

Abstract

In Kenya, middle level health training institutions (MLHTIs) produce the bulk of health workers at continuing professional development (CPD) training level. However, information on whether monitoring and evaluation (M&E) mechanisms for CPD training are available and utilised at MLHTIs in Kenya is scarce and may not be relied on to develop appropriate M&E systems. The main objective of this study was to determine the availability and utilisation of the mechanisms for monitoring and evaluating CPD training among public, private and faith-based MLHTIs in Kenya. The study was guided by two hypotheses: there are no significant differences in the availability of M&E mechanisms for CPD training among institutions in the three categories (public, faith-based , private); and, there are no significant differences in the utilisation of M&E mechanisms for CPD training among institutions in the three categories. The respondents were 375 tutors from public, faith-based and private MLHTIs , selected using a mix of sampling techniques: stratified , purposive, proportionate to size and simple random. Data collection was conducted using a questionnaire, key informant interviews, and desk review. Data collection was conducted using a questionnaire, key informant reviews, and desk review. Quantitative data was analysed using Statistical Package for Social Sciences (SPSS), while data from desk review was analysed through a process of data reduction, organization and interpretation. Pearson's chi-square test was used to determine the significant differences ($p < 0.05$) in availability and utilisation of M&E mechanisms, among institutions in the three categories. The study found out that there were significant differences in the availability of M&E guidelines ($\chi^2 = 13.921$, $df=2$, $p=0.001$); questionnaire ($\chi^2 = 20.326$, $df=2$, $p = .00$); and end of course evaluation form ($\chi^2=24.222$, $df=2$, $p=.00$). There were also significant differences in the utilisation of the end of course evaluation form ($\chi^2=24.542$, $df = 2$, $p=.00$). The study concludes that there are significant differences in the availability and utilisation of the M&E mechanisms for CPD training at MLHTIs in Kenya. Capacity building for tutors at MLHTIs in the area of monitoring and evaluation of CPD was recommended.