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EFFECT OF MONITORING AND EVALUATION ON THE PROJECT PERFORMANCE, A Case of School Enterprise Challenge Project in Teach a Man to Fish (2016-2019).

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Abstract

This paper is mainly analyzed effect of monitoring and evaluation on the project performance in Rwanda with data collected from Teach A Man To Fish (TAMTF) in School Enterprise Challenge (SEC) project. Specific objectives of the study included by determining monitoring and evaluation activities in School Enterprise Challenge at Teach A Man To Fish; assessing the project performance of School Enterprise Challenge at Teach A Man To Fish; and finding out the relationship between monitoring and evaluation activities and project performance of School Enterprise Challenge at Teach A Man To Fish. In respect of the methodology, this study used the descriptive and correlative approaches. Target population was 116 employees of Teach A Man To Fish-Rwanda. Sample size was 90 respondents selected using stratified, and purposive sampling techniques. Questionnaire, and documentary were data collection instruments. Data were analyzed through SPSS. Descriptive statistic method and coefficient of determination were used in this study. Findings indicated that the F-test= 2.722 which is positive and significant at 5% shows that we cannot accept $H_0$1 which states that there is no significant effect of M&E activities (training, financial resources, quality management) on increase of communication and problem solving skills for students involved in SEC programme. The results from table 4.16 indicated that the F-test= 10.563 which is positive and significant at 0.0% shows that we cannot accept $H_0$2 which states M&E activities do not significantly affect business knowledge increase among students attending school business in SEC programme. The results indicated that F-test= 2.414 which is positive and significant at 7.2% shows that we cannot accept $H_0$3 which states that M&E activities do not have significant effect on goals achievement in SEC programme. The results show that F-test= 0.815 which is positive and significant at 8.2% shows that we cannot accept $H_0$4 which states that There is no significant effect of M&E activities on effective use of planned budget in SEC Programme. Findings indicated the F-test= 1.253 which is positive and significant at 2.9% shows that we cannot accept $H_0$5 which states that M&E activities do not significantly affect respecting starting and ending time in SEC Programme. The results indicated F-test = 1.543 which is positive and significant at 5% shows that we cannot accept $H_0$6 which states that There is no significant effect of M&E activities on leadership and teamwork skills increase to the students in SEC Programme. The results also indicated that the F-test= 8.144 which is positive and significant at 0.0% shows that we cannot accept $H_0$7 which states that there is no significant effect of M&E activities on project performance in SEC Programme. As conclusion, there is significant contribution of monitoring and evaluation activities on project performance of SEC project at Teach A Man To Fish-Rwanda.

Key Words: Challenge, Enterprise, Evaluation, Fish, Man, Monitoring, Performance, Project, School, Teach.

1. Introduction

Monitoring and Evaluation is a strategic approach to management that equips managers, employees, and stakeholders at various levels with a set of tools and techniques to regularly plan, continuously monitor, periodically measure and review performance of the organization or project in terms of indicators and targets for efficiency, effectiveness and impact. Participatory monitoring and evaluation has turned out to be gradually more significant tool within the global efforts in attaining environmental, economic and social sustainability. At global scales, monitoring and evaluation are very vital in defining, participating monitoring and reporting on ecological, economic and social trends, tracking progress towards objectives and influencing policy and practices (Spear, 2012).

In Rwanda, capacity development is a fundamental part of the mandates of many national organizations or international projects. Much of their work aims to strengthen national capacities through training, technical advice, exchange of experiences, research, and policy advice. Yet there is considerable dissatisfaction within the international community regarding the impact of many such interventions. The activities have usually strengthened the skills of individuals, but have not always succeeded in improving the effectiveness of the ministries, institutions and other organizations where those individuals are working. These shortcomings demand investigation in order to strengthen capacity development policies and strategies (Kimani & Ndungu, 2009). In education planning and management, capacity development implies a focus on the existing capacities of

governments and how these capacities can become strengthened on all levels the individual, the organizational and the institutional, as well as the broader system context. Governments, donor agencies and international organizations involved in development are increasingly putting an emphasis on capacities as key to sustainable development in general and in reaching the experiential education for all (Mwangi & Kimenyi, 2005).

In reality, this is yet to be the case, precisely because the state does not yet play its developmental role fully. In public sectors such as health and education, development non-government organizations (NGOs) have been occupying the role of main service providers over the past few years. Often replacing the role of the government on the ground, especially in remote rural areas, NGOs and international projects have traditionally assumed a gap-filling role that has sometimes created conflicting relations with governments. In this context, their strategies and activities are of interest in so far as they have an impact on governmental capacity development in the education sector (Kelly & Magongo, 2004).

Indeed, while the continuation of their gap-filling role depends on the government's lack of capacity, NGOs increasingly demand that governmental priorities change by paying more attention to those people who have not yet been reached. They act therefore as innovators, critics, advocates and policy partners. The capacity development concept and the need to focus on strengthening government capacity provide NGOs with new challenges. The possible contradictions between capacity development as a developmental paradigm and NGOs' role as gap fillers correspond to the tensions between new and the traditional roles of NGOs. This raises one issue on what impact does school enterprise challenge project implemented by Teach A Man To Fish improving experiential education through helping students to create school businesses in their schools.

2. Statement of the Problem

Ministry of Education through Rwanda Education Board (REB) organize on quarterly basis teacher training for improving their professional skills, however, according to the need of teacher developments, those training are not sufficient, and also experiential education for students are low, the reason why more than 50 international projects have been welcomed in education sector including Teach A Man To Fish (Kibiriga & Ndabananiye, 2017). However, there is a need of effective implementation of monitoring and evaluation (M&E) that helps project to have appropriate information to improve capacity building, increases efficiency and effectiveness, promotes transparency and accountability, encourages coordination of data collection and supervision, creates new partnerships, to leads to empowerment and promotes sustainability. M&E strengthens ownership regarding successful outcomes of planned initiatives, increases the motivation of stakeholders to contribute ideas to corrective actions and contributes to the learning of all staffs involve (Gakure, & Kithae, 2013).

NGOs in Rwanda have issue of lacking training and competence that leads to inefficiencies which impede adoption of M&E in management, and some of them also open doors to incompetent people who do not understand the parameters used in monitoring and evaluation. Therefore, School Enterprise Challenge (SEC) is an international business project for schools run by the educational charity Teach A Man To Fish (TAMTF). It guides and supports teachers and students to plan and set up real, sustainable school businesses. Students get the chance to gain hands-on experience of running a real business and generate real profits to help support their school or a social cause of their choice (TAMTF report, 2018). This paper focused on M&E and project performance by evaluating how M&E activities influence implementation and performance of School Enterprise Challenge project in Teach A Man To Fish.

3. Objectives of the Study

The overall general objective of this paper is to analyze effect of monitoring and evaluation on the project performance in Rwanda. While the study also had seven specific objectives which were to:

i. Determine the effect of M&E activities (training, financial resources, quality management) on increase of communication and problem solving skills for students involved in SEC programme
ii. Examine the effect of M&E activities (training, financial resources, quality management) on business knowledge increase among students attending school business in SEC programme.
iii. Investigate the effect of M&E activities (training, financial resources, quality management) on goals achievement in SEC programme.
iv. Establish the effect of M&E activities (Training, Financial resources, quality management) on effective use of planned budget in SEC Programme.
v. Examine the effect of M&E activities (Training, Financial resources, quality management) on respective starting and ending time in SEC Programme.
vi. Investigate the effect of M&E activities (Training, Financial resources, quality management) on leadership and teamwork skills increase to the students in SEC Programme.

vii. Determine the effect of M&E activities (Training, Financial resources, quality management) on project performance in SEC Programme.

1.3. Hypotheses

H01: There is no significant effect of M&E activities (training, financial resources, quality management) on increase of communication and problem solving skills for students involved in SEC programme.

H02: M&E activities (training, financial resources, quality management) do not significantly affect business knowledge increase among students attending school business in SEC programme.

H03: M&E activities (training, financial resources, quality management) do not have significant effect on goals achievement in SEC programme.

H04: There is no significant effect of M& E activities (Training, Financial resources, quality management) on effective use of planned budget in SEC Programme.

H05: M&E activities (Training, Financial resources, quality management) do not significantly affect respecting starting and ending time in SEC Programme.

H06: There is no significant effect of M& E activities (Training, Financial resources, quality management) on leadership and teamwork skills increase to the students in SEC Programme.

H07: There is no significant effect of M& E activities (Training, Financial resources, quality management) on project performance in SEC Programme

4. Literature Review

4.1 Theoretical Review

Community Action Planning (CAP) Theory

Community Action Planning (CAP) was advanced by Hamdi & Goethert (1997). This theory allows communities to design, implement and manage their own development programs. CAP theory is participatory, community based, problem driven and fast. Community participation is at the core of CAP and its focus is creating coalitions and partnerships thus participation occurs when people and organizations are convinced that their interests are better served in partnerships than without them (Hamdi & Goethert, 1997).

Empowerment Theory

The empowerment theories are concerned with the procedure, as well as with results that can create more noteworthy access to assets and power for the hindered. An engaging intercession is what manufactures limit of people to decidedly impact their prosperity results. Much the same as social capital, strengthening is agent at different levels: individual or individual, interpersonal, authoritative, group, and aggregate. The concentration of both empowerment theories and practice is to comprehend and fortify procedures and setting where people pick up authority and control over choices that influence their lives. Accordingly, intercessions that give certifiable chances to people to take an interest may help them build up a feeling of mental strengthening (Zimmerman, 2009).

4.2 Theoretical Framework

Project planning

Project planning is one of the primary functions of project M&E with a potential to contribute to the success of service delivery .It is a function that sets in motion the entire acquisition. Despite this importance, very limited scientific research has been done to examine the extent to which efforts in project planning can contribute to project performance (Basheka, 2008).

M&E Training and technical Expertise

M&E practical training is important in capacity building of personnel because it helps with the interaction and management of the M&E systems. M&E training starts with the understanding of the M&E theory and ensuring that the team understands the linkages between the project theory of change and the results framework as well as associated indicators. Training should therefore be practical focused to ensure the understanding (CPWF, 2012).

Conceptual Framework

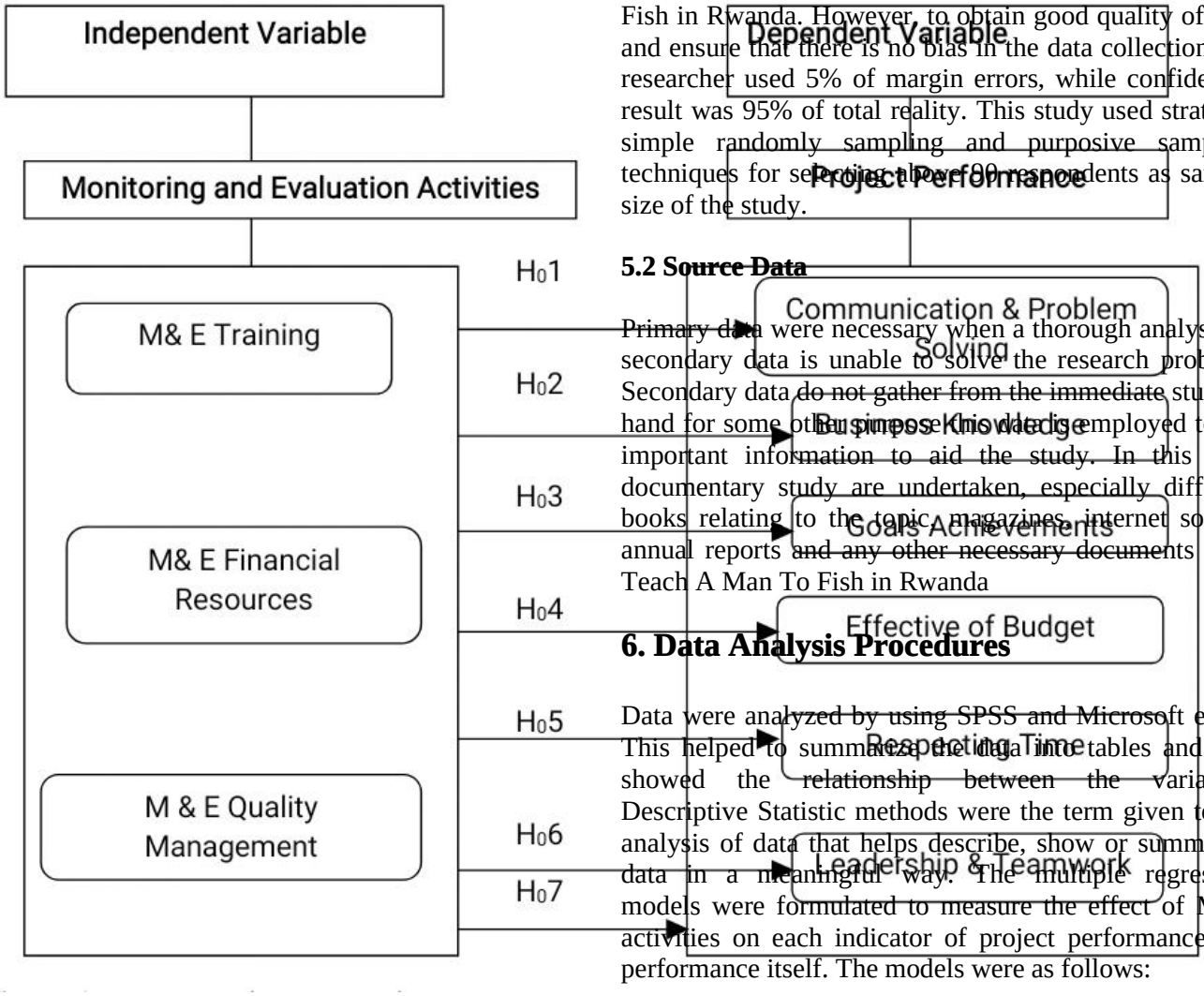

Figure 1. Conceptual Framework
Source: *Researcher conceptualization, (2020)*

5. Data Source and Methodological Framework

The present study used descriptive and correlative approaches. It was descriptive where it described the determining the monitoring and evaluation activities in School Enterprise Challenge at Teach A Man To Fish; assessing the project performance of School Enterprise Challenge at Teach A Man To Fish; and finding out the relationship between monitoring and evaluation activities and project performance of School Enterprise Challenge at Teach A Man To Fish. It was also a correlative because the study showed relationship between M&E and project performance of SEC Project at TAMTF.

5.1 Sample size and Sampling procedure

Target population was 116 employees of Teach A Man To Fish including country manager, project managers, program officers, human resources and finance officers, monitors, volunteers and field officers, and beneficiary' representatives from three partner districts (Gicumbi, Kicukiro, and Nyaruguru district) of Teach A Man To Fish in Rwanda. However, to obtain good quality of data and ensure that there is no bias in the data collection, the researcher used 5% of margin errors, while confidential result was 95% of total reality. This study used stratified simple randomly sampling and purposive sampling techniques for selecting above 90 respondents as sample size of the study.

5.2 Source Data

Primary data were necessary when a thorough analysis of secondary data is unable to solve the research problem. Secondary data do not gather from the immediate study at hand for some other purpose. Documentary method employed to get important information to aid the study. In this part, documentary study are undertaken, especially different books relating to the topic, magazines, internet source, annual reports and any other necessary documents from Teach A Man To Fish in Rwanda

6. Data Analysis Procedures

Data were analyzed by using SPSS and Microsoft excel. This helped to summarize the data into tables and also showed the relationship between the variables. Descriptive Statistic methods were the term given to the analysis of data that helps describe, show or summarize data in a meaningful way. The multiple regression models were formulated to measure the effect of M&E activities on each indicator of project performance and performance itself. The models were as follows:

X= independent variable = M& E Activities (MEA), which has three indicators:

x1= M & E Training (MET)

x2= M&E Financial Resource (MEF)

x3= M&E Quality Management (MEQ), and

Y= dependent variable= Project Performance (PPM) which also has six indicators as follows:

y1= Communication & Problem Solving (CPS)

y2= Business Knowledge (BUK)

y3= Goals Achievements (GOA)

y4= Effective Budget Use (EBU)

y5= Respecting Time (RET)

y6= Leadership & Teamwork (LET)

Based on these variables, the following functions have been set:

Y= f(X) Therefore,

y1= f(x1, x2, x3) function 1

y2= f(x1, x2, x3) function 2

y3= f(x1, x2, x3) function 3

y4= f(x1, x2, x3) function 4

y5 = f(x1, x2, x3) function 5

y6 = f(x1, x2, x3) function 6

Based on these functional relationships the following econometric models have been formulated using multiple regression or polynomial models:

Y= f(X) therefore,

$CPS = \beta 0 + \beta 1MET + \beta 2MEF + \beta 3\ MEQ + \varepsilon$ Model 1

$BUK = \beta 0 + \beta 1MET + \beta 2MEF + \beta 3\ MEQ + \varepsilon$ Model 2

$GOA = \beta 0 + \beta 1MET + \beta 2MEF + \beta 3\ MEQ + \varepsilon$ Model 3

$EFB = \beta 0 + \beta 1MET + \beta 2MEF + \beta 3\ MEQ + \varepsilon$ Model 4

$RET = \beta 0 + \beta 1MET + \beta 2MEF + \beta 3\ MEQ + \varepsilon$ Model 5

$LET = \beta 0 + \beta 1MET + \beta 2MEF + \beta 3\ MEQ + \varepsilon$ Model 6

$PPM = \beta 0 + \beta 1MET + \beta 2MEF + \beta 3\ MEQ + \varepsilon$ Model 7

Where $\beta 0$= Constant, $\beta 1$- $\beta 3$ are coefficients of determination.

7. Results and Discussion for Findings

The findings indicated participation rate of 100.0% for responding the questions. The results were analyzed by using computer software of Statistical Package for Social Sciences (SPSS). The results are presented and interpreted in accordance with the research objectives.

7.1 Socio-Characteristics of Respondents

During this study at Teach A Man To Fish; the findings show that School Enterprise Challenge project was managed by many females than males. This is justified by 39 (i.e 43.3%) of males in SEC project and 51 (i.e 56.7%) of females. Marital status, findings show that 45 (i.e 50.0%) of respondents were single. Married participated in this study were 44 (i.e 48.9%) respondents; while widow (ed) is 1 (i.e 1.1%) respondent in school enterprise challenge project of Teach A Man To Fish.

Table 1. Social Demographic of Respondents

	Data	Frequencies	Percentages
Gender	Male	39	43.3
	Female	51	56.7
	Total	**90**	**100.0**
Marital Status	Single	45	50.0
	Married	44	48.9
	Widow (er)	1	1.1
	Total	**90**	**100.0**
Age	21-30 years	44	48.9
	31-40 years	26	28.9
	41-50 years	13	14.4
	51years and above	5	5.6
	Total	**90**	**100.0**
Education Level	Masters and above	3	3.3
	Bachelor's degree	44	48.9
	Secondary level	31	34.4
	Professional courses	12	13.3
	Total	**90**	**100.0**
Experiences in SEC Project	Less than 1year	3	3.3
	2-3years	31	34.4
	4-5years	44	48.9
	5 years and above	12	13.3

Total	**90**	**100.0**

Source: *Primary Data, Field results (2019)*

Above table shows that TAMTF plays great role in hiring mature people where 44 (i.e 48.9%) of respondents have 21-30 years old. Between 31-40 years were occupied by 26 (i.e 28.9%) of respondents. 13 (i.e 14.4%) of respondents have between 41-50 years while on 5 (i.e 5.6) of respondents have 51years and above. Education level is very useful when hiring employees to work with an organization, TAMTF take care about education level because it wants to hire skilled employees who can enhance performance of organization projects. During the study, the findings confirmed that there is no illiterate respondents participated in the study, 3 (i.e 3.3%) of respondents have masters and above. The 44 (i.e 48.9%) respondents have bachelor's degree; 31 (i.e 34.4%) respondents confirmed that they have Secondary level but still studying University while 12 (i.e 13.3%) respondents have the professional courses. During the study at TAMTF, we would like to know experience of respondents on SEC programme. The results show that 3 (i.e 3.3%) respondents have less than 1 year of experience working with School enterprise challenge. The 31 (i.e 34.4%) respondents have between 2-3years of experience. The 44 (i.e 48.9%) respondents have 4-5years while 12 (i.e 13.3%) present experience of 5 years and above in SEC project at TAMTF.

7.2 Testing Hypotheses

This section shows the test of seven null hypotheses that have been formulated in introductory chapter of this research.

7.2.1 Testing $H_0 1$

$H_0 1$: *There is no significant effect of M&E activities (training, financial resources, quality management) on increase of communication and problem solving skills for students involved in SEC programme.*

Table 2: Model Summary for $H_0 1$

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.294[a]	.087	**.055**	1.015

a. Predictors: (Constant), MEF, MEQ, MET

The results in table 2 indicates that Adj. R^2= 0.055 representing 5.5% change from communication and problem solving come from M&E Activities. This means that 94.5% of communication and problem solving in SEC programme respondents come from other variables that are not included in Model of this research.

Table 3: ANOVA for $H_0 1$

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.411	3	2.804	**2.722**	**.049[b]**
	Residual	88.577	86	1.030		
	Total	96.989	89			

a. Dependent Variable: Increase of communication and problem solving skills for students involved in SEC programme

b. Predictors: (Constant), MEF, MEQ, MET

The results from table 3 indicated that the F-test= 2.722 which is positive and significant at 5% shows that we cannot accept $H_0 1$ which states that there is no significant effect of M&E activities (training, financial resources, quality management) on increase of communication and problem solving skills for students involved in SEC programme. This is based on the fact that the findings indicated positive and significant effect on M&E on communication and problem-solving. skills for students involved in SEC programme.

Table 4: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.689	.977		1.730	.087
	MET	-.532	.361	**-.157**	**-1.476**	**.144**
	MEQ	.093	.319	**.031**	**.293**	**.771**
	MEF	.628	.291	**.226**	**2.163**	**.033**

a. **Dependent Variable:** Increase of communication and problem solving skills for students involved in SEC programme.

The results from Table 4 indicated that MET has negative and insignificant effect on communication and problem solving skills for students involved in SEC Programme ($\beta 1$= - 0.157, t= -.1.476; p-value= 0.144 greater than 5%. MEQ has positive and insignificant effect on communication and problem solving skills for students

involved in SEC Programme (β2= 0.031, t= 0.293 and p-value= 0.771 greater than 5%. While MEF has positive and significant effect on communication and problem solving skills for students involved in SEC Programme (β3= 0.226, t= 2.163 and p-value= 0.033 less than 5%.

7.2.2 Testing $H_0$2

***$H_0$2**: M&E activities (training, financial resources, quality management) do not significantly affect business knowledge increase among students attending school business in SEC programme.*

Table 5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.519[a]	.269	**.244**	.899

a. Predictors: (Constant), MEF, MEQ, MET

The results in table 5 indicates that Adj. R^2= 0.244 representing 2.44% change from business knowledge increase come from M&E Activities. This means that 97.6% of business knowledge increase in SEC programme respondents come from other variables that are not included in Model of this research.

Table 6: ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	25.621	3	8.540	**10.563**	**.000[b]**
	Residual	69.535	86	.809		
	Total	95.156	89			

a. Dependent Variable: Business knowledge was increased among students attending school business

b. Predictors: (Constant), MEF, MEQ, MET

The results from table 6 indicated that the F-test= 10.563 which is positive and significant at 0.0% shows that we cannot accept $H_0$2 which states that M&E activities (training, financial resources, quality management) do not significantly affect business knowledge increase among students attending school business in SEC programme. This is based on the fact that the findings indicated positive and significant effect on M&E activities on business knowledge increase among students attending school business in SEC programme.

Table 7: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.877	.865		1.013	.314
	MET	-.657	.319	**-.195**	**-2.056**	**.043**
	MEQ	-.044	.282	**-.015**	**-.156**	**.876**
	MEF	1.240	.257	**.451**	**4.818**	**.000**

a. Dependent Variable: Business knowledge was increased among students attending school business

The results from Table 7 indicated that MET has negative and insignificant effect on business knowledge increased for students involved in SEC Programme (β1= - 0.195, t= -2.056; p-value= 0.043 greater than 5%. MEQ has negative and insignificant effect on Business knowledge was increased for students involved in SEC Programme (β2= -0.015, t= -0.156 and p-value= 0.876 greater than 5%. While MEF has positive and significant effect on business knowledge increased for students involved in SEC Programme (β3= 0.451, t= 4.818 and p-value= 0.000 less than 5%

7.2.3 Testing $H_0$3

***$H_0$3:** M&E activities (training, financial resources, quality management) do not have significant effect on goals achievement in SEC programme.*

Table 8: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.279[a]	.078	**.045**	.664

a. Predictors: (Constant), MEF, MEQ, MET

The results in table 8 indicates that Adj. R^2= 0.045 representing 4.5% change from communication and problem solving come from M&E Activities. This means that 95.5% of goals achievement in SEC programme respondents come from other variables that are not included in Model of this research

Table 9: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.193	3	1.064	**2.414**	**.072[b]**
	Residual	37.929	86	.441		
	Total	41.122	89			

a. Dependent Variable: Goals achievement of increasing

b. Predictors: (Constant), MEF, MEQ, MET

The results from table 4.19 indicated that the F-test= 2.414 which is positive and significant at 7.2% shows that we cannot accept $H_0 3$ which states that M&E activities (training, financial resources, quality management) do not have significant effect on goals achievement in SEC programme. This is based on the fact that the findings indicated positive and significant effect on M&E on goals achievement in SEC programme.

Table 10: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	**Std. Error**	**Beta**		
1	(Constant)	3.101	.639		4.852	.000
	MET	-.472	.236	**-.214**	**-2.001**	**.049**
	MEQ	-.272	.209	**-.138**	**-1.303**	**.196**
	MEF	.054	.190	**.030**	**.284**	**.777**

a. Dependent Variable: Goals achievement of increasing

The results from Table 10 indicated that MET has negative and insignificant effect on Goals achievement of increasing in SEC Programme (β1= -0.214, t= -2.001; p-value= 0.049 greater than 5%. MEQ has negative and insignificant effect on Goals achievement of increasing in SEC Programme (β2= -0.138, t= -1.303 and p-value= 0.196 greater than 5%. While MEF has positive and significant effect on Goals achievement of increasing in SEC Programme (β3= 0.030, t= 0.284 and p-value= 0.777 greater than 5%.

7.2.4 Testing $H_0 4$

$H_0 4$: *There is no significant effect of M&E activities (Training, Financial resources, quality management) on effective use of planned budget in SEC Programme.*

Table 11: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.166[a]	.028	**-.006**	.736

a. Predictors: (Constant), MEF, MEQ, MET

The results in table 11 indicates that Adj. R^2= -0.006 representing -0.6% change negatively from planned budget that come from M&E Activities. This means that 99.4% of the use of planned budget in SEC programme respondents come from other variables that are not included in Model of this research.

Table 12: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.325	3	.442	**.815**	**.489[b]**
	Residual	46.631	86	.542		
	Total	47.956	89			

a**. Dependent Variable:** Effective use of planned budget

b. Predictors: (Constant), MEF, MEQ, MET

The results from table 12 indicated that the F-test= .815 which is positive and significant at 8.2% shows that we cannot accept $H_0 4$ which states that There is no significant effect of M&E activities (Training, Financial resources, quality management) on effective use of planned budget in SEC Programme. This is based on the fact that the findings indicated positive and significant effect on M&E on effective use of planned budget in SEC programme.

Table 13: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.794	.709		2.532	.013
	MET	-.125	.262	**-.052**	**-.478**	**.634**
	MEQ	.352	.231	**.165**	**1.523**	**.131**
	MEF	-.095	.211	**-.049**	**-.451**	**.653**

a. Dependent Variable: Effective use of planned budget

The results from Table 13 indicated that MET has negative and insignificant effect on Effective use of planned budget in SEC Programme (β1= -0.052, t= -0.478; p-value= 0.634 greater than 5%. MEQ has positive and significant effect on effective use of planned budget in SEC Programme (β2= 0.165, t= 1.523 and p-value= 0.131 greater than 5%. While MEF has negative and insignificant effect on effective use of planned budget in SEC Programme (β3= -0.049, t= -0.451 and p-value= 0.653 greater than 5%.

7.2.5 Testing $H_0$5

$H_0$5: *M&E activities (Training, Financial resources, quality management) do not significantly affect respecting starting and ending time in SEC Programme.*

Table 14: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.205[a]	.042	**.008**	.818

a. Predictors: (Constant), MEF, MEQ, MET

The results in table 14 indicates that Adj. R^2= 0.008 representing 0.8% change from respecting starting and ending time come from M&E Activities. This means that 99.2% of respecting starting and ending time in SEC Programme respondents come from other variables that are not included in Model of this research.

Table 15: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.515	3	.838	**1.253**	**.296[b]**
	Residual	57.541	86	.669		
	Total	60.056	89			

b. Predictors: (Constant), MEF, MEQ, MET

The results from table 15 indicated that the F-test= 1.253 which is positive and significant at 2.9% shows that we cannot accept $H_0$5 which states that M&E activities (Training, Financial resources, quality management) do not significantly affect respecting starting and ending time in SEC Programme. This is based on the fact that the findings indicated positive and significant effect on M&E on respecting starting and ending time in SEC Programme.

Table 16: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.073	.787		1.364	.176
	MET	.015	.291	**.006**	**.052**	**.958**
	MEQ	.473	.257	**.198**	**1.842**	**.069**
	MEF	-.123	.234	**-.056**	**-.526**	**.600**

a. Dependent Variable: Respecting the start and end time of project

The results from Table 16 indicated that MET has positive and significant effect on respecting starting and ending time in SEC Programme (β1= 0.006, t= 0.052; p-value= 0.958 greater than 5%. MEQ has positive and significant effect on on respecting starting and ending time in SEC Programme (β2= 0.198, t= 1.842 and p-value= .069 greater than 5%. While MEF has negative and insignificant effect on respecting starting and ending time in SEC Programme (β3= -0.056, t= -0.526 and p-value= 0.600 less than 5%.

7.2.6 Testing $H_0$6

$H_0$6: *There is no significant effect of M& E activities (Training, Financial resources, quality management) on leadership and teamwork skills increase to the students in SEC Programme.*

Table 17: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.226[a]	.051	**.018**	.891

a. Predictors: (Constant), MEF, MEQ, MET

The results in table 17 indicates that Adj. R^2= 0.018 representing 1.8% change from leadership and teamwork skills increase for students come from M&E Activities. This means that 98.2% of leadership and teamwork skills increase to the students in SEC Programme respondents come from other variables that are not included in Model of this research.

Table 18: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.674	3	1.225	**1.543**	**.209[b]**
	Residual	68.281	86	.794		
	Total	71.956	89			

a. Dependent Variable: Leadership and Teamwork skills were increased to the students in SEC project

b. Predictors: (Constant), MEF, MEQ, MET

The results from table 18 indicated that the F-test = 1.543 which is positive and significant at 5% shows that we cannot accept $H_0$6 which states that There is no significant effect of M&E activities (Training, Financial resources, quality management) on leadership and teamwork skills increase to the students in SEC Programme. This is based on the fact that the findings indicated positive and significant effect on M&E on leadership and teamwork skills increase to the students in SEC Programme.

Table 19: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.450	.857		2.857	.005
	MET	-.058	.317	**-.020**	**-.184**	**.854**
	MEQ	-.488	.280	**-.187**	**-1.743**	**.085**
	MEF	.305	.255	**.127**	**1.195**	**.235**

a. Dependent Variable: Leadership and Teamwork skills were increased to the students in SEC project

The results from Table 4.29 indicated that MET has negative and insignificant effect on leadership and teamwork skills increase to the students involved in SEC Programme (β1= -0.020, t= -0.184; p-value= 0.854 greater than 5%. MEQ has negative and insignificant effect on leadership and teamwork skills increase to the students involved in SEC Programme (β2= -.187, t= -1.743 and p-value= 0.085 greater than 5%. While MEF has positive and significant effect on leadership and teamwork skills increase to the students involved in SEC Programme (β3= 0.127, t= 1.195 and p-value= 0.235 greater than 5%.

7.2.7 Testing $H_0$7

$H_0$7: *There is no significant effect of M& E activities (Training, Financial resources, quality management) on project performance in SEC Programme.*

Table 20: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.470[a]	.221	**.194**	.32048

a. Predictors: (Constant), MEF, MEQ, MET

The results in table 20 indicates that Adj. R^2= 0.194 representing 1.9% change from project performance come from M&E Activities. This means that 98.1% of project performance in SEC Programme respondents come from other variables that are not included in Model of this research.

Table 21: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.509	3	.836	**8.144**	**.000[b]**
	Residual	8.833	86	.103		
	Total	11.342	89			

a. Dependent Variable: PPM

b. Predictors: (Constant), MEF, MEQ, MET

The results from table 21 indicated that the F-test= 8.144 which is positive and significant at 0.0% shows that we cannot accept $H_0 7$ which states that There is no significant effect of M& E activities (Training, Financial resources, quality management) on project performance in SEC Programme. This is based on the fact that the findings indicated positive and significant effect on M&E on project performance in SEC Programme.

Table 22: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.831	.308		5.936	.000
	MET	-.305	.114	**-.263**	**-2.678**	**.009**
	MEQ	.019	.101	**.019**	**.191**	**.849**
	MEF	.335	.092	**.353**	**3.650**	**.000**

a. Dependent Variable: PPM

The results from Table 22 indicated that MET has negative and insignificant effect on project performance in SEC Programme (β1= -0.263, t= -2.678; p-value= .009 greater than 5%. MEQ has positive and significant effect on project performance in SEC Programme (β2= 0.019, t= 0.191 and p-value= 0.849 greater than 5%. While MEF has positive and significant effect on project performance in SEC Programme (β3= 0.353, t= 3.650 and p-value= 0.000 less than 5%.

8. Conclusion and Recommendations

School Enterprise Challenge is now in its successful year, providing young people around the world with an opportunity to learn valuable 21st century skills through experience on a real school business. From 2016 to 2019, Teach A Man To Fish worked with over 1,130 schools; benefitted over 68,300 young people who gained key employability and life skills; supported over 3,000 teachers; and benefitted over 760,000 indirect beneficiaries. As concluding, the esults demonstrate the positive impact the School Enterprise Challenge that is having on the life skills and business skills of young people. *As r*ecommendations*; t*here is therefore a need for NGOs to make use of change that requested to develop reference points on what needs to be accomplished and what needs to be done to accomplish the said plans. The NGOs can also make use of forecasting to determine the type of projects to pursue and assess the potential of the ongoing projects. Log frames can also be used to link the project goals and objectives to the inputs and outputs required to implement the effectively a project.

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