

**INFLUENCE OF PARTICIPATORY MONITORING AND EVALUATION  
ON SUSTAINABILITY OF COMMUNITY DEVELOPMENT  
PROJECTS IN SELECTED PUBLIC SCHOOLS  
IN GATUNDU SOUTH CONSTITUENCY,  
KIAMBU COUNTY, KENYA**

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**A Research Project Report Submitted in Partial Fulfillment of the Requirements  
for the Award of the Degree of Master of Arts in Project Planning  
and Management of the University of Nairobi**

**2018**

## DECLARATION

This project report is my own original work and has not been submitted for academic award in any University.

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This research report has been presented for examination with my approval as the University supervisor

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## **DEDICATION**

This research is dedicated to my wife Purity Wahinya and my son Asher Mwangi. The study is also dedicated to my parents Mr. and Mrs. Mwangi Gichango

## **ACKNOWLEDGEMENT**

My heartfelt regards goes to my supervisor Professor Christopher Gakuo: who has offered great support and guidance throughout the project. I must admit his immense experience in research and leadership is admirable. I would not have gone far without his support, challenge and builds.

I am extremely indebted to my lecturers Prof Christopher Gakuo, Prof. Harriet Kidombo, Mr. Bwibo Adieri, Dr. Peter Nzuki, Dr. Ann Nderitu, Dr. Mwaura Mbugua, Dr. Fred Jonyo, Ms Esther Magambo, Mr. Koyio Levi, Dr. Patrick Kathata and Ms Margaret Mwago who took me through the course and again Prof Christopher Gakuo who took us through research methods. I most sincerely appreciate the Librarians and support staff of University of Nairobi for support and trainings.

I must acknowledge the University of Nairobi for offering the facilities and a conducive environment for my studies. Also the defense panelist for their constructive challenge and build. I must also acknowledge the immeasurable support from the head teachers who authorized and allowed access to their school for the study. I must acknowledge the study respondents for creating time and their dedication to participate in the study.

My special gratitude to the fellow students in Masters of Arts degree in Project Planning and Managements for sharing ideas and making the experience worthwhile.

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## **ABBREVIATIONS AND ACRONYMS**

<b>CBO:</b>	Community Based Organizations
<b>CDF:</b>	Community Development Fund
<b>M&amp;E:</b>	Monitoring and Evaluation
<b>NACOSTI:</b>	National Commission for Science, Technology and Innovation
<b>NGO:</b>	Non-Governmental Organizations
<b>PM&amp;E:</b>	Participatory Monitoring and Evaluation
<b>SGB:</b>	Schools Governing Bodies
<b>SPSS:</b>	Statistical Package of Social Sciences
<b>WCED:</b>	Western Cape Education Department.

## ABSTRACT

This study focuses on the influence on Participatory Monitoring and Evaluation (PM&E) on sustainability of projects funded through community development projects in public schools in Gatundu South Constituency. The study focuses on four objectives which include; the influence of stakeholder participation in visions and mission setting on sustainability of community development projects, the influence of negotiation of objectives on sustainability of development projects, influence of stakeholder's capacity building on how to monitor and solve problems on sustainability of development projects and the influence of community empowerment and ownership on sustainability of development projects. The study is grounded on two theories: The theory of sustainability and ladder of participation theory. The study adopted descriptive survey research design. The target population of the study is 1018 teachers from the select public primary and secondary schools in Gatundu South constituency. The target population was stratified according to the level of teachers interviewed. The respondents were purposively selected based on their knowledge of the projects and ability to fill in the questionnaire. Self-administered questionnaires were used to collect data, as hence 100% response rate. Data was analyzed both quantitatively and qualitatively through descriptive statistics and presented through frequency table and percentages. SPSS was used for organizing and synthesizing the data. The study established that stakeholder's participation in vision and mission setting, negotiation of objectives and setting flexible goals, stakeholder's capacity building on problem solving and community empowerment and ownership influence sustainability. A significant number of respondents as shown by a 3.89 mean agreed that absence of manipulation in vision and mission setting influences sustainability. 85% of respondent recommend that before starting the projects they should have a vision statement. 89 % of respondents would provide support financially if they are involved in the projects vision setting, 80% of the respondents, mean 4.0 strongly agrees that training the stakeholders on how to monitor and evaluate the projects influences sustainability. However while training is a key aspect, only 20% of the respondent have been trained on M&E. 88% of the respondent, agrees that it is important to undertake change management and drive change of attitudes as this influences project sustainability. The study also established that consensus in objectives setting and setting flexible objectives influences sustainability to a small extent, mean 2.34. The study concluded that stakeholder's participation in setting the vision and mission influences project sustainability. It also concluded that stakeholder's capacity building to monitor and evaluate projects influences sustainability to a great extent. It also concluded that it is important for the donors and other financing agents to undertake change management before handing over the projects to the community as this creates a sense of ownership. Based on the research findings, the study recommends that the county and national government work together in establishing Monitoring and Evaluation units in the respective governments that will see that there is increased stakeholders participation in setting the vision and projects objectives and capacity building to do M&E, and also undertake change management post project implementation.

# CHAPTER ONE

## INTRODUCTION

### **1.1 Background of the Study**

A key aspect to the project cycle, in the short, mid and in the long term is monitoring and evaluation. The reason why M&E is important is that the parties to the progress are able to measure and define if the objectives set are being met as the project goes by. In the short term, it is important that the projects are monitored for efficient use and allocation of resources, and corrective measures are taken if need be. We need to have a checklist of what need to be done by when and using which resources. It is against this checklist that budget, scope and time are managed. In the mid-term, the projects need to be evaluated for effectiveness, which is whether the intended goals or the desired change is being achieved. Whereas efficiency and effectiveness of a project are two important aspects, the ability of the project to further meet the future needs should never be compromised; hence all projects should be assessed for the long term objective, which is sustainability.

Sustainability is about the improvement of the quality of life in a community be it from an economic, social and environmental perspective in both present and future. It is the ability of a project to meet the current needs/goals without compromising the future needs. Sustainability is a key success factor in determining whether the impact of a project to the wider society is met. Hence it's very important that project managers should always have sight on the sustainability as precursor to the project impact.

According to Shapiro (1999) conventional monitoring is a continuous process of collecting and analyzing information to compare how well a project; programme or policy is being implemented against expected results, while evaluation is a systematic and objective assessment of an ongoing or completed project against the desired results. Monitoring and Evaluation are closely related concepts that are distinct but complementary. Shapiro (1999) explains that monitoring facilitates decision making on whether a project is being implemented in line with the design i.e. its activity schedules and budget; while Evaluation is the periodic and systematic collection of data to assess

the design, implementation and impact in terms of effectiveness, efficiency, distribution and sustainability of outcomes and impacts, McCoy et al (2005).

Mokoena (2011) in his study established that in South Africa, for example, the South African Schools Act (Act 84 of 1996), which became operative at the beginning of 1997 and mandated that all public schools in South Africa must have democratically elected School Governing Bodies (SGBs) comprised of principals, educators, non-teaching staff, parents and learners, the latter applicable only in secondary schools. As a result, the nature and extent of school decision-making have changed. Decision-making at schools is now characterized by greater participation of all stakeholders. Parents, teachers, learners and non-teaching staff and learners who are elected to serve on the school governing bodies become school governors.

Participatory Monitoring and Evaluation (PM&E) on the other hand is a non-conventional process through which different stakeholders engage in M&E, and thereafter, share control over the content and engage in taking or identifying corrective actions. It is a process of self-assessment, knowledge generation, and cause correction whereby stakeholders in a program or intervention collaboratively define the evaluation issues, collect and analyze data, and take action because of what they learn through this process (Jackson and Kassam, 1998). In PM&E the internal and the external stakeholders get involved in recording and analysis. The reason for both parties involvement is sharing of knowledge and joint ownership between implementers, funders, and often external evaluators.

PM&E seeks to engage key project stakeholders more actively in reflecting and assessing the progress of their project and in particular the achievement of results. Participation of those directly affected is highly regarded as it offers new ways of assessing and learning from change that are more inclusive and more responsive to the needs and aspirations of those most directly affected. PM&E therefore focus beyond measuring the effectiveness of a project, but also towards consultation in objectives setting, capacity building ownership, empowering and building accountability while taking corrective actions to improve performance and outcomes.

Benefits on PM&E versus the conventional M&E methods includes, the project beneficiaries get closer to understanding what is happening in the projects through alignment of the successes and failures. Second, key stakeholder feel empowered through participating in the evaluation processes and sharing results. Thirdly learning is more effective and efficient when feedback is listened to and when changes are put in place. This also encourage innovation and responsibility through creation of a room where different stakeholders share views. Forth, capacity is build which can be relied in case of subsequent project. There is also a substantial benefit for team building and creating commitment through collaborative inquiry as hence a deep sense of meaningfulness to the work is cultured.

According to Guijt and Gaventa (1998).The interest in PM&E is affected by several factors, including: (i) the trend in management circles towards ‘performance based accountability’, with greater emphasis placed on achieving results and objectives beyond the financial reporting; (ii) the growing scarcity of funds, leading to a demand for greater accountability and demonstrated impact or success; (iii) the shift towards decentralization and devolution of central government responsibilities and authority to lower levels of government, necessitating new forms of oversight to ensure transparency and to improve support to constituency-responsive initiatives; and (iv) stronger capacities and experiences of NGOs and CBOs as decision makers and implementers in the development process (Edwards and Hulme 1996; Estrella and Gaventa 1998; Guijt and Gaventa 1998).

The financing of education and training institutions in Kenya is a combined effort of the National and County governments. To achieve the funding, the government through the community development projects Act 2003 established Community Development Fund (community development projects) as a public funded kitty that targets development projects at the grassroots level. It is one of the several devolved funds set up by the Government to mitigate poverty and to harmonize the spread of development throughout the country.

## **1.2 Statement of the Problem**

Development projects are aimed at changing social structures, popular attitudes as well as acceleration of economic growth, reduction of inequality and the eradication of poverty (Auya and Oino, 2013). According to studies done elsewhere including Kimilili, South Mugirango, Kacheliba, and Machakos Town Constituencies just to name a few, there are cases of community development projects that are left incomplete while others are completely abandoned since they cannot meet long term needs of the society . There are many cases where the society disowns the projects since they were never consulted or feel their needs and interests are not been addressed by the community development projects that are undertaken. The problem that was been addressed the ability of the projects to meet both current and future needs of the society.

Currently, most of the projects in public schools in Gatundu South constituency are funded through the community development projects. This means that there has to be a big involvement of other stakeholders if the projects are to meet future needs otherwise the projects suffers sustainability risk. Projects lack a broad, clear, and well-defined concept of sustainability hence they fail to deliver continued improvements in quality of life or standard of living of project beneficiaries beyond the project completion or sponsors' withdrawal. As a result, there is a lot of waste of public funds which otherwise would have been used to improve welfare of the members of the community.

Demonstrated success to use of PM&E gives more confidence on PM&E as a reliable approach to project success and sustainability, therefore the paper looks at how engaging the stakeholders throughout the project cycle, negotiating for objectives and creating total ownership of corrective measures can help in supporting projects ability to meet mid, short and long term objectives.

## **1.3 Purpose of the Study**

The purpose of this study is to examine the influence of participatory monitoring and evaluation on sustainability of community development projects in select public schools in Gatundu South Constituency of Kiambu County.

#### **1.4 Objectives of the Study**

The study was guided by following objectives;

- 1) To assess the influence of stakeholders involvement in monitoring and evaluation on sustainability of community development projects in select public schools
- 2) To verify the influence of negotiations in objectives setting on the sustainability of community development projects in select public schools in Kenya
- 3) To assess the influence of monitoring and evaluation capacity building on sustainability of community development projects in select public schools in Kenya
- 4) To examine the influence of stakeholders ownership in monitoring and evaluation on sustainability of community development projects in select public schools in Kenya

#### **1.5 Research Questions**

The study sought to answer the following research questions;

- 1) To what extent does stakeholders' involvement in monitoring and evaluation influence the sustainability of community development projects in select public schools in Kenya?
- 2) At what level does negotiations in objectives setting influence the sustainability of community development projects in select public schools in Kenya?
- 3) To what extent does monitoring and evaluation capacity building influence sustainability of community development projects in select public schools in Kenya?
- 4) To what extent does stakeholder ownership in monitoring and evaluation influence sustainability of community development projects in select public schools?

#### **1.6 Significance of the Study**

It is hoped this study will provide insights to all public schools stakeholders, including the government, donors and policy makers, on how PME can influence sustainability of development projects. It lays insights on how using PM&E throughout the project cycle can be used to ensure project beneficiaries continue to enjoy the benefits of the projects in the long term. The study shall encourage participation of stakeholders in planning,



implementation and M&E of community projects. This study will also add to the body of knowledge on the influence of PM&E on sustainability of development projects.

### **1.7 Limitation of the Study**

The main limitation to the study unavailability of the teachers and head teachers since they were busy with second term exams. This was countered by creating more time and also self-administering the questionnaires to increase response rate. Also not all the head teachers could allow access to the schools given the cases of unrest over the secondary schools in the country. This was countered by use of the letter of authorization to undertake the research and also getting permission from the district education offices. The study is limited to four variables, stakeholder's involvement in M&E, negotiations of objectives and their indicators formulation, M&E capability building and PM&E ownership and how these variables influence sustainability of developments projects. Purposive sampling was used for sampling because it has a greater internal validity than random sampling methods. It is cost effective, time saving, more realistic where limited resources and funds are an impediment to the study.

### **1.8 Delimitation of the Study**

The scope of the study was public schools in Gatundu South constituency as of year 2018. The choice of the scope was on the basis of no similar research has been conducted in the area however the findings of the study cannot be generalized to other public schools in the country. Whereas there are so many stakeholders in a school set up, the study focused on the head teacher and teachers due to their ability to fill in the questionnaire.

### **1.9 Assumptions of the Study**

The researcher worked on assumptions that the targeted respondents would understand the magnitude of this study and provide honest responses. The researcher also assumed that the sample size utilized in the study would be sufficient to provide accurate and valid data. Finally the researcher also assumed that the sample utilized in this study would be representative of the entire population and it accordingly gave correct information and that they were familiar with subject matter.

### **1.10 Definition of Significant Terms Used in the Study**

**Community Development Projects:** This is taken to mean projects funded through constituency development fund kitty. In the context of a school set up, these may include; building classrooms, painting and other maintenance works, libraries, buying school buses, laboratories and buying water tanks.

**Select Public Schools:** These are primary and secondary schools that are maintained at public expense for the education of the children of a community or district and that constitutes a part of a system of free public education.

**Sustainability of Community Development Projects:** This is the ability of the project to meet its needs without compromising the ability to meet the future needs. This would also mean project completion in time, within cost and scope. Sustainability of the development system can only be achieved through the adoption of a long-term strategy which brings together the physical, economic and social factors.

<b>Stakeholders' Involvement in M&amp;E:</b>	This is to get people into defining the kinds of things they would hope to see once the project has been completed successfully. Getting the community members to think about the things that would be happening if the project is a success. Getting them to define the kinds of benefits.
<b>Negotiation in Setting Objectives:</b>	Having the community come up with a check list or a set of activities that need to be completed at every stage and what are the indicators that what was targeted has been met.
<b>Stakeholders Ownership of PM&amp;E:</b>	Community taking more control of the project. This includes change of attitudes and empowerment to make decision about the project. It is one way to help build up a community's capacity to plan, to take decisions, to act and to get better projects that meet their needs.

### **1.11 Organization of the Study**

This study was organized into five Chapters. Chapter One covers background of the study, statement of the problem, purpose of the study, research objectives, research questions, Significance, delimitation, limitations and assumptions of the study. Chapter Two reviewed literature review which gives an overview of empirical literature review, the theoretical framework, conceptual framework and knowledge gap

Chapter Three consists research methodology, research design, target population, sample size and sampling procedure, research instruments, validity and reliability of research instruments, data collection procedures, methods of data analysis, ethical

consideration and operationalization of variables. Chapter Four covers data analysis, presentation and interpretation of findings based on the four variables under the study which includes, the influence of stakeholder participation in visions and mission setting on sustainability, the influence of negotiation of objectives on sustainability, influence of stakeholder's capacity building on how to monitor and solve problems on sustainably and the influence of community empowerment and ownership on sustainability. Chapter Five entails summary of findings, discussion, conclusions and recommendations. It also provides suggestions for further studies.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter of the study looks at an overview of empirical and theoretical literature review related to the influence of PM&E on project sustainability. Also presented is review of literature from perspective of the study objectives and research questions. At the end of the chapter the theoretical and conceptual framework that guided the study is also discussed.

#### **2.2 Sustainability of Development Projects**

According to Hamdy (1993) the sustainability of the development system can only be achieved through the adoption of a long-term strategy which brings together the physical, economic and social factors. (Jesse 2008) in his book agrees with this thinking stating that, sustainability is often thought to comprise three overlapping mutually dependent goals: (a) to live in a way that is environmentally sustainable or viable over long term; (b) to live in a way that is economically sustainable, maintaining the living standards over long term and (c) to live in a way that is socially sustainable now and in the future. Sustainability implies that the major activities being undertaken are ecologically sound, socially just, economically viable and humane, and that they will continue to be so for future generations.

Debate about sustainability no longer considers sustainability solely as an environmental concern but also incorporates economic and social dimensions. Brent and Erick (2005) observed that business sustainability entails the incorporation of the objectives of sustainable development, namely social equity, economic efficiency and environmental performance, into a company's operational practices. Companies that compete globally are increasingly required to commit to and report on the overall sustainability performances of operational initiatives. From the two observation it's clear that a project is deemed sustainable if it can meet social, economic and environmental objectives in the short term without comprising the future. A sustainable project should serve the needs of current generations and those to come in future.

Hopwood, Mellor and O'Brien (2005), observed that in broad terms, the concept of sustainable development is an attempt to combine growing concerns about a range of environmental issues with socio-economic issues. This means that sustainable development has the potential to address fundamental challenges for humanity, now and into the future. Herman E. Daly (1990) defines growth as being quantitative or increase in physical scale, while development is qualitative improvement or unfolding of potentialities. An economy can grow without developing, or develop without growing, or do both or neither. Since the human economy is a subsystem of a finite global ecosystem which does not grow, even though it does develop, it is clear that growth of the economy cannot be sustainable over long periods of time as therefore what we should work for is development.

Harris and Goodwin (2001) defines a socially sustainable system as one that achieves fairness in distribution and opportunity, adequate provision of social services including health and education, gender equity and political accountability and participation. Social sustainability addresses two key themes ;( 1) equitable access and existence of the community itself. Social sustainability is concerned on the humane aspect of life for instance how people interact and socialize amongst themselves. The overall objective is improving everyone's welfare. Social sustainability focus on strengthening civic participation and localized empowerment via social interaction and a sense of community among all members or residents (Putnam 2000; Mitlin and Satterwaite, 1996).

While social sustainability look at the factors above, environmental sustainability focus on human relation to nature. According to Moldan (2012) environmental sustainability is correctly defined by focusing on its bio geophysical aspects. This means maintaining or improving the integrity of the Earth's life supporting systems. A sustainable projects should help manage environmental factors including: pollution, wildlife, water, trees and other plants. The economic sustainability focus on ability of project to have positive returns versus the cost. It should contribute to the society financial wellness. From the different scholars it's clear that sustainability is achieved when social, environmental and economic factors are taken care of both in the short term as well as in the long term.

The most common function of PM&E is to evaluate the impact of a given program with emphasis on the comparison between the desired program objectives and actual achievement. While undertaking PM&E the focus should not only be on positive impact but also on the negative or unexpected impacts. It is necessary to consider to what extent have the impact been felt. It could be at an individuals, households, groups, or community level.

### **2.3 The Stakeholders' Involvement in M&E and the Sustainability of Development Projects**

Whereas there is no agreed definition of PM&E, perhaps what most distinguishes PM&E from more conventional, traditional approaches to monitoring and evaluation is its emphasis on participation (Estrella 1999). Although much is claimed of PM&E, it is empowering, cost effective, more relevant, and more accurate, one of the main challenge is how do we make M&E more participatory and maintain high levels of involvements. Feuerstein (1986) describes the essential feature of PM&E as a real partnership in development whereby people are involved in deciding when and how to monitor and evaluate, analyze, communicate, and use information. According to Botha (2007) one of the current international trends in educational reform is the devolution of decision-making powers from central government to school level. This trend is related to a move towards institutional autonomy, the so-called site-based (i.e. school-based) management of institutions, which refers to the issue of self-management of the institution.

Mokoena (2011) in his study notes that in South Africa, for example, the South African Schools Act (Act 84 of 1996), which became operative at the beginning of 1997 and mandated that all public schools in South Africa must have democratically elected School Governing Bodies (SGBs) comprised of principals, educators, non-teaching staff, parents and learners, the latter applicable only in secondary schools. As a result, the nature and extent of school decision-making have changed. Decision-making at schools is now characterized by greater participation of all stakeholders. Parents,

teachers, learners and non-teaching staff and learners who are elected to serve on the school governing bodies become school governors.

In education, the term stakeholder typically refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councilors, and state representatives. Stakeholders may also be collective entities, such as local businesses, organizations, advocacy groups, committees, media outlets, and cultural institutions, in addition to organizations that represent specific groups, such as teachers unions, parent-teacher organizations, and associations representing superintendents, principals, school boards, or teachers in specific academic disciplines.

Gleitsmann, Kroma and Steenhuis (2007) in a study done in Mali on water management strategies found that while the project was a positive step in responding to the needs of the rural Malians, the suggested solution which was informed merely by participatory approaches and limited extension involvement will not necessarily provide sustainable rural water supply in the region. Therefore the recommendation out of this project is that a platform approach which involves getting insights of different social actors is advocated. Garmendia (2010) out of three case studies done in Europe found that sustainability appraisal methods, are increasingly used in the science, environment and energy policy domains which open up dialogue and options before closing down and making suggestions, pay attention to the inclusion of various and conflicting points of view and address uncertainty.

Kasemir (1999) notes that out of the many researches done, involving citizens in policy making debates is necessary because successful implementation of these policies requires consumers, worker and citizen consent. He therefore concludes that integrating participatory techniques in social sciences is promising for sustainability. Chamber (2007) Participation in decision-making processes can also motivate people to want to see those decisions implemented effectively. Participation has however been criticized by some scholars. Tassedra Boukherroub, Sophie D'amours, Mikael Rönnqvist (2005) in his research on sustainable forest management criticizes PM&E in that involving



stakeholders in the decision-making process can be very complex and time consuming. However more techniques should be applied in engaging the stakeholders in the decision-making process by increasing participation frequency, collecting more inputs from the stakeholders, supporting the development and evaluation of alternative options and the selection of preferred alternatives. The collaboration approach would contribute to address the multiple issues of the stakeholders involved in participatory planning.

Gregory (2000) notes that whilst the ideological case for participation is widely acknowledged, PM&E is not without its critics. Crucially, labelling M&E as ‘participatory’ does not necessarily guarantee that all stakeholder groups have participated, and there are often issues around who participates and who is excluded from these processes. It is widely accepted that evaluation is a social process which implies the need for a participatory approach. But what is understood by ‘participation’? This review argues that the blanket use of the term has masked the heterogeneity evident in its realization in practice, and highlights a lack of transparency in participatory evaluation methods.

#### **2.4 Negotiation of Objectives and Sustainability of Development Projects**

According to Becky (1994) success of long term strategies to deal with sustainability issues depends on is multilateral negotiations between different stakeholders groups. In this process policymaker will not so much make decisions but rather take role of facilitation between different interest groups. According to Gebremedhin (2010), PM&E is also perceived as a social process for negotiation between people’s different needs, expectations and views. When multiple stakeholders are involved, negotiation is perceived as contributing towards the building of trust and changing perceptions, behaviors and attitudes among stakeholders which affects the way they contribute to the intervention. When people are listened to and their views taken to accounts, they are likely to offer support to the project both in the short and long term. Change of behavior and attitude contribute greatly in driving the required change in any organization.

Robert, Hunter, John E 1991, goal setting, participation in decision making, and objective feedback have each been shown to increase productivity. According to Allen (2002) there is need to foster shared understanding of individual viewpoints and group participation. Over the past decades social science in understanding what motivates changes in human behavior recognizes that people are active sense-makers, who are continually assessing their environment and acting according to their interpretations of the situation. Because each individual or group experiences the world slightly differently, they may react differently to what may to be the same situation. This highlights the importance of getting people together to establish a shared understanding of any problem situation and the potential pathways for action. When people feel that they have had the opportunity to participate in planning future change, they are likely to buy into the changes that may be required of them.

The aim of negotiation is to work towards a set of long term objectives/goals which become the project's success criteria or indicators of success as defined by the community members themselves. These can be used by the community to assess progress during, and after the project. The process followed is that at the beginning of a project, in a meeting setting or through individual discussion, the community members set eyes to the end of the project. The community is made to think about the kinds of things they would hope to see once the project has been completed successfully. The community clearly states the kinds of benefits men, women and children would expect to get from the project. Key element is to make sure the community set both short and long term goals around all aspects of their lives.

### **2.5 Stakeholders' Participatory Monitoring and Evaluation Capacity Building and Sustainability of Community Development Projects**

One of the most cited definitions of social learning is from psychologist Albert Bandura (1977) who emphasizes that individuals learn by observing the behaviors of others in addition to directly experienced reinforcement. According to Garmendia (2010) learning is a key avenue for dealing with complexity and uncertainty. In his study Garmendia (2010) notes that; Socio-ecological systems are both complex and evolving

and their management is faced with uncertainty and surprise, making it necessary to abandon the expectation to find a global steady state. Instead, managing complex, coevolving socio-ecological systems for sustainability requires the ability to cope with, adapt to and shape change without losing promising options for future development. This implies that learning is key in dealing with these complex issues and sustainability. According to Allen (2002) organizational learning is the process of gaining knowledge and developing skills that empower people to understand, and thus to act effectively within, social institutions such as businesses, government departments, schools, or charities. It is a view that stresses that organizational learning is a social activity and that organizations exist through collaboration. By working together people can accomplish things that they cannot do individually. Allen (2002) cooperative approaches that make participation a rewarding experience are achieving better results than more coercive approaches. Participatory and learning-based approaches to policy making and management help develop a common understanding of environmental problems and are an adaptive process in which technologies and behaviors are continually reviewed and fine-tuned.

## **2.6 Stakeholders' Ownership of Participatory Monitoring and Evaluation and Sustainability of Development Projects**

Allen (2002) notes that transformational change requires group cultural change that spreads to others. In the end, participatory initiatives on the ground involve people working in groups and teams. Accordingly, an understanding of how to initiate and foster these social units is essential for delivering participation. However, to foster a more collective approach to environmental management that is capable of transformational change, we have to do more than just work together on specific projects. Transformational change requires individuals and groups to develop the capacity to move beyond the completion of task-bounded activities. They must catalyse change within their immediate membership first, and spread that culture to others in their communities over the longer term. Supporting groups in this way requires an understanding of group processes and stages of development, attention to factors such

as group abilities and skills, and the use of appropriate participatory monitoring and evaluation processes.

The biggest success of any project is to ensure that the local community is able to share, and have a record of, its own self-assessment with which they can compare progress and changes over time. The community should have its record of its self-assessments and thoughts on a project as part of handing over control and giving them responsibility. Donors assessments are easily forgotten, and changes are soon taken for granted. It is important for the community to see that their input is valuable and useful. It can be interesting for the community to have an overall picture of where they have come from and where they are going. It can also be useful to look back at a later stage - several years down the line perhaps. They can see if the changes are still relevant; whether there have been further improvements; or whether the changes have regressed. This information can be used by the community to take further/corrective action. Donor-led and top-down projects generally fail to bring sustainable benefits because they do not lead to stakeholder ownership and commitment. Genuine participation (and ownership) is not being adequately addressed if the main strategy consists of simply running workshops or briefings to let community know what the donors are doing.

## **2.7 Theoretical Framework**

This study is grounded on two theories namely; the theory of sustainability and ladder of participation theory.

### **2.7.1 Theory of Sustainability**

One of the most commonly cited definitions stresses the economic aspects by defining sustainable development as “economic development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs.” Another takes a broader view by defining sustainable development as “the kind of human activity that nourishes and perpetuates the historical fulfillment of the whole community of life on earth.” (Bossel 1999).

Many scholars, environmentalists and governments agree that sustainability could be achieved through the effective balancing of social, environmental and economic objectives (Berke and Kartez, 1995; Healey and Shaw, 1993; Meadows, Meadows, & Environ Dev Sustain (2008) 10:179–192 183123 Randers, 1992; Robinson and Tinker, 1998; Scruggs, 1993). The most frequently quoted definition of sustainable development which comes from WCED (1987), emphasizes the equity issue between generations. Key to note is that sustainable development of human society has environmental, material, ecological, social, economic, legal, cultural, political and psychological dimensions that require attention. Sustainability involves a time dimension: unsustainability now rarely implies an immediate existential threat. Existence is threatened only in the distant future, perhaps too far away to be properly recognized. Even if threats are understood, they may not cause much concern now: there still seems to be enough time for them to disappear, or for finding solutions.

### **2.7.2 Ladder of Participation Theory**

This theory is an elaborate model that seeks to explore the concept of community participation (Arnstein, 1969). The theory of ladder of participation explains the different levels of participation at community level from manipulation or therapy level of citizens, consultation level and to what is viewed as the genuine participation level like partnership and citizen control. Communities can participate in decision making if they have been involved and empowered. Collaborative inquiry in evaluation is about relationships between trained evaluation specialists and non-evaluator stakeholders (i.e., members of the program community, intended program beneficiaries, or other persons with an interest in the program) and that practice should, in the first instance, be sensitive to stakeholder interests and context, and it should be principle-driven.

According to the theory, to engage communities effectively in the application of indicators, these communities must be actively involved in developing, and even in proposing, indicators. The accuracy, reliability, and sensitivity of the indicators derived from local communities can be ensured through an interactive process of empirical and community evaluation. Communities are unlikely to invest in measuring sustainability

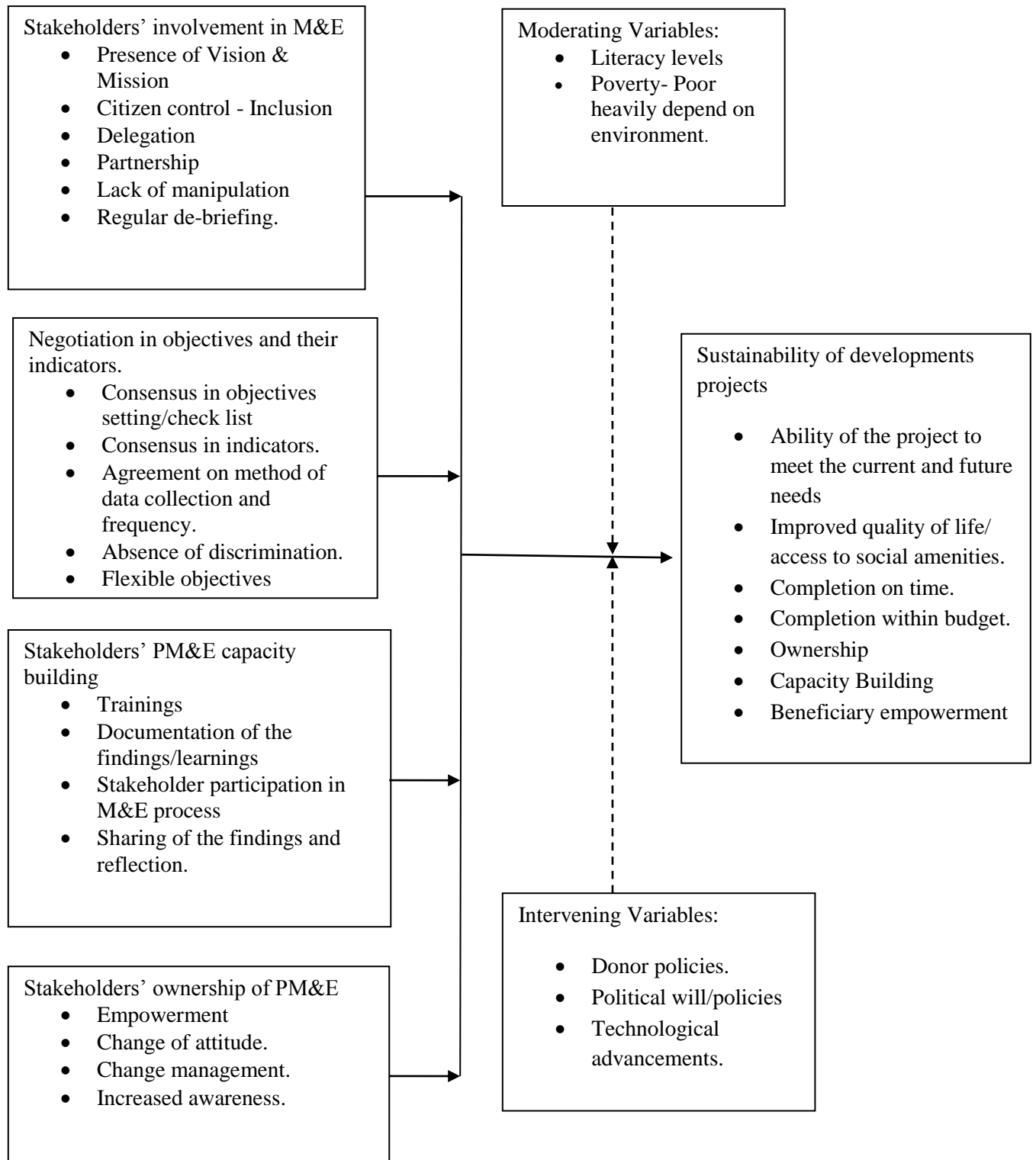
indicators unless monitoring provides immediate and clear benefits. However, in the context of goals, targets, and/or baselines, sustainability indicators can more effectively contribute to a process of development that matches local priorities and engages the interests of local people. There is also a long history of participation within the broader development community stemming not just from a desire to ‘do’ development faster, cheaper, or more effectively, but also from concerns about the ethics of human justice and dignity. People should be involved as a matter of fundamental right in processes that affect their lives and well-being.

The literature on developing sustainability indicators falls into two broad methodological paradigms (Bell and Morse 2001): reductionist and participatory. Reductionist frameworks tend toward the expert-led development of universally applicable indicators. They acknowledge the need for indicators to quantify the complexities of system dynamics, but do not necessarily emphasize the complex variety of resource-user perspectives. The second paradigm is based on a bottom-up, participatory philosophy. Scholars in this tradition focus on the importance of understanding local context and contest the way in which experts set goals and establish priorities. They insist that sustainability monitoring should be an ongoing learning process for both communities and researchers (Freebairn and King 2003).

The interdisciplinary demands of working with people in their socioeconomic and environmental contexts have led many researchers from the participatory paradigm to a combination of the qualitative and the quantitative methods. Even in supposedly “blank sheet” participatory approaches, people will bring their existing knowledge and biases to the table, and this may well include previous exposure to and knowledge of sustainability indicator sets. Also, although participatory approaches can generate cross fertilization of ideas and insights, there may well be a need to temper some of the resulting indicators in the light of “expert-led” technical knowledge. Almost inevitably, there is an increasing cross fertilization of ideas from participatory and reductionist approaches (Reed and Doghill, 2005)

## **2.8. Conceptual Framework**

The conceptual framework of this research study presents the relationship between the independent variable and the dependent variable. It presents the relationship between factors influencing sustainability of development projects and their indicators.



**Figure 2.1: Conceptual Framework of Factors Influencing Sustainability of Development Projects**



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The methodology of this research study involved organizing and planning the research study approach with the objective of answering the research questions (Creswell, 2003). In addition, the methodology assisted the researcher in realizing the research aim and objectives. The chapter presents details of the research design, target population, sample and sampling procedures, description of research instruments, validity and reliability of instruments, data collection procedures, data analysis techniques and ethical considerations while conducting the study.

#### **3.2 Research Design**

Research design is a detailed outline or a strategy of how a research investigation will take place including how the data will be collected and the instruments that will be used. Ogula (2005) describes a research design as a plan, structure and strategy of investigation to obtain answers to research questions and control variance. This study adopted descriptive survey research design. A descriptive survey research design was considered appropriate for the study because it involves fact finding and enquiries and hence provides quantitative and numerical description. However, some qualitative approach was used in order to get a better understanding and more insightful interpretation of the qualitative part of the study.

This type of descriptive survey research design involves explanations which will be based on interactions of findings in terms of broader concept and accepted theory (Mugenda & Mugenda, 2003). Descriptive research design allows a researcher to collect both qualitative and quantitative data. Descriptive research determines and reports the way things are; and also helps a researcher to describe a phenomenon in terms of attitude, values and characteristics (Mugenda and Mugenda, 1999). With reference to the current research, the researcher made use of descriptive survey research methods to inquire on the level of influence of Participatory Monitoring and Evaluation (PM&E) in sustainability of developments projects in public school settings.

### 3.3 Target Population

According to Ogula, (2005), a population refers to any group of institutions, people or objects that have common characteristics. According to Busha and Harter (1980), a population is a set of persons who possess at least one common characteristic. For this study the population was all the public schools teachers in Gatundu South Constituency, Kiambu County. Gatundu South constituency has 118 total schools, 80 primary schools and 38 secondary schools. For this study research the population was stratified into primary and secondary schools and the study was carried out among tendering committee teachers' in public schools in Gatundu South constituency.

**Table 3.1: Target Population**

<b>Respondent</b>	<b>Target Population</b>
Public Primary teachers	80
Public Secondary teachers	50
<b>Total</b>	<b>130</b>

### 3.4 Sample Size and Sampling Procedure:

Mugenda and Mugenda (1999) describe a sample as a subgroup that is obtained from the accessible population. The group is selected carefully to represent the whole population with the required characteristics. Sampling is the process of choosing a subgroup to participate in the study

#### 3.4.1 Sample Size

According to Salant, Dillman (1994), the size of the sample is determined by four factors: How much sampling error can be tolerated, population size, how varied the population is with respect to the characteristics of interest and the smallest subgroup within the sample for which estimates are needed. Out of 118 schools, a total of 36 schools were randomly selected informed by Mugenda and Mugenda (1999) who recommend that a sample size above 10% is appropriate. Based on the table in the

appendix II, a sample of 100 teachers was selected, of which 68% of the respondent were primary school teachers and 32% were secondary school teachers.

**Table 3.2: Sample Size**

Classification	Number of Schools	Sample size of schools	Number of teachers in tendering committee	Sample size of teachers
Public Primary Schools	68	22	80	68
Public Secondary Schools	30	14	50	32
<b>Total</b>	<b>118</b>	<b>36</b>	<b>130</b>	<b>100</b>

### 3.4.2 Sampling Procedure

Stratified purposive sampling was adopted. The population was divided into two strata, primary and secondary public schools. Owing to the nature of the study, purposive sampling was applied in locating and recruiting study participants whose selection characteristics are in line with the study’s objectives and aim. Kayaman and Arasli (2007) opine that purposive sampling involves the “picking cases that are judged to be typical of the population which we are interested in, assuming that errors of judgment in the selection will tend to counterbalance one another”. This implies that the researcher will choose the respondents with the assumption that any errors will be counterbalanced. The other assumption made under purposive assumption is that the selected respondents will be in a better position to provide, valid, reliable and dependable information aligned to the research topic (Polonsky and Waller, 2010).

Purposive sampling is deemed appropriate as it emphasises on specific characteristics of the target population. Furthermore, purposive sampling concentrates on recruiting respondents with certain knowledge, which can be used in the research study. For example, the recruited participants shall be school head teachers and teachers with experience in managing school projects and can give an opinion on the PM&E. Purposive sampling is appropriate for the study because it has a greater internal validity

than random sampling methods (Tongco, 2007). It is cost effective, time saving, more realistic where limited resources and funds are an impediment to the study.

### **3.5 Research Instruments**

Data was collected mainly using questionnaires method. In this regard, a complete comprehensive questionnaire composed of closed and a few open headed questions covering all the study objectives was formulated and utilized. The closed ended questions helped to solicit information pertaining to the research objectives while the open headed questions were to facilitate the respondents to give insights on the relationship between independent and dependent variable of the study that were not addressed in the closed headed questions. The open headed questions were also instrumental in giving the respondent an opportunity to off his or her suggestions.

#### **3.5.1 Pilot Testing of Instruments**

A pilot study refers to a pre-test that researcher undertakes prior to the larger study with the sole intent of determining whether the choice of the methodology is feasible, sample is adequate and items in the research instruments are clear (Pilot and Beck, 2012). The researcher conducted a pilot to address issues to do with ambiguous questionnaire items, imperfections in the design of the questionnaire the adequacy of the sample size and drawbacks that may arise from the proposed data analysis techniques (Pilot and Beck, 2012). The researcher used 30% of the main sample and with the help of random sampling selected 30 respondents for pilot study participation. Questionnaires were self-administered to the respondent and data analyzed. The results were discussed and correction made to the research instruments.

#### **3.5.2 Validity of Research Instruments**

According to Mugenda and Mugenda (2003) validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. Joppe, (2000) defines reliability as the extent to which results are consistent over time and an accurate representation of the total population under study. If the results of a study can be reproduced under a similar methodology, then the instrument is considered to be reliable. To test validity the researcher used face, content and construct validity. For content validity

regular meeting with the supervisor were held and amendments to the questionnaire made based on the discussions. For construct all questions contained in the Survey questionnaires were constructed based on literature review. The questionnaire was also be discussed with the university supervisor and any correction comments made were addressed. The questionnaire was pre-tested on a pilot survey and content validity addressed by looking for clarity and vagueness. Amendments were made to address all the shortcomings and make the questionnaires clearer to the respondents before the main study was conducted (Yin, 2003).

### **3.5.3 Reliability of the Research Instrument**

Reliability is the consistency in producing reliable results in a given study. It focuses on the degree to which empirical indicators are consistent across several attempts to measure theoretical concepts. To ensure reliability Cronbach Alpha method was used with the aid of SPSS software and the results of the pilot discussed with the University supervisor or an expert form the university. A correlation coefficient of 0.79 was obtained (Appendix III).

### **3.6 Data Collection Procedures**

The research used primary data from various individuals by use of self-administered questionnaires which was both structured and un-structured incorporating the four variables in line with the research objectives of the study. Where the target respondent will not be available, the questionnaire will be dropped and picked.

### **3.7 Data Analysis Techniques**

Data analysis seeks to fulfill research objectives and provide answers to the research questions (Bryman and Cramer, 1997). Data was analyzed both quantitatively and qualitatively mainly through use of descriptive statistics and presented using frequency distribution tables and percentages. After data collection, the data will be edited, coded, and classified as per the variables in the study and then data was subjected to Statistical Package of Social Sciences (SPSS). Subjecting the data to (SPSS) entailed working with the data, organizing it, grouping it, breaking it into manageable units, synthesizing, searching for patterns, discovering what is important and what is not, interpreting and deciding what to report during presentation of research findings.

### **3.8 Ethical Considerations**

A permit from the National Commission for Science, Technology and Innovation (NACOSTI) was sought for purposes of conducting the study. The researcher also acknowledged in the reference list all the literatures collected from secondary sources. Permission was sought from respondent and all data collected was only used for this study. In adhering to the University of Nairobi requirements a copy of the study was availed to the library.

### **3.9 Operationalization Definition of Variables**

The study variables are defined as presented in following Table.

**Table 3.3: Operationalization Definition of Variables**

Objectives	Independent Variable	Indicators	Measurement of Indicators	Measurement Scale	Data Analysis Techniques	Tool of analysis
To determine the influence of stakeholder’s involvement in Monitoring & Evaluation on sustainability of public schools development projects.	<u>Independent Variable</u> Stakeholders involvement in s	Ongoing discussions meetings	Number of meeting held	Ordinal	Descriptive	Frequencies and Percentages
		Delegation of responsibilities	Number of meeting	Ordinal	Descriptive	Frequencies and Percentages
		Briefing sessions	Number of meeting held	Ordinal	Descriptive	Frequencies and Percentages
To determine in what ways does negotiations in objectives setting influence sustainability of public schools development projects.	<u>Independent Variable</u> Negotiation in objectives setting	Flexible objectives	Number of meeting held	Ordinal	Descriptive	Frequencies and Percentages
		Gender balance	Number of agreements signed	Ordinal	Descriptive	Frequencies and Percentages
To determine the influence of Stakeholders’ PM&E capacity building on sustainability of public schools development projects.	<u>Independent Variable</u> Stakeholders capacity building in PM&E	Number of trainings.	The number of training sessions held	Ordinal	Descriptive	Frequencies and Percentages
		Hours per session.	The number of hours per training session	Ordinal	Descriptive	Frequencies and Percentages
		Documentation of the findings/learnings	The number of records on findings	Ordinal	Descriptive	Frequencies and Percentages
		Stakeholder participation in M&E process	The number of times the stakeholders are involved in M&E and their influence	Ordinal	Descriptive	Frequencies and Percentages

<p>To determine the influence of Stakeholders' ownership of PM&amp;E on sustainability of public schools development projects.</p>	<p>Stakeholders ownership of PM&amp;E</p>	<p>Change of attitude. Change management. Increased awareness</p>	<p>The numbers change managements sessions carried out and their influence on sustainability.  The number of times the stakeholders are willing to support the project and their influence on sustainability.</p>	<p>Ordinal  Ordinal</p>	<p>Descriptive  Descriptive</p>	<p>Frequencies and Percentages</p>
<p>Sustainability of public schools development projects.</p>	<p><u>Dependent Variable</u></p>	<p>Completion on time  Completion within cost/budget  Clear Objectives    Financial sustainability</p>	<p>The number of projects completed on time as a result of stakeholder involvement.  Number of project completed on time as result of negotiation of objectives.  Number of projects monitored and evaluated as a result of stakeholders training on PM&amp;E.  Number of projects supported financially by the community post donor exit as a result of stakeholder's empowerment.</p>	<p>Ordinal  Ordinal  Ordinal  Ordinal</p>	<p>Descriptive  Descriptive  Descriptive  Descriptive</p>	<p>Frequencies and Percentages  Frequencies and Percentages  Frequencies and Percentages  Frequencies and Percentages</p>



**CHAPTER FOUR**  
**DATA ANALYSIS, INTERPRETATION AND PRESENTATION**

**4.1 Introduction**

This chapter contains presentation of the analyzed data, interpretation and discussion of the findings. The major objective of this study was to find out the influence of participatory monitoring and evaluation on sustainability of projects in Gatundu South constituency in Kiambu County. Data were collected from primary and secondary school teachers using self-administered questionnaires. Data analysis was done using descriptive statistics and the results presented in form of frequencies, percentages and means by means of tables and graphs. The chapter is organized starting with description of demographic characteristics and then presentation of the findings based on the study objectives.

**4.2 Demographic Information**

Demographic characteristics of respondents is discussed as follows:

**4.2.1 Questionnaire Return Rate**

The return rate for the questionnaires was 100% because the researcher delivered them in person for data collection. The questionnaires were collected the same day and counter checked to ensure that all the items were completed. Therefore, all the questionnaires from 100 respondents were used in data analysis.

**4.2.2 Distribution of Respondents by Gender, Age and Highest Level of Education**

Table 4.1 presents the gender of the teachers who participated in the study

**Table 4.1: Gender of the Respondents**

Gender	Frequency	Percent
Male	61	61.0
Female	39	39.0
Total	100	100.0

From table 4.1 above, it's clear that majority of the respondents were male representing 61% while 39% were female.

The study also sought to find out the age bracket of the respondents and the results are presented in Table 4.1.

**Table 4.2: Distribution of Respondents by Age**

Age Group	Frequency	Percent
18-28	29	29.0
28-39	50	50.0
40 and above	21	21.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

Table 4.2 indicates that most of the teachers were aged between 28-39 years representing 50% while those aged between 18-28 years represented 29%. The respondents aged 40 and above represented 21%. To establish the competency of the participants in responding to the influence participatory monitoring and evaluation on sustainability of projects questions, the study sought to find out the highest level of education of the respondents.

**Table 4.3: Distribution of Respondents by Highest Level of Education**

Age Group	Frequency	Percent
Diploma	58	58.0
University	42	42.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

Table 4.3 indicates the 58% of the teachers involved in the study had college certificates while 42% had were degree holders. This implies that all the all the respondents were well informed to provide reliable information regarding the influence of participatory monitoring and evaluation on sustainability of community development projects.

### 4.2.3 Distribution of Respondents by Length of Service

The researcher sought to find out how long the teachers have worked in their current stations when the study was being carried out and the results are presented in Table 4.3.

**Table 4.4: Distribution of Respondents by Length of Service**

Years	Frequency	Percent
1-5	34	34.0
5-10	40	40.0
Above10	26	26.0
Total	100	100.0

From Table 4.4, it's indicated that 34 % of the respondents had worked in their schools for 1-5 years, 40% had worked in their present stations for 5-10 years by the time the study was being carried out. The table further indicates that 26% of the teachers had worked in their schools for 10 years and above. The findings indicate that most of the respondents had worked in their stations long enough to understand the influence of participatory monitoring and evaluation on sustainability of community development projects.

### 4.2.4 Distribution of Respondents by Teacher's Awareness about Community Development Projects

To ascertain the credibility of the results of this study, the researcher sought to find out the teacher's awareness about community development projects in their school and their area. The findings are presented in Table 4.5.

**Table 4.5: Teacher's awareness about Community Development Projects**

Response	Frequency	Percent
Yes	96	96.0
No	4	4.0
Total	100	100.0

Table 4.5 reveals that majority of the teachers (96%) were aware of community development projects in their schools and in the locality where they work while 4% of the respondents indicated that they were not aware. From the results, apparently most the teachers had the requisite knowledge to participate in the study.

### **4.3 Influence of Stakeholders' Participation in Vision and Mission Setting on Sustainability of Community Development Projects**

The first objective of this study was to investigate the influence of stakeholders' participation in vision and mission setting on the sustainability of development projects in public secondary schools. The respondents were to rate the statements using the following scale; 5-strongly agree (SA), 4-Agree (A), 3-Neutral (N), 2-Disagree (D), 1-Strongly Disagree (SD).The results are presented in table 4.6.

**Table 4.6: Stakeholders Involvement and Sustainability of Development Projects**

<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>Std. Dev.</b>
Having stakeholders meetings to set the vision and mission of the schools community development projects influences project sustainability	7%	10%	25%	37%	21%	3.55	1.14
Delegation of responsibility in defining the vision and mission influences project sustainability	7%	17%	27%	32%	17%	3.35	1.16
Absence of manipulation in vision setting influences project sustainability	3%	6%	17%	47%	27%	3.89	0.97
Regular de-briefing on progress made in setting vision and mission influences project sustainability	5%	14%	24%	38%	19%	3.52	1.11

Concerning the influence of stakeholders meetings to set the vision and mission on project sustainability, 21% of the respondents strongly agreed that the meetings influenced sustainability of the projects and 37% agreed. The results also indicated that 25% of the teachers were undecided, 10% disagreed while 7% strongly disagreed. From the results, stakeholders meetings to set vision and mission influence project sustainability to a large extent. The findings are consistent with those of Chamber (2007) who noted that participation of all stakeholders in decision making motivates people towards the implementation of development plans. The study also sought to find out the influence of delegation of responsibility in defining the vision and mission on project sustainability, 7% of the respondents strongly agreed, 32% agreed while 27% of them were undecided. The results also indicated that 17% of the respondents disagreed that delegation of responsibility influence project sustainability while 7% strongly disagreed. From the results, delegation of responsibility in defining the vision and mission influenced project sustainability to a small extent.

Regarding the influence of manipulation of project vision and mission on project sustainability, 27% of the respondents strongly agreed, 47% agreed while 17% of them were undecided. A few of the respondents representing 3% strongly disagreed while 6% disagreed that absence of manipulation in vision and mission setting influenced project sustainability. These findings reveal that without manipulation of the vision and mission of development projects, sustainability of development projects will be realized. The results corroborate the study findings of Garmendia (2010) that learning to cope with and adaptation to development agenda with much focus on future development results to sustainability of development projects.

The study also investigated the influence of regular debriefing on the progress made on in setting vision and mission on project sustainability. The results revealed that 19% of the respondents strongly agreed that regular debriefing did influence project sustainability, 38% agreed, 24% were undecided, 14 % of them disagreed while only 5 percent strongly disagreed. From the findings, it's clear that regular questioning on the progress of development projects influence project sustainability. To corroborate the foregoing enquiry, the study sought to find out from the respondents if the community

development projects in their schools had vision and mission statements in place and the results are presented in table 4.7.

**Table 4.7: Community Development Projects have Mission and Vision Statements**

Response	Frequency	Percent
Yes	56	56.0
No	44	44.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

Table 4.7 shows that majority of the respondents (56%) indicated that community development projects in their schools had mission and vision statements while 44 % indicated that their schools didn't have. As indicated by the empirical evidence, lack of mission and vision statements exposes the development projects to sustainability risk in Gatundu south constituency.

It was also important to this study to find out the importance of clear mission and vision and that they should be shared with relevant stakeholders. The findings were as shown in table 4.8.

**Table 4.8: Importance of Mission and Vision Statements**

Response	Frequency	Percent
Yes	85	85.0
No	15	15.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

The results in table 4.8 revealed that 85% of the respondents recommended that before the community development projects were implemented, it was important to have vision and mission statements while 15 % indicated that it was not important. The results support the findings in table 4.6 that vision and mission statements were significant in the sustainability of development projects. Asked as to whether the respondent would provide financial or any other support if involved in setting of the mission and vision statements, 89% indicated yes while 11% indicated they would not as shown in Table 4.9.

**Table 4.9: Staying Close to offer Support to the Projects**

Response	Frequency	Percent
Yes	89	89.0
No	11	11.0
Total	100	100.0

The study also sought to find out if the respondents were satisfied with the level of involvement in setting the vision and mission for the development projects in their schools, 70% indicated that they were satisfied while 30% indicated that they were not satisfied as shown in Table 4.10.

**Table 4.10: Satisfied with the level of involvement in setting the vision and mission**

Response	Frequency	Percent
Yes	70	70.0
No	30	30.0
Total	100	100.0

#### **4.4 Influence of negotiation in setting objectives on sustainability of public schools development projects**

The second objective of this study was to find out the influence of negotiation in setting objectives on sustainability of development projects in public secondary schools in Gatundu south constituency. The respondents were to rate the statements using the following scale; 5-strongly agree (SA), 4-Agree (A), 3-Neutral (N), 2-Disagree (D), 1-Strongly Disagree (SD) The results are presented in table 4.11.

**Table 4.11: Responses on the influence of negotiation in objectives setting on sustainability of development projects**

Statement	SD	D	N	A	SA	Mean	Std. Dev.
Consensus in objectives setting and their indicators influences project Sustainability	15%	62%	3%	14%	6%	2.34	1.08
Absence of discrimination e.g. based on sex (male or female) influences project sustainability	4%	9%	15%	47%	25%	3.80	1.04
Agreement on method of data collection and the frequency of data collection Influences Project sustainability	2%	7%	16%	53%	22%	3.86	0.91
Setting flexible objectives i.e. objectives which can be changed from time to time Influences project sustainability	2%	9%	23%	43%	23%	3.76	0.98

The study sought to establish the influence of consensus in objectives setting and their indicators on project sustainability and the results in table 4.6 indicate that 6% strongly agreed, 14% agreed while 3% of the respondents were undecided. It was also revealed that 62% of the respondents disagreed and 15% of them strongly disagreed. From the results, consensus in setting objectives for development projects does not influence project sustainability. The results contradicted the findings of Gebremedhin (2010) who reported that consensus in project development built trust and change of attitude among stakeholders which affected the way they contributed to development projects.

Concerning the influence of absence of discrimination for example based on sex (male or female) on project sustainability, 25% of the respondents strongly agreed, 47% agreed while 15% were undecided. Only 9% of the respondents disagreed that nondiscrimination influenced project sustainability and 4% strongly disagreed. The



findings clearly indicate that nondiscrimination influenced project sustainability to a large extent. To examine the contribution of negotiation on sustainability of projects, the respondents were requested to indicate the extent to which agreement on method of data collection and the frequency of data collection influenced project sustainability. Majority of the teachers (53%) who participated in the study agreed that methods of data collection influenced project sustainability, 22% strongly agreed and 16% were undecided. The findings also indicated that 7% disagreed while 2% strongly disagreed. From the findings, agreement on methods of data collection and the frequency of collecting the data on development projects influenced project sustainability. The findings are in agreement with Allen (2002) study which reported that shared understanding among members of a group foster participation and achievement of a common agenda.

The findings on the influence of setting flexible objectives on the sustainability of development projects indicated that 23% of the respondents strongly agreed, 43% agreed while 23% of them were undecided. Figure 4.3 also indicates that 9% of the teachers disagreed and only 2% strongly disagreed. To some extent setting flexible objectives that can be changed from time to time influence the sustainability of development projects. The researcher also wanted to find out if the respondents have been involved in setting objectives for any development project in the school and the results are presented in Table 4.12.

**Table 4.12: Involvement in Setting Project Objectives**

Response	Frequency	Percent
Yes	71	71.0
No	29	29.0
Total	100	100.0

Table 4.12 revealed that most of the respondents representing 71% have been involved in setting objectives for development projects while 29% indicated that they have not been involved. The findings indicated that most of the teachers who participated in the

study had knowledge about setting objectives for development projects which enhances the credibility of the study findings.

#### **4.5 Influence of Stakeholders Capacity Building on PM&E on Sustainability of Community Development Projects in Public Schools**

The third objective of this study was to examine the influence of stakeholders' capacity building to analyze and solve problems on sustainability of development projects in public schools in Gatundu South constituency. The respondents were to rate the statements using the following scale; 5-strongly agree (SA), 4-Agree (A), 3-Neutral (N), 2-Disagree (D), 1-Strongly Disagree (SD)The results are presented in table 4.13

**Table 4.13: Responses on influence of stakeholders' capacity building to analyze and solve problems on sustainability development projects**

<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>Std. Dev.</b>
Training stakeholders on how to monitor and evaluate the projects influences project sustainability	5%	4%	9%	53%	29%	3.97	0.99
Documenting the findings of M&E form a base for capability building and reference in future	1%	7%	10%	46%	36%	4.09	0.91
Having stakeholders participate in M&E helps build future Capability	3%	7%	11%	36%	43%	4.09	1.04
Sharing the findings amongst the stakeholders would support capability building	2%	13%	5%	45%	35%	4.0	1.08

The study sought to find out the influence of training stakeholders on how to monitor and evaluate the projects on project sustainability. The results in figure 4.4 indicate that 29% of the respondents strongly agreed that the training influenced project sustainability, 53% agreed, 9% were undecided, 4% disagreed while 5% strongly disagreed. Clearly the findings revealed that training stakeholders on how to monitor and evaluate the projects influences project sustainability. Allen (2002) opines that organizational learning empowers the people to act effectively in the implementation of development plans.

Keeping of records has been found to be an important practice in project monitoring. Informed by this fact, the study examined documentation of the findings of M & E as a basis for capacity building and reference in future. The results showed that 36% strongly agreed, 46% agreed, 10% were undecided, 7% of the respondents disagreed while 1% strongly disagreed. These findings indicate that documenting the findings of M & E form as basis for capacity building and reference in future.

Asked as to whether having stakeholders participate in M & E helped build future capability, 43% of the respondents strongly agreed, 36% agreed while 11 % were undecided. The results also showed that 7% of the respondents disagreed and 3% strongly disagreed. From the findings, it's important to have stakeholders' participation in M & E in order to build future capability.

The study also investigated the influence of sharing of the findings of M & E amongst the stakeholders on capacity building. The findings in figure 4.4 revealed that, 35% strongly agreed, 45% agreed, 5% were undecided, 13% disagreed while 2% strongly disagreed. As indicated in figure 4.4, the study established that to a large extent sharing the findings amongst the stakeholders would support capacity building.

The researcher aimed to find out if the respondents were trained on M & E for the community development projects in their schools and the results are shown in Table 4.14.

**Table 4.14: Trained on M & E of Community Development Projects**

	Frequency	Percent
Yes	20	20.0
No	80	80.0
Total	100	100.0

Table 4.14 shows that most of the respondents (80%) were not trained on M & E for the community development projects while 20 % were trained. The results indicate that the sustainability of the community development projects in Gatundu South constituency was at risk because most of the respondents lacked project monitoring and evaluation skills. It was interesting to find out how long it took to be trained in monitoring and evaluation of community development projects. This is presented in Table 4.15.

**Table 4.15: Hours trained in a week**

Hours	Frequency	Percent
N/A	80	80.0
1-10	16	16.0
10andabove	4	4.0
Total	100	100.0

The results indicated that 16% of those who were trained in monitoring and evaluation were trained for 1-10 hours in a week while 4% were trained for above 10 hours in a week. The results reveal that generally the respondents were not sufficiently trained in project monitoring and evaluation. On participation in collecting data relating to project implementation and analyzing if the objectives were achieved, 77% of the respondents indicated that they have never participated while 23 % indicated that they had participated. The results are shown in Table 4.16.

**Table 4.16: Participation in collecting data on project implementation**

Response	Frequency	Percent
Yes	23	23.0
No	77	77.0
Total	100	100.0

Regarding the recommendation to build M & E capability around the community before project implementation in schools, majority of the respondents representing 78% indicated that it was necessary while 22% of the respondents dissented as indicated in Table 4.17.

**Table 4.17: Support Building M & E Before Project Implementation**

Response	Frequency	Percent
Yes	78	78.0
No	22	22.0
Total	100	100.0

#### **4.6 Influence PM&E ownership on sustainability of public schools development projects**

The fourth objective of this study was to assess how commitment and ownership of stakeholders influence sustainability of public schools development projects. The results obtained are presented in table 4.18.

**Table 4.18: Responses on influence of commitment and ownership of stakeholders on sustainability of development projects**

Statement	SD	D	N	A	SA	Mean	Std. Dev.
Empowering the community influences project sustainability	17%	9%	11%	37%	26%	3.50	1.41
Change of community members' attitude helps drive sustainability	1%	4%	7%	52%	36%	4.20	0.81
Change management should be undertaken before the donor or funding agent exit the project	3%	2%	5%	48%	42%	4.24	0.88

The study examined the influence of empowering the community on project sustainability and as shown in table 4.18, 26% of the respondents strongly agreed, 37% agreed while 11% were undecided. The results also indicated that 9% of the respondents disagreed while 17% strongly disagreed. From the findings, empowering the community influenced sustainability of development projects to a large extent.

The study also investigated how change of community members' attitude helped to drive project sustainability. Majority of the respondents (52%) agreed that change of attitude among community members influenced project sustainability, 36 % strongly agreed, 7% of them were undecided, 4% disagreed while 1% of the respondents strongly disagreed. The findings revealed that change of community members' attitude greatly influenced sustainability of development projects in public schools.

The results on undertaking change management before the donor or funding agent exit the project revealed that 42 % of the respondents strongly agreed, 48 % agreed while 5% were undecided. It was also revealed that 2% of the participants disagreed and 3% strongly disagreed. The findings clearly indicated that change management is necessary before the donor or funding agent handed over the project to the stakeholders.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter contains a summary of the findings and conclusion on the influence of participatory monitoring and evaluation on sustainability of community development projects in public schools in Gatundu South Constituency. It also gives policy and further research recommendations.

#### **5.2 Summary of Findings**

The summary of the findings has been presented according to the objectives that guided this study.

##### **5.2.1 Influence of Stakeholders' Involvement in M&E on Sustainability of Community Development Projects in Public Schools**

The first objective of this study was to investigate the influence of stakeholders' involvement in M&E on sustainability of public schools development projects. The findings revealed that stakeholders meetings to set vision and mission for development projects to a large extent influences sustainability of community development projects in public schools. The study also found that delegation of responsibility to other stakeholders in defining the vision and mission influenced the sustainability of development projects in public schools in Gatundu South constituency.

Data analysis results indicated that it was possible to realize project sustainability if there was no manipulation of vision and mission of the development projects.

Concerning putting the progress of the development projects to scrutiny, it was found that regular questioning on the progress of development projects positively influenced project sustainability. According to the results most of the community development projects in public schools in Gatundu South constituency faced the risk of unsustainability due to lack of vision and mission statements.

### **5.2.2 Influence of Negotiation in Setting Objectives on Sustainability of Community Development Projects Public Schools**

The second objective that guided this study was to examine the influence of negotiation in setting objectives on sustainability of development projects in public schools in Gatundu South constituency. Analysis of the collected data revealed that consensus in setting objectives for development projects did not have significant influence on sustainability of projects. The results contradicted findings of earlier studies which established otherwise. Nondiscrimination of any form was found to have a significant influence on the sustainability of community development projects in public schools.

The findings also revealed that agreement on methods of data collection and the frequency of collecting the data on development projects influenced the sustainability of community development projects. To some extent setting flexible objectives that can be changed from time to time influenced the sustainability of community development projects in public schools in Gatundu South constituency. The study sought to find out if the respondents have been involved in setting objectives for any development project in their schools and it was revealed that most of the teachers who participated in the study had been involved in development projects.

### **5.2.3 Influence of Stakeholders PM&E Capacity Building on Sustainability of Community Development projects in Public Schools**

The study sought to examine the influence of stakeholders' PM&E capacity building on sustainability of development projects. It was established that training the stakeholders on monitoring and evaluation of community development projects influenced project sustainability. It was also found that documenting the findings of project monitoring and evaluation was important for capacity building and reference in future. It was found that stakeholders' involvement in monitoring and evaluation of development projects was important in building future capability. To a large extent, sharing the findings of monitoring and evaluation would support capacity building. Most of the teachers who participated in this study were not trained on M&E, a factor that may be attributed to the unsustainability of development projects in public schools. Surprisingly



most of the respondents reported to have participated in collecting data relating to project implementation.

#### **5.2.4 Influence Stakeholders PM&E Ownership on Sustainability of Community Development Projects in Public Schools**

The fourth and last objective of this study was to investigate the influence of commitment and ownership of stakeholders on sustainability of public schools development projects. The findings indicated that empowering the community influenced sustainability of community development projects in public schools. It was also revealed that change of community members' attitude greatly influenced sustainability of development projects. Change management was found to be necessary before the donor or funding agent handed over the project to the stakeholders.

### **5.3 Conclusion**

The study findings revealed that stakeholders' involvement in setting, defining and implementation of vision and mission of development projects influenced sustainability of the projects. Therefore for the community development projects in public schools in Gatundu South constituency to thrive, teachers, non-teaching staff, students, community and policy makers in the ministry of education should be proactively involved. This will ensure that the projects are able to meet the current needs of the people and those of future generations.

It was also found that nondiscrimination, evaluation and monitoring and setting flexible objectives play a significant role in the sustainability of development projects in public schools in Gatundu South constituency. However, consensus in setting the objectives for development projects did not have significant influence on the sustainability of the projects. From the findings its therefore important that fairness is exercised in the implementation of development projects so all the stakeholders can feel that they are part and parcel of it. This will inspire the stakeholders to embrace the development projects and hence their sustainability.

Training of stakeholders on monitoring and evaluation of development projects and documenting the findings was found to have a significant influence on sustainability of development projects. From the findings, to ensure sustainability of development projects it's important to invest in the stakeholders' skills regarding development projects. Participation in monitoring and evaluation of development projects and sharing the findings among the stakeholders were found to help in capacity building in the future.

Empowering the community and change of attitude of community members concerning development projects significantly influence the sustainability of development projects. Community empowerment promotes sense of ownership of the development projects among the stakeholders. This minimizes sidoshows hence sustainability of the projects.

#### **5.4 Policy Recommendations**

Based on the research findings, the study makes the following recommendations to improve the sustainability of community development projects in public school in Gatundu South Constituency.

- i. The national and county governments should come up with sound policies that govern the implementation of development projects and invest in capacity building among the stakeholders to ensure that the funds invested in the development projects are used sustainably.
- ii. Before any development project is implemented, all the stakeholders should be sensitized on the importance of the project and be actively involved in setting the objectives, vision and mission to ensure sustainability of the development projects.
- iii. There should be change of attitude among the stakeholders and the society at large not view development projects as avenues of making money but as way of improving infrastructural development for efficient service delivery to improve the quality of life of the citizens.
- iv. All the stakeholders in the development projects should endeavor to work collaboratively and embrace the development projects as investments meant to meet their needs and those of future generations.

## **5.5 Recommendations for Further Research**

The study makes the following recommendations for further research

- i. A similar study should be carried in Gatundu South constituency to investigate the influence of participatory monitoring and evaluation on sustainability of projects using a correlational research design to establish the extent to which the factors are related.
- ii. It's necessary that similar studies are conducted in other constituencies in Kenya to compare the findings and provide empirical evidence that can be used to improve the sustainability of development projects.

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**APPENDICES**  
**APPENDIX I**  
**INTRODUCTORY LETTER**



**UNIVERSITY OF NAIROBI**  
**OPEN DISTANCE AND e- LEARNING CAMPUS**  
**SCHOOL OF OPEN AND DISTANCE LEARNING**  
**DEPARTMENT OF OPEN LEARNING**  
**NAIROBI LEARNING CENTRE**

Your Ref:

Our Ref:

Telephone: 318252 Ext. 128

REF: UON/ODeL/NLC/28/386

Main Campus  
Gandhi Wing, Ground Floor  
P.O. Box 30197  
NAIROBI

18<sup>th</sup> June, 2018

**RE: MWANGI PETER KIBE - REG NO.L50/64155/2010**

The above named is a student at the University of Nairobi Open, Distance and e-Learning Campus, School of Open and Distance Learning, Department of Open Learning pursuing Master of Arts in Project Planning and Management.

He has successfully completed his course work and currently working on his research entitled "Influence of Participatory Monitoring and Evaluation on Sustainability of Projects: Case of CDF Funded Projects in Selected Schools in Gatundu South Constituency, Kiambu County, Kenya."

Any assistance given to him will be appreciated.



for: *[Signature]*  
**CAREN AWILLY**  
**CENTRE ORGANIZER**  
**NAIROBI LEARNING CENTRE**



**APPENDIX II**  
**RESEARCH QUESTIONNAIRE**

**QUESTIONNAIRE FOR SELECTED PUBLIC SCHOOLS STAKEHOLDERS  
IN GATUNDU SOUTH CONSTITUENCY, KIAMBU COUNTY, KENYA.**

This questionnaire is for purposes of data collection for this study and all the data will be treated with confidentiality. I am conducting an educational research study on the topic; **“THE INFLUENCE OF PARTICIPATORY MONITORING & EVALUATION ON PROJECT SUSTAINABILITY: CASE OF SELECTED SCHOOLS IN GATUNDU SOUTH CONSTITUENCY, KIAMBU COUNTY, KENYA”**.

Thank you for your time and honest comments.

**Section A: Background information** *(please tick (✓) in relevant box)*

1. Please indicate your gender

- a) Male       b) Female

2. Please indicate your Age bracket

- a) 18-28       b) 28-38       e) Above 40

3. Please indicate your highest level of education.

- a) None       b) primary       c) Secondary   
d) college       e) University degree and above

4. Please indicate the length of period you have stayed in the area you represent

- a) 1-5yrs       b) 5-10yrs       b) Above 10 years

5. Which educational zone do you represent?

- a) Nge'nda Zone       b) Kiganjo Zone   
d) Ndarugo Zone       h) None of the above

6. Are you aware of any development project in the primary or secondary schools funded by COMMUNITY DEVELOPMENT PROJECTS in your area?

- a).Yes       b) No



11. If you were involved in setting the vision and mission would you stay close to the projects in terms of providing financial support or providing any other support as maybe requested.

1. Yes  No

12. Are you satisfied with the level of involvement in setting the vision and mission for the projects undertaken in this school?

a) Yes  b) No

**Section 3: To determine the influence of negotiation in objectives setting on sustainability of public schools development projects.**

12. Using a tick (✓) please rate the following statements using the scale below:  
5 - Strongly agree, 4-agree, 3-neutral, 2-disagree, 1-strongly disagree).

	<b>To what extent do you agree with the following statements?</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	Consensus in objectives setting and their indicators influences project sustainability.					
2.	Absence of discrimination e.g. based on sex (male or female) influences project sustainability.					
3	Agreement on method of data collection and the frequency of data collection influences project sustainability.					
4.	.					



17. Have you ever participated in collecting data relating to how the projects was implemented and analyzing if the outcome were achieved?

a) Yes  b) No

18. Would you recommend that before project implementations in this schools, the funding agent should consider building M&E capability to the community around?

a) Yes  b) No

**Section 4: To determine the influence of Stakeholders’ commitments and ownership on sustainability of public schools development projects.**

19. Using a tick (✓) please rate the following statements.

Key: 5 To Very Great Extent, 4 To Great Extent, 3 To Moderate Extent, 2 To Less Extent, 1 To No Extent

	<b>To what extent do you agree with the following statements?</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	Empowering the community influences project sustainability					
2.	Change of community members’ attitude helps drive sustainability					
3	Change management should be undertaken before the donor or funding agent exit the project					

### APPENDIX III

#### TABLE FOR DETERMINING SAMPLE SIZE

TABLE I  
*Table for Determining Sample Size from a Given Population*

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.  
*S* is sample size.

**APPENDIX IV**  
**RELIABILITY STATISTICS**

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<b>Reliability Statistics</b>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.791	.713	29

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**APPENDIX V**

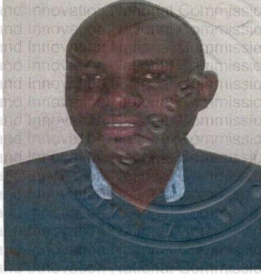
**RESEARCH PERMIT**

**THIS IS TO CERTIFY THAT:**  
**MR. PETER KIBE MWANGI**  
**of UNIVERSITY OF NAIROBI, 0-232**  
**RUIRU, has been permitted to conduct**  
**research in Kiambu County**

**on the topic: INFLUENCE OF**  
**PARTICIPATORY MONITORING AND**  
**EVALUATION ON SUSTAINABILITY OF**  
**PROJECTS: CASE OF PROJECTS FUNDED**  
**BY COMMUNITY DEVELOPMENT FUNDS**  
**IN SELECTED SCHOOLS IN GATUNDU**  
**SOUTH CONSTITUENCY, KIAMBU**  
**COUNTY, KENYA.**

**for the period ending:**  
**23rd July, 2019**

**Permit No : NACOSTI/P/18/28941/23614**  
**Date Of Issue : 24th July, 2018**  
**Fee Received :Ksh 1000**



**Applicant's Signature**

**Director General**  
**National Commission for Science,**  
**Technology & Innovation**



**APPENDIX VI**  
**RESEARCH AUTHORIZATION**

**NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION**

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NAIROBI-KENYA

Ref. No: **NACOSTI/P/18/28941/23614**

Date: **24<sup>th</sup> July, 2018**

Peter Kibe Mwangi  
University of Nairobi  
P. O. Box 30197-00100  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *"Influence of participatory monitoring and evaluation on sustainability of projects: Case of projects funded by Community Development Funds in selected schools in Gatundu South Constituency, Kiambu County, Kenya"* I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for the period ending **23<sup>rd</sup> July, 2019.**

You are advised to report to **the County Commissioner and the County Director of Education, Kiambu County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

  
**BONIFACE WANYAMA**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to: