will unfold and, therefore, give little attention to the early and mid-term changes that need to happen in order for a longer-term goal to be reached (Okello, 2021). Weiss popularised the term "Theory of Change" as a way to describe the set of assumptions that explain both the min-steps that lead to the long-term goal and the connections between programme activities and outcomes that occur at each step of the way (Okello, 2021).

The application of the theory of change in research has been used since the 1990s in studies relating to project monitoring and evaluation (Okello, 2021). Often, the theory of change is referred to as the programme theory, result chain, programme logic model or attribution logic (Muchelule, 2018). Hypothetically, the theory of change proposes that change is achieved through continuous data-based decisions and strategies that are assessed, evaluated and communicated effectively to facilitate improvement (Okello, 2021). Whilst monitoring is concerned with assessing how change occurs within the components of the project and the surrounding environment (Muchelule, 2018),

the theory of change as a model identifies how to initiate change, identify individual monitoring roles, change pathway conceptualisation, identify important assumptions in implementing the change, continuous monitoring the change and critically analysing the change process (Okello, 2021).

Furthermore, this theory is applicable where the causes and effects relationship is expected and is integrated into cycle project planning, monitoring at different points, including pre-planning stages of scoping and strategic analysis, design and planning, and throughout the project implementation (Muchelule, 2018). In this study, the theory will provide a framework that having robust monitoring practices (monitoring planning, tools and techniques) in place can positively and significantly inform the project performance (Time, Scope, Cost and Quality) in public sectors.

2.1.5.2 Theory of Effective Project Implementation

According to Nutt (2006), the theory of Effective Project Implementation requires project managers to take a series of steps in planning the change process in the organisation by creating an environment in which changes can survive and be rooted. In the implementation of the project, managers are considered to be key process actors in installing planned changes in an organisation (Muchelule, 2017). However, Nutt (2006) noted procedural steps in project implementation have been difficult to specify because implementation is ubiquitous. In Tanzania, a study by Maijo (2021) on the effectiveness of monitoring and evaluation systems on the sustainability of community-based projects in Kisarawe District found that M&E systems were effective in the sustainability of community-based projects. However, the types of monitoring and evaluation carried out in the district should be critically looked at. Inadequate finance allocation in capacity building and monitoring activities and low level of community participation in project management phases jeopardise the enhancement of project sustainability.

2.2 Empirical Literature Review

In response to ensure projects are regularly monitored and attain their intended results, many countries, including Tanzania, have made concerted efforts to develop and establish robust project monitoring and evaluation systems. Rogers and Tim (2018) asserted that the monitoring system has become popularly used and embodied regular tracking of inputs, activities, outputs, outcomes, and impacts of development activities at the project, programme, sector and national levels. Many studies indicate the significant influence of monitoring and evaluation systems on project performance.

Mhina's (2017) study on Monitoring and Evaluation practices and their effects in district councils, a case of the Ruvuma region, revealed that 73.4% of the respondents of the councils rated M&E's effect on organisational learning as high and has improved the capacity and knowledge staff in conducting monitoring and evaluation in various projects hence led to organisational performance and achieved organisational goal in time. Additionally, Muchelule (2018) noted that despite the doubt on whether most of the state corporations' projects initiated in Kenya were of good quality and were implemented and completed within the expected timeframe, budget monitoring and adoption of monitoring practices had a positive and significant effect on project performance.

In Rwanda, the study by Hurbert and Mulyungi (2018), which looked at the influence of monitoring and evaluation planning on project performance in Gasabo District - Rwanda, noted that monitoring practices have a significant impact on the success of the project because of regular reporting on the project allows opportunities to measure project performance. However, due to a lack of proper monitoring practices, most public sector force accounts projects have numerous instances of inefficiency and ineffectiveness, which impact performance (Mwakyelu, 2019).

Research by Shayo (2020) on determinants of the effectiveness of monitoring and evaluation systems of agriculture-related NGOs in Morogoro Municipal -Tanzania, revealed that 93.3% of respondents found an M&E plan, tools and techniques had adequately addressed the organisations' data needs and reaching the intended project results. In support of this, Malanda and Maziku's (2021) study found that on the effect of Monitoring and Evaluation of TARURA's procurement contract performance, 52.7% of the effects of Monitoring and Evaluation on TARURA's procurement contract performance were explained by availability of technical personnel, work schedule, progress report, inspection of executed works and risk management plan.

Another study by Okafor (2021) revealed that 94% of the respondents agreed that the project performance is influenced by M&E because monitoring and evaluation ensure that measures and/or systems are put in place to measure progress and project performance, as well as ensure compliance with project plans. Also, a study by Njeru and Luketero (2018) reported that 90% of the respondents agreed that monitoring and evaluation strategies influence performance of the project to a very great extent.

Despite several studies reporting the indispensable roles and significant influence of monitoring practices on project performance, other studies, on the contrary, revealed the ineffectiveness and negative influence of monitoring systems towards project performance. Study findings by Muchelule et al. (2017) inform that the factors influencing the performance of Monitoring and Evaluation of Government projects in Kajiado East Sub County - Kenya had numerous weaknesses, including inadequate allocation of financial resources to carrying out M&E activities, Lack of proper M&E system, Lack of involving primary stakeholders, and lack of proper training on M&E and inappropriate tools inhibit proper monitoring and evaluation, and hence leading to poor execution of M&E activities with the results of Government unable to achieve its project success.

A study by Muchelule (2018) noted that despite the doubt on whether most of the state corporations' projects initiated in Kenya are of good quality and were implemented and completed within the expected timeframe, budget monitoring and adoption of monitoring practices had a positive and significant effect on project performance. Similarly, studies by Chesos (2010) and Mamer (2010) revealed that most project organisations have monitoring systems in place. However, the lack of effective monitoring practices is due to poor monitoring plans, conflict of interest, misuse of allocated project resources and poor communication.

In Nigeria, a study by Ifeanyichukwu (2021) reported that project monitoring of most firms in the study areas was manually oriented and rarely had their monitoring done with adequate work breakdown process. The study further noted that the correct application of the specified technique was one of the monitoring processes that were, of course, rarely ensured and less emphasised in monitoring the various construction stages during construction (Ifeanyichukwu, 2021). The study recommended that monitoring should be computer-oriented for easy project information handling, communication within project monitoring personnel, and selection of adequate records management. Selection of work breakdown basis should consider the peculiarities of the project under consideration, client-related factors, and project manager-related factors in the generation of the monitoring strategy for each project (Ifeanyichukwu, 2021).

Furthermore, Maijo's (2021) study on the effectiveness of monitoring and evaluation systems on the sustainability of community-based projects in Kisarawe District, Tanzania, found that M&E systems were effective on the sustainability of community projects however, the types of monitoring and evaluation carried out in the district should critically looked, inadequate finance allocation in capacity building and monitoring activities and low level of community participation in project management phases jeopardise the enhancement of project sustainability.

In summary, monitoring of the project is a concurrent process of tracking the implementation of activities of the projects to ensure that the project is on track and as per the formulation plan. Singh et al. (2017) stressed that, while executing a project, its quality, time, and cost need to be considered to ensure that it is successfully implemented within its predefined resources and timeline. Monitoring, thus, is an activity that helps to provide real-time information on the progress of the project in terms of completing its activities and achieving its immediate outputs, both in terms of quality and target. To achieve this, a study by Mhina (2017) concludes that M&E enhances accountability, decision-making, transparency, and organisational learning. Further recommend that M&E should be established, institutionalise and training is needed for staff involved in monitoring and evaluation.

Maijo's (2021) research in Kisarawe District, Tanzania, concludes that the sustainability of community-based projects implemented by the Government depends on other monitoring and evaluation factors, including community participation, adequate finance and community capacity building. Further, the study recommends that the project team in the district adopt modern techniques of project management and increase budgetary allocations for monitoring and evaluation of community-based projects.

2.3 Research Gap

This study intended to examine the influence of monitoring planning, monitoring tools and monitoring tools on schools' classroom construction project performance. Despite the fact that the previous studies by Mhina (2017), Muchelule (2018), Hurbert and Mulyungi (2018), Mwakyelu (2019), Shayo (2020), Okafor (2021), Malanda and Maziku (2021) explored the significant and insignificance influence of monitoring and evaluation practices roles on project performance, but many posed for further research studies on the thematic topic. Therefore, this study examined the

influence of monitoring plans, tools and techniques practices on project public sector force accounts for projects' time, scope, cost and quality performance in Arusha District Council.

2.4 Conceptual Framework

This paper, in examining the influence of monitoring practices on public sector force accounts project performance, used the following conceptual framework in Figure 1.

Figure 1: Study Conceptual Framework

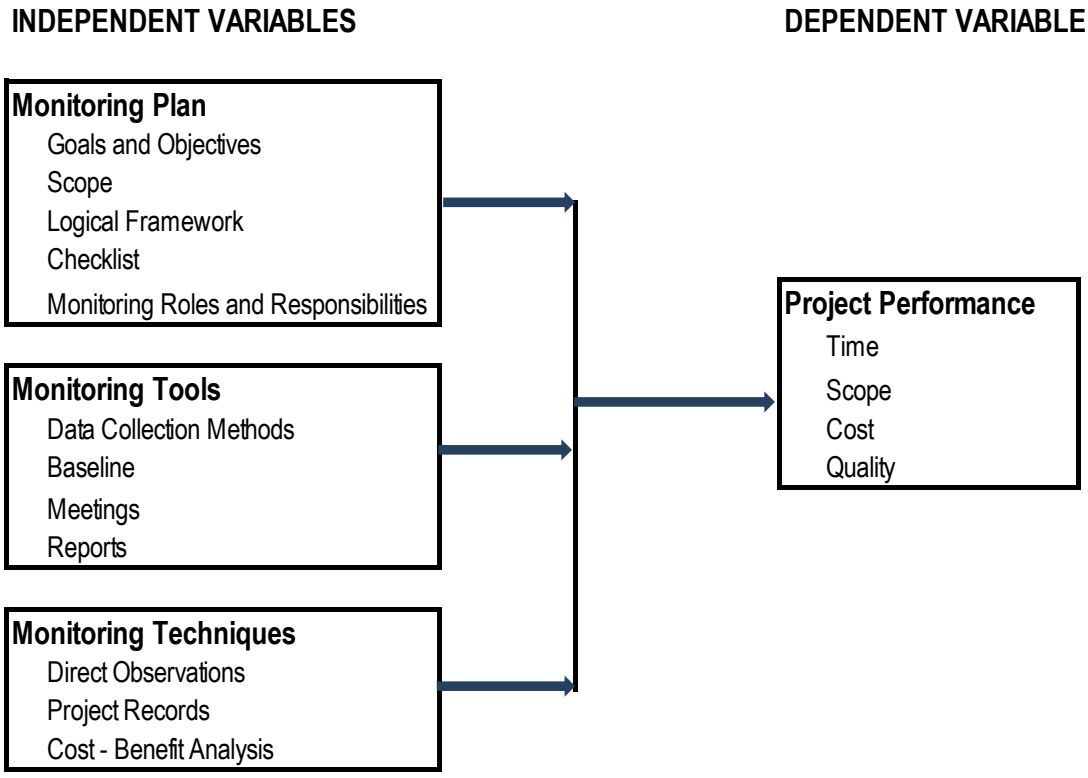

Figure 1

Source: *Researcher (2022)*

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter explains in detail the methodological approach, including the study area, research design, research approach, target population, sample, sample techniques and procedures, data collection methods and instruments and data analysis employed in this study. This chapter also covers the ethical issues and considerations, validity and reliability, and trustworthiness of the study.

3.1 Description of the Study Area

Arusha District Council is one of the 7 districts in the Arusha Region located in northern Tanzania. The District covers an area of 1,547.6 square kilometres. The population of Arusha DC, is estimated to be 323,198 people (Population and Housing Census, 2022). Geographically, Arusha DC is located at 03^0 15' 38" South in latitude and 36^0 38' 28" East in longitude. The district has a total number of 48 secondary schools with a 1:69 ratio of pupils per classroom. The district also has a total number of 112 primary schools with a 1:71 ratio of pupils per room. In 2021, The Arusha District Council was one of the benefited councils with Government COVID-19 funds to implement schools' classroom construction projects (Arusha DC profile, 2022). This study involved 32 schools that benefited from the COVID-19 funds to assess the influence of the monitoring practices on public sector force accounts project performance.

Figure 2: The map of the study area, Arusha District Council

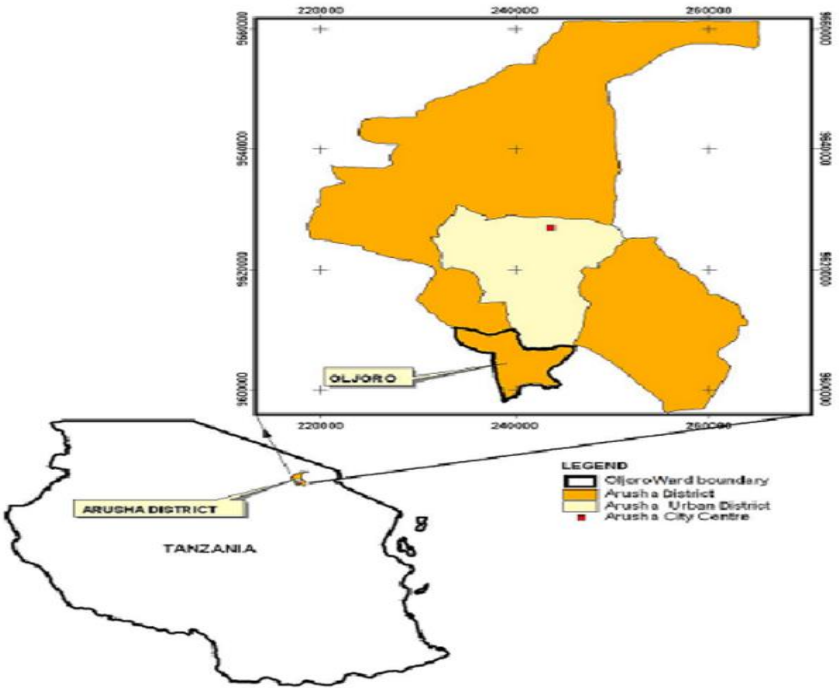

Figure 2

Source: Researchget.net

3.2 Research Design

According to Kothari (2014), research design is the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedures. A research design, therefore, answers the questions that would determine the path that a researcher proposes to take (Kumar, 2014). In this study, a researcher will use a cross-sectional survey research design to examine the influence of monitoring practices on force accounts project performance in public sectors. The survey study numerically will explain project performance in construction projects influenced by monitoring practices and collect data at one point in time. The aim of the design will be to invigorate the influence of monitoring plans, monitoring tools, and

monitoring techniques on COVID-19 school classroom construction projects' performance in the Arusha District Council.

3.3 Research Approach

Research approach, as defined by Cresswell (2013), refers to the plans and procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation. This study adopted the quantitative approach. The quantitative element will help a researcher to test the relationship between independent variables (Monitoring Plan, Monitoring Tools and Monitoring Techniques) and dependent variable (Project Performance).

3.4 Population of the Study

The population of the study included members of the committee and department users involved in the construction of the school's classrooms under the COVID-19 funds in Arusha DC, which are the District construction committee, procurement committee, and school project committee. The study also involved District Project Engineers, the Procurement Department Unit, the Internal Audit Unit, the Planning Department Unit, and the District Education Office, who were involved in the day-to-day management of 32 school classroom construction projects.

Table 3. 1: Study Population

Target Population	**Total**
District Project Engineers	5
District Construction Committee	25
Schools' Project Committee	96
Procurement Committee	96
District Education Office	6
Planning Department Office	7
Internal Audit Unit	2
District Accountant	2
TOTAL	**239**

Source: Researcher (2022)

3.5 Sample Procedures and Techniques

This part explains the sample procedures and techniques adopted to determine the sample size of this study.

3.5.1 Sample Size and Selection Procedures

The study was conducted in the Arusha District Council, where 10 school classroom construction projects were sampled through stratified techniques. Another population sample was proposed and randomly selected to represent all populations in the respective districts and schools. The selection considered the developed inclusion and exclusion criteria and accessibility during data collection. Furthermore, the study used 5% of the targeted population, and the confidence level of the study was 95%. The sample size was 150 based on purposive and random sampling techniques.

3.5.1.1 Sample Size

The formula adopted to determine the sample size of this study is derived from the formula in accordance with Saunders (2011). Below is the formula applied to determine the sample size of this study.

$$n = \frac{N}{1+N\,(e)^2}$$

Where:

n – Sample size

N – Study population size

e - Allow error %

$$n = \frac{239}{1 + 239\,(0.05)^2}$$

$$n = \frac{239}{1 + (239 \times 0.05^2)}$$

$$n = \frac{239}{1.598}$$

n = 150

The sample size of the study was one hundred and fifty (150) respondents. The table below shows the total sample size of 150, which is drawn from the target population from the selected area of Arusha District Council.

Table 3.2: Sample Size Distribution

Target Population	Sample Size
District Project engineers	5
District Construction Committee	25
School Project Committee	30
Procurement Committee	73
District Education Office	6
Planning Department Office	7
Internal Audit Unit	2
District Accountant	2
TOTAL	**150**

Source: Researcher (2022)

3.5.1.2 Sampling Techniques

The study used simple random sampling and purposive techniques to select the study's respondents. Since the number of respondents is too many and there is a high possibility of not contacting all due to the study limit and financial capacity of the researcher, in simple random

sampling, the study researcher designed ballot papers labelled with respondents numbers from 1 to 239 to equal chance select of respondents from the designed sample size.

Additionally, the study researcher employed a purposive sampling technique in selecting senior planning officer, planning Officers I and planning officers II, District Education Officer (Secondary), District Education Officer (Primary), District Education Officers (Statistics), Procurement Unit Staff, Internal Auditor Unit staff, Project engineers and District Accountant. The reason for purposely selecting these respondents was because of their richness of information on implemented schools' classroom construction projects in Arusha District Council. Again, based on diversity, the school project committee and District construction committee members were randomly selected.

3.6 Inclusion and Exclusion Criteria

3.6.1 Inclusion Criteria

The study population included the construction committee members who were involved in the 10 schools' classroom construction projects under COVID-19 funds. Also, the study included the District Planners, District Accountants, District Internal Auditor unit, District Education Officers, District Procurement Officers, District Project Engineers who were part of the project implementation team and school teachers who were the end users of the construction project.

3.6.2 Exclusion Criteria

The researcher excluded the participants by considering all emergency and other essential factors that hindered the participants who were satisfied to participate but not due to sickness and any other emergency factors.

3.7 Data Collection Methods and Instruments

The study data collection method involved a questionnaire. Study data were collected from both secondary and primary.

3. 7. 1 Primary Data Collection Methods

According to Kumar (2014), primary data refers to information gathered from primary sources through observation, interviewing and questionnaires. In this study, the researcher used the questionnaires to collect the primary data.

3.7.1.1 Questionnaire

A self-administered questionnaire with close-ended questions was used to collect quantitative data. The questionnaire was designed with questions that responded directly to the three specific objectives. The entire data collection tool was translated from English to the Swahili language in order to make the questions more understandable to the study participants. Also, the questionnaires were administered to staff from the District Education Office, Planning Department Unit, Project Engineers, Procurement Unit and School Project Committee. The study researcher also adopted a five-point Likert scale of 1 to 5 to assess the degree of significance of each course.

3.7.2 Secondary Data Collection Methods

This included relevant documents and reports produced with respect to this study matter. The study researcher used a documentary review relevant to this study to collect secondary data.

3.7.2.1 Document Review

The study researcher reviewed both published and unpublished reports relevant to this study. The documents to review included the monitoring plan documents, procurement reports, monitoring and /or project progress reports, site visit reports, site meeting reports, and internal audit reports. Furthermore, the study researcher paid a visit to 10 schools where classroom construction projects took place to observe the status of the project in terms of performance time, scope, cost and quality.

3.8. Validity and Reliability of the Study

Frambach et al. (2013) stressed that in gathering data, the focus is for researchers to adhere to principles of data quality, which include trustworthiness, consistency, and applicability. Reliability is defined by Mohajan (2017) as a measure of how consistent the study results from a test or measuring instrument are. In assessing the internal consistency of a questionnaire that is made up of a Likert–type scale and items, Cronbach's Alpha is applied (Bonett and Wright, 2015).

Validity, on the other hand, is the extent to which a study measures what it aims to measure. The selection of a sample from a true representative of the targeted population, well-prepared study instrument, appropriate selection of data collection methodology and pre-testing of study instruments were highly considered to ensure the validity of data. In this study, the concern for data validity and reliability of the data was of paramount important. Thus, to ensure that the study findings are credible, valid, and reliable, several deliberate efforts were made in structuring the data collection instrument as well as during the gathering of study information.

3.9 Data Analysis Methods

Data were collected from key informant respondents as primary sources and were exported to statistical software SPSS version 20 for descriptive statistics analysis such as mean, standard deviation, skewness and kurtosis. However, before the analysis, a reliability test was done to assess

the instruments' reliability. The multiple regression analysis was conducted to assess the relationship among the variables in this research study with the aid of SPSS.

3.9.1 Statistical Model

The multiple regression model was used to assess the influence of monitoring planning, tools and techniques practices on the school's classroom construction projects performance in Arusha District Council. The study was guided by the following econometric model specification of the matrix below:

$Y=\alpha +\beta_1 X_1 + \beta_2 X_2+ \beta_3 X_3 + \varepsilon$

Notation

Y is the Dependent Variable

Xs are Independent Variables

a is the Y-intercept, where the regression line crosses the Y-axis

β_1 is the partial slope for X_1 on Y

β_1 indicates the change in Y for one unit change in X_1 while holding for X_2, X_3

The economic model specification of the variables is as follows:

Y = Project Performance (PP)

X_1 = Monitoring Planning Practices (MP)

X_2 = Monitoring Tools Practices (MT)

X_3 = Monitoring Techniques Practices (MQ)

ε = Error Term

β_1 = Slope of Coefficient

a = Y-intercept

3.10 Pretesting

Prior to actual field work, a pre-testing of the data collection tool was conducted in Arusha District Council. Doing this helps the study researcher to identify gaps related to the data collection tool and overall study methodology. Again, it helped a study researcher and the team to rectify the challenges noted thereafter.

3.11 Ethical Consideration

Ethical consent was sought from each of the respondents engaged in this study, and data was obtained from the Government documents and key informants. Given the serious implications of a breach of confidentiality and privacy, this study took every precaution possible to protect the respondents and data obtained from the Government's documents. Further, the researcher obtained legal permission from the District Council and all KII names were used in the code to ensure confidentiality and a right to anonymity.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.0 Introduction

The study was to explore to what extent monitoring practices influence the public sector forces accounts projects performance at Arusha District Council. The themes were to examine the influence of monitoring plan practices on the school's classroom construction projects performance in Arusha District Council, to determine the influence of monitoring tools practices on the school's classroom construction projects performance in Arusha District Council, to assess the influence of monitoring techniques practices on school's classroom construction projects performance in Arusha District Council. This chapter, therefore, presents the results of statistics analysis, presentation and interpretation.

4.1 Demographic Information

The major characteristics of demographic importance that were considered in the study were gender, age, level of education, occupation and experience in construction projects.

4.1.1 Respondents' Rate

A total of 150 questionnaires were sent out. Only eighty-one (81) were returned, translating to a 54% return rate. Most of those who could not respond were said to be not available during the data collection period. All of those returned questionnaires were also assured of the confidentiality of the information provided. According to Mugenda and Mugenda (2009), a response rate of 50% is adequate for analysis and reporting, a rate of 60% is generally good, and a response rate of above

70% is excellent. Therefore, 81 respondents, equal to 54%, are adequate for this study's analysis and reporting.

4.1.2 Profile of Respondents – Gender

The respondents were asked to indicate their gender so that participation according to gender is analysed and discussed in this report. The gender of the respondents was established, as indicated in Table 4.1. The respondents were 39 (48.1%) female and 42 (51.9%) male.

Table 4. 1 Respondent's Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	39	48.1	48.1	48.1
	Male	42	51.9	51.9	100.0
	Total	81	100.0	100.0	

Source: Research Data (2022)

4.1.3 Profile of Respondents – Age Group

The study settled on five age groups, from which respondents were asked to identify their respective groups. The groups were:- between 18 to 25 years old, 26 to 33 years old, 34 to 41 years old, 42 to 49 years old and above 50 years. Data collected revealed that 1.2% of the respondents were aged between 26 - 33, 40.7% were aged between 33 - 41, 50.6% were aged between 42 - 49, and 7.4% were above 50 years of age.

Table 4.2 Respondent's Age Group

	Frequency	Percent	Valid Percent	Cumulative Percent
26-33	1	1.2	1.2	1.2
34-41	33	40.7	40.7	42.0
42-49	41	50.6	50.6	92.6
50+	6	7.4	7.4	100.0
Total	81	100.0	100.0	

Source: Research Data (2022)

4.1.4 Profile of Respondents – Education

Respondents' education was used to describe the contribution of the level of their education towards understanding the different facets of construction project performance. Academic levels, as indicated in Table 4.3, reflected in percentage as Secondary Education 4.9%; Diploma 18.5%; Undergraduate 71.6% and Postgraduate were featured at only 4.9%.

Table 4.3 Level of Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Secondary Education	4	4.9	4.9	4.9
Diploma	15	18.5	18.5	23.5
Undergraduate	58	71.6	71.6	95.1
Postgraduate	4	4.9	4.9	100.0
Total	81	100.0	100.0	

Source: Research Data (2022)

4.1.5 Profile of Respondents – Occupation

Respondents' occupation was chosen as one of the features so as to ascertain the respondents' opinions on monitoring practices in public sector construction-related projects from different job categories. The distribution of respondents was distributed between planning officers, procurement officers, accountants, education officers, engineers, teachers, and others, with each level having 8.6%, 6.2%, 7.4%, 6.2%, 3.7%, 44.4, and 23.5 %, respectively.

Table 4.4 Respondents' Occupation

	Frequency	Percent	Valid Percent	Cumulative Percent
Planning Officer	7	8.6	8.6	8.6
Procurement Officer	5	6.2	6.2	14.8
Accountant	6	7.4	7.4	22.2
District Education Officer	5	6.2	6.2	28.4
Engineer	3	3.7	3.7	32.1
Teacher	36	44.4	44.4	76.5
Other	19	23.5	23.5	100.0
Total	81	100.0	100.0	

Source: Research Data (2022)

4.1.6 Profile of Respondents - Experience

The study chose experience as one of the respondents' characteristics so as to ascertain the respondents' experience with monitoring practices in construction projects. From the study, most of the respondents had been involved in construction projects for 4 years and above (77.8%), while 22.2% had engaged for 2 to 3 years.

Table 4.5 Respondents' Experience in Construction Project

	Frequency	Percent	Valid Percent	Cumulative Percent
2-3 years	18	22.2	22.2	22.2
4 years and above	63	77.8	77.8	100.0
Total	81	100.0	100.0	

Source: Research Data (2022)

4.2 Monitoring Planning Practices

As part of this study objective, the study sought to examine the influence of monitoring plan practices on a school's classroom construction project performance in Arusha District Council. Table 4.6 illustrates the results. Based on the findings in Table 4.6, monitoring planning is highly provided and applicable in the implementation of the project at Arusha DC (Mean = 4.17). Again, the council's monitoring plan has clearly defined the roles and responsibilities of the project team (Mean = 3.78). This has implications for project implementation and staff since the roles and responsibilities assigned match the work experience and positions of particular project staff and/or committee (Mean = 3.75).

Furthermore, the council has project staff that are well trained in monitoring planning in delivering construction projects (Mean = 3.56). These results imply that the involved project staff and committee are well-equipped with monitoring practices. However, the councils seem to not conduct stakeholders' analysis prior to implementing the construction of school classrooms under COVID-19 funds (Mean = 3.38). It has been noted that due to fixed time, not less than 90 days to complete the construction project, given to councils has great impacts towards not considering stakeholders' analysis. Likewise, there was unclear information as to whether the Arusha DC regularly conduct

an assessment and updates on developed Monitoring plans used in their implemented construction projects (Mean = 2.67).

Along with this study's objective findings, Okafor's (2021) study acknowledged the significant contribution of monitoring planning practices towards achieving project performance. In his study, findings revealed that 94% (n = 30) of respondents affirmed that monitoring planning practices contributed to the project performance. Similarly, Maijo's (2020) study concluded that monitoring and evaluation plan practices have a positive contribution towards community-based project performance and sustainability in Kisarawe District.

Table 4.6 Descriptive Results: Monitoring Planning Practices

	Arusha DC has a monitoring framework/plan and is well applicable in project implementation activities.	The Arusha DC monitoring plan has clearly defined the roles and responsibilities of staff.	The Staff roles and responsibilities match their work experiences and positions.	Arusha DC project staff are well trained in Monitoring planning practices in delivering construction projects.	Project stakeholders ' analysis is conducted prior to developing a monitoring plan.	Assessment of the developed monitoring plan used in projects is regularly conducted and updated when necessary.
Mean	4.17	3.78	3.75	3.56	3.38	2.67
Std. Deviation	.803	.707	.662	.570	.902	.880
Skewness	-.326	.129	.318	.400	-.948	1.503
Kurtosis	-1.373	-.577	-.733	-.782	1.624	1.804

Source: Research Data (2022)

4.3 Monitoring Tools Practices

The study sought to determine the influence of monitoring tools used by the Arusha District Council in their attempt to meet their project goals. Table 4.7 illustrates the results. The study observed that monitoring tools practices are available and applicable to the council's projects (Mean = 4.06). Also, study findings revealed that the Arusha DC project staff are highly trained in the usage of monitoring tools to collect project-related data (Mean = 3.79). Furthermore, there was uncertainty as to whether the project staff set baselines prior to the implementation of the project (Mean = 3.38), and this has been influenced by the limit given to each council benefited from COVID-19 funds, Arusha DC inclusive, in completion of the construction project within three months.

Interestingly, the Arusha DC project team and the committee noted to have regular project-related meetings (Mean = 4.01) and produced progress reports for future project performance references (Mean = 4.05). In addition, the results showed that Arusha DC has strong financial tools that were used to monitor and control project costs during the construction of school classrooms (Mean = 4.47). Likewise, there is evidence that Arusha DC has developed and used an inspection checklist for the school construction implemented projects (Mean = 4.78).

Table 4.7 Descriptive Results: Monitoring Tools Practices

	Arusha DC has monitoring tools applicable to the council's projects	Arusha DC project staff are well-trained in the usage of monitoring tools in the collection of the council's project data	Baselines are available for monitoring project-implemented activities	Regular project meetings are conducted by the project team	Monitoring progress reports are produced and available for project performance assessment	The Arusha DC internal Audit has financial tools to control project costs	There is a developed and used inspection checklist for implemented projects
Mean	4.06	3.79	3.38	4.01	4.05	4.47	4.78
Std. Deviation	.639	.586	.644	.622	.687	.572	.500
Skewness	-.053	.065	.885	-.008	-.064	-.904	-2.848
Kurtosis	-.492	-.314	.493	-.334	-.837	2.207	10.937

Source: Research Data (2022)

4.4 Monitoring Techniques Practices

This section highlights the monitoring techniques and practices of the Arusha District Council in the implementation of their construction projects. Table 4.8 highlights the results. Based on the findings, respondents reported that during the implementation of school construction projects, teams and committees were regularly conducting site visits (Mean = 4.72). The respondents further reported relative agreement that the project team conducted an appraisal prior to starting implementing the project (Mean = 3.64). Further, the respondents revealed that, during the project site visits, all observed and requested changes by the project team were well sorted and documented for future projects' references (Mean = 4.10).

Table 4.8 Descriptive Results: Monitoring Techniques Practices

	The project team regularly conduct site visits on implemented projects	The project team conducts project appraisal prior to start implementing	Changes requested by the project team are well-sorted and documented for future project references
Mean	4.72	3.64	4.10
Std. Deviation	.454	.639	.768
Skewness	-.976	.480	-.172
Kurtosis	-1.074	-.640	-1.273

Source: Research Data (2022)

4.5 Project Performance

This section of data analysis highlights the results of project performance. Table 4.9 represents the results. The findings highlighted that Arusha DC has routine monitoring activities that ensure projects are completed within the project schedule planned (Mean = 4.89). This result complements that the project team was committed towards the completion of the construction within a given three-month period. Similarly, the completed construction project was reported to have quality as set during the initiation plan of the project (Mean = 4.19).

Furthermore, the respondents reported that the Arusha DC project team had routine monitoring activities that ensured the construction of classrooms was implemented within the planning scope of work (Mean = 4.51). However, on the project completion within the planned budget, respondents did not strongly agree but rather agreed that construction works were completed within the project's planned budget (Mean = 3.99).

Table 4.9 Descriptive Results: Project Performance

	Arusha DC has routine monitoring activities that ensure projects are completed within the schedule	Arusha DC projects are completed within the planned budget	Arusha DC projects are completed within the quality set	Arusha DC has routine monitoring activities that ensure the project is implemented within the planned scope
Mean	4.89	3.99	4.19	4.51
Std. Deviation	.316	.296	.477	.594
Skewness	-2.522	-3.347	-.193	-.757
Kurtosis	4.469	29.840	4.771	-.375

Source: Research Data (2022)

4.6 Results from the Pilot Study

Prior to collecting this study data, a pilot study was conducted involving 15 questionnaires (10%) of the targeted population. This was done in order to ascertain the reliability of the study questionnaire. These questionnaires were randomly distributed to 15 respondents and aimed at testing the relevance of the study instrument. Cronbach's Alpha was used to test the reliability of measures in the study's questionnaire. As stated in Okafor's (2021) study, Cronbach's Alpha results should range from 0.70 and above; thus, the testing was performed, and the results read as presented below;

4.6.1 Reliability Analysis for Monitoring Planning Practices

Table 4.10 illustrates reliability analysis for monitoring planning practices. From the findings in the table, monitoring planning practices has a Cronbach alpha value of 0.75 than (0.70), an indication

that the gathered data are reliable as they have relatively high internal consistency and can be generalised to highlights of all respondents in the target population about the study problem.

Table 4.10 Reliability Analysis for Monitoring Planning Practices

	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Arusha DC has a Monitoring framework/plan and is well applicable in project implementation activities.	.659	.685	.664
The Arusha DC monitoring plan has clearly defined the roles and responsibilities of staff.	.757	.855	.624
The Staff roles and responsibilities match their work experiences and positions.	.867	.853	.597
Arusha DC project staff are well trained in Monitoring planning practices in delivering construction projects.	.422	.261	.731
Project stakeholders' analysis is conducted prior to developing a monitoring plan.	.525	.395	.710
Assessment of the developed monitoring plan used in projects is regularly conducted and updated when necessary.	-.076	.152	.864
Cronbach's Alpha	***.750***		
Cronbach's Alpha Based on Standardised Items	***.759***		

Source: Research Data (2022)

4.6.2 Reliability Analysis for Monitoring Tools Practices

Table 4.11 illustrates reliability analysis for monitoring tools practices. From the results in the table, monitoring tools practices have a Cronbach's Alpha value of 0.746 than (0.70), an indication that the instrument used to gather data has a certain reliability standard.

Table 4.11 Reliability Analysis for Monitoring Tools Practices

	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Arusha DC has monitoring tools that are applicable to the council's projects.	.479	.783	.716
Arusha DC project staff are well-trained in the usage of monitoring tools in the collection of the council's project data.	.767	.779	.652
Baselines are available for monitoring project-implemented activities.	.719	.899	.646
Regular project meetings are conducted by the project team.	.589	.883	.691
Monitoring progress reports are produced and available for project performance assessment.	.575	.535	.688
The Arusha DC internal Audit has financial tools to control project costs.	.210	.727	.776
There is a developed and used inspection checklist for implemented projects.	.084	.674	.800
Cronbach's Alpha	***.746***		
Cronbach's Alpha Based on Standardised Items	***.763***		

Source: Research Data (2022)

4.6.3 Reliability Analysis for Monitoring Techniques Practices

Table 4.12 illustrates reliability analysis for monitoring techniques practices. From the results in the table, monitoring techniques practices have a Cronbach's Alpha value of 0.82, higher than 0.70. Hence, these monitoring techniques items are excellent and reliable.

Table 4.12 Reliability Analysis for Monitoring Techniques Practices

	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
The project team regularly conduct site visits on implemented projects	.822	.	.600
The project team conducts project appraisal prior to start implementing	.822	.	.600
Changes requested by the project team are well-sorted and documented for future project references	.433	.	1.000
Cronbach's Alpha	***.818***		
Cronbach's Alpha Based on Standardised Items	***.832***		

Source: Research Data (2022)

4.6.4 Reliability Analysis for Project Performance

Table 4.13 illustrates reliability analysis for project performance. From the results in the table, project performance items had a Cronbach's alpha value of 0.76, higher than 0.70, an indication that the gathered data are reliable as they have relatively high internal consistency and can be generalised to reflect all respondents in the target study population.

Table 4.13 Reliability Analysis for Project Performance

	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Arusha DC has routine monitoring activities that ensure projects are completed within the schedule	.639	.761	.686
Arusha DC projects are completed within the planned budget	.906	.892	.480
Arusha DC projects are completed within the quality set	.550	.714	.731
Arusha DC has routine monitoring activities that ensure the project is implemented within the planned scope	.274	.259	.828
Cronbach's Alpha	***.758***		
Cronbach's Alpha Based on Standardised Items	***.772***		

Source: Research Data (2022)

4.7 Regression Results on the Influence of Monitoring Practices on Public Sector Force Accounts Project Performance

A multiple regression model was used to measure the degree to which this study's independent variable is explained by the three independent variables (Monitoring planning, tools and techniques practices). The model was developed from a questionnaire with a Likert scale (1 – Strongly Disagree, 2 – Disagree, 3 – Not Sure, 4 – Agree, and 5 – Strongly Agree) distributed to study respondents. The model results showed that the three independent variables (Monitoring planning, tools and techniques practices) that were studied explained only 61.7% of the influence of monitoring practices on public sector project performance in Arusha DC as represented by R square

(R^2), which indicates that the other 38.3% are the other factors that contribute the influence of independent variable to public sector project performance. In this regard, there is a need for further research on the other factors (38.3%) that influence public sector project performance under force accounts.

Table 4.14 Regression Results

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.786[a]	.617	.588	.24478	1.539

a. Predictors: (Constant), Monitoring Techniques Practices, Monitoring Tools Practices, Monitoring Planning Practices

b. Dependent Variable: Project Performance

Source: Research Data (2022)

4.8 Correlations

A coefficient of correlation analysis was conducted in order to determine the direction and the strength of the relationship between the dependent variable and independent variable (s). The four variables: monitoring planning, monitoring tools, monitoring techniques and project performance- were explored by using the Pearson Correlation Coefficient (R) to determine the magnitude and the direction of the relationships between the dependent variable and independent variables. The results of the correlation analysis are presented in Table 4.15. The correlation between monitoring techniques practices and project performance was significant, $r = 0.857$, $P < 0.01$. However, the correlation between monitoring tools practices and project performance was not significant, $r = 0.278$, $P > 0.01$. The correlation between monitoring planning practices and project performance was also not significant, $r = -0.034$, $P > 0.01$.

Table 4.15 Correlations

Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
(Constant)	-.446	.690		-.646	.522	-1.841	.950					
Monitoring Planning Practices	-.034*	.094	-.049	-.363	.719	-.225	.156	.503	-.058	-.036	.536	1.864
Monitoring Tools Practices	.278*	.090	.363	3.079	.004	.095	.461	.050	.442	.305	.707	1.415
Monitoring Techniques Practices	.857*	.141	.872	6.086	.000	.572	1.142	.716	.698	.603	.479	2.089

a. Dependent Variable: Project Performance

Source: Research Data (2022)

4.9 Hypothesis Testing

The first study hypothesis stated that there is a positive influence of monitoring planning practises on the school's classroom construction project performance in Arusha District Council. Based on the findings presented in Table 4.15, we found that monitoring planning practises had a coefficient estimated that was not significant based on $\beta 1 = -0.049$ (p-value is 0.719, which is greater than $\alpha = 0.05$), thus rejecting the hypothesis that there is no significant relationship between monitoring planning practises and a school's classroom construction project performance in Arusha District Council.

The second hypothesis stated that there is a positive influence of monitoring tool practises on the school's classroom construction project performance in Arusha District Council. The study results showed that monitoring tool practises have a significant influence on a school's classroom construction project performance based on $\beta 2 = -0.363$ (p-value is 0.04, which is less than $\alpha = 0.05$); we accept the hypothesis that there is a significant relationship between monitoring tool practises and a school's classroom construction project performance in Arusha, DC. This further indicates that there is up to a 0.363 unit decrease in the school's classroom construction project performance for each unit increase in monitoring planning practices.

The third hypothesis of the study stated that there is an influence of monitoring techniques and practises on the school's classroom construction projects' performance in Arusha District Council. This was also strongly supported by the study findings since the monitoring techniques and practises had a positive relationship with Arusha DC School's classroom construction projects' performance based on $\beta 3 = 0.872$ (p-value is 0.000, which is less than $\alpha = 0.05$). This also suggests that there is an increase of up to 0.872 units in the school's classroom construction projects' performance for each unit increase in practises and monitoring techniques.

4.10 Discussion of the Findings

In this study chapter, the results showed that Cronbach's alpha was 0.768, indicating the reliability of the questionnaires used to collect data. Also, they presented the respondent rate (54% of respondents) who responded to the distributed questionnaires and the findings of each specific objective. The statistical results of the analysis have revealed that monitoring tool practises had a positive effect on the COVID-19 School's classroom construction project performance in Arusha District Council. In a similar tone, Barasa (2014) and Njeru and Luketero (2018) stated that well-

prepared monitoring tools and well-trained monitoring staff on the usage of tools have a great contribution to project outcomes and performance.

Moreover, the study findings revealed that monitoring techniques have a significant influence on the COVID-19 School's classroom construction project performance in Arusha District Council. Barasa (2014) also observed that baseline surveys, stakeholder analysis reports, and audit reports have a positive influence on project completion and achieving its intended goals. Further support for the study results is provided by Chepkemoi and Otieno (2020), who found that the baseline survey as a monitoring and evaluation tool has greatly influenced the project performance of building and construction projects in Bomet County, Kenya.

Despite the findings of the reviewed literature from Shayo (2020), Malanda and Maziku (2021), and Okafor (2021), it was revealed that there is an adequate and significant relationship between the monitoring plan and project performance. However, there is evidence in this chapter 4 results that monitoring planning practises have a negative effect on COVID-19 School's classroom construction project performance. In line with the study results, Mamer (2010) discovered in his study that lack of effective monitoring practises due to poor monitoring plans, conflicts of interest, misuse of allocated project resources, and poor communication had a negative effect on the project's success.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The study sought to explore to what extent monitoring practices influence the school construction project performance by force accounts at Arusha District Council. This chapter provides a summary of the study findings based on the objectives, presents the conclusions from the findings and gives recommendations to the beneficiaries of the study and areas of further research.

5.1 Summary of the Findings

The study aimed to examine the influence of monitoring practices on school construction project performance by force accounts at Arusha District Council. The independent variables for the study include monitoring planning practices, monitoring tools practices and monitoring techniques practices.

5.1.1 Monitoring Planning Practices

The study results revealed that Arusha District Council's monitoring framework and plan were well applicable in the implementation of project activities. The monitoring plan has clearly defined roles and responsibilities for the project-involved staff. Also, project teams are well-trained in effective monitoring and planning practices. Again, the project teams' roles and responsibilities are assigned and match their work experiences and positions in delivering construction projects. It is, however, uncertain and undefined if the project stakeholders' analysis was conducted prior to developing the monitoring plan and if regular assessments of the monitoring plan used in projects are conducted.

5.1.2 Monitoring Tools Practices

Additionally, the study findings on monitoring tool practice revealed that Arusha District Council monitoring tools are well applicable to the council's projects. Also, project-related team members are well-trained in the usage of monitoring tools in the collection of the council's project data. Furthermore, project meetings were regularly conducted. Again, an inspection checklist is used in the standardised council's monitoring practices, and the internal audit unit has financial tools for controlling project costs. Nonetheless, it is undefined if the baselines are available prior to implementing project activities.

5.1.3 Monitoring Techniques Practices

Furthermore, the results on monitoring techniques and practises showed that project team members regularly conducted site visits at the implemented school's classroom construction projects. Also, the project team conducted a project appraisal prior to the implementation of the construction. As well, changes requested by the project team were well-sorted and documented for future project references.

5.2 Conclusions

As per these study findings, it can be concluded that all three independent variables (monitoring planning, tools, and techniques) influence COVID-19 school construction project performance (dependent variable). The confirmation relationship through correlation and regression analysis revealed that there were positive significant linear relationships between monitoring tools and techniques practices to COVID-19 school's classroom construction project performance. Correlation and regression analysis also confirmed that there is a negative significant linear relationship between monitoring planning and the COVID-19 school's classroom construction

projects performance. Hence, the study concludes that monitoring planning, tools, and techniques practices influence COVID-19 school's classroom construction projects performance.

5.3 Recommendations

From the findings of this study, the following recommendations were proposed in relation to each presented objective of the study: To start with the influence of monitoring planning practices, the Arusha Council should consider stakeholder analysis prior to implementing their construction project by catering for their influence, interests, and impacts. Also, assessment of the developed monitoring plan is essential for project references and lessons learned. Again, baseline surveys are indispensable as they provide basic information for monitoring and subsequent evaluation of the projects. Project appraisal is also very critical in providing essential information relating to environmental, economic, political, and social issues that may affect project implementation.

5.3.1 Monitoring Planning Practices

According to Nalewaik and Mills (2017), the definition of stakeholders includes any entity that has provided financing, may be affected by the construction process, has a vested political or profit interest in the project's success, may derive direct or indirect benefit from the use or ownership of the capital assets, and more. To put it simply, project stakeholders can include clients, end users, contractors, consultants, labour unions, line organisations, public authorities, financial institutions, insurance companies, controlling organisations, media, third parties, and competitors (Karlsen, 2012).

In the above context, the Arusha District Council has to conduct a stakeholder analysis survey on its project resources prior to developing a monitoring plan. Therefore, this study recommends that

all relevant stakeholder's interests, influence, and impact should be critically analysed in order to enhance the council's monitoring planning.

5.3.2 Monitoring Tools Practices

A baseline survey, sometimes called a pre-project survey, refers to measurements of key project conditions (indicators) before a project begins, from which change and progress can be assessed (Jones et al., 2013). The baseline study has significant value for the decisions it makes about the project and its success. This study data overall helps to set achievable and realistic indicator targets for each level of result in a project design and then determine and adjust progress towards project targets and their respective results (Jones et al., 2013).

Fundamentally, and with support from the study findings, the Arusha District Council should conduct baseline surveys and make them available for monitoring project-implemented activities. Therefore, regardless of the time limit given to the council, it is necessary for the Arusha District Council to conduct a project baseline and make use of the information collected during the monitoring and evaluation of the construction projects.

5.3.3 Monitoring Techniques Practices

From the study findings, it was observed that the Arusha District Council has highly considered project site visits and reporting. Also well organised in responding to requests and issues identified during the site visits. As stressed by Heagney (2012), project appraisal is an essential and final stage from which it informs the management if the project is feasible against the situation on the ground, that the objective set remains appropriate, that costs are reasonable to take it, and making the final decision for financing the project. During this stage and in relation to this study, the project institution should appraise the project proposed or financed to see if it is viable in terms of technical,

economic, social, financial, legal, institutional, and commercial aspects, just to mention a few. It is, however, noted in this study's findings that the Arusha District Council, prior to implementing COVID-19 school's classroom construction projects, did not appraise the project. Therefore, the study recommends that further research be conducted to determine the influence of the project appraisal on project performance.

5.4 Areas for Further Research

As stated in the regression analysis model results, only 61.7% of the independent variables explained the dependent variable. Thus, there are other significant factors (38.3%) that can explain the influence on the COVID-19 school's classroom construction project performance. Also, the study findings were limited to the Arusha District Council only through monitoring planning, tools, and techniques for construction project performance.

Future research will need to be conducted in other district councils in Arusha that benefited from COVID-19 funds in implementing the school's classroom construction projects in order to show if the relationship between monitoring planning, tools, and techniques and the school's classroom construction project performance can be generalised.

Additionally, the study recommends that based on project performance parameters, and there were also limited to costs, quality, time, and budget; however, other performance parameters, including but not limited to client satisfaction, client changes, business performance, health, and safety, have not been covered. Also, other factors that influence project performance, including project team skills, management skills, project management software, and organisational culture, should be examined in relation to construction project performance.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE

Dear Respondent,

My name is George Godwin, and I am a student at the Institute of Accountancy Arusha (IAA). I am doing research on the Influence of Monitoring Practices on School Construction Projects by Force Accounts in the Case of Arusha District Council. This research is part of fulfilling the requirements for the Award of Masters of Science in Project Planning and Management. I kindly request that you fill out this questionnaire, and the information you provide will be treated with the utmost confidentiality and for academic purposes.

(Please tick (√) where appropriate.

Section One: Background Information

1) What is your Gender?
   I. Female ( )
   II. Male ( )

2) What is your Age?
   I. 18 – 25 ( )
   II. 26 – 33 ( )
   III. 34 – 41 ( )
   IV. 42 – 49 ( )
   V. 50+ ( )

3) What is your highest level of education?
   I. Primary Education ( )
   II. Secondary Education ( )
   III. Diploma ( )
   IV. Undergraduate ( )
   V. Postgraduate ( )

4) What is your occupation?
   I. Planning Officer ( )
   II. Procurement Officer ( )
   III. Auditor ( )
   IV. Accountant ( )
   V. Teacher ( )

VI. Engineer ( )
VII. Others (Mention) ( )

5) What is your experience in construction projects?
I. 0 – 1 years ( )
II. 2 – 3 years ( )
III. 4 years and above ( )

Section Two: Monitoring Planning Practices

In this section, please select the answer by ticking (√) the most appropriate response for each of the below statements on a scale of 1-5. **1** – Strongly Disagree, **2** – Disagree, **3** – Not Sure, **4** – Agree, **5** – Strongly Agree

	STATEMENT	**1**	**2**	**3**	**4**	**5**
1	The monitoring framework/plan is applicable in project implementation activities.					
2	The Arusha DC Monitoring Plan has clearly defined roles and responsibilities for staff.					
3	The Staff roles and responsibilities match their work experiences and positions.					
4	Arusha DC project staff are well trained in monitoring planning practices in the delivery of projects.					
5	Project stakeholders' analyses are conducted prior to developing a monitoring plan.					
6	Assessment of the developed monitoring plan used in projects is regularly conducted and updated when necessary.					

Section Three: Monitoring Tools Practices

In this section, please select the answer by ticking (√) the most appropriate response for each of the below statements on a scale of 1-5. **1** – Strongly Disagree, **2** – Disagree, **3** – Not Sure, **4** – Agree, **5** – Strongly Agree

	STATEMENT	**1**	**2**	**3**	**4**	**5**
7	Arusha DC has monitoring tools that are applicable to the council's projects.					
8	Arusha DC project staff are well-trained in the usage of monitoring tools in the collection of the council's project data.					

9	Baselines are available for monitoring project-implemented activities.					
10	Regular project meetings are conducted by the project team.					
11	Monitoring progress reports are produced and available for project performance assessment.					
12	The Arusha DC internal audit unit has financial tools for controlling project costs.					
13	There is a developed and used inspection checklist for implemented projects.					

Section Four: Monitoring Techniques Practices

In this section, please select the answer by ticking (√) the most appropriate response for each of the below statements on a scale of 1-5. **1** – Strongly Disagree, **2** – Disagree, **3** – Not Sure, **4** – Agree, **5** – Strongly Agree

	STATEMENT	**1**	**2**	**3**	**4**	**5**
14	The project team regularly conducts site visits for implemented projects.					
15	The project team conducts a project appraisal prior to starting implementation.					
16	Changes requested by the project team are well-sorted and documented for future project references.					

Section Five: Public Sector Force Accounts Projects Performance

In this section, please select the answer by ticking (√) the most appropriate response for each of the below statements on a scale of 1-5. **1** – Strongly Disagree, **2** – Disagree, **3** – Not Sure, **4** – Agree, **5** – Strongly Agree

	STATEMENT	**1**	**2**	**3**	**4**	**5**
17	Arusha DC has routine monitoring activities that ensure projects are completed on schedule.					
18	Arusha DC projects are completed within the planned budget.					
19	Arusha DC projects are completed with a quality set.					
20	Arusha DC has routine monitoring activities that ensure the project is implemented within the planned scope.					

APPENDIX 2: IAA LETTER FOR DATA COLLECTION

Institute of Accountancy Arusha

P.O. Box 2798, Njiro Hill, Arusha, Tanzania
Telephone: +255 27 2970232 Mobile: +255 763 462109 Telex: 50009 IAA TZ
Fax: +255 27 2970234 Email: iaa@iaa.ac.tz Website: www.iaa.ac.tz

Ref. No.: MSC-PPM/0033/2021 **21 October 2022**

DISTRICT EXECUTIVE DIRECTOR
(DED)
P.O.BOX 2330
ARUSHA - TANZANIA

Dear Sir/Madam,

RE : REQUEST FOR DATA COLLECTION

The purpose of this letter is to introduce to you **Mr. GEORGE GODWIN** who is our student pursuing Master of Science in Project planning management (MSC-PPM/0033/2021). Currently, the aforementioned student is conducting a study on **"THE INFLUENCE OF MONITORING PRACTICES ON PUBLIC SECTOR FORCE ACCOUNTS PROJECTS PERFORMANCE:CASE STUDY OF ARUSHA DISTRICT COUNCIL".** We would like to highlight here that this study is part of the requirement for the award of the above mentioned programme of study.

We therefore request you to extend to the above-mentioned student of our Institute any help that may facilitate him to achieve study objectives. We further request permission for him to see and talk to the staff of your Institution in connection with his study. The period for this request is granted from October to the end of November 2022.

Thank you for your continuing support.

Yours Sincerely,
INSTITUTE OF ACCOUNTANCY ARUSHA

Elias Mbuti
FOR: RECTOR

All Communications to be addressed to the Rector

APPENDIX 3: ARUSHA DC PERMISSION LETTER FOR DATA COLLECTION

JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA WILAYA YA ARUSHA
(Barua zote zitumwe kwa Mkurugenzi Mtendaji)

Unapojibu tafadhali taja:
Kumb.Na/AR/M70/5/

23/11/2022

Ndg, George Godwin
S.L.P 2798
Arusha

YAH: MAOMBI KUFANYA UTAFITI

Rejea barua yako ya tarehe 21/10/2022 kuhusiana na mada tajwa hapo juu.

Unafahamishwa kwamba ombi lako la kufanya utafiti unaohusu mada The influence of monitoring practices on public sector force accounts projects performance Case Study of Arusha District Council katika Halmashauri ya Wilaya ya Arusha limekubaliwa.

Utafiti huo utaanza tarehe Octoba hadi tarehe Novemba

Tunakutakia utekelezaji mwema.

Katika utumishi wa Umma.

Seleman H. Msumi
MKURUGENZI MTENDAJI (W)

FOR DISTRICT EXECUTIVE DIRECTOR
ARUSHA

NAKALA: Mkurugenzi Mtendaji – Ajiunge kwenye jalada.
H/W/ARUSHA

Mtendaji wa kata (W) – Tafadhali mpokee na kumpa ushirikiano.
Kata ya .....
.....
.....

Mkuu wa Idara / Kitengo – Tafadhali mpokee na kumpangia kazi.
.....

Mkuu wa Chuo – Kwa taarifa.
.....

Ofisi ya Mkurugenzi Mtendaji Halmashauri ya Arusha, S.L.P. 2330, Mkoa wa Arusha, Simu 073 6500476 nukushi 2503701, Barua pepe ded@arushadc.go.tz, Tovuti. www.arushadc.go.tz

APPENDIX 4: DISSERTATION WORK PLAN

32 days	Oct-22			Nov-22									
	Days			Days									
Plan Activities	1	2	3	1	2	3	4	5	6	7	8	9	10
Collection of an introduction letter from IAA													
Collection of Data Collection Permit from Arusha DC													
Identification and recruitment of study's enumerators													
Conducting training on data collection													
Pre-testing													
Finalizing Research Tools													
Data Collection													
Data entry and cleaning													
Data analysis													
Data reporting													

APPENDIX 5: DISSERTATION BUDGET

						Tsh
	Unit Cost	**Units**	**Unit Description**	**No**	**Amount Description**	**Total**
1. Stationaries						
Printing & Photocopying	500	6	Pack	157	Papers	471,000
Files	10,000	1	Files	5	Files	50,000
SUB - TOTAL						**521,000**
2. Enumerators Training						
Transport and Meals Allowance	20,000	3	Trainees	3	Days	180,000
Venue	50,000	1	Training	3	Days	150,000
Enumerators Allowance	40,000	3	Trainees	3	Days	360,000
SUB - TOTAL						**690,000**
TOTAL						**1,211,000**
3. Data Collection						
Transport and Meals Allowance	30,000	3	Pers	10	Days	900,000
Enumerators Allowance	40,000	3	Pers	10	Days	1,200,000
SUB - TOTAL						**2,100,000**
TOTAL						**3,311,000**
4. Data Entry and Cleaning						
Enumerators Allowance	40,000	2	Pers	4	Days	320,000
SUB - TOTAL						320,000
TOTAL						**3,631,000**
GRAND TOTAL						**3,631,000**

Plagiarism Checker X - Report

Originality Assessment

13%

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