

**INSTITUTIONAL FACTORS INFLUENCING IMPLEMENTATION OF PEACE
BUILDING PROJECTS IN TURKANA COUNTY, KENYA**

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**A Research project Report submitted in partial fulfilment of The Requirements for the
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DECLARATION

This research project report is my original work and has never been presented for any award in any university.

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This research project report has been submitted for examination with my permission as the University supervisor.

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DEDICATION

This work is dedicated to my parents Gilbert Oteko and Judith Apondi Oteko and to my beloved wife Jenniffer Owak, my children Roxine Juma, Ray Juma, Gabriel Juma, Jayda Juma and Damian Juma for their love, understanding and patience.

This work is also dedicated to the loving memory of my godfather Nathan Oduor, my loving aunty Elizabeth Atieno and my cousin Dorothy all who showed me immesurable love as a child.

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ABBREVIATIONS/ACRONYMS

NACOSTI	- National Commission for Science, Technology and Innovation
NGO	-Non-Governmental Organisation
SALW	-Small Arms and Light Weapons
SSA	-Sub-Saharan Africa

ABSTRACT

Despite substantial investment in peacebuilding and reconciliation programmes in the Rift valley region of Kenya by the government, bilateral donors and multilateral agencies, conflicts still continue unabated, resulting in the loss of lives, property and injuries. The purpose of this study was to investigate institutional factors influencing the implementation of peace building projects in Turkana county, Kenya. Empirical literature of the works of widely published scholars was reviewed in the study and the gaps in literature documented. The study was grounded on systems theory and stakeholder theory. The study targeted a total population of 72 members of staff of 18 NGOs implementing peace building projects in Turkana county. A sample size of 60 respondents was used in the study. This sample size was obtained from Krejcie and Morgan (1970) table for a population size of 72 individuals. Purposive sample was drawn from the 18 peacebuilding NGOs to capture responses from the targeted project team staff. From each NGO, a sample among the following individuals were interviewed: project managers/ officers, monitoring and evaluation leads, communications specialists, grants officers/managers and any other staff member of these NGOs with specialized skill sets and work in the peace building project. A six level data collection questionnaire of structured questions was used to obtain responses from the interviewees. The reliability of the questionnaire was ensured through test-retest method which yielded a score of 0.92. Content and construct validity were determined through review of the data collection questionnaire by peacebuilding professionals and practitioners to ascertain that it was comprehensive for the proposed study. Pilot testing was conducted with twelve respondents who were not included in the final survey. The researcher scrutinized all questionnaires for completeness, accuracy as well as the conformity. The data used purely quantitative and therefore descriptive and inferential statistic was analyzed using the Statistical Package for Social Sciences (SPSS version 22). Spearman correlation analysis was used to predict existing relationship between the variables in the study. The study found that all the four institutional factors studied had a positive correlation on the implementation of peace building projects which was significant at 99% confidence with p values of $0.000 < 0.01$ and Spearman's correlation coefficient of 0.780, $0.000 < 0.01$ and 0.799, $0.000 < 0.01$ and 0.662 and $0.000 < 0.01$ and 0.618 for project planning, competency of staff, stakeholder involvement and monitoring and evaluation respectively. All the four null hypotheses tested in the study were therefore rejected. It was concluded that all the four institutional factors influence implementation of peace building projects in Turkana county with project planning leading to timely and efficient availability of project inputs, competency of staff leading to better understanding of the project context and identification of beneficiary needs, stakeholder involvement leading to higher acceptability and therefore implementation support, and monitoring and evaluation leading to better learning and adaptability of implementation strategies for better quality project outputs that meet beneficiary requirements. The study recommends that adequate resources both human, material and financial needs to be allocated to the M&E functions and project activities need to be regularly monitored to ensure proper implementation. The study recommends that the recruitment of staff to peace building projects should consider the employee's knowledge of the local context besides the professional peace building skills. The study further recommends that project planning for peace projects need to be as participatory as possible and be aligned to the government's priorities and strategies concerning conflict management.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Conflict has grown rapidly in Africa in recent times and pastoral areas are most vulnerable. Particularly, conflict over water and grazing resources have become widespread in Kenya's Arid and Semi-Arid Lands (ASALs) and often overlap with communal and inter-clan conflicts. Some scholars see resource scarcity (produced by climatic changes) as a major underlying determinant of pastoralists' violent human conflict (Yattani, 2015). The Institute for Economics and Peace (2014) report that the world has become less peaceful since 2008 with increased levels of terrorists activity, likelihood of violent demonstrations, levels of organized conflicts and perceptions of criminality. According to Naomi, (2014) after a violent conflict occurs between different groups of the society, there is increased mistrust of each other, suspicion, stereotyping and these lead to broken relationships. Reconciliation then is process through which such a society moves from a divided past to a shared future and is about redesigning the past relationships between communities.

As a result, numerous government, non-governmental organisations, donors and United Nations programs are preoccupied with conflict management, transformation and prevention and experimenting with sustainable solutions from good practices from around the world. While most of these programs have been successful, especially in transforming conflict among warring communities, the incidences, brutality and frequency of pastoral conflict have increased sometimes with devastating casualties as witnessed in the Kapedo police massacre in 2014 (standard, 2014). In other words, as much as gains have been made in conflict management, there is an urgent need for review of existing conflict transformation mechanisms for sustainable and lasting conflict prevention among pastoralist communities.

Several local and international non-governmental organizations are mostly involved in community-based analysis as well as development programmes. The use of aid as force for resolving inter-communal conflicts as well as promoting community cohesion is their approach to peacebuilding.

NGOs have been able to settle a possible violent conflict at the community level in some cases. This group is in an enhanced position to decrease the negative effect of their programmes on domestic level conflicts through its participatory methods. In most cases the

non-governmental organizations are in short-term projects, therefore limiting them to either ensuring sustainable self-help aptitude within the community or even developing a local system for conflict transformation. According to Abiew, (2014), lack of meaningful co-ordination is a major fault of aid community in Afghanistan. Aid organizations generally suffer from the inability to learn and benefit from each-others capabilities and to eventually promote a culture of co-operation and sharing within their target beneficiaries and the community.

According to the United Nations (UN) report on agenda for peace, peace building and conflict resolution consist of activities that are associated with capacity building, reconciliation, and societal transformation. Peace building is therefore a long term process that occurs after violent conflict has slowed down or come to a halt. Many NGOs understand peace building as violence prevention, advocacy work, civilian and military intervention, humanitarian assistance, cease fire agreement and the establishment of peace and reconciliation (Munene et al 2014). In such scenarios INGOs are viewed as vehicles of democratization and of local civil society capacity building on the ground who aim to empower and increase the local capacities of civil society actors, through providing indispensable services and opportunities that are not provided by weak or failed state. NGO independence, legitimacy and broad scope of their work have been able to create relationships of trust with civil society and often been central to communicating local concerns in national and international forums. In 1974 there were 125 NGOs in Kenya, by 2006 over 4200 NGOs had been registered with the Government of Kenya according to a survey report from Kenya (Matthew and Jensen 2015). Mixed results were given when review of the effectiveness of the NGO supported activities in conflict resolution and peace building was done in Kenya. Good and bad progress was noticed in effort to achieve their objectives. Some projects were not effective due to institutional weaknesses.

In Turkana peace building by NGOs embark on problem solving workshops seminars, sporting activities, trust building dialogues and peace caravans aimed at bringing communities together. This peace building forum by NGOs is seen by donors to be more effective, efficient, flexible and innovative than governments' response in resolving conflict. Where many factors contributed to this protracted state of affairs in Turkana, pastoral practice, cattle rustling, fight over pasture, defense of ancestral land, revenge attacks, politics and greed to rule the economy and low rainfall received the most blame. The dynamism of the conflict has also been changing both in nature, scope and the levels of destruction resulting to high fatalities according to KRSC

report of 2010. To build peace and reconciliation in Turkana the 35 Ole Kaparo peace accord elders, local and foreign nongovernmental organizations went affront with their organizational role to prevent, alleviate and resolve conflict in Turkana that was caused by the 2013 general election. 10 NGOs that operates a docket in peace building continued to pour resources to restore peace that did not come up as expected.

Devolution brought blessings of infrastructure development to the community that had been marginalized for long. Devolution also became a source of community division along the ethnic line as mistrust, hopelessness, frustrations and accusations became subject of the day (Anderson, 2014). In pursuit of unity, the county government worked towards cohesion and integration of the 15 communities living in the wide and sun scorched geographical area of Turkana County. The NGOs continued to do peace building signalling that the region has underperformed as compared to its potential. This required the efforts of local and international organization to refocus on the region through various policy and positive actions to bring peace.

1.2 Statement of the Problem

Since the introduction of multiparty democracy in Kenya in the 1990s, Turkana has been prone to, and adversely affected by ethnic clashes. The conflicts among the communities may be attributed to differences in their ethnic backgrounds, colonial land alienation and post-independence re-distribution of land which favored one ethnic community compared to others. Nonetheless, growing literature on post conflict peacebuilding and internal displacement in Turkana fail to emphasize a number of important factors. First, without successful local peace building, resettlement and reintegration of the displaced to their former homes becomes a potentially dangerous and an unattractive option for IDPs. In addition, extant literature fails to point out who the stakeholders of peace building are and the relationships between such stakeholders. Furthermore, in order to completely settle in to their former homes and integrate with the local communities, IDPs must be assured of their security and future peace.

Many initiatives have been implemented in Turkana to end ethnic conflicts and ensure sustainability of peace. The local communities, provincial administration, the religious organizations, NGOs both local and international and many other institutions have attempted to create permanent peace with little success. According to a 2018 report by Kenya Red Cross, Turkana had approximately 65,000 IDPs (3830 households) as of December 2017. As

highlighted therein, the Red Cross blamed the local police and Provincial Administration for doing little to collect intelligence for organizing an early warning system.

Turkana County has been affected by inter-communal conflicts related to climate change, due to the deteriorating water and grassland resources (Odhiambo, 2015). Additionally, climate change and its negative effect on the environment has presented a challenge to the cattle rustling economy, leading to high levels of poverty for the communities that depend on it. Internally, a recently identified hotspot area is the border between Pokot Central and Turkana South where frequent cases of cattle raids and deaths have been reported. This has increased insecurity and tendency towards self-defense and retaliation, thus creating a situation of anarchy in the region (GoK, 2013:9-10). Land in the County also remains a thorny issue with boundaries being contentious e.g., between the Turkana and their Southern neighbours, the Pokot. These land contestations have worsened relations between the pastoral communities more so with regard to access to limited resources such as water and pasture.

NGOs in the area have been perceived to play a role in conflict resolution and peace building through their efforts in building inter communal links to facilitate reconciliation and address the causes of conflicts and continuing the peace building processes. Their efforts on peace and reconciliation have never been thoroughly assessed openly and this poses a big challenge to the NGOs activities on peace building and conflict resolution (Mwangi, 2015). NGOs do not address the root causes of conflicts, rather they are alleged to be doing paper work for donor funding for their own interests as the society suffers in the reoccurrences of these protracted conflicts. Therefore the proposed study seeks to determine the institutional factors that influence implementation of peace building projects in Turkana County, Kenya.

1.3 Purpose of the Study

The purpose of this study was to investigate institutional factors influencing the implementation of peace building projects in Turkana county, Kenya.

1.4 Objective of the Study

The study was guided by the following objectives ;

- i. To determine the extent to which stakeholder involvement influence implementation of peace building projects in Turkana County, Kenya.
- ii. To assess how monitoring and evaluation influence implementation of peace building projects in Turkana county, Kenya.

- iii. To establish how Competency of the staff influence implementation of peace building projects in Turkana County, Kenya.
- iv. To examine how project planning influence implementation of peace building projects in Turkana County, Kenya.

1.5 Research Questions

This study attempted to answer the following research questions;

- i. To what extent does stakeholder involvement influence implementation of peace building projects in Turkana county, Kenya?
- ii. To what extent does monitoring and evaluation influence implementation of peace building projects in Turkana county, Kenya?
- iii. To what extent does Competency of the staff influence implementation of peace building projects in Turkana County, Kenya?
- iv. To what extent does project planning influence implementation of peace building projects in Turkana County, Kenya?

1.6 Research Hypothesis

The study was guided by the following hypotheses tested at 99% confidence level:

- i. **H₀**: There is no significant relationship between stakeholder involvement and implementation of peace building projects in Turkana county, Kenya .
H₁: There is significant relationship between stakeholder involvement and implementation of peace building projects in Turkana County, Kenya.
- ii. **H₀**: There is no significant relationship between monitoring and evaluation and implementation of peace building projects in Turkana County, Kenya.
H₁: There is significant relationship between monitoring and evaluation and implementation of peace building projects in Turkana County, Kenya.
- iii. **H₀**: There is no significant relationship between competency of the staff and implementation of peace building projects in Turkana County, Kenya.
H₁: There is significant relationship between competency of the staff and implementation of peace building projects in Turkana County, Kenya.
- iv. **H₀**: There is no significant relationship between project planning and implementation of peace building projects in Turkana County, Kenya.
H₁: There is significant relationship between project planning and implementation of peace building projects in Turkana County, Kenya.

1.7 Significance of the Study

It is hoped that this study will be a critical contribution to knowledge on the four institutional factors studied and how they influence implementation of peace building projects. This information would be available for reference and further research on the institutional factors studied. Finally, it is hoped that this study will influence policy that would guide the funding of peacebuilding in Turkana county by donor agencies.

1.8 Delimitations of the Study

There were varying conceptual and operational definitions of implementation among professionals in practice and academia, with limited consensus. This makes it difficult to comprehensively study all factors that influence implementation of peace building projects given the scope of this study. This study focus on four institutional factors only and the scope of implementation of peace building to be done only in Turkana County.

1.9 Limitation of the Study

Reaching out to some of staff in NGOs was challenging because of their committed schedules. The researcher however overcame this limitation by trying to reach them through emails and phone calls where physical contact was not possible. The Covid-19 pandemic also limited the movement of the data collectors and the researcher sent some questionnaires to the respondents via email.

1.10 Assumptions of the Study

Assumptions are conditions or events that the researcher takes for granted although they might affect the outcome of the research. According to Kothari (2012), assumptions could be beliefs or ideas that one holds to be true without any evidence. This study assumes that the NGO staff in Turkana county will be available and willing to give honest responses on factors that influence implementation of peace building projects in Turkana County, Kenya.

1.11 Definitions of Significant Terms Used in the Study

Institutional factors: These are internal aspects in an organization that have direct influence on the implementation of various functions. This study stakeholder involvement, monitoring and evaluation, competency of staff and project planning.

Stakeholders :These are persons or organizations like customers, sponsors, the performing organization, or the public, who are actively involved in the project or whose interests may be positively or negatively affected by the performance or completion of the project.

Monitoring and Evaluation are processes meant to add value to performance and the reaching of good results. The core objective of the process is to improve the management output and inputs and impact

Project Planning:This is a project management phase that elaborates on the usage of schedules, financial planning, resource specification, schedule planning resource planning and subsequently reporting on the progress of the project.

Competency of the staff; Competency of staff is the possession of appropriate mix of skills, knowledge and expertise, the motivation and will to act, experience in carrying out peace building projects.

Implementation of peacebuilding projects; This is the process of putting into reality, the visions and goals of a peacbuilding project.sby executing the project according to the laid down activities, the time, budget andand needs of the beneficiaries.

1.12 Organization of the Study

This research will be designed into five sections. Chapter one comprises of the study background, objectives of the study, research questions, research hypothesis, assumptions of the study and meaning of main terms utilized in the investigation. The chapter provides direction for the study. Chapter two covers empirical and theoretical literature on the institutional factors and how they contribute to the implementation of peace building projects. The chapter provides a foundation upon which the findings of the study are discussed and conclusions drawn. The chapter finally identifies knowledge gaps from the literature studied . Chapter three covers research methodology to be used in the study, research design, target population, sampling procedure, description of research instruments, validity and reliability of research instruments, methods of data collection, procedures for data analysis, operational definition of variables and ethical considerations. Chapter four covers the data analysis, data presentation and interpretation of study findings while chapter five summarises the study findings, discusses the research findings, draw conclusions and recommendations and suggests areas of further research. .

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains an empirical review of pertinent literature on stakeholder involvement, monitoring and evaluation, competency of staff and project planning and their influence on implementation of peace building projects. This review helped in anchoring the study on the theoretical framework and in identification of gaps in the empirical studies from which the conceptual framework was formulated.

2.2 Implementation of Peace Building Projects

To implement a project means to carry out activities proposed in the application form with the aim to achieve project objectives and deliver results and outputs. Its success depends on many internal and external factors. Some of the most important ones are a very well organised project team and effective monitoring of project progress and related expenditures. Overall management has to be taken over by the lead partner and project manager, who is often employed or engaged by the lead partner. The project management has to have an efficient management system and always has to be flexible to current needs and changed situations, as the project is rarely implemented exactly according to the initial plan. Nevertheless, the partnership should aim at delivering quality results and outputs. Quality means meeting expectations described in the application and those agreed within the partnership (Lock, 2016).

Project implementation in organizations appears to be the most difficult aspects of a manager's job (Boles, 2015). The purpose of project management is to forecast or anticipate potential dangers and problems that may jeopardize the success of a project and then to plan; organize and control activities that will lead to the successful completion of projects in spite of all the envisaged risks. However, in practice more than 80% of projects run late or over budget. One of the consequences of ineffective implementation of projects is a poorly motivated workforce (Lock,2016). According to Boyce and Haddad(2015); projects possess certain characteristics that distinguish them from any other activity in the organization. These include the fact that projects are temporary. Meaning that any project will have a start date and end date although it has nothing to do with short duration. Another feature is that projects produce unique results meaning that the product or service at the end of the project should be somewhat different than the existing. The other characteristic is that

projects are characterized by progressive elaboration due to uniqueness and greater uncertainty. Projects cannot be understood entirely at or before project start, and therefore, planning and execution of projects happen many times in separate steps or phases. Implementation is the stage where all the planned activities are put into action. Before the implementation of a project, the implementers who are spearheaded by the project committee or executive should identify their strength and weaknesses including internal forces, opportunities and threats which include external forces. The strength and opportunities are positive forces that should be exploited to efficiently implement a project.

Gitonga (2010) publication on implementation of project is defined as a fundamental phase in the cycle of the project when the project plan is put in to action. It was stated that implementation of project involves translating the objective of the project into specific output of the project. Several local and international non-governmental organizations are mostly involved in community-based analysis as well as development programmes. The use of aid as force for resolving inter-communal conflicts as well as promoting community cohesion is their approach to peace building. NGOs have been able to settle a possible violent conflict at the community level in some cases. This group is in an enhanced position to decrease the negative effect of their programmes on domestic level conflicts through its participatory methods. In most cases the non-governmental organizations are involved in short-term projects, therefore limiting them to either ensure sustainable self-help aptitude within the community or even develop a local system for conflict transformation. According to Strand (1998), lack of meaningful co-ordination is a major fault of aid community in Afghanistan. Aid organizations generally suffer from the incapability to learn and benefit from each-others capabilities as well as to eventually promote a culture of co-operation and sharing within their target beneficiaries and the community.

Peace building strategies are complimented by forgiveness and reconciliation. In Northern Uganda, the NGOs have been very instrumental in urging forgiveness and reconciliation. Organizations for example Gulu Support the Children Organization which works with children who had been abducted, seeks for their reintegration into society. Acholi Religious Peace Initiatives; World Vision Uganda, Rachele Centre in Lira, Concerned Parents as well as Canadian Physicians for Peace have performed a key role in bridging the gap between the communities and the surrendering rebels as well as raising awareness of the devastating impacts of conflicts.

2.3 Stakeholder Involvement and Implementation of Peace Building Projects

Project implementation is influenced by the stakeholder engagement plans and the necessary resources to perform project activities where the focus shifts to implementation (project management methodology, 2015). However Benson (2015) indicated that to deliver project results, stakeholder engagement plans are used to keep project on focus. Likewise study on development of project implementation complexity index done by Mirza and Ehsan (2016) showed how project execution is used to resolve many uncertainties.

Freeman (1984) defines a stakeholder as any group or individual who can affect or is affected by the achievement of the organization's objectives. In other words stakeholders are individuals or groups that either directly or indirectly are affected by the performance of the organization. Stakeholder management involves taking on board all the stakeholders at each stage of the project (Frazet *al.*, 2016). According to Project Management Body of Knowledge (PMBOK) project stakeholders are individuals and organizations that are actively involved in the project or whose interest may be positively or negatively affected as a result of project execution or project completion.

According to Macharia (2013) a project can be classified as successful, if the project is completed on-schedule (time criterion), within-budget (monetary criterion), achieves basically all the goals originally set (effective criterion) and lastly if it is acceptable to stakeholders (satisfaction criterion). He argues that there is significant evidence that stakeholder participation can improve the quality, effectiveness and sustainability of development projects and enhance the commitment of governments, beneficiaries and other stakeholders. Murungi (2015) while supporting involvement of stakeholders, asserts that it is impossible to satisfy all stakeholders involved and that the choice of which stakeholders are key is inherently political and has ethical considerations as well.

The number of stakeholders interested in the project can dramatically increase the complexity of the project. Each of these stakeholders usually has his/her own interest in the project and this may cause different priorities and conflicts (Ka, Geoffrey & Yang, 2015; Karlsen, 2002). Projects may fail because the project management does not take the requirements, wishes and concerns of stakeholders sufficiently into account.

Projects can only be successful through contributions from stakeholders, and it is the stakeholders that evaluate whether they find the project successful beyond receiving the project deliverables. More often than not, these criteria are implicit and change during the project course. This is an enormous challenge for project managers. The route to better projects, lies in finding ways to improve project stakeholder management, i.e., project managers must consider stakeholder's interests, needs and requirements and manage them ensure project success (Aaltonen, 2010; Ika, 2012; Jepsen & Eskerod, 2013; and Yang, Shen, Ho, Drew & Xue, , 2014).

Many scholars have cited “the ignorance or poor stakeholder management” as one of the key reasons responsible for project failure (Aaltonen, 2010; Yang *et al.*, 2014). Various studies have also claimed that the inability of project managers to take into account the concerns, claims and influences from project stakeholders is a reason for project failure and highlighted the importance of managing stakeholders (El-Sawalhi & Hammad, 2015; Wessinger, 2012; and Yang *et al.*, 2011). As a result, the management of project stakeholders is now widely acknowledged as an essential part of project management and as a factor contributing to project success.

As is evident, the underlying assumption in the majority of project stakeholder literature is that stakeholder management is not only a critical success factor for project success (Aaltonen, 2010; Atkin, Brian and Skitmore, Martin, 2008; El-Sawalhi & Hammad 2015; Jepsen and Eskerod, 2013; and Yang *et al.*, 2011), but an inevitable part of any project and project management process. A project is as successful as the stakeholders think it is. As a consequence, a robust body of literature has developed on how to identify and manage stakeholder interests and relationships. In the most recent edition of project management body of knowledge guide, one of the project management methodologies, a whole new 10th knowledge area was added about stakeholder management which shows that more emphasis that ever is put in to this subject (PMI, 2013; Burke & Barren, 2014).

In public projects, project managers often face challenges in the processes of identifying stakeholder and their needs, assessing stakeholder impacts and their relationships, and formulating appropriate engagement strategies (Yang *et al.*, 2011 and Mocket *al*, 2015). This is because; stakeholder management in the public sector still lags some way behind, and is often haphazard. Conflicts often arise in the development of public projects, due to the diverse

interests, perceptions and expectations of the numerous stakeholder interests in public infrastructure and construction projects; their concerns are multidimensional (Zakharova and Jäger, 2013) In many cases, public projects are characterized by spontaneity and disappointment (Moket *al.*, 2015). Furthermore, Mocket *al.* (2015) and Zakharova and Jäger (2013) stated that the stakeholder management process is fragmented and informal, which is insufficient to manage the complicated interfaces involved in public projects. Consequently, there is an acknowledged need for a complete, systematic and formal stakeholder management process model for application in public projects (Mok et al., 2015; Yang et al., 2011; Zakharova &Jäger, 2013).

Stakeholder involvement must target beneficiaries in a project right from the design to evaluation especially to promote stakeholder's acceptance of the project. It is argued that failure to involve the stakeholders in all phases of projects results in limited stakeholders buy-in which may result in complete project paralysis as the project may never be accepted even if it were to be swiftly implemented. Failure to involve the stakeholders may therefore mean that no monies would be released hence the project may never start. Involving the stakeholders provides an opportunity to the residents to solicit more information on affairs of the project hence they become more informed and can actively participate in decision making to improve the welfare of the beneficiaries. Communities get involved in projects through proactively influencing the design, implementation and management of projects as opposed to being allocated a share of the project.

2.4 Monitoring and Evaluation and Implementation of Peace Building Projects

Monitoring and evaluation (M&E) is a tool that has become undeniably vital in achieving economic and social sustainability. Monitoring and evaluation provide tools for organizations to assess the performance of program, through measuring progress and managing program inputs and outputs to achieve the highest outcome results. Monitoring and evaluation (M&E) helps those involved with projects to assess if progress is being achieved in line with expectations. Monitoring is the ongoing collection and analysis of data that informs project managers of the progress towards the achievement of established goals. Evaluation is a comprehensive appraisal that looks at the both short term and long-term impacts of a project. It exposes what worked, what did not, and what should be done differently in future projects. When planning for M&E, it is indispensable to consider whether appropriate finances and staff time can be assigned to it. It is also vital to consider stakeholder participation in design and

execution of M&E. Involving community partners is an excellent strategy for demonstrating accountability (Hettmut, 2002).

In china by the late 1900 new system of M&E systems were built in all government undertakings which there after they also went ahead to institutionalize M&E at audit level (Wong Christine (2012). The audit function is a critical component of an M&E system. The National Audit Office 2(NAO) was created by the post-transition Constitution (1982), which called for setting up audit offices at the national, provincial, municipal, and county levels. Today the national network comprises more than 3,000 audit offices with 80,000 auditors (Yang, Xiao, and Pendlebury 2008).In the provincial capital, Guangzhou, a new Performance Monitoring approach was adopted that called for ex post evaluation of spending programs (Ma and Wu 2011).

Shanghai has also effected monitoring and evaluation in budgeting with ex post evaluation of spending programs, which is called results-oriented performance budgeting. For these programs, the Finance Bureau meets with the affected departments to adjust the budgets based on evaluation results—this has led, to increasing employment subsidies for relocated residents and rural labor under the Bureau of Labor and Social Security (Zhao, Li, and Li 2011). According to the findings of a case study on Monitoring and Evaluation systems in Africa, monitoring systems that respond to political demand for reporting on performance against targets are being put in place in several African countries, for example in South Africa, the performance monitoring reporting is one quarterly. These reports are linked to the performance agreements of ministers and government departments. These outcome reports act as instruments that allow information to be discussed and reflected upon within cabinet. A significant number of African countries have a system of retreats to review the performance of the government. For instance, Uganda which holds biannual retreats. These retreats are attended by ministers and top public servants who review reports and issue recommendations (Porter, 2012).

An exploratory research on M&E systems in Africa by Dellote (2014) shows that Ghana, Kenya and Benin also have extensive reporting mechanisms in place. This is exhibited by the weight of resources allocated to M&E in these countries. These countries require government bodies to give detailed annual progress reports. Ghana operates a dual institutional mandate between Policy. Evaluation and Oversight Unit (PEOU) and the National Development

Planning Commission(NDPC) in monitoring. These reporting systems demand for evidence and accountability. However, it is important to note that although new Monitoring and Evaluation units can be created, there is need for knowledge of what constitutes high quality M&E. This knowledge enables the new to be an avenue of evidence and not a parallel system (Porter,2012).

According to Porter, monitoring is still dominant even though the demand for evidence is increasing. There are also attempts to align monitoring systems to emerging local demand. Furthermore, there is evidence of increasing demand through the implementation of government-led evaluation systems. The challenge is that the development of the Monitoring and Evaluation systems is not yet conceptualized within a reform effort to introduce a comprehensive results-based orientation to the public services of the countries. Results concepts do not yet permeate throughout the planning, budgeting and Monitoring and Evaluation systems of African cases. In addition the results-based notions that are applied in the systems appear to be generating incentives that reinforce upward accounting to the detriment of more developmental uses of Monitoring and Evaluation evidence.

2.5 Competency of the Staff and Implementation of Peace Building Projects

A core competency is the knowledge, trait, skill, motive, attitude, value or other personal characteristic important in performing a job. A core competency can be a hard skill, where technical ability is required, or a soft skill, where interpersonal skills are needed. Effective project managers must have both hard skills and soft skills (Allam et al., 2010). Soft skills are also important attributes of an effective project management. Numerous soft skills have been found to positively impact the effectiveness of successfully managing a project. For example, one study identified six “soft skill” core competencies as leadership, communications, verbal and written skills, attitude, and the ability to deal with ambiguity and change (Stevenson and Starkweather, 2015). In another study, optimism was found to have a positive effect on project outcomes by facilitating better collaboration and problem-solving (Smith, Bruyns, Evans, 2014).

Whereas competence is the ability to perform a specific task, action or function successfully, competency is rooted in knowledge but encompasses the understanding of clinical, technical, and communication skills. It also refers to solving problems through the use of clinical judgment (Muzio et.al, 2017). Competency is also described as having knowledge, skills,

personal qualities and experience (Milošević, Martinelli, & Waddell, 2017). Competencies are used to create unique standards within disciplines and specialties. This encompasses educators, learners, and practitioners. It creates an environment that fosters empowerment, accountability, and performance evaluation and the acquisition of competencies can be through talent, experience, or training (Verma, et al., 2016).

Based on the literature review and primary research project management, key core competencies required of project team toward project success have been abstracted below, with summary supporting discussion. The project manager is the leader of the team and is responsible for the overall success of the project. Therefore, it is critical to have a clear vision as well as the ability to communicate it effectively to all employees whether they are charismatic, supportive, or inspiring. The project manager creates an environment in which the team feels valued, respected, and energized to explore new ways of providing services. Strong leadership on the part of the project manager gives direction, builds morale, and inspires the project teams. There is increasing evidence that improvements in “productivity, quality, and morale” are recorded when teamwork is astutely utilized (Whetten and Cameron, 2010; Greenberg and Baron, 2008). The program manager as the leader is responsible for engaging all the team members and creating collaboration, individual commitment and accountability. Woods & King (2010) argue that successful team leaders share the following three characteristics namely; a team mission statement; a team code of conduct; and, effective team leaders Leadership is therefore a key competency in ensuring success of a project (Milošević, Martinelli, & Waddell, 2007).

Projects often require strategic visioning and planning skills to align overall project goals and benefits with the long-term goals of the organization. It therefore means that the Project Team needs to be adept at planning and organizing for results. Apart from project scheduling, developing a work breakdown structure (WBS) for the project at the summary level is critical. The WBS ensures that “that nothing is left out and no extra work is completed. It also leads to the establishment of control accounts, where cost, schedule, and scope management take place. A well-constructed WBS not only helps to get the team organized at the beginning of a project, but can help to make change management easier.

Much of the success of a project is the ability to effectively move information between resources in the project. Negotiating effectively, managing conflict wisely, and mediating

constructively are undoubtedly essential core competencies of the program team. The project team members must have the ability to effectively negotiate and use persuasion when necessary to ensure the success of the team and project. Through effective communication, project leaders support individual and team achievements by creating explicit guidelines for accomplishing results and for the career advancement of team members (Barry, 2014). It is important to build trust and respect in order to effectively build key relationships. Thus effective communication involves working to break down barriers within and across projects as well as functional departments. The “hard skills” of communication involve the process of collecting and distributing performance information, including status reports, progress measurements, and forecasts.

The project manager needs to communicate effectively, not only with the program and project teams, but also with upper level management and stakeholders. In essence, both vertical and horizontal communications are to be effectuated in a fluid and transparent manner. A successful project team should have a strong knowledge base and understanding of the organization and its business practices as well as familiarity with technologies used in the projects. project team need not only the “hard skill” of technical expertise, but also detailed cross-functional knowledge. This prevents the team from being overly influenced by functional experts who either have an agenda or are making decisions with a limited amount of information (Muzio et. Al 2016).

The project team therefore need to be technically knowledgeable or else they may risk credibility in the industry. A wider breadth of organizational knowledge compared to that of a project manager is called for. This is because projects tend to be specialized, temporary, and have a specific end result. Being the leader of the project core team, knowing a little of every aspect by the project management will be advantageous (Milosevic, Martinelli, & Waddell, 2014). More in-depth technical skills may be acquired through conferring with subject matter experts. The project team is responsible for the interpretation, implementation, and review of policies, procedures and requirements and share these amongst themselves. In addition to having the knowledge of the company’s product, services and infrastructure capabilities and key application, the project team should have the knowledge of future trends of the market. It is therefore of great essence for the project team to have the required technical expertise in order to ensure the success of projects.

2.6 Project Planning and Implementation of Peace Building Projects

The project planning phase needs to consider what will be done, how, why, and what cost. The project planning process should comprise of: the procedures to be done, the aggregate extent of action, the destinations, as well as the strategies required to accomplish those targets. (Project Management Institute, 2013). However, study done in Ethiopia by Dinka, Chala, Dawo, Bekana, and Leta (2016) showed that rural Development Projects implemented by the Islam NGOs which involved training implementers on good management of rural Development projects and offering a nucleus flock of Rhode Island Red developments did not achieve performance intended because the outcome showed poor planning as the need of the implementers was not considered. Similarly Idoro (2017) showed level of project planning to increase project delivery leading to good performance. Further Idoro (2017) asserted that the plans should have commitment of stakeholder involvement resources.

Solomon, (2015) indicated early planning, involvement, good stakeholder resource coordination and good communication to influence project performance. Ceylan, (2016) identified planning to have adequate definition of scope or specifications but argued that technical plans are important in influencing performance of projects. However, study by Lemma (2014), used a questionnaire to collect information from forty-three organizations of past executed projects and data analysis was undertaken through use of descriptive analysis and correlation. Findings by Lemma (2014) have shown a gap in the methodology where the research design and sampling method is not indicated. According to LaFond (2005), projects initiated in local communities can only be sustainable if effective stakeholder engagements strategies are put in place by organizations implementing the projects. It is also necessary for the organizations to come up with some level of local institutional building to promote stakeholder participation (Bossert, 2014). The involvement of all community leaders and agencies that are relevant enables the achievement of project sustainability.

Duncan (2015) says that unless all parties to the planning procedure have an unmistakable comprehension of what the project is required to accomplish, planning is certain to be lacking or misinformed. The target of the extension definition is to characterize the time and cost required to finish the project to the customer's fulfillment (itute, 2017). It is urgent that the project's targets be obviously attached to the general mission, objectives and methodology of the association. The project scope proclamation subsequently turns into the reason for future project choices by articulating the project limits and in addition how the

degree will be overseen all through the project execution. As indicated by Project Management Institute (2017), it is fundamental to do resource planning which is the way toward deciding the general population, gear, materials and different assets that are required, and in what amounts with a specific end goal to perform project exercises and enhance the utilization of sustainable assets all through the project cycle. These assets are then assessed and the exercises planned for subject to the project budgetary planning cycle or financing limits for the specific time frames. These exercises are then booked over the planning time frame by the project group in discussion with the recipients (Schwartz, 2012).

Planning, when done effectively has been known to lead to success of projects using all the parameters of time, cost and quality. Their review provided planning as plausible explanation for the success of development projects –that they are able to meet set targets due to effective planning. An important characteristic of effective planning is listening and considering the views and requirements of beneficiaries during the planning process. Where there is no input from local stakeholders and beneficiaries or their perspectives and experiences from other projects are not sought during the planning stage, they may tend to see the project as having been imposed on them and not meeting their immediate needs. Planning when comprehensively done and clearly thought through sets up a project for success from the start. It is imperative that stakeholders are brought on board from the initial planning stages and always be in the know as to which direction the project is going. Planning helps teams achieve targets, deadlines and stay organized and focused on the goal.

2.7 Theoretical Framework

This section discusses the theoretical foundation on which the study is anchored. The study will be grounded on the system and stakeholder theory.

2.7.1 Systems Theory

The system theory was developed by biologist Ludwig Von Bertalanffy. According to John (1983) he referred to a system as a group of entities that interact. System theory majorly deals with both problems and relationships of structures, and of inter-dependence, rather than with the constant attributes of object. This theory can be related to individuals in the Non-governmental organizations and how they work with each other to implement projects. The systems theory basically sees an organization as social system which consist individuals working together to perform task given to them under formal framework. This theory is based

on the view that project managers in the NGOs should focus on the role played by each part of an organization; rather than dealing separately with the parts. According to Koontz, (2001) the systems theory maintains that an organization does not exist in a vacuum. It does not only depend on its environment but it is also part of a larger system such as the society or the economic system to which it belongs. The systems approach is concerned with both interpersonal and group behavioral aspects leading to a system of cooperation. This theory is based on the view that managers in the NGO's should focus on the role played by all parts of an organization rather than dealing separately with the parts.

2.7.2 Stakeholder Theory

This study was based on stakeholders' theory whose proponent is Freeman (1984). The theory posits that corporations have stakeholders who benefit or are negatively affected by their actions. Traditionally, a stakeholder is someone or an entity that is likely to affect or be affected by the activities, success or failure of an initiative such as a project (Agle et al., 2017). An organisation is just a grouping of all sorts of stakeholders and the main purpose of an organisation is to manage the stakeholders' interests at all cost. Wilcox (2003) identified five interconnected levels of community participation as a further amendment of Arnstein's (1969) ladder. Wilcox's (2003) theoretical framework indicates that the individual controlling process of decision-making is vital for consideration during the initiation of participation. Wilcox (2003) further asserts that various levels of participation are considered appropriate in different circumstances. As such, Wilcox (2003) altered the rungs of Arnstein to provide organizations and other practitioners with an alternative way to examine the degree to which they are prepared to involve members of community in various processes within the organization. The new model proposes a five-rung ladder of participation which include; Information sharing-this involved sharing information about the planned activities.

The stakeholder theory examines the existing relationships between an organisation and its stakeholders, both internal and external (Agle et al., 2017). It also focuses on the effect of the formed relationships on the organisation's performance (Filippone, 2015). According to the theory, organisations are required to articulate the shared sense of the value they have created and highlight what brings their important stakeholders together. They also need to know how they want their businesses to run and the kind of relationship they wish to hold (Freeman, 2015:4). According to stakeholder theory, organisations that relate well and manage its stakeholders live longer as compared to the ones that do not (Freeman, 2015). Hill and Jones

(2015) stated that stakeholder theory can be used to buy in the community trust in a project. The same view is supported by Walumbao, (2011) who established that Stakeholder theory provide principles in which community interests as a stakeholder are identified, analysed and can be fulfilled.

The theory puts significant relationship between stakeholders and the top management staff. In specific, the managers should understand that stakeholders affect the success of projects (Moldogaziev&Resh, 2016).The relationship with the top management determines the stakeholders participation.Bridoux and Stoelhorst (2014) outline four basic premises of stakeholder theory. First,a project has relationships with stakeholders who are influenced by the decision it makes.Secondly, the theory's concern is on the relationship's nature in terms of the outcomes and processes of its stakeholder. Thirdly, the intrinsic value of all stakeholders, and not one interests group is assumed to rule over the others. Lastly, this theory places its focus on the decisions made by the management.In peace buidling projects, stakeholder's involvement is important in the process of planning and implementation and in order to inform and engage the stakeholders.Involvement of stakeholders'directly affected by planning proposals should begin in the initial planning stages and a communication strategy is necessary.

2.8 Conceptual Framework

A conceptual framework explains the broad concepts and values from applicable fields of enquiry to build a succeeding arrangement of literature (Dunn, 2010).Conceptual frameworks are used to explain how the explanatory variables affect the explained variable. The focus of the study is to explore the institutional factors that influence implementation of peace building projects in Turkana County, taking into consideration the relationship between the dependent and independent variables.

Independent Variables

Moderating Variable

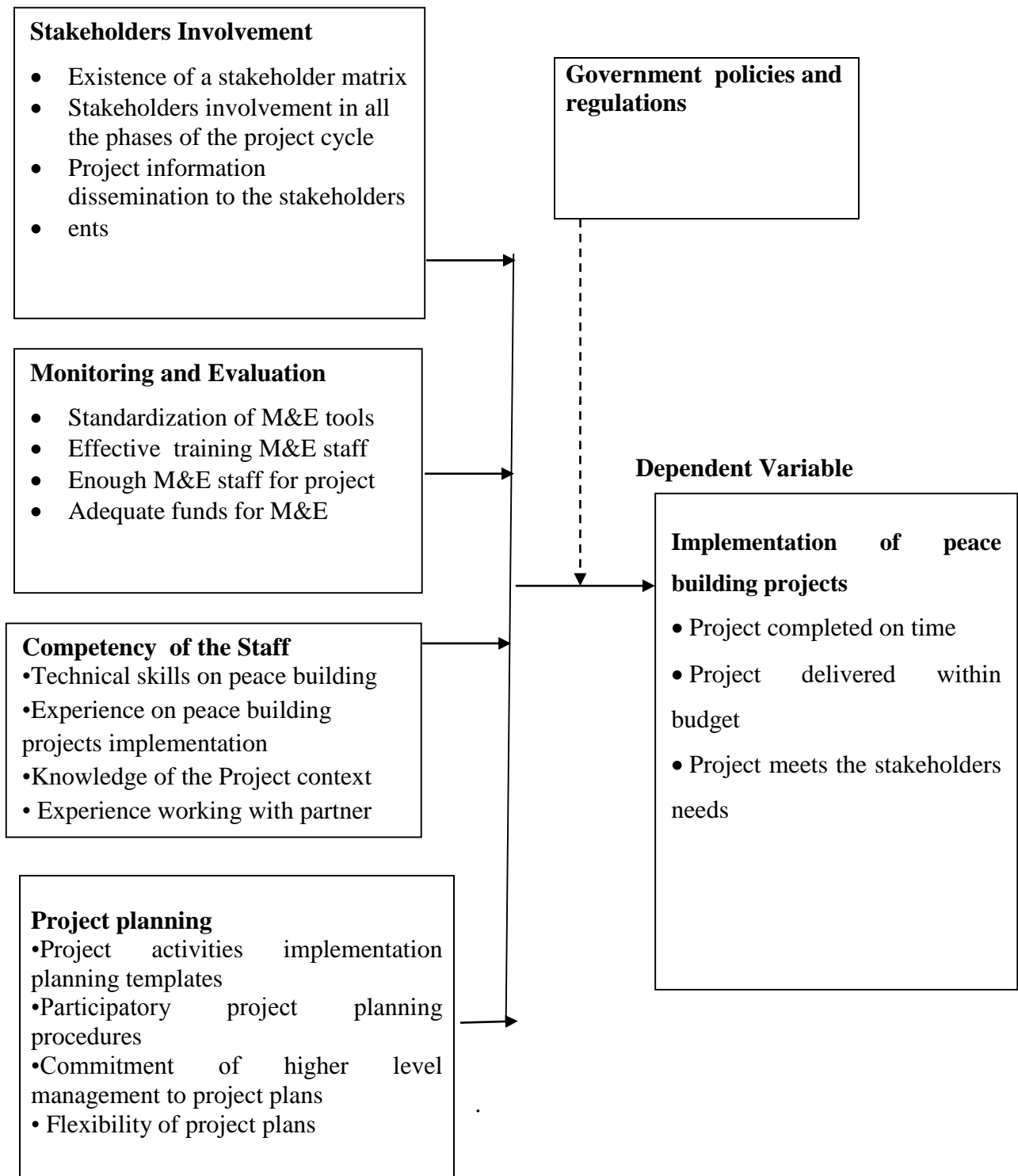


Figure 1: Conceptual Framework

2.9 Knowledge Gaps in Literature Reviewed

NGOs in Turkana have been perceived to play role in conflict resolution and peaces building through their effort to build inter communal links, to facilitate reconciliation and address the causes of conflicts and continuing the peace building processes. Effort to bring peace and reconciliation output has never been thoroughly assessed openly these pauses a big challenge to the NGOs activities on peace building and conflict resolution. Members of the community suggest that the work of NGOs on peace building and conflict resolution is to ensure that there is peace in the community. NGOs do not address the root cause of conflict, instead they are alleged to be doing paper work for donor funding for their interest as the society suffer in the reoccurrences of these protracted conflict. There are no studies done on the institutional factors that influence implementation of peace building projects in Turkana County, Kenya.. This study will therefore focuss on how stakeholder involvement, monitoring and evaluation, project planning and competency of staff influence implementation of peace building projects in Turkana County, Kenya.

Even though studies have been done on and around peace building activities, from literature reviewed, the researcher found no specific investigation on the four factors which the research intends to study and establish their contribution to implementation of peace building projects. In addition, most studies had not looked into specific factors that influence implementation of peace building projects in Turkana. Therefore, there is a gap to be studied on institutional factors that influence implementation of peace building projects in Turkana County, Kenya.

Table 2.1: Summary of Literature Review

Variable	Author & year	Research Findings	Research Gaps
Implementation of peacebuilding projects	Herman, (1997) Gutlove&Thompson(2003)	Traumatized individuals are disempowered and disconnected from community and that no person is immune to traumatic events once these are severe. They all concur that giving safe space to the victims to open up and talk about the events reduces their traumatic experiences	Did not consider the institutional factors in peacebuilding projects. Did not adopt quantitative approach
Stakeholder Involvement	Friedmanand Miles (2016).	Stakeholder relationship management is important if the project is to take off properly and implementation be smooth as it is the relationship between the project and government, project and community, project and donors,project and other	The author identified that stakeholder relationship management is important if the project is to take off properly. However, failed to identify the key stakeholders in Peacebuilding projects
Monitoring and Evaluation	Diallo, A., &Thuillier, D. (2004)	The study considered management commitment in line with monitoring and evaluation techniques for implementation f a project.	Did not consider staff in line with monitoring and evaluation practices for implementation of peace building projects
Project planning	Helmick et al, (2002) McCandless, (2012)	The study discovered that Stakeholder Participation in project identification, project planning and project implementation positively and significantly affects performance of projects Peace dividends projects can contribute to reconciliation if they are tangible and the process and nexus to peacebuilding contribution is made clear to the communities	The study never focused on community members on project planning Did not investigate the aspect institutional factors of peacebuilding projects. Did not collect primary data in a quantitative approach through survey design
Competency of Staff	Obaidullah Hakeem Khan, (2014).	Soft skills is an important attribute of an effective project management. Communication is critical to overcome resistance to Six Sigma and maintain enthusiasm for quality initiatives within the organization.	The study never focused on technical skills for project managers. Did not collect primary data

2.12 Summary of the Literature Review

A number of scholars have revealed that NGOs in Turkana have been perceived to play a role in conflict resolution and peace building through their effort to build inter communal links, to facilitate reconciliation and address the causes of conflicts and continuing the peace building processes. Effort to bring peace and reconciliation output has never been thoroughly assessed. Openly, these pose a big challenge to the NGOs activities on peace building and conflict resolution. Members of the community suggest that the work of NGOs on peace building and conflict resolution is to ensure that there is peace in the community. NGOs do not address the root cause of conflict, instead they are alleged to be doing paper work for donor funding for their interest as the society suffers in the reoccurrences of these protracted conflicts. There are no studies done on the institutional factors that influence implementation of peace building projects in Turkana County Kenya, a clear case of gaps has shown on the best way to proceed. This study therefore focuses on the contribution of stakeholder involvement, monitoring and evaluation, project planning and competency of staff influence implementation of peace building projects in Turkana County, Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter includes the research methodology which is used in conducting the study. Research methodology encompasses research design, target populations to the study, sample and sampling procedure to be employed. In addition it provides the procedure that was followed in collecting data in support with the data collection instruments. The section further indicates how the data was analysed to obtain findings, ethical consideration and operationalization of the study variables.

3.2 Research Design

The study used descriptive survey design. The researcher chose the descriptive survey design because it enhances the understanding and evaluation of complex issues. Moreover, a descriptive design makes it possible for the researcher to undertake a robust and in-depth research with a view of realizing a holistic examination and explanation of phenomenon (Flick, 2015). The descriptive research design is applicable to this study because; When very little is known about a topic a descriptive design is best suited because it helps gather information into details by investigating how, where, who, what and when aspects of the study. In descriptive research, the research variable is examined as it exists without investigator interference (Kothari, 2017).

3.3 Target Population

The study targeted a total population of 72 members of staff in the 18 NGOs implementing peace building projects in Turkana county. From each NGO, the researcher picked four staff members who included project managers or officers, monitoring and evaluation leads, communication manager/ officer and any other category of staff involved in implementing the peace building projects.

3.4 Sample Size and Sampling Procedures.

A sample is a group in the research study on which information is obtained while sampling is the process of selecting these individuals. This section describes the sample size and the sampling procedures used in the study.

3.4.1 Sample Size

The sample size is the sampling structure which is well-defined as the comprehensive listing of all representatives of the overall populace as stated by Saunders & Lewis (2012). A sample size of 60 respondents was used in the study. This sample size was obtained from Krejcie and Morgan (1970) table for a population size of 72 individuals. This sample was purposively selected based on the involvement of the respondents in the implementation of peace building projects in their organizations. The sample size for the 60 respondents are shown below on table 3.2

Table 3.1: Study Sample

	Job Title	No of Employees	Sample
1	Project Managers	15	13
2	Monitoring and Evaluation leads	18	16
3	Communication Manager	15	11
4	Administration Officer	24	20
	Total	72	60

3.4.2 Sampling procedure

The method of choosing a specified quantity of subjects from a definite population to represent that population is referred to as sampling (Orodho and Kombo, 2003). The study used purposive sample of 60 individuals was drawn from the 18 peace building NGOs to capture responses from the targeted project team staff.

3.5 Data Collection Instruments

Researcher collected data using of research questionnaires. The questionnaire utilized had six sections. Section A of the questionnaire had questions on the demographic characteristics of respondents, section B on stakeholder involvement, section C on monitoring and evaluation, section D on competency of project staff, section E on project planning and Section F had questions on the dependent variable; implementation of peace building projects. Sections B to F of the questionnaire had a five-point Likert scale rating indicated thus: (1) Strongly disagree (2) Disagree (3) Neither agree nor disagree (4) Agree (5) Strongly agree. The same sections each had four factual questions, two at the beginning of the Likert-scale questions and two at the end. The four questions were close-ended.

3.5.1 Pilot Testing of Instruments

Initial testing of the instrument was done with project staff from two separate peace building NGOs in Turkana county to ensure that they understood the questions. The subjects of the pilot test were encouraged to give suggestions concerning the instructions, clarity of the questions, sensitivity of the questions and the general flow of the questionnaire. The pretest was done with eight respondents who constituted 13% of the sample size which is within the range of 10% to 20% of the sample size as recommended by Baker (1994). The twelve respondents were not included in the final survey. After the filled pilot questionnaires were received together with the suggestions and comments by the respondents, the questionnaire was reviewed to find out the understanding and suitability of the wordings used, the arrangement of the questions and the time taken to fill each questionnaire. The study of the completed pilot questionnaires gave an indication of the reliability of the instrument through the responses received on how the institutional factors under study influence implementation of peace building projects.

3.5.2 Validity of the Research Instrument

Construct and content validity was determined through review of the questionnaire by colleagues who are experts and practitioners in peacebuilding work to ensure sufficient coverage of specific aims of the study. The validity of the instrument is concerned with the instrument measuring only what it sets out to measure and nothing else. Ensuring that the questions were easily comprehensible, clear and used simple words familiar to all the respondents and that they conveyed only one thought at a time contributed to instrument validity (Kothari, 2004). Construct validity was appropriate for the study as it sought to obtain new knowledge on the influence of the independent variables on implementation of peace building projects.

3.5.3 Reliability of Research Instruments

Reliability may be defined as measurement of how consistent a result from a test retest is (Radu, 2015). In order to enhance the reliability of the instruments, test retest technique for the questionnaire was done. Eight peace building project team members from two separate NGOs were used for reliability testing. The questionnaires were administered to them and the responses then scored. The same questionnaires were administered to the individuals after a period of two weeks keeping all initial conditions constant. The responses were then scored again. The scores from both testing periods were then correlated to get the coefficient of stability using the Pearson's Product Moment. A coefficient of stability of 0.92 was obtained.

The instrument was therefore reliable since the correlation was above 0.8 which is considered the threshold of a reliable instrument when the number of questions are greater than eight (Monette, Sullivan, & DeJong, 2005).

3.6 Data Collection Procedure

The researcher obtain authorization letter from National Commission for Science, Technology and Innovation then also obtained a research permit from County Government of Turkana, booked appointments with the NGOs and set dates, as well as the time when conducting the interviews would start. The main instrument that was utilized in gathering of primary data was questionnaire. Data will be collected through a researcher administered questionnaire with research assistants hired to facilitate collection of data. Before on boarding the research assistants, a briefing on the procedures of administration of questionnaire, recording data and ethical concerns was done.

3.7 Data Analysis Techniques

Following data collection, the researcher was to scrutinize all questionnaires for completeness, accuracy as well as the conformity. The next step was coding of the information and categorizing of the responses into meaningful groups to elicit the essential pattern. A codebook comprising of all the variables drawn from the both the research questions and objectives as demonstrated in the questionnaire were done. The coding give values representative of the subject's responses and these will then be entered into a computer. The tool for use in analysing SPSS version 22 software. The analysis was then be done by the use of both descriptive and inferential statistical methods. It included tables, percentages and other measures of central tendency like mean, frequency and standard deviation. The research hypothesis was undertaken at 99% confidence level using t-test. If the obtained p value is below or equivalent to α ($\alpha=0.01$), the null hypothesis will be rejected. Spearman correlation analysis was used to predict existing relationship between the variables in the study.

3.8 Ethical Considerations

Data collected during the study was treated with the confidentiality expected of such an undertaking. The respondents were voluntarily employed in the study and were free to quit the study at any moment if they so wish to. Revealing information by employees to a third party exposed the organization to litigation and hence ethical concerns was critical

because the respondents sometimes be skeptical in the disclosure of information. The confidentiality of the information collected from interviewees preserved by ensuring that their names and other information that could reveal their identities will not be revealed in the data collected.

The respondents were made to recognize the importance of being involved in the interview. To avoid imposing the interviews on respondents, they were according the option of not participating if the interview influenced them in any way or if for some reasons there will be not at ease in taking part in the study. The researcher trained the enumerators. Where respondents are not reachable, due to distance, the researcher used telephone interviews.

3.9 Operationalization of the Study Variables

The variables selected for the study was operationalised as stated in the table 3.3

Table 3. 2: Operationalization of Study Variables

Objective	Type of variable	Indicators	Measurement Scale	Method of data collection	Data collection tools	Data analysis technique
To determine the extent to which stakeholder involvement influence implementation of peace building projects in Turkana County, Kenya.	Stakeholder involvement	<ul style="list-style-type: none"> • Existence of a stakeholder matrix • Stakeholders involvement in all the phases of the project cycle • Project information dissemination to the stakeholders 	Ordinal	Administering questionnaire	Questionnaire	Percentages Mean Scores Spearman rank Correlation
To assess how monitoring and evaluation influence implementation of peace building projects in Turkana county, Kenya.	Monitoring and evaluation	<ul style="list-style-type: none"> • Standardization of M&E tools • Well trained M&E staff • Enough M&E staff for project • Adequate funds for M&E 	Ordinal	Administering questionnaire	Questionnaire	Percentages Mean Scores Spearman rank Correlation
To establish how competency of the Team influence implementation of peace building projects in Turkana County, Kenya.	Competency of the Staff	<ul style="list-style-type: none"> • Technical skills on peace building • Experience on peace building projects implementation • Knowledge of the Project context • Experience working with partner organizations 	Ordinal	Administering questionnaire	Questionnaire	Percentages Mean Scores Spearman Rank Correlation
To examine how project planning influence implementation of peace building projects in Turkana County, Kenya.	Project planning	<p>Project activities implementation planning templates</p> <ul style="list-style-type: none"> • Participatory project planning procedures • Commitment of higher level management to project plans • Flexibility of project plans 	Ordinal	Administering questionnaire	Questionnaire	Percentages Mean Scores Spearman rank Correlation
	Implementation of peace building projects	<ul style="list-style-type: none"> • Project completed ontime • Project delivered within budget • Project meets the stakeholders needs 	Ordinal	Administering questionnaire	Questionnaire	Percentages Mean Scores Spearman rank correlation

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter discusses the empirical findings and results of the application of the variables using various techniques mentioned in the previous chapter. The research study used various statistical tools for data analysis of the variables that influence implementation of peace buildings projects in Turkana. These statistical analysis tools included Cronbachs alpha and spearman correlation analysis.

4.2 Questionnaire Return Rate

From the data collected, out of the 60 questionnaire administered 53 were fully completed and returned, which represents 88.3% response rate. The response rate of 88.35 is excellent for the above study. This response rate is excellent and representative of the target population as noted by Mugenda and Mugenda (2003) who posits that a response rate above 70% is excellent while a rate of 60% is good and 50% is adequate for analysis and reporting.

Table 4. 1: Distribution of Questionnaire

Response Rate	Frequency	Percentage
Returned	53	88.8
Not Returned	7	11.2
Total	60	100

4.3 Demographic Characteristics of the Respondents

The research study sought to establish the demographic data of the respondents through the analysis of demographic data obtained from the respondents. These data include, job title, the gender, education, position and experience of the respondents.

4.3.1 Respondent's Distribution of Designated Roles

The Respondents were requested to fill in their designated role in the organization. The results are as summarized in table 4.2

Table 4. 2:Distribution of Designated Roles

Designated role	Frequency	Percentage
Project Manager/Officer	16	30.2
Monitoring And Evaluation	15	28.3
Communications Manager/ Officer	14	26.4
Administration Officer	8	15.1
Total	53	100.0

From Table 4.2, Project managers formed the bulk of respondents at 30.2%.followed by monitoring and evaluation officerat 28.3%,communication officer was at 26.4% and lastly administration officer at 15.1%.The project managers and monitoring and evaluation officers are mostly involved in first hand day-to-day implementation of peace building projects in the department, indicating that their responses would be credible. Project Managers,monitoring and evaluation and communication officer responses added insight and perspective to the study.

4.3.2 Respondent’s Years of Experience

The duration of the years worked was important in finding out whether the respondents have had adequate interaction with Peacebuilding projects in NGOs.

Table 4.3 :Respondent’s Number of Years Worked

Years	Frequency	Percent
Below 3 years	15	28.3
4-6 years	27	50.9
7-10 years	11	20.8
Total	53	100.0

From Table 4.3, it can be deduced that majority of the respondents, 50.9%, having been with the organization for between 4-6 years,followed by 28.3% of employee who have worked less than 3 years and lastly, employees who have worked between 7-10 years at 20.8%.This shows that 71.7% of the respondents had worked with Peace building NGOs for more than four years and above hence were knowledgeable about the NGOs program making them to have reliable and accurate information on the subject under study.

4.3.3 Gender of the Respondent

The respondents were requested to indicate their gender. Their responses were as shown in Table 4.4

Table 4. 4: Gender of the Respondent

Gender	Frequency	Percentage
Male	31	58.5
Female	22	41.5
Total	53	100.0

From Table 4.4, showed that majority of the respondents were male as shown by 58.5% while the rest were female as shown by 41.5%. It was found out that the gender ratio was almost the same although the Peacebuilding NGOs is dominated by male compared to female. This shows that the researcher considered all respondents irrespective of the gender to obtain reliable information concerning the subject under study.

4.3.4 Highest Level of Education

The respondents were asked to indicate their highest level of education. Their responses were presented in Table 4.5.

Table 4.5: Respondents Academic Qualifications

Academic Qualifications	Frequency	Percent
Diploma	1	1.9
Degree	34	64.2
Post Graduate Degree	18	34.0
Total	53	100.0

From Table 4.5, the study found that 64.2% of the respondents had a degree and post graduate degree holders were 34%. Further among the respondents there were those who had diploma at 1.9%. This represents a pool of learnt respondents who could comprehend and give reliable information about the subject under study. It also shows that most of the respondents had enough qualifications to be in management of the peacebuilding NGOs. This also indicates that majority of the employees therefore appreciated to essence of the research instrument and likely provided credible information.

4.4 Descriptive Statistics on Stakeholders Involvement

The respondents were asked to indicate the extent to which stakeholders involvement assessment matrix is done. Their collective responses were presented in Table 4.6.

Table 4.6: Assessment of Stakeholder Matrix

	Frequency	Percent
Yes	38	71.7
No	15	28.3
Total	53	100.0

From Table 4.6, the respondents indicated that most of their peace building projects have stakeholder engagement matrix at (71.7%) while (28.3%) do not do stakeholder assessment matrix. The stakeholder matrix assist project managers to identifying stakeholder and their needs, assessing stakeholder impacts and their relationship on the project. NGOs come up with stakeholder matrix to assist peacebuilding projects to actively engage stakeholders.

On the other hand, the respondents were asked to indicate if there organization has communication plan. Their collective responses were presented in Table 4.7

Table 4. 7:Communication Plan

	Frequency	Percent
Yes	38	71.7
No	14	26.4
5.00	1	1.9
Total	53	100.0

From Table 4.7, the respondents indicated that most of their peace building projects have Communication Plan at (71.7%) while (26.4%) do not have communicatin plan. The communication plan assist the staff to communicate with stakeholders effectively in every decision that is made.

Further, the study sought to determine the overall response from the respondent on all the questions on stakeholder involvement. Table 4.8 shows the results.

Table 4. 8: Stakeholder Involvement

	Strongly disagree Disagree	Neither disagree Agree	Strongly agree	N	Mean	S.D		
Our Project is well known in the areas we work	8	9	1	24	11	53	3.39	1.39
Beneficiaries are given a chance to contribute their own ideas to peace building	4	12	3	22	12	53	3.49	1.28
The project activity decisions, recommendations and successes (e.g. peace agreements) are highly disseminated in the community	1	14	5	15	18	53	3.66	1.25
Too much stakeholder involvement could lead to undue influence on the execution of project activities	12	4	3	22	12	53	3.57	1.29
Our project recognizes and actively works with the other stakeholders such as other CSOs, local government and other NGOs	1	14	5	15	18	53	3.56	1.24
Coordinating and working with other peace building projects in Turkana county is challenging	4	6	9	21	13	53	3.58	1.35
Our project has spoilers of peace such as seers and community warriors as beneficiaries	2	12	6	10	23	53	3.75	1.32
Our project actively engages women in peace building activities as beneficiaries	4	11	19	16	3	53	3.60	1.29
Our project activities actively engages youth in its activities as beneficiaries	4	13	1	15	20	53	3.60	1.34
Our project makes deliberate efforts to bring together all sections of communities in its activities i.e men, women, youth and people with disabilities	4	13	1	20	15	53	3.54	1.33

From Table 4.8, the respondents indicated that project have spoilers of peace such as seers and community warriors as beneficiaries with a mean of 3.75 and S.D of 1.33. The project activity decisions, recommendations and successes with mean of 3.66 and mode of 5.00. Both project actively engages women in peace building activities as beneficiaries and project activities actively engages youth in its activities as beneficiaries had a mean of 3.60 and S.D of 1.32. Coordinating and working with other peace building projects in Turkana county is challenging with mean of 3.58 and S.D of 1.35.. Too much stakeholder involvement could lead to undue influence on the execution of project activities with a mean of 3.57 and S.D of 1.29. ,On the other hand, project recognizes and actively works with the other stakeholders such as other CSOs, local government and other NGOs a mean of 3.57 and S.D of 1.35.. project makes deliberate efforts to bring together all sections of communities in its activities i.e men, women, youth and people with disabilities with a mean of 3.55 and S.D of 1.34. Beneficiaries are given a chance to contribute their own ideas on peace building. With mean of 3.49 and S.D of 1.28. Lastly, Beneficiaries are given a chance to contribute their own ideas on peace building with a mean of 3.44 and mode of 4.00. This implies that NGOs recognizes and actively works with the other stakeholders such as other CSOs, local government and other NGOs so that am project is implemented effectively. For any success of a project stakeholder need to be involved. The findings is supported by Edwards and Hulme (2014) found out that stakeholder engagement in the rural communities should be involved in any project so as to be successful.

It was found out that 86,8% of the NGOs have complaints and feedback mechanism such as a suggestion box, while 13.2% do not have. Similarly, 64.2% of the NGOs have not organized any reflection meetings involving the project staff and beneficiaries while 35.8 have organized reflection meetings.

4.5 Descriptive Statistics on Monitoring and Evaluation

The respondents were asked to indicate if there firm has monitoring and evaluation unit. Their collective responses were presented in Table 4.9.

Table 4.9: Monitoring and Evaluation Unit

	Frequency	Percentage
Yes	34	64.2
No	19	35.8
Total	53	100.0

From Table 4.9, the respondents indicated that most of NGOs have monitoring and evaluation unit at (64.2%) while (35.8%) do not do monitoring and evaluation unit. This ensures that monitoring checks whether the project is on the right track or if it has taken the wrong turn. NGOs have M&E unit which assist to come up with techniques and procedures that are standardized.

On the other hand, the respondents were asked to indicate if there organization uses digital data gathering techniques for instance android phones. Their collective responses were presented in Table 4.10.

Table 4.10: Digital Data Gathering Technique

	Frequency	Percentage
Yes	47	88.7
No	6	11.3
Total	53	100.0

From the findings, the respondents indicated that most of their peace building projects uses digital data gathering techniques at (88.7%) while (11.3%) do not do use. NGOs uses data that is gathered from the victim of who have undergone through conflict. This implies that NGOs are adopting the technology in the 21st century.

The study sought to determine the overall response from the respondent on all the questions on monitoring and evaluation. Table 4.11 shows the results.

Table 4.11: Descriptive Statistics for Monitoring and Evaluation

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	N	Mean	S.D
The concept of M&E is well known in the organization.	6	13	0	18	16	53	3.47	1.44
M&E tools, techniques, and procedures are standardized.	13	21	0	7	10	53	3.54	1.39
Information and analysis are fed back to the project for planning	4	9	6	27	13	53	3.54	1.36
A functional management information system is available (both manual and computerized)	2	12	6	10	23	53	3.56	1.46
There are specific people assigned M&E roles in the project	4	11	19	16	3	53	3.56	1.39
There are adequate financial resources allocated to M&E functions.	4	13	1	15	20	53	3.60	1.39
There are enough M&E staff for project monitoring and evaluation process.	4	11	19	16	3	53	3.47	1.47
The project staff are regularly offered refresher training on M&E	4	13	1	15	20	53	3.33	1.45
Regular data quality checks are done on the project data	2	12	6	10	23	53	3.45	1.52
All the project activities are monitored to ensure quality	4	6	9	6	28	53	3.47	1.46

From Table 4.11, the respondents revealed that there are adequate financial resource allocated to M&E functions with a mean of 3.53 and S.D of 1.37. Similarly, a functional management information system is available with a mean of 3.57 and S.D of 1.47. On the other hand, there are specific people assigned M&E roles in the project with a mean of 3.57 and S.D of 1.47. Both M&E tools, techniques, and procedures are standardized and information and analysis are

fed back to the project for planning had a mean of 3.55 and S.D of 1.38. There are enough M&E staff for project monitoring and evaluation process with a mean of mean of 3.47 and S.D of 1.43. Regular data quality checks are done on the project data had a mean of 3.45 and S.D of 1.43. Lastly, the project staff are regularly offered refresher training on M&E with a mean of 3.34 and S.D of 1.48. The findings are consistent to Margo louis, & Salafsky, (2010) who found out that for the success of any project there should be adequate financial resources allocated to M&E functions.

The study also revealed that 75% of the respondents have received a certification in M&E will 25% do not have certification. This imply that most staff are well educated and have a lot of knowledge on M&E on the other hand, 86.8% of the NGOs have digital M&E files storage platform and 13.2% do not have digital storage. This imply that NGOs are coping up with technology by having cloud computing to store there data files.

4.6 Descriptive Statistics on Competency of the Project Staff

The respondents were asked to indicate if there is anybody from Turkana as member of project team. Their collective responses were presented in Table 4.12.

Table 4.12: Project Team

	Frequency	Percent
Yes	52	98.1
No	1	1.9
Total	53	100.0

From Table 4.12, the respondents indicated that most of the Turkana community are in the project team at (98.1%) while (1.9%) are not in project team. This impls that for a project to be successful it depends with the competency of the staff who implement the project.

On the other hand, the respondents were asked to indicate if there organization has written staff appraisal guideline. Their collective responses were presented in Table 4.13

Table 4.13: Staff Appraisal Guideline

	Frequency	Percent
Yes	42	79.2
No	11	20.8
Total	53	100.0

From the Table 4.13, the respondents indicated that most of the NGOs have staff appraisal guideline at (79.2%) while (20.8%) do not have staff appraisal guideline. NGOs do staff appraisal to gauge their performance and how effective employees are in the organization.

The study sought to determine the overall response from the respondent on all the questions on competency of the project staff. Table 4.14 shows the results.

Table 4.14: Descriptive Statistics on Competency of Staff

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	N	Mean	S.D
All employees in the project team are trained on peace building	7	11	0	21	14	53	3.45	1.42
All employees in the project team have at least one year of experience in peace-building projects implementation	4	14	1	18	16	53	3.53	1.37
All employees in the project team are fluent in Turkana dialect	7	12	0	16	17	53	3.45	1.46
All employees in the project team have knowledge of the Turkana county context	8	11	0	19	15	53	3.41	1.47
All employees in the project team has undergone on-job training on peace building in this project	8	11	0	21	13	53	3.38	1.44
All the employees in the project team have worked in a conflict afflicted area before	7	11	1	20	14	53	3.47	1.43
All employees in the project team have experience working with partner organizations	6	10	1	21	15	53	3.41	1.39
all the employees in the project team have experience in developing peace building projects technical proposals	10	14	0	21	8	53	3.43	1.42
All employees in the project team can write standard reports that meet different stakeholder needs such as the donor	8	11	0	21	13	53	3.53	1.38
All employees in the organization have experience working in donor-funded projects	7	11	1	20	14	53	3.51	.973

From Table 4.14. All employees in the project team can write standard reports that meet different stakeholder needs such as the donor with mean of 3.55 and S.D of 1.38. All employees in the project team have at least one year of experience in peace-building projects implementation with mean of 3.53 and S.D of 1.37. All employees in the organization have experience working in donor-funded projects with a mean of 3.51 and S.D of 0.97. The employees in the project team have worked in a conflict afflicted area before with a mean of 3.47 and S.D of 1.43. All employees in the project team are fluent in Turkana dialect with a mean of 3.45 and S.D of 1.46. On the other hand, All employees in the project team have knowledge of the Turkana county context and All employees in the project team have experience working with partner organizations had a mean of 3.42 and S.D of 1.47. Lastly, All employees in the project team has undergone on-job training on peace building in this project with a mean of 3.38 and S.D of 1.37. NGOs in Turkana consider hiring competent staff so that to create an environment in which the team feels valued, respected and energized to explore new ways of providing services. The findings agree with Verma, et al., (2016) who found out that when employees are well trained it creates an environment that nurture talents of employees and increase the output.

On the other hand, the NGOs that do staff performance appraisal at least annually was at 67.9% while 32.1 do not do appraisal. So that to gauge the output of employees on the peacebuilding projects. Similarly, 64,2% of the NGOs have a peace building professional while 35.8% do not have peace building professional. NGOs hire professionals who understand the peacebuilding field resulting into high output.

4.8 Descriptive Statistics on Project Planning

The respondents were asked to indicate the extent to which there NGOs have written implementation planning template. Their collective responses were presented in Table 4.15

Table 4.15: Implementation Planning Template

	Frequency	Percent
Yes	35	66.0
No	18	34.0
Total	53	100.0

From the Table 4.15, the respondents indicated that most of their peace building projects have implementation planning activity template at (66%) while (34%) of the NGOs do not have. Most NGOs have implementation template so that the peacebuilding projects are properly timed to achieve the project objectives. On the other hand, the respondents were asked to indicate the people involved in project planning. Their collective responses were presented in Table 4.16.

Table 4.16: Persons Involved in Project Planning

	Frequency	Percent
The whole project staff	17	32.1
Some members of the project staff	27	50.9
Project beneficiaries	7	13.2
The project sponsor	2	3.8
Total	53	100.0

From the Table 4.16, 50.9% of the respondents indicated that some members of the project are involved in implementation planning, the whole project staff 32.1%, project beneficiaries was 13.2% and lastly 3.8% was the project sponsor. The project staff are involved in project planning so that to translate the objective of the project into specific output of the project.

Further, the study sought to determine the overall response from the respondent on all the questions on project planning. Table 4.17 shows the results.

Table 4.17: Project Planning

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	N	Mean	S.D
Enough time is allocated to the project activity implementation planning	6	13	0	20	14	53	3.45	1.38
Enough time is allocated to the project activity implementation planning	6	13	0	20	14	53	3.45	1.38
Our project planning processes involves all project stakeholders	7	12	0	22	12	23	3.43	1.41
Our project's plans are linked to the county government's priorities for the area	2	10	7	21	13	52	3.44	1.34
Project plans are frequently adjusted to meet the challenges faced along the way.	15	4	0	18	16	53	3.53	1.21
Our project plans are easy to understand by all stakeholders	9	10	0	19	15	53	3.45	1.41
Our project plans are properly timed to achieve the project objectives	3	12	4	20	14	53	3,45	1.42
Our project plans receive the organization's top management support	6	11	2	18	16	53	3.49	1.44
Our project planning processes are cost effective	12	7	0	14	20	53	3.45	1.53
Risk management planning forms an important part of our project plans	5	14	0	14	20	53	3.41	1.47
Our project plans are frequently evaluated	8	10	1	19	15	53	3.47	1.51

From Table 4.17, project plans are frequently adjusted to meet the challenges faced along the way with mean of 3.53 and S.D of 1.53. Our project plans receive the organization's top management support with a mean of 3.49 and S.D of 1.44. Our project plans receive the organization's top management support with mean of 3.47 and S.D of 1.51. Enough time is

allocated to the project activity implementation planning, our project planning processes are cost, Our project plans are properly timed to achieve the project objectives and lastly project planning processes are cost effective had a mean of 3.45 and S.D of 1.53. Our project's plans are linked to the county government's priorities for the area with a mean of 3.44 and S.D of 1.34. Our project planning processes involves all project stakeholders with a mean of 3.43 and S.D of 1.41. On the other hand, risk management planning forms an important part of our project plans with a mean of 3.41 and S.D of 1.47. This implies that NGOs do project planning so that it helps teams achieve targets, deadlines and stay organized and focused on the goal. For NGOs to have proper project planning it needs to be supported by the top managers. This is supported by Duncan (2015) argue that unless all parties to the planning procedure have an unmistakable comprehension of what the project is required to accomplish, planning is certain to be lacking or misinformed.

On the other hand, 62.3% of the NGOs have written risk register with 37.7% do not have written risk register. It is important for NGOs have written register so that the risk that they may encounter during project implementation. Lastly, 67.9% of the NGOs have field security personnel while 32.1% do not have field security personnel. Most of the peacebuilding projects are in very risky areas that require security for the project to be implemented effectively.

4.8 Descriptive Statistics on Implementation of Peace Building Projects

Implementation of peace building projects was the dependent variable. The respondents were to state the duration of the project as shown in Table 4.18

Table 4.18: Duration of the Project

	Frequency	Percent
1-12	10	18.9
13-24	8	15.1
25-36	20	37.7
37-48	15	28.3
Total	53	100.0

From Table 4.18, it was indicated that most of the projects last for 25-36 months at 37.7%, 37-48 were 28.3% while 13-24 was 15.15 and lastly, 1-12 was at 18.9%. This implies that most peacebuilding projects takes 36 months to be implemented since it involves a lot of process. It takes time to implement peacebuilding projects in conflict areas.

On the other hand, the study examined at what stage was the project as shown below in Table 4.19

Table 4.19: Stage of the Project

	Frequency	Percent
Nearly midway	24	45.3
Midway	29	54.7
Total	53	100.0

From Table 4.19, it was found out that most of the NGOs project are at midway at 54.7% while 45.3% are at nearly midway. Most of the projects have not yet been completed due to long process that it takes for the implementation of a project.

Further, the study sought to determine the overall response from the respondent on all the questions on project planning. Table 4.20 shows the results.

Table 4.20: Implementation of the Project

Implementation of Peace building Projects	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	N	Mean	S.D
Our project is on course to achieving its objectives	6	13	0	20	14	53	3.43	1.40
Project inputs (for example finances, supplies and services) are availed in time	7	12	0	22	12	53	3.38	1.40
Conflicts among the project team are resolved in time	2	10	7	21	13	53	3.62	1.16
I am satisfied with the quality of the project outputs for example the skills instilled on beneficiaries etc.	15	4	18	16	53	53	3.66	1.19
The project beneficiaries are more involved in the project implementation now than they were at the project start	9	10	0	19	15	53	3.40	1.50
The project periodic reports are submitted in time to the sponsor	3	12	4	20	14	53	3.57	1.26
This project has brought about sustainable partnerships with stakeholders e.g. beneficiaries and sponsors	6	11	2	18	16	53	3.51	1.40
The project has coordinated well with the other peace building projects in the area	12	7	0	14	20	53	3.79	1.18
The project has provided professional learning opportunities to me	5	14	0	14	20	53	3.57	1.46
The project is being implemented within the budgetary provisions	8	10	1	19	15	53	3.43	1.46
The project is being implemented within the budgetary provisions	8	10	1	19	15	53	3.43	1.46

From Table 4.21, the project has coordinated well with the other peace building projects in the area with a mean of 3.79 and S.D of 1.18. I am satisfied with the quality of the project outputs for example the skills instilled on beneficiaries with a mean of 3.66 and S.D of 1.19. Conflicts among the project team are resolved in time with mean of 3.62 and S.D of 1.16. The project periodic reports are submitted in time to the sponsor with a mean of 3.57 and S.D of 1.26. The project has provided professional learning opportunities to me with a mean of 3.56 and S.D of 1.26. This project has brought about sustainable partnerships with stakeholders with a mean of 3.51 and S.D of 1.46. The project is being implemented within the budgetary provisions and our project is on course to achieving its objectives with a mean of 3.43 and S.D of 1.47. The project beneficiaries are more involved in the project implementation now than they were at the project start with a mean of 3.40 and S.D of 1.48. Lastly project inputs are availed in time with a mean of 3.38 and S.D of 1.48. Implementation of the project involves translating the objective of the project into specific output of the project. Several local and international non-governmental organizations are mostly involved in community-based analysis as well as development programmes. It is important for NGOs to bring about sustainable partnerships with stakeholders when implementing peacebuilding projects.

4.9 Inferential Statistics

Correlation analysis was carried out using the Spearman correlation analysis to establish the relationship between the variables.

4.9.1 Correlation Analysis

Correlation analysis is employed to identify association amid different continuous numeric variables which gives a result of correlation coefficient (Crossman, 2013). The Spearman correlation coefficient (r) fallouts are shown as shown Table 4.22

Table 4.21: Spearman Correlation Analysis

		STAKEHOLD ER_INVOLVE MENT	MONITORI NG_EVALU ATION	COMP ETEN CY	PROJEC T_PLANN ING	IMPLEM ENTATI ON
STAKEHOL DER_INVOL VEMENT	Correlat ion	1.000	0.670**	0.725**	0.777**	0.662**
	Coeffici ent					
	Sig. (2- tailed)		0.000	0.000	0.000	0.000
	N	53	53	53	53	53
MONITORIN G_EVALUA TION	Correlat ion	.670**	1.000	0.708**	0.728*	0.618**
	Coeffici ent					
	Sig. (2- tailed)	.000		0.000	0.000	0.000
	N	53	53	53	53	53
COMPETEN CY	Correlat ion	.725**	.708**	1.000	0.716**	0.779**
	Coeffici ent					
	Sig. (2- tailed)	0.000	0.000		0.000	0.000
	N	53	53	53	53	53
PROJECT_P LANNING	Correlat ion	0.777**	0.728**	.0.716**	1.000	0.780**
	Coeffici ent					
	Sig. (2- tailed)	0.000	0.000	.000		.000
	N	53	53	53	53	53
IMPLEMEN TATION	Correlat ion	0.662**	.0.618**	0.779**	0.780**	1.000
	Coeffici ent					
	Sig. (2- tailed)	0.000	.0.000	0.000	0.000	
	N	53	53	53	53	53

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

Based on Table 4.22, all the independent variables had a positive correlation or relationship with the dependent variable with project planning having the highest correlation of (r=0.780, p< 0.01). This implies that when project planning increases implementation of peacebuilding projects will improve significantly. Similarly, competency of staff with a correlation of

($r=0.779$ $p < 0.01$) implies that when competency of staff improve implementation of peacebuilding projects improve isignificantly. On the other hand, stakeholder involvement with a correlation of ($r=0.662$ $p < 0.01$) implies that when stakeholder involvement improve implementation of peacebuilding projects increase significantly. Lastly, monitoring and evaluation with a correlation of ($r=0.618$ $p < 0.01$) implies that when monitoring and evaluation improve implementation of peacebuilding projects improve significantly.

Thus,

Table 4.22: Summary of Hypotheses Testing Results

	r	Values,	Conclusion
		Signifance level	
H01: There is no significant relationship between stakeholder involvement and implementation of peace building projects in Turkana County, Kenya.	($r=0.662$,	$p < 0.01$	Rejected
H02: There is no significant relationship between monitoring and evaluation and implementation of peace building projects in Turkana County, Kenya.	($r=0.618$,	$p < 0.01$	Rejected
H03: There is no significant relationship between competency of the staff and implementation of peace building projects in Turkana County, Kenya.	($r=0.779$,	$p < 0.01$	Rejected
H04: There is no significant relationship between project planning and implementation of peace building projects in Turkana County, Kenya	($r=0.780$,	$p < 0.01$	Rejected

CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSION AND
RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings, discussions, conclusions, and recommendations for future research. The chapter also contains suggestions of related studies that may be carried out in the future. The study sought to examine the institutional factors influence implementation of peacebuilding projects in Turkana County.

5.2 Summary of Findings

This section focused on summary of the findings for each objective;

5.2.1 Findings on Stakeholder Involvement and Implementation Of Peace Building Projects

The study found that stakeholder involvement influences the implementation of peacebuilding projects moderately. The hypothesis stated that stakeholder involvement does not have significant influence on implementation of peace building projects in Turkana County. Stakeholder involvement had a correlation of ($r=0.662$ $p< 0.01$). This is an indication that stakeholder involvement had a statistically significant influence on implementation of peace building projects in Turkana County.

5.2.2 Findings on Monitoring and Evaluation and Implementation Of Peace Building Projects

The study also found that monitoring and evaluation influences the implementation of peacebuilding projects moderately. The hypothesis stated that monitoring and evaluation does not have significant influence on implementation of peace building projects in Turkana County. Here monitoring and evaluation had a correlation of ($r= 0.618$ $p< 0.01$). This is an indication that monitoring and evaluation had a statistically significant influence on implementation of peace building projects in Turkana County.

5.2.3 Findings on Competency of Staff and Implementation Of Peace Building Projects

The study found that competency of staff influences the implementation of peacebuilding projects in a moderate extent. From the hypothesis stated that competency of staff does not have significant influence on implementation of peace building projects in Turkana County.

On this competency of staff had a correlation of ($r=0.779$ $p< 0.01$). This is an indication that competency of staff had a statistically significant influence on implementation of peace building projects in Turkana County.

5.2.4 Findings on Project planning and Implementation Of Peace Building Projects.

It was found out that project planning influences the implementation of peacebuilding projects in a moderate extent. From the hypothesis stated that project planning does not have significant influence on implementation of peace building projects in Turkana County. Here project planning had a correlation of ($r= 0.780$ $p< 0.01$). This is an indication that project planning had a statistically significant influence on implementation of peace building projects in Turkana County.

5.3 Discussions of the Findings

This section gives a discussion of the findings by linking them to the literature. Discussions of the findings were for project planning, monitoring and evaluation, communication and risk management.

5.3.1 Stakeholder Involvement and Implementation of Peace Building Projects

The study found that stakeholder involvement influences the implementation of peacebuilding projects moderately. The study found that engaging actively other stakeholders such as other CSOs, local government and other NGOs greatly influence implementation of peacebuilding projects. The finding concurs with Bracht and Kingsbury (2000) study which found that primary stakeholders' participation, especially project beneficiaries, partially participated in design of healthcare project. Similarly, Musomba (2013) found low participation level in decision-making and observed that this could threaten sustainability. However he stressed that community stakeholders positively influences project performance if effectively engaged. The findings are also supported by Kinne et al(2002), who reported that the best avenue by which community participation influences project sustainability is through the intermediate process of promoting a sense of ownership of the project.

5.3.2 Monitoring and Evaluation and Implementation of Peace Building Projects

The study also found that monitoring and evaluation influences the implementation of peacebuilding projects moderately. The study found that most of NGOs have monitoring and evaluation unit and use digital data gathering techniques. It was also found out that the concept

of M&E is well known in the organizations and there is M&E tools are standardized. These findings concur with Mulwa(2015) who notes that monitoring and evaluation should offer comprehensive and relevant data that will support decision making. Project evaluation serves various purposes; first, to inform decisions for project improvement by providing relevant information for decision making concerning setting priorities, guiding resource allocation, facilitating modification and refinement of project structures and activities and signalling need for additional personnel.

Further the study found that M&E plan development forums has a great influence on the implementation of peacebuilding projects while the project staff are regularly offered refresher training moderately influences the implementation of peacebuilding projects. These findings. These findings are in line with World Bank (2011) asserts that M&E creates a good environment for interaction between stakeholders and bring on board resources available, use and monitor and evaluate impact brought by the resources. In this case, all stakeholders are able to improve on mitigation factors by engaging in development matters with the government, resource audit, identification of gaps and suggesting the way forward.

5.3.3 Competency of Staff and Implementation of Peace Building Projects

The study found that competency of staff influences the implementation of peacebuilding projects in a moderate extent. The study found that there is staff appraisal guidelines for employees and Turkana community members are part of the project team. It was also found out that the organization have experience working in donor-funded projects and employees in the project team are trained on peace building greatly. This is consistent with the findings of Tero (2014) who while studying factors influencing performance of CDF projects noted that team competence of implementers had a great role on performance of dispensaries. The results have also been supported by Nyaga (2014) who noted that project management skills such as adequate planning were necessary for the success of projects.

The finding also collaborate with the participants response on what should be done to enhance the implementation of peacebuilding projects where, employment of competent and skilled staff, proper communication, improvement of planning systems were made. This is consistent with the findings of Nyanjom (2013) who noted that development of staff through training and improving their knowledge base has great effect on the implementation of projects.

5.3.4 Project Planning and Implementation of Peace Building Projects

The study found that project planning influences the implementation of peacebuilding projects in a moderate extent. It was found out that NGOs have implementation planning activity template and the staff involved implementation planning include project beneficiaries and government representatives. Key areas such management experience, management competence and prompt plan execution, retention of highly skilled workers, team's expertise, staff motivation, risk management, proper planning and proper communication had high rating in their influence on implementation of the project. This is consistent with the findings of Tero (2014) who while studying factors influencing performance of CDF projects noted that team competence of implementers had a great role on performance of dispensaries. The results have also been supported by Nyaga (2014) who noted that project management skills such as adequate planning were necessary for the success of projects.

The finding also collaborate with the participants response on what should be done to enhance the the implementation of peacebuilding projects where, employment of competent and skilled staff, proper communication, improvement of planning systems were made. This is consistent with the findings of Nyanjom (2013) who noted that development of staff through training and improving their knowledge base has great effect on the implementation of projects.

5.4 Conclusion

The study concludes that stakeholder's involvement in the implementation of peacebuilding projects is at moderate extent. The firm involved the stakeholders in their projects and allowed the stakeholders to participate in the decision making concerning the project. The residence was able to provide ideas in project implementation when involved in the matters concerning the project. The firm involved the residents in the project so that they can solicit more information on affairs of the project.

From the research, it can be concluded that, monitoring and evaluation influences the implementation of peacebuilding projects at moderate extent. Poor monitoring and evaluation skills affects project implementation of projects, there is moderate consistency in monitoring and evaluation for NGOs projects, and the monitoring and evaluation skills within the Organizations needs to be enhanced. The study deduced that efficiency and effectiveness, frequency of monitoring and facilitated negotiations have a great influence on implementation of peacebuilding projects.

This study has shown that for implementation of peacebuilding projects to be effective, then management competencies is a necessity. Key among the competencies is; experienced and skilled staff, team's expertise, there should be staff motivation, risk management measures, proper planning, and effective communication. The study also revealed that the participant had moderate confidence on the management competencies of the implementation of peacebuilding projects. Public participation has been shown to be a key factor for the implementation of peacebuilding projects and has also been mentioned as a factor limiting implementation of projects. The participants felt that their views should be put into consideration in decision making, the NGOs should organize forums where the staff gives their views on peacebuilding projects and areas of improvement.

The study concluded that project planning positively and significantly influences implementation of peacebuilding projects to a moderate extent. The study deduced that project scope planning and resource planning have a great effect on the implementation of peacebuilding projects. It was established cost planning and budgeting moderately influences the implementation of peacebuilding projects and quality planning has low extent influence on the implementation of peacebuilding projects.

5.5 Recommendations

Based on the objectives and conclusion this study recommends;

- i. The study recommends that donors or the implementing agencies need to consider input of other stakeholders in regard to their intended projects to a given beneficiary. Since in most cases donors give beneficiaries their input and considering less demand of the intended beneficiaries. Furthermore, viewing community participation as time consuming but fail to realise that the very beneficiaries influence the implementation of the peacebuilding projects.
- ii. Management through managers should commit fully and get closely involved in every peacebuilding projects at every stages, this will aid in streamlining the process to achieve the implementation of the projects since every stage of the project will be well evaluated and monitored.
- iii. The study recommends that competent and experienced project managers should be hired to ensure that the right project leadership team is hired to lead a process of planning phase of the project. This must also guarantee proper program of works which should be followed by good supervision/inspection to ensure it is followed to the letter

and all the amendments done at the right time and in an appropriate way to ensure successful building projects.

- iv. The study recommends that peacebuilding NGOs policy makers ought to use strategic planning in implementation and formulation of projects. Policy makers at peacebuilding NGOs ought to align their strategic planning in line with projects formulated and the set goals to be achieved. The policy makers ought to ensure that the strategy planning used ought to help in monitoring and evaluation of the projects.

5.6 Suggestion for Further Research

The study suggest following for further research.

- i. The study focused on the factors influencing implementation of peacebuilding projects in Turkana County. Future scholars ought to carry similar studies on Garris and Mandera County.
- ii. The current study relied on primary data that was collected by use of structured questionnaires, future scholars ought to carry out similar study by use of both secondary data to measure the consistency of results.
- iii. The study also suggests a study on factors influencing implementation of peacebuilding projects. The study recommends further research studies on monitoring and evaluation practices on organizations implementing NGOs funded peace building projects.
- iv. Study recommends similar study to be carried on other practises not covered.

5.7 Contribution to the Body of Knowledge

This study contributes to the existing body of knowledge by offering a deeper insight to on factors influencing the implementation of projects. This study has established that Stakeholders involvement, monitoring and evaluation, competency of the staff and project planning affect the implementation of peace building projects.

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APPENDICES

Appendix i: Letter of Transmittal

Gedion Juma

P.O Box 1628-00200.

Nairobi.

Dear Sir/ Madam,

RE: ACADEMIC RESEARCH PROJECT

I am a Master of Arts student in Project Planning and Management at University Of Nairobi. I wish to conduct a research entitled institutional factors influencing implementation of peace building projects in Turkana county, Kenya. A questionnaire has been designed and will be used to gather relevant information to address the research objective of the study. The purpose of writing to you is to kindly request you to grant me permission to collect information on this important subject from your organization. Please note that the study will be conducted as an academic research and the information provided will be treated in strict confidence. Strict ethical principles will be observed to ensure confidentiality and the study outcomes and reports will not include reference to any individuals.

Your acceptance will be highly appreciated.

Yours faithfully,

Gedion Juma

Appendix ii: Data Collection Questionnaire

This questionnaire is to collect data for purely academic purposes. The study seeks to determine institutional factors influencing implementation of peace building projects in Turkana county, Kenya. The questionnaire has six sections. All information will be treated with strict confidence. Do not put any name or identification on this questionnaire.

Answer all questions as indicated by either filling in the blank or ticking the option that applies.

PART A: BACKGROUND INFORMATION

1. Please name the NGO you are attached to

2. What is your job title in this organization?

Project Manager/Officer [1] Monitoring And Evaluation person [2] Communications Manager/ Officer [3] Administration Officer [4].

3. How long have you served in this organization ?

Below 3 years [1] 4-6 years [2] 7-10 years [3] More than 10 years [4]

3. Please indicate your Gender

Male [1] Female [2]

4. What is the highest level of education you have completed?

High School [1] Diploma [2]

Degree [3] Post Graduate Degree [4]

SECTION B: STAKEHOLDER INVOLVEMENT AND PROJECT IMPLEMENTATION. Stakeholders include the general community members, the project direct beneficiaries, the project team, partner organizations, the Turkana county government and the donor and anybody else affected by the project.

5. Does your project have a written stakeholder engagement assesement matrix?

Yes [1]

No [2]

6. Does your project have a written communication plan?

Yes [1]

No [2]

7. Please select your level of agreement with the statements below by ticking only once in each of the questions.

Use the scale where 1= strongly disagree, 2= disagree, 3= neither disagree nor agree, 4= agree and 5=strongly agree

Statements	1	2	3	4	5
1. Our project is well known in the areas we work					
2. Beneficiaries are given a chance to contribute their own ideas on peace building.					
3. The project activity decisions, recommendations and successes (e.g. peace agreements) are highly disseminated in the community					
4. Too much stakeholder involvement could lead to undue influence on the execution of project activities.					
5. Our project recognizes and actively works with the other stakeholders such as other CSOs, local government and other NGOs					
6. Coordinating and working with other peace building projects in Turkana county is challenging					

7. Our project have spoilers of peace such as seers and community warriors as beneficiaries					
8. Our project actively engages women in peace building activities as beneficiaries					
9. Our project activities actively engages youth in its activities as beneficiaries					
10. Our project makes deliberate efforts to bring together all sections of communities in its activities i.e men, women, youth and people with disabilities					

8. Does the project have a complaints and feedback mechanism such as a suggestion box, toll free number etc, where beneficiaries can air their complaints, compliments or any feedback?

Yes [1]

No [2]

9. In the last three months, have your project organized any reflection meetings involving the project staff and beneficiaries?

Yes[1]

No [2]

SECTION C: MONITORING AND EVALUATION AND PROJECT IMPLEMENTATION

10. Does your project have a monitoring and evaluation unit?

Yes[1]

No[2]

11. Does your project use digital data gathering techniques such as android phones, tablets or laptops?

Yes[1]

No [2]

12. Please select your level of agreement with the statements below by ticking only once in each of the questions.

Use the scale where 1= strongly disagree, 2= disagree, 3= neither disagree nor agree, 4= agree and 5=strongly agree

Statement	1	2	3	4	5
1. The concept of M&E is well known in the organization.					
2. M&E tools, techniques, and procedures are standardized.					
3. Information and analysis are fed back to the project for planning					
4. A functional management information system is available (both manual and computerized)					
5. There are specific people assigned M&E roles in the project					
6. There are adequate financial resources allocated to M&E functions.					
7. There are enough M&E staff for project monitoring and evaluation process.					
8. The project staff are regularly offered refresher training on M&E					
9. Regular data quality checks are done on the project data					
10. All the project activities are monitored to ensure quality					

13. Have you or any member of the project team received a certification in M&E?

Yes [1]

No [2]

14. Does the project have a digital M&E files storage platform?

Yes [1]

No [2]

SECTION D: COMPETENCY OF THE PROJECT STAFF AND PROJECT IMPLEMENTATION

15. Do you have anybody from the Turkana community as a member of the project team?

Yes [1] No [2]

16. Does your organization have written staff performance appraisal guidelines?

Yes [1] No [2]

17. Please select your level of agreement with the statements below by ticking only once in each of the questions.

Use the scale where 1= strongly disagree, 2= disagree, 3= neither disagree nor agree, 4= agree and 5=strongly agree

Statement	1	2	3	4	5
1. All employees in the project team are trained on peace building					
2. All employees in the project team have at least one year of experience in peace-building projects implementation					
3. All employees in the project team are fluent in Turkana dialect					
4. All employees in the project team have knowledge of the Turkana county context					
5. All employees in the project team has undergone on-job training on peace building in this project					

6. All the employees in the project team have worked in a conflict afflicted area before					
7. All employees in the project team have experience working with partner organizations					
8. all the employees in the project team have experience in developing peace building projects technical proposals					
9. All employees in the project team can write standard reports that meet different stakeholder needs such as the donor					
10. All employees in the organization have experience working in donor-funded projects					

18. Does your organization carry out staff performance appraisal at least annually?

Yes [1]

No [2]

19. Does the project have a peace building professional?

Yes [1]

No [2]

SECTION E: PROJECT PLANNING AND PROJECT IMPLEMENTATION

20. Does the project have written activity implementation planning template(s)

Yes [1]

No [2]

21. Who does the project involve in implementation planning (tick all that apply)

The whole project staff [1]

Some members of the project staff [2]

Project beneficiaries [3]

Government representatives [4]

The project sponsor [5]

Any other (please specify) [6]

22. Please select your level of agreement with the statements below by ticking only once in each of the questions.

Use the scale where 1= strongly disagree, 2= disagree, 3= neither disagree nor agree, 4= agree and 5=strongly agree

Statement	1	2	3	4	5
1. Enough time is allocated to the project activity implementation planning					
2. Our project planning processes involves all project stakeholders					
3. Our project's plans are linked to the county government's priorities for the area					
4. Project plans are frequently adjusted to meet the challenges faced along the way.					
5. Our project plans are easy to understand by all stakeholders					
6. Our project plans are properly timed to achieve the project objectives					

7. Our project plans receive the organization's top management support					
8. Our project planning processes are cost effective					
9. Risk management planning forms an important part of our project plans					
10. Our project plans are frequently evaluated					

23. Does your project have a written risk register? Yes [1] No [2]

24. Does your project have a field security personnel Yes [1] No [2]

SECTION F: IMPLEMENTATION OF PEACE BUILDING PROJECTS

25. How long is your project in months? [1] 1-12 [2] 13-24 [3] 25-36 [4] 37-48 [5] 49-60 [6] above 60 months

26. At what stage is your project [1]beginning [2] nearly midway [3] midway [4] slightly past midway[5] ending

27. Please select your level of agreement with the statements below by ticking only once in each of the questions.

Use the scale where 1= strongly disagree, 2= disagree, 3= neither disagree nor agree, 4= agree and 5=strongly agree

Statement	1	2	3	4	5
1. Our project is on course to achieving its objectives					
2. Project inputs (for example finances, supplies and services) are availed in time					
3. Conflicts among the project team are resolved in time					

4. I am satisfied with the quality of the project outputs for example the skills instilled on beneficiaries etc.					
5. The project beneficiaries are more involved in the project implementation now than they were at the project start					
6. The project periodic reports are submitted in time to the sponsor					
7. This project has brought about sustainable partnerships with stakeholders e.g. beneficiaries and sponsors					
8. The project has coordinated well with the other peace building projects in the area					
9. The project has provided professional learning opportunities to me					
10. The project is being implemented within the budgetary provisions					

27. Has the project attracted more funding from other sources since its beginning?

Yes [1]

No [2]


28. Has the county government of Turkana publicly acknowledged the work of the project e.g. through letter of appreciation, or through social media platforms e.g. tweets

Yes [1]

No [2]

Thank you !

Appendix V: University Authorization 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: 318262 Ext. 120

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

REF: UON/ODeL/NLC/32/221 12th August, 2020

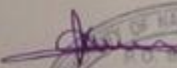
TO WHOM IT MAY CONCERN

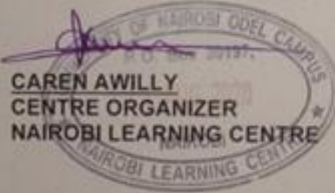
RE: GEDION JUMA - REG.NO. L50/19818/2019

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 a Masters course in Project Planning and Management.

He is proceeding for research entitled "*Institutional Factors Influencing Implementation of Peace Building Projects in Turkana County, Kenya.*"

Any assistance accorded to him will be appreciated.


CAREN AWILLY
CENTRE ORGANIZER
NAIROBI LEARNING CENTRE



Appendix VI: Research Permit

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 601374

Date of Issue: 25/August/2020

RESEARCH LICENSE



This is to Certify that Mr.. Gedion Kennedy Juma of University of Nairobi, has been licensed to conduct research in Nairobi, Turkana on the topic: Institutional factors influencing implementation of peace building projects in Turkana County, Kenya for the period ending : 25/August/2021.

License No: NACOSTIP/20/6244

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Appendix VII: Table for Determining Sample Size

Table for Determining Sample Size for a Given Population									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	255	2600	335	100000	384

Note: "N" is population size
"S" is sample size.

Source: Krejcie & Morgan, 1970