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Solid Waste Management Projects In Nairobi County, Kenya: Empirical Study Of Monitoring And Evaluation Practices And Performance Of Youth Environmental Projects

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Abstract: ***Globally, solid waste management is one of the greatest environmental health challenge. Increasing number of studies have started to pay attention to how solid waste disposal and management would gainfully benefit the bulging number of jobless youths. In Kenya, youth unemployment rate is on the rise despite government's perennial youth interventions and funding. This study aims to establish the influence of monitoring and evaluation practices on performance of youth environmental projects in Nairobi County; particularly solid waste collection which is one of the environmental projects managed by youth groups within Nairobi residential areas. The study targets a population of 70 youth environmental groups projects comprised of 700 youth group members with a Study sample of 248 group based on Krejcie and Morgan's sample table. Proportionate method was applied to calculate the sample strata. Key informants from 4 departments of Directorate of Youth affairs were purposely selected. The study adopted descriptive survey and correlational research designs using Participatory Action Research approach. Data was collected using questionnaires, observation checklists, an interview guide, and focus group discussion guide and structure forms for content analysis. Qualitative data was analyzed and presented in themes while quantitative data was analyzed descriptively using percentage frequencies, mean, and standard deviation. Inferentially, Pearson correlation coefficient and multiple regression analysis including hypotheses t-test were used as tool of analysis to test for significance on the formulated hypotheses in null state which was subsequently tested. F-Test was used test the hypothesis. r (247) =.196, R^2 0.38, F (5,242) = 9.777 p≤.05, implying that the levels of monitoring and evaluation practices possessed by youths can be a good predictor of performance of youth environmental projects; though significant only when combined with other project management attributes. This therefore rejected the null hypothesis which stated that: H0: There is no significant influence of monitoring and evaluation practices on performance of youth environmental projects in Nairobi County; and accepted the alternative hypothesis: H1: There is a significant influence of monitoring and evaluation practices on performance of youth environmental projects in Nairobi County. The study findings provided the evidence that as the level of monitoring and evaluation increases, performance also increases. The study therefore recommended the government to reinforce Policy Actions to improve overall projects/programs performance in Kenya by enacting a monitoring and evaluation policy supported by an Act of parliament, so as to guide organizations that deal with environmental projects. The findings contributes to the body of knowledge in Project management through the Directorate of Youth and other Youth-based Institutions by providing informative insights towards incorporating monitoring and evaluation skills towards performance of Youth groups solid waste environmental projects.***

Keyword: Project Management, monitoring and evaluation practices, performance of youth e environmental projects.

I. INTRODUCTION

This study alludes to post positivism and critical postmodernism perspectives as it supports different monitoring and evaluation instructivist and constructivist philosophies (Connell, JP, Kubisch, 1998). Monitoring and evaluation involves a systematic collection of information about activities, characteristics and results of projects or programmes to make judgment on whether to improve, inform decisions and increase the understanding of the programs processes (Patton, 2008). Solid Waste management has become a source of income generation activity for urban youth

as a platform for engaging with the broader politics of basic services with interfaces with "sustainability" projects that invite alternative market-based approaches to address the challenges of poverty (UNESCO, 2013). The challenge under this study was to therefore investigate whether youth groups were engaging with the process of monitoring and evaluation as "researchers of their personal continuous practice" not as "mere data collectors (Patton, 2010).

The study examined monitoring and evaluation practices based on axiological and ontological assumptions of cultural responsive approaches that demonstrates how well youth connects with their environmental projects including tools and methods that the Directorate of youth project officers and group members term as useful accountability and management tools for M&E processes. Youth interventions are social – economic projects designed to improve youths quality of life by improving their inclusion capacity to participate fully in all levels of social, economic and political activities, including improved physical well-being and access to social amenities and services through income generating activities for youth empowerment; equity issues and alleviating poverty that leads to ennui-; state of hopelessness among the youth (UNESCO, 2013).

Youth environmental government funded projects entails the involvement of unemployed young people in activities which have provision of environmental service that benefits the community whilst they are also provided with opportunities for personal development, accredited training and exit opportunities (Directorate of Youth, 2018) Monitoring and evaluation framework is largely concerned with the detailed planning of the implementation and evaluation of these projects. It builds on the evaluation context to specifically identify practices, realistic processes, timing and responsibilities for completing an evaluation (Chessman, 2005). However, evaluation of youth environmental projects ought to be based on Evaluation theory knowledge base, which serves as a guide to practice by navigating through the choices associated with different schools of thought during projects evaluation, since all evaluation theories differ on several dimensions (United Nations Evaluation Group (UNEG) Evaluation Competency Frame work, 2016).

Youth environmental projects performance outcomes are established based on effective output processes involving both quantitative and qualitative indicators and integrating them through triangulation; in order to obtain more reliable ways of assessing and explaining project performance (Davis and Kingsbury, 2011). Regular documentation and data collection need to be effected while youth waste management projects are ongoing by means of diagnostic studies so as to identify the underlying causes and effects to propose solutions like when milestones are not reached, when negative or positive feedback and feed forward is received from the beneficiaries or when loan repayment is poor (Bamberger, Michael and Cheema 1994). Data sources are the documentation tools, and locations for information that shows progress on youth projects that include program records (formative evaluation documents such as assessment reports), records from other youth environmental projects stakeholders, and observations such as during focus groups discussions, interviews, or the environmental project itself (Villard, 2010). Dissemination of utilization based evaluation report involves the process of communicating either the procedures or the lessons learned from an evaluation in a consistent, unbiased, and timely manner (Carson-Cheng, and Jones, 2013), purpose being to ensure that utility by the potential evaluation users, beyond those that have been involved in the evaluation process, are aware of the evaluation findings, conclusions and recommendations made. Monitoring leveraging technology entails mobile and social media applications to collect data; including use of geographic information system (GIS) technology (Carson-Cheng, and Jones, 2013), to map youth environment projects.

A. STATEMENT OF THE PROBLEM

Kenya's population is reported to comprise of 75 percent youth with an overall youth unemployment rate reported at 35 percent by the end of the year 2016 (Kenya Economic Survey, 2017). Environment offers context for alienated youth, towards re-engaging in gainful environmental projects that improves their livelihoods (Achankeng, 2003). This is to gainfully benefit the bulging number of jobless youths, particularly low-income urban youth; to enable them find positive and meaningful ways to engage in environmental projects by reducing the amount of solid waste that has been dumped or burnt while creating meaningful jobs that can improve their livelihoods (ILO, 2017). Project monitoring involves consistent management processes applied to inputs such as project resources to routinely generate project plans, where plans and resources become inputs for project execution. Output measures are compared with performance targets to identify performance gaps. These gaps may be analyzed to identify corrective actions and improve the project as it proceeds

Monitoring and evaluation practices is therefore an objective process of answering questions related primarily to youth's environmental project on effects, implementation, and purposes effectively using culturally responsive monitoring and evaluation practices (Carson- Cheng, 2013). However, appropriateness of project management skills, save environmental projects requires data to be collected while the projects are ongoing by means of diagnostic studies or process evaluation (Rist, Bolly, and Martin, 2012). Studies that are carried out in Kenya shows that quite a number of youth projects have been successful, especially various environmental projects in previous years that addressed the challenge of youth employment through adopting an Entrepreneurship Training Manual to facilitate youths environmental projects through Youth Enterprise Development Fund loans (YEDF). Uwezo Fund loans also funds solid waste management interventions including other youth projects.

On the other hand, several projects in Kenya have been informally cited as failed projects; meaning that they did not achieve the desired success. These include former Kazi kwa vijana (KKV) environmental project and a Million tree planting program Vision 2030 project (MTP 2013-2017). A significant share of the failed projects are supposedly government funded and donor funded. These projects usually undergo the necessary project management process including

heavy presence of monitoring and evaluation activities which is often a legal and donor requirement. The paradox in this study review is, despite a consensus among scholars that proper project management skills with monitoring and evaluation practices leads to project success, there are still cases of failing youth project in Kenya (Ochieng, Chepkuto, Tubey, and Kuto, 2012). Performance of many of the youth environmental projects in all the 47 counties in Kenya remains thin, irrespective of government funding, save Nairobi County which has more youths accessing government projects funding and training aggravated by proximity (Afon, 2012). This study therefore seeks to investigate the missing links leading to poor performance of youth groups' solid waste management projects; by investigating how monitoring and evaluation practices, influence performance of youth environmental projects.

B. OBJECTIVE OF THE STUDY

The study was guided by the following objective:

To determine the influence of monitoring and evaluation practices on performance of youth environmental projects in Nairobi County.

C. RESEARCH HYPOTHESIS

The research hypothesis guiding this study included the following:

H0: Monitoring and evaluation practices do not significantly influence performance of youth environmental projects in Nairobi County.

II. LITERATURE REVIEW

For the last two decades, monitoring and evaluation literature reflects increasing attention to culture and cultural contexts viewing through the lens that judges the standards in to which outcomes are considered as actual project outcomes and the values that support the monitoring and evaluation practice; including the measures of gained knowledge (Bagele, et.al., 2016). Following systematic studies reviewed on this study, project monitoring involves consistent management processes applied to inputs such as project resources to routinely generate project plans, where plans and resources become inputs for project execution.

Output measures are compared with performance targets to identify performance gaps which are analyzed to identify corrective actions to improve the project as it proceeds (Carson- Cheng, 2013). Monitoring and evaluation practices is therefore an objective process of answering questions related primarily to youth's environmental project for effective implementation purposes using culturally responsive monitoring and evaluation practices. This is associated with assessment of waste management projects outcomes and impacts, analysis of processes, cost-effectiveness, implementation, and underlying theories of change, among other components of interest. Hence, monitoring and evaluation as a social learning intervention theory expounds largely on human behavior in terms of continuous reciprocal interaction between cognitive behavior and environmental influences. (Patton, 2010).

Adequate monitoring and evaluation practices ensures that effective information gathering procedures are developed and implemented to ensure that the interpretation arrived at is valid for the intended use by project teams. Appropriateness of project monitoring and evaluation skills, save environmental projects requires data to be collected while the projects are ongoing by means of diagnostic studies or process evaluation (Rist, Bolly, and Martin, 2012). Data collected, processed, and reported in an evaluation should be systematically reviewed and any errors found should be corrected (Nyonje, Ndunge, and Mulwa (2012). Following wider literature review on monitoring and evaluation of youth projects, evaluations ought to be designed and carried out in a way that is culturally responsive to values and beliefs for a given target group. These are values developed to teach youths how to work within the monitoring cycles using cultural tools that may include African or ethnic proverbs or memory stories while designing an evaluation framework for an environmental projects (Bagele et.al., 2016). Process evaluation reports describing purposes as well as procedures and findings of the evaluation pertaining essential information should be captured which should easily understood by the beneficiaries youths (Nyonje, Ndunge, and Mulwa, (2012).

Evaluation findings can be disseminated in detailed documented reports, news releases, press conferences and workshops, seminars, or communicated through email-based. Utilization of evaluation results may include demonstrations to legislators or other stakeholders that resources are being well spent and that the projects are effective; to aid in forming budgets and justify the allocation of resources and compare outcomes with those of preceding years (Kathryn, Hatry and Joseph, 2015). Researchers recommend that youth and stakeholders workshops may be organized to discuss final evaluation report, including follow-up of utility of evaluation recommendations. This provides stakeholders with an opportunity to fully appreciate the value of the evaluation by receiving additional information and explanations. Such workshops may however could have been planned in advance and funding reserved accordingly (Petty, 2014).

Creating monitoring and evaluation implementation team is the most significant task during the implementation of a project, to oversee all activities including procurement processes, track timelines and evaluate and make adjustments as needed, follow up with contracts, agreements, general supervision, oversight, policies and procedures (Rist, 2011). Evaluators term logic model as a visual way to link youth environmental project's resources, activities to the anticipated results. Some of the typical elements in a logic model are key stakeholder (influencers), outcomes, assumptions, inputs, outputs indicators, data sources, data intervals, goals and targets (Patton, 2010). Lessons learned is part of performance, which can be used as a feedback and feed forward mechanism to improve policies and procedures and may drive changes in decision making and other processes (Nyonje, Ndunge, and Mulwa, 2012). Authors in this study review indicate insufficient monitoring and evaluation data and metrics in solid waste management projects.

A. THEORITICAL FRAMEWORK

This study was grounded on theory of Change (Gujit, 2013) that is defined as a comprehensive description and illustration of how and why a desired change is expected to happen in a particular context Theory of change in this research context is predominantly focused on assumptions that are anticipated to improve the already existing youth entrepreneurship manual for projects implementation into a more innovative design. Application of theory of change approach is by first identifying the desired long-term goals and then working backwards, thus identifying all the awareness (outcomes) that must be in place (and how these may be related to one another causally) for the goals to occur (Brest, 2010). It is articulated in this study context by mapping out monitoring and evaluation practices that provide the basis for identifying the type of activity or intervention that may lead to performance outcomes for achieving long-term youth environmental projects performance goals. Through this approach, the precise link between activities, out puts, outcome and impacts that anticipated to lead to achievement of the long-term goals are fully understood (Patton, 2010). Monitoring and evaluation of Youth environmental projects theory of change elaborates the design of the evaluation process to respect and protect the rights and welfare of the youths; including the ethical mandates of evaluators (Carol, 1995). The approach also leads to better evaluation, credibility of the findings, making it possible to measure progress indicators towards the achievement of future longer-term goals towards performance of youth environmental projects. Research findings in this study shows that the theory of change also expounds on evaluation ethics, like conflict of interest by the Directorate of Youth and other youth stakeholders to avoid compromising the evaluation processes and results. This includes evaluator's allocation and expenditure of resources that should reflect sound accountability procedures that are prudent and ethically responsible on expenditures (Lisa and Phillips, 2013).

III. METHODOLOGY

This study used descriptive research and exploratory research designs. The research was structured in design so that the information collected could be statistically inferred on the respondents since descriptive design is conclusive and quantitative in nature. The study involved Participatory Action Research (PAR) approach, which is a democratic process concerned with developing practical knowing and understanding based on emulated culture and values in the pursuit of worthwhile human purposes, grounded in a participatory worldview (McNamara, 2009). This allowed the researcher to provide deep insight into set study, as well as allowing more opportunities for the researcher to study new things and question them; since exploratory research focuses on the discovery of ideas and insights (Creswell, 2012). It focused on the effects of the researcher's direct actions within participating youth environmental groups with a goal of improving the performance of youth environmental projects.

IV. RESULTS AND FINDINGS

The objective of this study was to examine the extent to which monitoring and evaluation practices influenced the performance of youth environmental projects. In order to achieve this, the respondents were asked to give their options based on their level of agreements or disagreements based on a Likert scale in which a numerical scale of 1-5 was provided where 1=strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strongly Agree. The results were presented in Table 1

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std. Devi
My group has impact evaluation reports over time on Project implementation processes.	179(72.2)	34(13.7)	35(14.1)	0	0	1.42	.727
The group holds evaluative consultative meetings on financial flows for shared profits and dividends	11(4.4)	4(1.6)	38(15.3)	167(67.3)	28(11.3)	3.79	.831
The most immediate results from our group projects are the outputs indicators which relates directly to our projects for continued improvement.	39(15.7)	48(19.4)	39(15.7)	106(42.7)	16(6.5)	3.05	1.230
We often hold consultative evaluation dissemination meetings between the group members and key informants and other stakeholders on solid waste management	2(.8)	58(23.4)	43(17.3)	127(51.2)	18(7.3)	3.41	.952
We have recorded actual benefits and success stories by our group members as a result of outcomes achieved over time following the implementation of our environmental projects.	7(2.8)	118(47.6)	12(4.8)	111(44.8)	0	2.92	1.017
Group's strategic designs include allocation of time and budget framework for effective implementation.	0	86(34.7)	1(.4)	28(11.3)	133(53.6)	3.84	1.382

Team leaders ensure information emerging from M&E is fed back into our ongoing projects implementation and future planning.	151(60.9)	44(17.7)	38(15.3)	15(6.0)	0	1.67	.946
Our project promotes stakeholders participation in all our project related activities	53(21.4)	88(35.5)	16(6.5)	68(27.4)	23(9.3)	2.68	1.326
Project funders (GOK) has provided a common reporting framework and a standard M&E guidance to systematically demonstrate project results	206(83.1)	4(1.6)	38(15.3)	0	0	1.32	.726
Customized application systems with project-specific indicators help team members track the project progress along a results chain to contribute to Vision 2030 social –economic pillars.	50(20.2)	17(6.9)	51(20.6)	114(46.0)	16(6.5)	3.12	1.259
A systematic assessment of youth group projects implementation capacity and needs can inform government funding towards scaling up or replicating youth social- economic innovations.	0	0	40(16.1)	175(70.6)	33(13.3)	3.97	.543
Composite mean and standard deviation.						**2.83**	**.303**

Table 1: Monitoring and Evaluation Practices and performance of Youth Environmental Projects

The study findings show that Statement (1) my group has impact evaluation reports over time on Project implementation processes, majority of respondents 213 (85.7%) disagreed with the statement, while 35(14.1%) were neutral. This line item had a mean score of 1.42 and a standard deviation of 0.727 which was lower than the composite mean of 2.83 and a standard deviation of 0.303, implying that the statement negatively influence performance of youth environmental projects in Nairobi County. Findings depicts the respondent's status on investments which could be low or nothing at all. This implies that if youth group projects have to make impact as retaliated by scholar (Carson- Cheng, 2013), then something must done right from their project inception to closure.

Statement (2) The group holds evaluative consultative meetings on financial flows for shared profits and dividends, 195(78.6%) respondents agreed with the statement, 15(16.9%) respondents disagreed while 38(15.3%) were neutral. This line item had a mean score of 3.79 and a standard deviation of 0.831 which was higher than the composite mean of 2.83 and a standard deviation of 0.303, implying that the statement positively influence performance of youth environmental projects in Nairobi County. The findings concurs with study findings on the impetus of monitoring and evaluating (Nyonje, Ndunge, and Mulwa, 2012) to assess project performance which was also portrayed by the respondents in this study findings.

Statement (3) The most immediate results from our group projects are the outputs indicators which relates directly to our projects for continued improvement, 122(49.2%) respondents agreed with the statement, 87(35.1%) disagreed with the statement, while 39(15.7%) were neutral. This line item had a mean score of 3.05 and a standard deviation of 1.230 which was higher than the composite mean of 2.83 and a standard deviation of 0.303, implying that the statement positively influence performance of youth environmental projects in Nairobi County. The findings agrees with empirical study on complexity of evaluation which expounds on culturally responsive evaluation approaches (Bagele, et.al., 2016). This confirms that youths perform tacit monitoring and evaluation regardless of formal M&E systems within their projects as indicated by this study findings.

Statement (4) we often hold consultative evaluation dissemination meetings between the group members and key informants and other stakeholders on solid waste management, 145 (58.5%) agreed, 60(24.2%) respondents disagreed while 43(17.3%) were neutral. This line item had a mean score of 3.41 and a standard deviation of 0. 952 which was higher than the composite mean of 2.83 and a standard deviation of 0.303, implying that the statement positively influence performance of youth environmental projects in Nairobi. This statement supports the exploratory study findings that entails participatory approaches during project evaluation and dissemination, to enhance projects performance.

Statement (5)We have recorded actual benefits and success stories by our group members as a result of outcomes achieved over time following the implementation of our environmental projects, 125 (50.4%) respondents disagreed with the statement, 111(44.8%) agreed while 12(4.8%) were neutral. This line item had a mean score of 2.92 and a standard deviation of 1.017 which was higher than the composite mean of 2.83 and a standard deviation of 0.303, implying that the statement positively influence performance of youth environmental projects in Nairobi. Findings agrees with literature review on factors influencing project success that entails timely data collection, documentation of reports and success stories including lessons learnt, (Rist, Bolly, and Martin, 2012), which also supports the findings of this study

Statement (6) Group's strategic designs include allocation of time and budget framework for effective implementation, 161(64.9%) respondents agreed with the statement, 86(34.7%) disagreed, while 1(0.4%) respondents remained neutral. This line item had a mean score of 3.84 and a standard deviation of 1.382 which was higher than the composite mean of 2.83 and a standard deviation of 0.303, implying that the statement positively influence performance of youth environmental

projects in Nairobi. This findings agrees with the respondent's responses which implies that youth environmental groups have their tacit frame works and designs that guide their projects.

Statement (7) Team leaders ensure information emerging from M&E is fed back into our ongoing projects implementation and future planning, 195(78.6%) respondents disagreed, 15(6.0%) agreed, while 38(15.3%) were neutral. This line item had a mean score of 1.67 and a standard deviation of 0.946 which was much lower than the composite mean of 2.83 and a standard deviation of 0.303, implying that the statement negatively influence performance of youth environmental projects in Nairobi. This findings disagrees with the empirical study findings on managing effective evaluations which expounds on effects of stakeholders feedback and feed forward during project implementation implying that the respondents were not involved on projects processes; which support the findings of this study. The findings is supported by author (Patton, 2010) who emphasizes on the impetus of participatory monitoring and evaluation.

Statement (8) our project promotes stakeholders participation in all our project related activities, 141(56.9%), disagreed with the statement, 91(36.7%) agreed, while 16(6.5%) were neutral. This line item had a mean score of 2.68 and a standard deviation of 1.326 which was lower than the composite mean of 2.83 and a standard deviation of 0.303, implying that the statement positively influence performance of youth environmental projects in Nairobi. Findings support the respondent's response in this study, which was a gap in knowledge denoting that youth environmental groups ought to engage with stakeholders to enhance their solid waste projects performance as supported by previous authors (Rist, Bolly, and Martin, 2012). This findings alludes to culturally responsive monitoring and evaluation practices where youths are mentored on project performance by other successful stakeholders through experiential learning.

Statement (9) Project funders (GOK) has provided a common reporting framework and a standard M&E guidance to systematically demonstrate project results, 210 (84.7%) respondents disagreed with the statement while 38(15.3%) were neutral. This line item had a mean score of 1.32 and a standard deviation of 0.726 which was much lower than the composite mean of 2.83 and a standard deviation of 0.303, implying that the statement negatively influence performance of youth environmental projects in Nairobi County. The findings agrees with previous empirical study findings on building of evaluation capacity (Kathryn, Hatry and Joseph, 2015) in order to strengthen governance which describes the importance of a monitoring and evaluation policy framework by governments towards effect programme implementation.

Statement (10) Customized application systems with project-specific indicators help team members track the project progress along a results chain to contribute to Vision 2030 social –economic pillars, 130(62%) respondents agreed with the statement,77(27.1%)disagreed, while 51(20.6%) were neutral. This line item had a mean score of 3.12 and a standard deviation of 1.259 which was higher than the composite mean of 2.83 and a standard deviation of 0.303, implying that the statement positively influence performance of youth environmental projects in Nairobi County. The findings infers that customized application systems with project indicators can enhance performance on youth environmental projects through application programmes for tracking systematic project results.

Statement (11) A systematic assessment of youth group projects implementation capacity and needs can inform government funding towards scaling up or replicating youth social-economic innovations, 208(83.9%) respondents agreed with the statement, while 40(16.1%) were neutral. This line item had a mean score of 3.97 and a standard deviation of 0.543 which was much higher than the composite mean of 2.83 and a standard deviation of 0.303, implying that the statement positively influence performance of youth environmental projects in Nairobi. This statement. This findings supports literature reviewed in this study on explanatory monitoring and evaluation knowledge and understanding (Rist, 2011; Petty, 2014) on how project indictors accelerate development which can be replicated or funded on varied scope. Unlike research where there is a choice on using knowledge that is generated, monitoring and evaluation has accountability and utilization of evaluation results as one of its objectives. As a practice, evaluation thus makes compelling judgments about the realities judged as relevant to measure accountability and about ways to improve interventions.

Pearson correlation coefficient was used to test the relationship between Monitoring and evaluation practices and Performance of Youth Environmental Projects. This was done at 95% level of confidence. In order to prove the validity of this claim, both correlation and regression analysis were run on the SPSS programme version 22 based on the decision criterion that any P-value less than the threshold of α=0.05 would be considered significant and subsequently lead to the rejection of the null hypothesis and acceptance of the alternative hypothesis or fail to reject the null hypothesis when the P-value obtained is greater than the threshold of α=0.05 while failing to accept the alternative hypothesis. Results of the relationship between monitoring and evaluation practices and performance of youth environmental projects obtained are indicated hypothesis was identified as follows on tables 1.1 through 1.4

1.1 Inferential statistics of Monitoring and Evaluation Practices and performance of Youth Environmental Projects

Correlation and regression analyses were conducted to determine the relationship between Monitoring and Evaluation Practices and performance of Youth Environmental Projects and hypotheses were also tested

Table 1.1, the correlation output table shows that monitoring and evaluation practices characteristics were statistically significant (P-values under significant 2-tailed were all less than α=0.05) towards performance of youth environmental projects.

		Performance	MnEpractice
Performance	Pearson Correlation	1	.196**
	Sig. (2-tailed)		.002
	n	248	248

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

Table 1.1: Correlations Analysis of Monitoring and evaluation practices and Performance of Youth Environmental Projects

From table 1.1 the correlation index between monitoring and evaluation and performance was positive and significant, r(247) =.196; p≤.05. This implies that as the level of monitoring and evaluation increases, the performance also increases.

Table 1.2 Regression analysis of Monitoring and evaluation practices and Performance of Youth Environmental Projects.

Similarly, in order to determine the level of influence of monitoring and evaluation on performance, a regression analysis was performed on the variables as shown in table 1.2 on Regression analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
					R Square Change	F Change	df1	df2	Sig. F Change
1	.196[a]	.038	.034	.54041	.038	9.777	1	246	.002

a. Predictors: (Constant), MnEpractice

Table 1.2

From this analysis, it was observed from the model summary table 0.196 with an R square of 0.38 implying that the M&E practices could explain about 0. 34 percent of the total variance in performance of youth project.

To test whether this model was significant in enabling predictions containing the moderating variable and dependent variable, the ANOVA table was produced and the results are as shown in Table 1.3

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.855	1	2.855	9.777	.002[b]
	Residual	71.843	246	.292		
	Total	74.698	247			

a. Dependent Variable: Performance

b. Predictors: (Constant), MnEpractice

Table 1.3: ANOVA Table showing Regression Model of Monitoring and evaluation practices and Performance of Youth Environmental Projects

The ANOVA table showed that in the global model, monitoring and evaluation practices had significant prediction on performance of youth environmental projects, This implied that the levels of monitoring and evaluation practices possessed by youths may be a good predictor of performance of youth environmental projects; though not very significant F(5,242) = 9.777 p≤.05

Coefficients[a] Regression table of Monitoring and evaluation practices and Performance of Youth Environmental Projects

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.612	.323		8.086	.000
	MnEpractice	.354	.113	.196	3.127	.002

Table 1.4

The table of regression coefficient (1.4) showed that the unstandardised beta coefficient for: monitoring and evaluation practices to be 0.354. The T value for monitoring and evaluation was significant, T(247) = 3.127.

V. CONCLUSION

From the findings of regression and correlation analysis, it can be depicted that Monitoring and evaluation practices significantly influence the level of performance of youth environmental project. This therefore rejects the null hypothesis which stated that:

H0: There is no significant influence of monitoring and evaluation practices on performance of youth environmental projects in Nairobi County; and accepted the alternative hypothesis: H1: There is a significant influence of monitoring and evaluation practices on performance of youth environmental projects in Nairobi County.

VI. RECOMMENDATIONS

The study recommends monitoring and evaluation practices that include basic research; status assessment; and effectiveness measurement, performance evaluation framework, by developing a Theory of change Project Management Model (ToCPMM). The purpose of this performance model is to illustrate a sequence of cause-and-effect relationships discussion between different stakeholders groups on the context the initiative is seeking to influence including other actors to be able to influence change for effective projects performance.

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