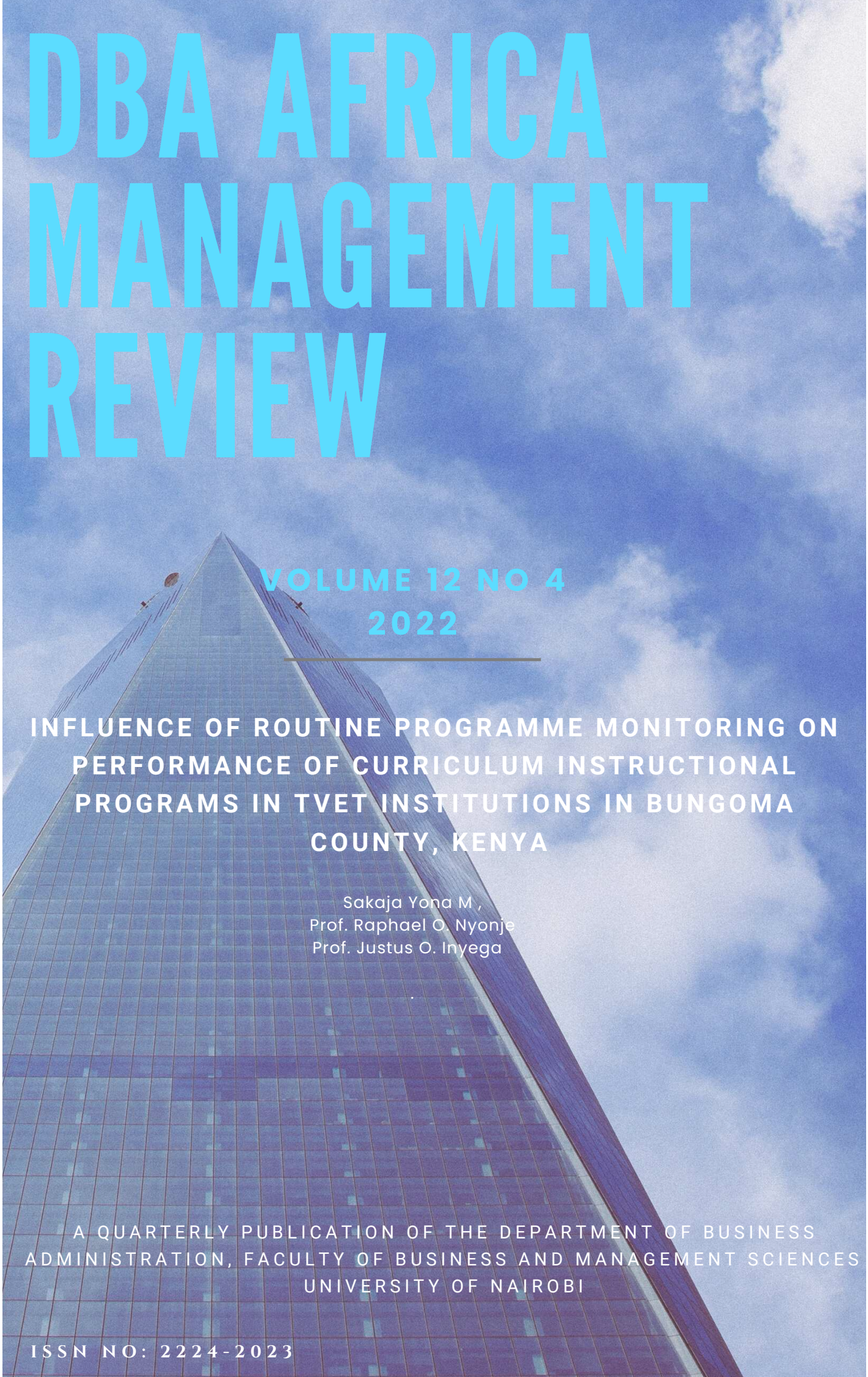

DBA AFRICA MANAGEMENT REVIEW

VOLUME 12 NO 4
2022

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A QUARTERLY PUBLICATION OF THE DEPARTMENT OF BUSINESS ADMINISTRATION, FACULTY OF BUSINESS AND MANAGEMENT SCIENCES
UNIVERSITY OF NAIROBI

ISSN NO: 2224-2023

http://uonjournals.uonbi.ac.ke/ojs/index.php/DBAAMR
October 2022, Vol 12 No 4 Pgs 54 – 70

DBA Africa Management Review

Received Date
24/11/2021
Review Date
19/04/2022
06/06/2022
Accepted Date
19/07/2022

INFLUENCE OF ROUTINE PROGRAMME MONITORING ON PERFORMANCE OF CURRICULUM INSTRUCTIONAL PROGRAMS IN TVET INSTITUTIONS IN BUNGOMA COUNTY, KENYA.

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Abstract

The study was aimed at establishing the influence of routine program monitoring on performance of curriculum instructional programs in technical vocational education and training institutions in Bungoma County, Kenya. Descriptive survey and correlation research design was used. A sample size of 214 was drawn from a target population of 462 using Yamane formula from a sample frame of head of departments and instructors. Questionnaires and interview schedules were used as data collection tools. Inferential statistics was used to determine the various relations between the variables. From the findings it was established that routine program monitoring had significant positive influence on performance of curriculum instructional programs in Technical and Vocation Education Training (TVET) Institutions. From these findings, it was concluded that routine programme monitoring had significant influence on performance of curriculum instructional programs in TVET Institutions, hence this information is critical in decision making in the use of monitoring and evaluation (M&E) systems to improve performance of instructors.

Key words; monitoring and evaluation, routine programme, performance

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Introduction

Routine monitoring is important in keeping track on performance of teaching through supervision of class attendance by both instructors and students by the head of departments and giving timely intervention and feedback to both students and instructors to manage performance. According to Khawaja (2001), one of the most important aspect of implementing a successful education programme is to consistently monitor its performance and give adequate feedback for improvement to the implementers and instructors. During the implementation of a new program on education, there is need to determine its performance thus a monitoring system or mechanism should be created. Collection of information on instructors' performance through class attendance reports and quality management tools is important in keeping track and improving performance. As denoted by Mishra (2005), the entire progression of collecting information at certain periods, assembling crucial pointers to gather different sets of information and provide the findings is referred to as monitoring. On this regard, there is a need for TVET institutions to employ good systems to monitor the progress of the institutions and provide the management with a vivid scenario of the happenings within these institutions and also use the information at hand to make various decisions (Marriott & Goyder, 2009).

According to Greaney and Kellaghn (2008), a sound evaluation of the educational system is a key component in policy development to improve the development of human capital around the world and better performance in service delivery. There is no clear study done to evaluate influence of routine program monitoring on performance of curriculum instructional programs in technical vocational education and training institutions in Bungoma County Kenya, hence this study was important in establishing how routine program monitoring influences performance of curriculum instructional programs in TVET institutions in Bungoma County

Research problem

The poor results by instructional staff in TVET institutions is evidenced by government reports that indicate unsatisfactory results in TVET institutes (Government of Kenya, 2018) in execution of curriculum instructional programs which include syllabus completion, content coverage, examinations and students transition rate due to poor monitoring and supervision. Particularly, there is a gap between instructor's leaners hour contact and the real hours attended to learners and the correlation of learners in technical and vocational education training institutes and their performance in the trainings as well as in their respective work places despite having M&E Systems in place.

According to (Fredrick Ochieng, 2016) looking at influence of routine programme monitoring should help to improve performance through proper supervision and timely feedback to the learners and instructors. Although there are presence of studies conducted on M&E systems and how they contribute to performance, none has been able to discuss influence of routine programme monitoring on performance of TVET institutions with regards to curriculum instructional programs in Bungoma County that this study sought to investigate. In addition, despite having routine supervision of learning and teaching in various curriculum programs, there is still poor performance e in TVET institutions (Government of Kenya, 2018) hence this study sought to establish extend to

which M&E systems are used in TVET institutions.

According to Cecil (2012), on influence of routine monitoring on educational programs, the study found that performance of educational programs had no connection with routine programming and the study did not clearly spell out programme monitoring activities that influence performance which this study brought out

Research Objective

The study investigated the influence of routine program monitoring on performance of curriculum instructional programs in technical vocational education and training institutions in Bungoma County, Kenya.

Theoretical Perspectives

The theoretical framework for this research was based on the Program Theory established by Bickman (1987) who suggested a theory that is made up of a set of statements that are used to define a given program, explaining why, how, and under what circumstances the program outcomes happen, forecast the program's results, and stipulate the reasons that produce favorable outcome. Program theory is apprehended in a succession of "if-then" statements whereby, IF an action is taken by or for the program participants, THEN change should occur (Brousselle & Champagne, 2011). If routine programme monitoring is implemented then performance change will occur. Also, the program theory gives reasons why the change is expected to occur. Solid evidence or a well-established link is provided between the "if" and the "then" to support the idea that the actions resulted in the realization of the goals. This theory is in line with monitoring and evaluation systems which represents the "if", that is if a program like teaching uses monitoring and evaluation systems like routine program monitoring on M&E 'then' some results like performance on achievement of curriculum instructional programs objectives are expected out of such action.

The adoption of goal setting theory on performance has been found to be more effective in ensuring that the objectives of any activity are achieved. This can be attested by the works of Locke (1981) who found that goal setting produced results that were realistic and reliable in various scenarios. For performance to be achieved, goals have to be set and a plan has to be developed to ensure that all the activities are carried in a sequential manner so as to improve on the performance being yearned for. It can be noted that Locke and Latham (2002) stated that when the goals were set and specificity of the goals was embraced, performance was higher compared to those that were personally given. The theory provides the importance of having goals and objectives that are measurable and realistic in nature, and by so doing, performance can easily be measured.

Empirical review

Monitoring involves collecting essential information to enable healthier decision making which helps advance added-value creation (Guijt, Arevola & Saladores, 1998). The routine gathering of information helps measure advancement towards realizing the objectives using record-keeping and regular reporting. This means that monitoring ensures that any educational stakeholder is focusing on the ways that enhance their activities, achievement of curriculum objectives and the resulting outcomes. Marriott and Goyder (2009), argue that the flow of information should be undertaken at all levels of management so as to provide them with a vivid picture of the current scenario thus allow them to make appropriate decisions. Hence this study established how TVET instructors' performance is monitored

and how the feedback is utilized in achievement of curriculum instructional programs.

As noted by Kayani, Begum, Kayani and Naureen (2011), in the education sector, the need of monitoring and evaluation is tied to the need of providing real time response to the various stakeholders on the efficiency of the programmes being undertaken and how they are contributing in the achievement of the goals and purposes and whether they are saving on costs and if they are sustainable. The development of monitoring evaluation should be done both in summative and formative functionalism. Therefore, M&E purpose should be in supporting the various decisions made and also work as an improvement tool to management in delivering of education to the masses. On the other hand, Mishra (2005) opines that monitoring was the systematic progression of congregating information on a frequency using identifiers that provide measures and data that is used in assisting in the making of decisions and determining whether these identifiers are giving a true reflection of the current status of the situation being implemented. Hence this study investigated how data is collected to measure teaching objective achievement by TVET Management

According to Kayani (2011) argues that performance is influenced by routine supervision and constant monitoring. However, the outcomes of monitoring are only part of the monitoring process. For a monitoring and evaluation program in an educational institution to be effective in the transformation of the available skills and resources into educational improvements, it has to monitor the execution and the process of effectively utilizing the resources (Wagner, 2005) Routine implementation monitoring tracks the planned and documented inputs, actions, and outputs in M&E programs for education work plans and finances applied to attain a specific result. Once the inputs, activities and expected outcomes have been laid down and agreed upon, the routine monitoring of implementation is stated. This routine monitoring enables the creation of a connection between execution monitoring and result monitoring using yearly work plans.

Programme monitoring process is an investigative arsenal, endlessly engendering data that permits programme administrators to make alterations throughout the execution phase (Hardlife & Zhou, 2013). Also, Bakewell, Adams and Pratt (2004), opines that programme monitoring is an input process which is crucial for determining the quality of the information generated by an M&E system. Organizations or institutions which practice routine programme monitoring enhance responsibility among implementors and as such helps the management to detect problems in time to avoid challenges such as cost overruns and time delays (Izuka, 2010). But if the institutions management does not design well the programme monitoring systems, then they cannot accurately detect performance indicators. As noted by Njiru (2008), routine monitoring system is broadly categorized into two i.e., implanting of intensive monitoring and goal – oriented system.

In China, Cecil (2012) in his study, found that regular monitoring had no significance on the performance of educational programs. Contrary, Mutekhele (2018) found out that effective routine monitoring has the potential of improving performance in institutions. In the case for TVET institutions, there is a necessity to conduct routine monitoring of the progress of the performance program to ensure that it is realizing the objectives that were set into place when the program began. An improvement in the academic performance of students from the program initiation period and henceforth is important since, without the academic performance data, you can't tell whether the

program is working or not. However, this study found out that routine monitoring keeps the stakeholders on their toes to ensure the bottom-line objectives are achieved.

Institutions or organizations can benefit from routine programme monitoring if they avoid inaccurate programme monitoring as it is likely to lead to under estimation of performance which has financial and integrity implications (Hardlife & Zhou, 2013). The data used in routine programme monitoring should be complete, accurate and accessible (UNDP, 2009). According to Mackay (2007), there is shortage of programme monitoring personnel in most public institutions with the appropriate skills and experience in developing countries.

Routine monitoring of education programmes forms part of the Ministry of Educations' mandate in Kenya (GoK, 2012b). A myriad of challenges such as resource constraints, inadequacy of monitoring and evaluation technical personnel, lack of accurate data collection tools and methods and political influence in the management of education programme characterizes the education sector (GoK, 2012b). Although routine programme monitoring influences instructors goal achievement, no empirical study had focused on how routine monitoring influences instructor's performance on curriculum instructional programs objectives in TVET institutions which this study sought to establish.

Methodology

With reference to Coopers and Schindler (2011) research designs are defined as the schedules that the researcher uses while collecting the required information that is needed to achieve the objectives of the study being undertaken. Based on this analogy, the study adopted the use of descriptive survey and correlation research design that allows the researcher to utilize quantitative and qualitative methods of data collection and analysis. In this study, the target population was 462 respondents who included principals, deputy principal, head of departments and instructors in five (5) public TVET institutions in the county of Bungoma (Technical and Vocational Education, TVET, Bungoma County institutions; Newsblaze.co.ke, 2019). Of the five (5), the study further targeted 394 academic instructors, departmental heads were 58. For qualitative data, ten (10) institutional managers, including five (5) principals and five (5) deputy principals who were targeted.

The study sampled 214 Respondents using the Yamane formula (1967 who included 182 Instructors who were stratified according to their institutions and proportionately selected through simple random sampling, departmental heads were 27 proportionately allocated according to the number of populations in the chosen 5 TVET institution. For qualitative data, 5 respondents who were institutional manager (5 principals) were sampled purposively

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

N= target population (462)

e = margin error (5%)

$$\text{Sample size (n)} = \frac{462}{1+ (462*0.05^2)} = \mathbf{214}$$

Different instruments were applied to source requisite data, including a survey questionnaire, which was used to source quantitative data, interview guide which were combined to capture qualitative data. The application of multiple instruments was important for enhancing validity of data obtained and minimizing the possibility of experiencing interviewer biases.

Results

Descriptive Statistics

A total of 214 questionnaires were distributed to various participants who undertook the study. A total of 186 questionnaires were returned signaling a 90.7% return rate. With reference to Sanders (2003) he stated that a response of 50% is acceptable for studies; however, Fowler (2009) argued that no definitive percentage of response rates has been proved to be the minimum to validate the return rate of questionnaires or collected data but all agreed on an 80% which is deemed appropriate. Due to this the 81% response rate of the study is therefore acceptable to assist in validation of the study conclusion.

Demographic Information and Respondents Profiles

General traits of the respondents were analyzed. The findings were presented in table 1,

Table 1: Gender of the respondents

Gender	**Frequency**	**Percent**
Male	108	58.1
Female	78	41.9
Total	186	100.0
Age of the respondents		
	Frequency	**Percent**
18-25 Years	18	9.7
26-35 Years	78	41.9
36-45 Years	72	38.7
Above 46 Years	18	9.7
Total	**186**	**100.0**
Level of education attained		
Level of education	**Frequency**	**Percent**
Certificate/Diploma	54	29.0
Graduate	114	61.3
Post Graduate	18	9.7
Total	**186**	**100.0**

(Research data)

From table 1, 108 (58.1%) of the respondents were male whereas 78 (41.9%) were female. It is therefore indicated that all the genders were represented as it was important to ascertain the involvement of all genders in the study. Various studies have been able to provide the importance of determining the gender of respondents in any given study thus a key demographic characteristic (Howard, 2010; Kisimbii, 2019. It was also revealed that 18 (9.7%) of the respondents were aged between 18 – 25 years, 78 (41.9%) were between 26 -35 years, 72 (38.7%) were between 36 – 45 years while 18 (9.7%) were above 46 years. The results also revealed that majority of the participants were between the ages of 26 years to 45 years. It can therefore be noted that majority of the instructors in TVET institutions were between 18 – 25 years age brackets, the response also indicated that 54 (29.0%) of the respondents had attained certificate/diploma level of education, 114 (61.3%) were graduates who possessed different degrees in different areas of studies while 18 (9.7%) had attained post graduate level of education. It can be noted that majority of instructors in TVET institutions had graduate levels of education in different fields thus had a knowledge on what monitoring and evaluation was about.

Test for Normality

Keya and Imon (2016) indicates that in statistics the whole framework is pegged on assumptions that when distorted the whole frameworks becomes dysfunctional. Statistics involves the hypothesis diagnostics of normality testing in which it is stated that variables are realistic if their skewness and kurtosis values fall between -1.0 and +1.0. For this study the normality tests were carried out using the Kolmogorov – Smirnov test (KS - Test) and Shapiro – Wilk test (SW - Test). It was derived that the variables was greater than 0.05 hence the rejection of null hypothesis thus concluding that the sample being investigated was nominated from a population that was normal. The results of SW – tests approve of these as its score was between 0.922 and 0.941 which approves the data obtained through KS – Tests

Table 2: Tests of Normality

	Kolmogorov-Smirnov[a]			**Shapiro-Wilk**		
	Statistic	Df	Sig.	Statistic	df	Sig.
Routine programme	.180	186	.000	.921	186	.000
Performance	.167	186	.000	.922	186	.000

a. Lilliefors Significance Correction

Research data

Test for Multicollinearity and Singularity

In statistics, multicollinearity is defined as the exhibition that causes estimates that are unstable and variances that are not accurate which have effects on the confidence levels and testing of hypothesis. The existence of multi collinearity contributes to inflated parameter variance estimates leading to results that are incorrect with regards to the association between the variables. In the study, VIF (variance inflation factor) was 3.310 which concur with findings of Meyers (1990) who stated that VIF value needs to be less than 10. Value of tolerance was between 0.155 and 0.368 which was fit the proposed criteria by Menard (1995) who proposed than

value of tolerance less than 01 could deduce multi – collinearity.

Table 3: Test for Multicollinearity and Singularity

Coefficients [a]							
	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
(Constant)	2.147	.235		9.135	.000		
Routine programme	-.121	.095	-.127	-1.278	.203	.302	3.310
a. Dependent Variable: Performance							

Research data

The outcomes in Table 3, revealed that there multicollinearity had no problems and the levels of tolerance of the variables were higher compared to the designated minimum of 0.1. The VIF for independent variables were below seven hence indicating that the variables were highly correlating.

Routine program monitoring and performance of curriculum instructional programs in TVET institutions

Routine program monitoring was the independent variable. The variable was used to look at the; measuring aspects of teaching; capturing M&E aspects in departmental meetings and supervisor's participation in follow up of class teaching. The respondents were asked if they had tools that they used to check their teaching performance and the findings are represented in table in table 4.

Table 4: Presence of mechanisms to monitor and evaluate teaching performance

	Frequency	Percent
Yes	168	90.3
No	18	9.7
Total	**186**	**100.0**

Frequency of conducting M&E

	Frequency	Percent
Monthly	54	29.0
Quarterly	108	58.1
Semi-annually	6	3.2
Annually	6	3.2

Total	**174**	**93.5**
System (No feedback)	12	6.5
Total	**186**	**100.0**

Presence of periodic class attendance reports

Feedback	**Frequency**	**Percent**
Yes	168	90.3
No	18	9.7
Total	**186**	**100.0**

Capacity of reports held by instructors.

	Frequency	**Percent**
Few	60	32.3
Many	96	51.6
Very many	24	12.9
Total	**180**	**96.8**
System (No feedback)	6	3.2
Total	**186**	**100.0**

Research data

Outcomes from table 4 revealed that most of the instructors who represent 168 (90.3%) had mechanisms in place to monitor and evaluate their performance with regards to teaching while 18 (9.7%) had no tools that they used to compare their performance with. These results show that most of the instructors in TVET institutions within Bungoma County monitored and evaluated their performances using various tools of M&E. Further, the study found that 54 (31.0%) performed the monitoring and evaluation of their teaching on a monthly basis, 108 (62.1%) did it on a quarterly basis, while 6 (3.2%) did it on a semi – annually and annually basis as shown in table 4. The respondents were asked if they had periodic class attendance reports and the findings in table 4 shows that 168 (90.3%) of the respondents indicated that they had periodic class attendance reports while 18 (9.7%) stated that they did not have these reports. The respondents were also asked to indicate how many of these reports they had and from table 4 the findings revealed that 60 (33.3%) had few of these reports, 96 (53.3%) had many reports while 24 (13.3%) had very many reports.

Routine program monitoring and performance of curriculum instructional programs in TVET institutions

This objective had ten questions that were administered and feedback obtained. The final outcomes are presented in table 5

Table 5: Routine program monitoring and performance of curriculum instructional programs in TVET institutions.

Statement	SD	D	Not sure	A	SA	Mean	Std. Deviation
	N (%)	N (%)	N (%)	N (%)	N (%)		
There is M&E Policy that Guide continuous Monitoring of teaching	6(3.2)	24(12.9)	24(12.9)	102(54.8)	30(16.1)	4.129	0.661
I have been inducted on M&E Policy that Guide continuous Monitoring of teaching	6(3.2)	36(19.4)	30(16.1)	90(48.4)	24(12.9)	3.677	0.999
I conduct Continuous Class teaching monitoring	-	12(6.5)	18(9.7)	96(51.6)	60(32.3)	3.484	1.046
I conduct regular class attendance register which helps in tracking Instructor and student progress	-	-	30(16.1)	90(48.4)	66(35.5)	4.097	0.820
Continuous Class teaching monitoring has increased my performance objectives	-	-	30(16.1)	102(54.8)	54(29.0)	4.194	0.694
My department conducts meetings to track on class performance objectives	-	-	18(9.7)	114(61.3)	54(29.0)	4.194	0.593
Conducting regular departmental meetings on Instructor student class attendance has helped me in syllabus coverage and timely course completion	-	6(3.2)	24(12.9)	114(61.3)	42(22.6)	4.032	0.697
Supervisors involve Instructors during their periodic monitoring activities	-	12(6.5)	24(12.9)	102(54.8)	48(25.8)	4.000	0.805
Continuous Monitoring feedback is used to help me improve performance Objectives	-	6(3.2)	24(12.9)	114(61.3)	42(22.6)	4.032	0.697

Conducting program briefs is essential in restructuring and redirecting my teaching objective achievement	-	-	24(12.9)	114(61.3)	48(25.8)	4.129	0.610
3.997 0.762							

Research data

On statement 1 and 2, participants were informed to state if they were aware of an M&E policy guiding the process of M&E on teaching and learning and if they had been inducted on these M&E policies. Study findings revealed that a number of the participants 102 (54.8%) agreed and 30 (16.1%) strongly agreed that there was a monitoring and evaluation policy that was used for continuous monitoring of teaching activities within the institutions. This shows that most of the TVET institutions had M&E guidelines that promoted the continuous monitoring of both the learners and instructors. On the second statement, majority of the respondents 90 (48.4%) agreed and 24 (12.9%) strongly agreed that they were inducted on the institutions monitoring and evaluation guidelines that guided the continuous monitoring of teaching. These findings reveal that the instructors in the TVET institutions were inducted on the M&E policies that guided the monitoring of teaching which enabled the institutions achieve better performance. This was highlighted by one of the principals who stated that;

"…in the institution we have policies that guide the day-to-day teaching of students. We have class attendance registers that the students are required to sign for each of the lessons they attend. Also, we have the control sheets which the class representatives have that are used to monitor the attendance of the teachers. Assuming a lesson is not attended to, the class representative has to indicate and vice – versa. These forms are then submitted to the Head of Departments (HoDs) every Friday and computed to determine how many lessons were missed during the week. The teachers concerned with the missed lesson will be communicated to and arrangements to cover the missed lessons."

Another principal shared similar experience:

"In this institution we do have policies and guidelines as per the Ministry of Education which provides guidance on the type of tools, we need to ensure that students do not miss classes and trainers train the trainees. According to the ministry of Education (MoE), a student has to attend a minimum of 75% class attendance for them to be allowed to sit for exams. To achieve this, we use class attendances to calculate the overall attendance of the student and if it is found that the student is not attending classes, we have to intervene at call the student to make sure that they are attending classes."

On statement 3, the respondents were requested to indicate if they conducted continuous class teaching monitoring. The outcomes discovered that a number of the participants 96 (51.6%) agreed and 60 (32.3%) strongly agreed that they conducted continuous class teaching monitoring. The findings show that most of the instructors did continuous class monitoring. These findings were in line with those of Self (2021) who argues that continuous assessment and

monitoring of learners was critical in ensuring that they performed as per the instructions they were given. This included monitoring the instructional activities they are given by their tutors and that monitoring is essential in ensuring accountability by all those involved in providing instructional activities and those implementing them.

On statement 4, the respondents were to indicate if they conducted regular class attendance register which helped in tracking instructor and student progress. Study findings showed that a number of the participants 90 (48.4%) agreed and 66 (35.5%) strongly agreed with the conduction of regular class attendance register which assisted in tracking the progress and performance of both the instructors and students. This revealed that in most of the institutions tracking of instructors and students in their commitment to train and be trained, the need to track how they were performing was key in ensuring that the performance of the institution was better than it is. These findings were collaborated by one of the principals who stated that;

"In some of the departments the level of laxity among the trainers was high and the performance of these departments was very poor. The students were complaining of missed lessons and lack of attention and assistance from the trainers. The entire department performed poorly in last year's Kenya National Examination Council (KNEC) examinations were 98% of the students in that department failed in various units. However, after reinforcing the usage of control tools like the records of work that are checked after every two weeks and class attendance sheets being given to the HoDs on a weekly basis, the performance of the said department has greatly improved. I can therefore say that, when we use these control tools – class registers, schemes of work, record of work and quality control forms – then good performance is realized."

On statement 5, most of the participants numbering 102 (54.8%) agreed and 54 (29.0%) strongly agreed that due to continuous class teaching monitoring their performance objectives had increased. These scores show that due to regular and continuous class teaching monitoring; most of the instructors had seen their performance improve due to regularly monitoring the trainees work and providing them with the necessary support that they need to ensure that they perform better both in the institution assessments and the final assessment. In her study, Self (2021) emphasized on the importance of having continuous assessment and monitoring and how it assisted in determining which areas require improvements and which ones need to be executed urgently hence affecting performance either upwards or downwards.

On statement 6 and 7, the respondents were asked whether their departments had meetings to assess the class performance objectives and whether conducting regular departmental meetings on instructor student attendance had helped in syllabus coverage and timely course completion. From the study findings of statement 6, it was found that majority of the respondents numbering 114 (61.3%) agreed and 54 (29.0%) strongly agreed that their departments conducted meetings to track on class objectives. The findings show the presence of regular meeting to assess the various activities that contribute to performance of the classes and how to improve on the current performance. On statement 7, the findings revealed that majority of the respondents numbering 114 (61.3%) agreed and 42 (22.6%) strongly agreed that due to conducting regular

departmental meetings, it had helped both the instructors and students to monitor their class attendance which in the end has contributed on timely completion of syllabus and course for the students. The findings therefore reveal that, due to continuous deliberation and regular reporting by both the instructors and students, the ability of the instructors to work together with the students to enable them to complete the syllabus in time which in the end has enabled the students to prepare themselves thus contributing to improved performance of the institution. The study findings were supported by finding of Crockett, Billingsley and Boscardin, (2012) who stated that meeting played a crucial role in assisting instructors of schools in reviewing their performances and deliberating on methods and ways to effectively guide the learners to ensure that they perform better and also provide themselves with targets and periods they will take to accomplish them.

On statement 8, the respondents were asked to specify to what extent they agreed that supervisors involve instructors them during their periodic monitoring activities. Study findings revealed that majority of the respondents numbering 102 (54.8%) agreed and 48(25.8%) strongly agreed that supervisors (Heads of departments) involved them during the periodic monitoring activities in the departments. These findings show that instructors were involved in the monitoring activities which were overseen by their supervisors who are the heads of departments in these institutions. These findings were also emphasized by one of the principals who stated that;

"Some of the control tools we have include, schemes of work, timetables, records of work, class attendance registers and quality assurance forms that are used by both the trainers and trainees. The trainers in their respective department develop schemes of work that will be covered in that specific term and timetables are also developed by the HODs in conjunction with the timetable coordinator who then forward them to the Deputy Principal Academics for approval. After they have been approved, they are taken back to the departments where the HODs convey a meeting with the trainers and timetables and the approved workplans returned to the trainers to be used for teaching. Assuming that one of the trainers has not developed his/her scheme of work well, they are notified and together with the HODS, they correct the mistakes highlighted and then forwarded again to the Deputy Principal Academics for approvals. Through records of work, we are able to see what the trainer has covered and what is remaining. With the help of control sheets, we are able to determine which trainer is missing classes and necessary measures are taken to ensure that the trainees are assisted to cover the syllabus in time."

On statement 9, the respondents were asked whether continuous monitoring feedback was used to help them improve their performance objectives. Study findings revealed that majority of the respondents numbering 114 (61.3%) agreed and 42 (22.6%) strongly agreed that due to continuous feedback for monitoring, they had improved on their performance objectives. The mean and standard deviation for the statement were 4.032 and 0.697. The findings reveal that when monitoring is done continuously, and feedback provided on timely basis, then most of the shortfalls that are experienced or the setbacks witnessed are discussed and better methods of handling the problems found thus contributing to improvement of the performance objectives. Crockett (2012) studies further agreed to these finding by

supporting the need of continuously providing feedback to learners as it enhances their performance as it provides them with the areas that they need to improve on.

On statement 10, it was revealed that majority of the respondents numbering 114 (61.3%) agreed and 42 (22.6%) strongly agreed that conducting of program briefs was essential in restructuring and redirecting teaching objectives as it showed them where the problems were and deliberate on new methods of solving the problems at that contributed to objectives that were not met. The mean score and standard deviation for the statement were 4.129 and 0.661.The findings therefore show it is important to have continuous briefings between the instructors and the HODs to examine the current performance based on the activities of the department and evaluate each of the activity together with the person responsible with the execution to enhance their productivity hence improving on teaching objective achievement. Crockett et al., (2012) emphasized that conducting continuous briefs was important in comparing the performance of every instructor within the institutions and understanding the problems they face in executing their instruction duties thus leading to achievement of their teaching objectives.

Relationship between routine programme monitoring and performance of curriculum instructional Programs in TVET

To determine the association between the routine program monitoring and performance, Pearson's moment was used and the outcomes presented in table 6

Table 6: Correlation between routine program monitoring and performance of curriculum instructional Programs in TVET

		Routine programme	Performance
Routine programme	Pearson Correlation	1	.341**
	Sig. (2-tailed)		.000
	N	186	186
Performance	Pearson Correlation	.341**	1
	Sig. (2-tailed)	.000	
	N	186	186

****. Correlation is significant at the 0.01 level (2-tailed).**

Research data

Results from table 6 reveal that there is a significant positive relationship between routine programme monitoring and performance of curriculum instructional programs in TVET (r = 0.341, p-value = 0.000). This implies that the association between routine programme monitoring and performance of curriculum instructional programs in TVET institution is positive and weak.

Regression analysis of routine programme monitoring and performance of curriculum instructional Programs in TVET

Regression analysis was conducted to determine the correlation between routine

program monitoring and performance of curriculum instructional programs, hence testing the null hypothesis. The results are shown in table 7

Table 7: Regression analysis of routine programme monitoring influence on performance of curriculum instructional Programs in TVET Institutions

Model Summary [b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
					R Square Change	F Change	Sig. F Change	Durbin-Watson
1	0.341[a]	0.117	0.112	0.52697	0.117	24.285	.000	2.369

a. Predictors: (Constant), Routine programme

b. Dependent Variable: Performance

ANOVA [a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6.744	1	6.744	24.285	.000[b]
	Residual	51.096	184	.278		
	Total	57.840	185			

a. Dependent Variable: Performance

b. Predictors: (Constant), Routine programme

Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		Beta	Std. Error	Beta		
1	(Constant)	2.707	0.244		11.102	.000
	Measuring teaching	-.442	0.097	-0.538	-4.540	.000
	Capturing ME	0.266	0.082	0.312	3.224	.001
	Supervisor participation	0.515	0.125	0.575	4.116	.000

a. Dependent Variable: Performance

Research data

From table 7, it was noted that the r = 0.341 which was a weak correlation between the routine program and performance. Further, R^2 = 0.117 which revealed that the routine program monitoring was able to explain 11.7% of performance while the remaining percentage was explained by the other variables. The Durbin – Watson results was 2.369 which was below 2.5 hence no autocorrelation between routine programming and performance. At 5% interval, it was found that all the items were found to be statistically significant at p<0.005 / aspects of teaching, (p = 0,000); capturing M&E aspects in departmental meetings (p = 0.001) and supervisor's participation in follow up of class teaching (p =0.000). From these analyses all variables were significant. The β coefficient of aspects measuring aspects of teaching was (-0.538); capturing M&E aspects in departmental meetings (0.312) and supervisor's participation in follow up of class teaching (0.575). The β values tell us that one unit change in measuring aspects of teaching contributes to -53.8% change in performance of curriculum instructional programs in TVET institutions; one unit change in capturing M&E aspects in departmental meetings contributes to 31.2% change in performance of curriculum instructional programs in TVET institutions; and one unit change in supervisor's participation in follow up of class teaching contributes to 57.5% change in performance of curriculum instructional programs in TVET institutions. The ANOVA results revealed that the model had a significance at F = 24.285 with p-value = 0.000 which was below 0.05, hence rejection of the null hypothesis and acceptance of the alternative hypothesis. The findings satisfied the following equation;

$$\boldsymbol{Y = 2.707 - 0.538X_1 + 0.312X_2 + 0.575X_3}$$

Conclusion

The study based on the three areas of study which were measuring aspects of teaching; capturing M&E aspects in departmental meetings and supervisor's participation in follow up of class teaching. From descriptive analysis it was evident that routine programme monitoring was carried out by the instructors. Inferential statistics showed that supervisor's participation was the one with the highest influence then measuring aspects of teaching then capturing M&E aspects in departmental meetings. It was found that routine programme monitoring had been instrumental in ensuring that monitoring and evaluation aspects with the institutions was being carried out by instructors. The importance of routine programme monitoring had enabled some of the institutions to post better results compared to previous years. The findings established that routine programme was essential in the realization of institutional performance as it was the epitome of programme inspection in ensuring that whatever the instructors were doing was in line with the approved sets of activities that enabled the learners

Recommendations

Based on these findings it is recommended that performance of curriculum infrastructural programs can be achieved successfully if routine programme monitoring as a component of monitoring and evaluation system lays a critical role in performance of curriculum instructional programs in TVET institutions hence monitoring and evaluation managers should routinely supervise the teaching instructional programs for better performance

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