

**PARTICIPATORY MONITORING AND EVALUATION PRACTICES
AND THE PERFORMANCE OF EARLY CHILDHOOD DEVELOPMENT
EDUCATION PROJECTS IN KILIFI COUNTY, KENYA**

**BY
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**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL
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DECLARATION

This study project is my own creation and has not been previously showcased in any educational institution for academic purposes.

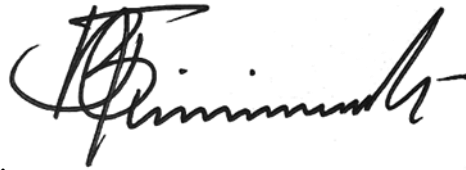
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DEDICATION

This research endeavor is dedicated to my husband, Dennis Sirya, for his unwavering encouragement and immense support throughout my study.

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I would like to express my gratitude to several individuals who played pivotal roles in the successful completion of this project. First and foremost, I extend my appreciation to my supervisor, Dr. JohnBosco M. Kisimbii, for his invaluable guidance throughout the writing process.

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ABBREVIATIONS AND ACRONYMS

ECDE	ECDE
PM&E	Participatory Monitoring and Evaluation
WHO	World Health Organization
UNDP	United Nation Development Programme
M&E	Monitoring and Evaluation
RBV	Resource Based View
NGOs	Non-Governmental Organizations
SPSS	Statistical Package for social sciences
CDF	Constituency Development Fund
PM	Project Management
ANOVA	Analysis of Variance
Std. Dev	Std. Dev

ABSTRACT

The primary objective of the study was to investigate the effect of PM&E procedures on project outcomes in an ECDE initiative in Kilifi County, Kenya. Adopting PM&E techniques guarantees a favorable influence on project performance, mitigating any negative consequences such as exceeding the scope, cost, or schedule. The study examined many strategies related to Project Monitoring and Evaluation (PM&E), including engaging stakeholders in the process of raising and allocating resources, developing skills and knowledge, making decisions, and ensuring technical proficiency in M&E. The study sought to examine the influence of stakeholders' resource allocation on the effectiveness of ECDE programs in Kilifi County. It also aimed to assess the impact of participatory capacity building on project performance, the role of technical expertise in participatory monitoring and evaluation on project success, and the influence of stakeholder involvement in making major decisions concerning the projects implementation. The study was based on a theoretical framework that incorporated competency, resource-based perspectives, and stakeholder theories. The study adopted a descriptive survey research methodology, using a sample size of 144 respondents. It specifically examined the 40 ECDE initiatives implemented by the Kilifi County Government during the fiscal year 2021–2022. The data were gathered via meticulously crafted questionnaires, and the analysis was conducted using the Statistical Packages for the Social Sciences (SPSS). The regression analysis results indicated that all variables (participatory M&E resource allocation = 0.032, participatory capacity building = 0.004, participatory M&E technical expertise = 0.006, and stakeholder involvement in decision-making = 0.002) had P values below 5%, indicating statistical significance. Ultimately, the involvement of stakeholders in decision-making, the technical proficiency of participatory monitoring and evaluation, the development of participatory capabilities, and the allocation of resources through participation all have a substantial impact on the effectiveness of ECDE programs in Kilifi County. The researcher highlighted the pivotal importance of stakeholder engagement throughout different phases of a project, particularly in terms of planning, execution, resource allocation, and skill development, in order to ensure the success of development initiatives.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education functions as a potent accelerator for economic progress and is an essential tool in combating poverty, acknowledging it as a fundamental entitlement of every human being. Despite commendable efforts by many nations to ensure school attendance, a staggering 260 million children remain excluded from formal education (WHO, World Development Report, 2018). The 2010 Kenyan Constitution mandates a basic education for all children, prompting the enactment of the Universal Access to Education Policy in 2018, aimed at achieving a 100% transfer rate to primary and secondary education. Notably, Early Childhood development Education (ECDE) was devolved to all 47 units, empowering them with full responsibility for planning, designing, executing, monitoring, and evaluating educational initiatives.

The realization has emerged that the effective execution, completion, and sustainability of educational programs hinge on participatory monitoring and evaluation (PM&E) (UNDP, 2009). PM&E has evolved into a pivotal element for improving program and project performance. In the era of globalization, organizations grapple with internal and external demands, compelling them to continually enhance project management for increased productivity and competitiveness. To optimize project performance, implementing agencies widely embrace PM&E approaches throughout the project management cycle (Williams, 2017). Scholars assert that involving relevant stakeholders in monitoring and assessment processes enhances the utilization of outcomes, thereby augmenting the effectiveness of educational programs, as highlighted by Mugo and Oliche (2019).

The theoretical underpinnings of this investigation draw from Stakeholder Theory, Resource-Based View (RBV) Theory, and Competence Theory. Freeman's (1994) Stakeholder Theory posits that stakeholders, representing interested groups, should be included in M&E operations at all project stages, aligning with the study's objectives. RBV theory traces its roots to Penrose's 1959 work, emphasizing the impact of resources, especially financial allocations, on project performance. Effective resource management is central to the RBV philosophy, empowering project implementing agencies to conduct M&E operations effectively. McClelland and McBer's competence-based theory, originating in the 1980s, underscores the pivotal role of competency in

achieving superior project performance, advocating for the requisite skills among the project management team, stakeholders, and contractors (Cicmil and Hodgson, 2006).

The impetus for this study stems from the observation that despite the Kenyan government's earnest efforts, educational projects face performance challenges. Notably, participatory M&E practices, such as stakeholder engagement, resource allocation, capacity building, and technical expertise, are not accorded due importance. Mwangi and Jagongo (2019) link the success of ECDE projects to factors like quality, time efficiency, scope, and cost efficiency, advocating for the adoption of PM&E strategies to achieve these outcomes. Contrary to this, Mugo and Oleche (2019) argue that PM&E methods have not been fully embraced in monitoring various government programs and initiatives in Kenya, attributing poor project performance by County Governments to the limited integration of PM&E as a component of project management. The researcher contends that there is a dearth of in-depth studies exploring how PM&E practices impact the effectiveness of educational initiatives, particularly in Kilifi County's ECDE programs, fueling the interest to scrutinize this relationship.

1.1.1 Participatory Monitoring and Evaluation Practices

Rahman (2019) emphasizes that Project Monitoring and Evaluation (PM&E) is an indispensable managerial tool crucial for overseeing social relationships within a region, among local populations, and between organizations engaged in external projects. According to Wamugu & Ogollah (2017), PM&E primarily serves to provide data to both the project implementing agency and targeted beneficiaries. This information enables them to assess whether the project has achieved its objectives, facilitating informed decision-making and improvements in project management through the optimal use of available resources. Consequently, PM&E practices comprise a set of techniques that, when applied, ensure a positive impact on project performance, preventing adverse effects on scope, cost, or schedule overruns.

Over time, the significance of project management tools like PM&E has grown in ensuring the effective completion of projects. Globally, PM&E plays a crucial role in assisting project implementers in evaluating whether project progress aligns with the intended goals. According to

Onyango (2018), PM&E involves various methods used by project managers and stakeholders to monitor project progress, navigate toward successful completion, and draw relevant conclusions.

In Latin America, non-governmental organizations (NGOs) are advocating for the involvement of key stakeholders in M&E initiatives due to concerns about costs, timeliness, and information utilization. PM&E activities, such as midterm evaluations using the local community as monitoring agents or assessments at the end of a project or policy cycle, are considered pertinent in the project cycle. In Canada, assessments of sector performance, institutions, projects, and program improvements occur every three months, utilizing PM&E as a platform for high-level political commitment, guidance, and problem-solving. Improved performance accountability, facilitated by PM&E, has positively impacted planning, budgeting, and policymaking in the development policy or program cycle, particularly in providing government projects to the people of Ghana (Tørseth et al., 2012).

Sub-Saharan African nations, including Zambia, witness disputes among workers during project implementation, hindering decision-making and affecting the adoption of monitoring and evaluation techniques (Mackenzie et al., 2012). In Kenya, PM&E adoption is limited due to factors such as low stakeholder engagement, insufficient funding, and inadequate capacity among project teams and stakeholders. The researcher utilized four distinct methods to measure the dependent variable related to project performance: stakeholder participation in M&E decision-making, M&E resource allocation, capacity development for M&E, and stakeholder engagement in M&E.

1.1.2 Project Performance

Project performance serves as a barometer for project efficacy and efficiency, indicating how well the project implementing agency has coordinated its units and procedures to collaborate and achieve the project's objective (Gaturu & Muturu, 2017). Project performance is the sum of tasks completed, with reference to the project's goals or objectives. In the field of project management, project performance is also known as project success and project failure (Williams, 2017). According to Kerzner (2017), project performance encompasses all actions taken during an ongoing project implementation process that are intended to meet deadlines, use available resources, and achieve the project's stated objectives. Project performance, as defined in this study,

refers to the consistent attainment of success in terms of quality, timeliness, and cost effectiveness, while also assuring the realization of the anticipated benefits for the stakeholders.

The term "project performance" has two levels and a global definition. It encompasses a project's efficacy and efficiency and is evaluated according to the value delivered to stakeholders and the three constraints of budget, time, and scope. To determine if a project is successful or unsuccessful, the researcher in this study examined the owner's and other beneficiaries' satisfaction with the project (Lönnefjord & Johansson, 2018). The finding that many Kenyan county-level ECDE project implementation organizations are reluctant to include stakeholders in project performance monitoring and evaluation has prompted this study. Therefore, it is crucial to take in to account the components of PM&E technical competence, M&E capacity development, M&E resource allocation, and stakeholder engagement in M&E decision making in order to guarantee that project performance is improved.

The performance metrics for ECDE projects account for efficiency in the project implementation process (Kimani, 2018). Birech (2019) emphasized a number of project performance criteria, such as project utilization, performance to schedule, efficiency measurements, and quality measures. Using the three dimensions of efficiency, effectiveness, and quality based on cost and time related benefit, the researcher assessed the independent variables in this study. Just-in-time project completion is one way to increase efficiency, but customer happiness is another way to increase effectiveness.

1.1.3 Participatory Monitoring and Evaluation Practices and Project Performance

To enhance the effectiveness of Early Childhood Development and Education (ECDE) initiatives in the education sector, active engagement of stakeholders in PM&E is imperative. This challenge persists globally and specifically in Africa. Governments, civil society organizations, and foreign development agencies are increasingly recognizing the innovative potential of Project Monitoring and Evaluation (PM&E) methods in Africa to foster public participation during the implementation of community development initiatives.

As highlighted by Mburu (2018), global project management theorists and practitioners have prioritized the adoption of PM&E practices for project implementation. This emphasis stems from the realization that many grassroots development projects face failure due to a lack of stakeholder involvement, particularly from the intended recipients, in the decision-making process. The absence of such engagement hinders project implementation. Therefore, there is a growing emphasis on involving communities in decision-making, especially in non-technical decisions made during the planning stage. An investigation by Mbui and Wanjohi (2018) demonstrated the correlation between PM&E and project performance. They found that routine oversight of the managerial aspects of partnership arrangements is crucial to ensuring the utilization of pertinent information about contextual sustainability program indicators. This oversight enables early detection of deviations from intended results, facilitating timely corrective actions in procedures and activities.

Participatory Monitoring and Evaluation (PM&E) is crucial for improving project performance by engaging all stakeholders, including the beneficiaries, in the M&E process throughout the implementation phase. This inclusive approach increases the likelihood of project success by enabling the involved team to receive valuable feedback and recommendations for improvement. Sifanjo (2019) asserts that PM&E enhances ownership of planned initiatives' successful outcomes, encourages stakeholders to provide suggestions for corrective actions, and promotes continuous learning for all parties involved—all contributing to improved project performance. Institutionalized PM&E is a crucial component of the project cycle, contributing to effective responses, planning, budgeting, and policy-making. These elements collectively enhance effectiveness during the project implementation phase. Therefore, the purpose of PM&E is seen as promoting capacity growth, increasing output and efficacy, fostering transparency and accountability, organizing data collection and oversight, creating new partnerships, empowering individuals, and ultimately improving project performance.

1.1.4 ECDE Projects in Kilifi County

ECDE (ECDE) was decentralized to enhance its effectiveness, assigning responsibility for planning, and designing, implementing, overseeing, and evaluating projects to all 47 devolved units. In Kilifi, there are a total of 1550 ECDE centers, with 777 open to the public and

accommodating 58628 enrolled children. The county's investments have expanded the number of ECDE centers to 436 (Ministry of Devolution, 2021). Notably, a 2017 CISP research report revealed a concerning teacher-to-pupil ratio of 1:43 in Kilifi County, indicating overcrowded centers. The study focused on the delivery of ECDE services, prompting the Kilifi County Government to invest in facility expansion, construction of new facilities, and the recruitment and deployment of ECDE caregivers.

However, some ECDE projects have faced challenges, as indicated by data from the Kilifi County ECDE Directorate. Some remain stagnant, while others, though completed, remain unused due to their distant locations from community homes. For instance, the decision to construct a model ECDE center at Sir Ali Bin Salim Primary School, despite the existence of an ECDE facility, represents misplaced distribution. Similarly, the Matsangoni ECDE center, situated near a forest far from any habitation, exemplifies the disconnect between project placement and community accessibility. These instances run counter to the principles of the National ECDE Policy framework of 2006, designed to offer high-quality, affordable, and accessible ECDE, especially for the disadvantaged, impaired, and vulnerable. The lapse in the implementation of ECDE projects, as illustrated by these examples, reveal a neglect of Performance Monitoring and Evaluation (PM&E) methods, potentially impacting project effectiveness.

1.2 Statement of the Problem

The Kenyan government has allocated billions to the education sector, but has not established robust education systems for fair and sustainable growth. This has put further strain on the nation's already overburdened educational infrastructure, and instances of kids studying beneath trees and improvised tents have often surfaced (Education report, 2021). The majority of projects in Kenya don't function up to expectations since they often have delays in both time and money, as well as subpar quality compared to the specified deliverables (Akali & Sakaja, 2018). Despite allocating 21 to 34 percent of its yearly budget to development efforts, county governments are still experiencing difficulties in executing the ambitious objectives outlined in the budget. The Kilifi County government has set aside \$560 million for the 2021–2022 fiscal year in order to implement 84 ECDE development projects. However, only forty percent of those initiatives were completed entirely (Kilifi County reports, 2021).

It is clear that the county administrations in Kilifi County are still having difficulty implementing the ECDE projects, even with a substantial financial allocation of over one billion (1,085,643,265) for their development (Kilifi County Appropriation Act 2022). Projects are not carried out as planned, and they often have low quality, perhaps uninhabitable ECDE constructions along with schedule and expense overruns. According to best practices, projects must be continuously monitored to ensure that they are controlled, efficient, transparent, accountable for resources, and that the intended benefits reach the target audience. The difficulties faced by the County Government may be attributed to M&E's lack of leadership in project delivery.

Prior research indicates that engaging stakeholders, enhancing capacity, possessing experience in monitoring and evaluation (M&E), allocating resources for M&E, and making informed M&E decisions are essential strategies that enhance project performance. In a 2017 study conducted by Maalim, it was discovered that the allocation of funds for monitoring and evaluation (M&E), political influence, stakeholder engagement, and capacity building all have a major positive impact on the success of projects in counties.

The County Government of Kakamega conducted a study on the impact of project monitoring capabilities on the efficacy of the monitoring and evaluation system in government-funded projects, as investigated by Kanyangi and Okello (2018). Their findings revealed that stakeholder engagement in the monitoring and evaluation (M&E) activities had a substantial influence on the successful completion of the project. Wamugu and Ogollah (2017) argue that the interference of politicians and a lack of acknowledgement of the involvement of all parties have created substantial obstacles for County Governments in the implementation of educational initiatives.

However, Mugo and Oleche (2015) found that a major factor in project failure was stakeholder engagement in monitoring and evaluation. While some scholars dispute these results, others think that political power has a favorable relationship with M&E. The effectiveness of Kilifi's ECDE Projects is currently unknown due to the use of PM&E techniques. The aforementioned discoveries served as impetus for an examination of how participatory monitoring and evaluation protocols affect the functioning of ECDE initiatives in Kenya, specifically concentrating on the Kilifi County ECDE project.

1.3 Study Objectives

The primary objective of this research project was to determine the relationship between PM&E practices and the performance of educational construction projects in Kenya, with a specific focus on the ECDE projects in Kilifi County. The study was directed by the explicit objectives stated below.

- i) To determine how allocation of resources for PM&E affects Kilifi County's ECDE programs' performance.
- ii) To determine how PM&E capacity development affects Kilifi County's ECDE initiatives' effectiveness.
- iii) To assess how technical expertise in PM&E affects the success of Kilifi County's ECDE project initiatives.
- iv) To assess how stakeholder participation in decision-making affects Kilifi County's ECDE programs' efficacy.

1.4 Value of the Study

It is envisaged that the research would prove beneficial to the project management team in charge of carrying out childcare programs in Kilifi County. They would be well-positioned to learn more about how PM&E practices affect the success of programs for young people and reap the rewards of doing so. Policymakers in both public and commercial sectors, especially those involved in government project execution techniques, were seen to benefit from the research.

In particular, the study's findings will offer crucial information about how PM&E practices affect the effectiveness of educational programs funded by the government; this information will be taken into consideration when developing project implementation policies. To effectively engage stakeholders from different sectors, enhance the skills of project managers, secure sufficient funding for M&E, and cultivate technical expertise in M&E to facilitate the implementation of educational projects across the county, policymakers responsible for educational projects would implement the recommendations outlined in the study.

The government and other stakeholders involved in education project management techniques are also expected to find the research instructive in terms of policy, administration, and the availability of funding and facilities necessary for the effective implementation of PM&E practices. The investigation's conclusions are crucial for providing the government with a thorough understanding of the advantages of using PM&E methods in connection with educational project execution.

Ultimately, the research is anticipated to hold significant value for scholars. This study aims to fill the gaps left by earlier researchers who were limited by time constraints. It is anticipated that this study will serve as a highly innovative reference for future researchers, providing valuable insights into the influence of PM&E practices on the success of ECDE Projects in Counties. The report's findings would be valuable to scholars seeking to finance more research on the same topic. The report's conclusions and suggestions will motivate this specific group to conduct further research on the subject. It would establish a fundamental basis for more content and give a pathway for deeper exploration of the topic.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

The content of this chapter establishes the conceptual framework that formed the basis of the investigation and contributes to the theoretical and empirical literature of the study. The study's literature evaluation has been conducted to establish connections between the research and other authors who have explored the impact of assessment and monitoring methodologies on the effectiveness of ECDE programs. Hence, it provides a comprehensive analysis of the underlying theories that explain the connection between participatory monitoring and evaluation procedures and the performance of educational projects, together with a review of empirical research on this topic.

2.2 Theoretical Literature Review

Three theories served as the foundation for this investigation: the competency theories, the resource-based view, and the stakeholder theory.

2.2.1 The Stakeholder Theory

First introducing the Stakeholder hypothesis was Freeman (1994). Freeman defines a stakeholder as a group of individuals who may be impacted by the achievement of the organization's objectives. This study defines stakeholders as individuals or groups that are actively involved in a project's implementation or whose interests may be affected by the way educational initiatives are carried out or by their outcome because it encourages stakeholder participation M&E activities throughout the project lifecycle, this theory is pertinent to the research. Consequently, the theory would make clear how participatory monitoring and evaluation techniques affect the outcome of educational projects.

Furthermore, stakeholders may affect the goals, expansion, and even survival of a project, according to Freeman & Zyglidopoulos (2018). The researchers made the point that stakeholders might benefit especially if they assist the initiatives in achieving their goals. They might, however, turn hostile if they don't agree with the project's objective. Stakeholders are further said to be a key

contributor to the successful completion of projects because their failure to support the project's goals and objectives could lead to project failure. The theory aids in clarifying the four objectives concerning budget allocation, stakeholder participation in M&E decision-making, PM&E technical competency, and capacity development.

2.2.2 The theory of resource-based view (RBV)

Penrose (1959) established the theory of resource-based view. According to Penrose, organizational resources greatly influence how all of the stakeholders are involved in M&E activities through its projects, influencing the project's implementation in proportion to its available resources. Including stakeholders in efficient resource management is the central tenet of the Resource Based View theory. A project implementation company may thrive and be a strong competitor in the local or global market if it can get the stakeholders involved in inventing, using, controlling, and retaining its valuable resources. Harold (2018) asserts that the Resource Based View theory places significant importance on a company's ability to maintain a distinct collection of resources that are challenging for competitors to imitate.

Barney (2002) notes that although this theory greatly advances the area of management science, there is a limit to its application as It is only valid for an industry if every element stays mostly constant. The value of resources might alter significantly in situations when new markets and technology are introduced. Consequently, the explanation of a firm's competitive advantage has to go beyond RBV. This theory seems to advise managers to create and acquire resources and build a suitable organization, but it says nothing about how to carry this out (Connor, 2002; Miller, 2003). Another point of criticism is the presumption that a strategic competitive advantage exists. Fiol (2001) vehemently disagrees with this idea, contending that companies' utilization of resources, abilities, and other elements must evolve over time in order to create ever-changing transitory advantages (Fiol, 2001). Because it is simply a potent strategic idea that is effective in the near term, the Strategic Competitive advantage (SCA) may ultimately be eroded over time.

Project managers frequently employ the (RBV) of the organization as a strategic management framework. Thus far, the Resource-Based View (RBV) hypothesis has shown promise in explaining how resources, particularly project management (PM) skills that have been tailored to

a particular organizational setting and evolved over time, may provide competitive advantage. Jurevicius and Rothaemel (2012) assert that having resources available would enable businesses to provide their clients with more value, which would boost output. Thus, this theory suggests that the performance of educational projects would be favorably impacted by appropriate resource mobilization and allocation for M&E.

2.2.3 Competency Theory

McClelland & McCBer introduced competence theory in the 1980s. This hypothesis states that a person's competence is the main quality that is often linked to better work performance. According to the concept, project managers must exhibit a combination of technical, interpersonal, and problem-solving skills in order to successfully finish projects. Since its conception, this theory has remained important in the field of management science for many years. Though it has made a valuable contribution to project management, its validity has been called into doubt because of its frameworks, which has a tendency of being biased when it comes to identifying managers who are competent. Because the definition of a good manager is restricted to how they improve the performance of the company, managerial work is seen as universal and standard, despite the complexity inherent in the job. This hypothesis was relevant to the capacity building variable in this research. The idea emphasizes that in order to oversee and manage a project team and other interested stakeholders in delivering project outcomes, project managers must possess the requisite management abilities and knowledge. These abilities are acquired by education, training, and experience.

2.3 Empirical Review

An empirical literature review based on many researchers in connection to the study has been presented in this part. The empirical research examines how PM&E procedures and project performance are related. Stakeholder participation in M&E decision-making, monitoring and evaluation capacity development, M&E technical competence, and stakeholder engagement in resource mobilization and allocation for M&E are among the practices that were taken in to account for this research. The literature on PM&E procedures on project performance has been summarized and debated, with this research project filling in the gaps that were found.

2.3.1 Participatory Monitoring and Evaluation Resource Mobilization and Allocation and Project Performance

Participatory M&E resource allocation, in its simplest form, is the process of examining and evaluating the process of gathering and distributing resources, such as personnel, facilities, and equipment, which are required to ensure the continuation of a project. This process involves all parties involved or affected by the project (Warburton and Rainbow, 2017). Inadequate project performance will arise due to an obstacle to the project's efficient execution—the scarcity of adequate resources for monitoring and assessment. In order for a project to be sustainable and operate efficiently in the long run, it is crucial for stakeholders to be actively engaged in the planning, utilization, and enhancement of the existing resources (Warburton and Rainbow, 2017).

According to the literature currently in publication, resource allocation is essential to every project's effective execution. According to Mburu (2018), involving stakeholders in the mobilization and allocation of resources for M&E improves the effectiveness of project implementation by ensuring that available resources are directed towards their intended purposes, which significantly improves project performance. The resources—both human and financial—necessary for projects to be implemented successfully should be included into the total cost of achieving the desired outcomes, not as separate expenses. Organizations differ in how they deploy their workers for monitoring. In the event that these resources are not accessible, the contractor must consult all relevant parties in order to mobilize and distribute the existing resources effectively.

Dinnie and Holstead (2018) conducted a study on the impact of public funding on community-based sustainability projects in Scotland. They found that the involvement of stakeholders in the M&E of community contributions towards community-based development initiatives plays a vital role in the success of a development undertaking. This is because it ensures that locally available resources are utilized for their intended purposes, minimizing the need for external funding even after the donor leaves. According to Isham and Kahkonen's (2019) investigation, the involvement of local households in resource mobilization, monitoring, and evaluation processes was found to have a positive impact on the implementation process. This is because the process guarantees that

resources are allocated to the intended purposes and that the project will remain sustainable even after the donor has withdrawn their support.

In conclusion, research indicates that stakeholder participation in tracking and assessing monetary and in-kind contributions is essential to guaranteeing that funds are allocated to the intended use, which is vital for improving project success (Boadu & Ile, 2018). The greatest exploitation of local resources is ensured, and the overreliance syndrome that often remains after a donor leaves, is lessened, when stakeholders are involved in M&E and mobilize the required resources, particularly the locals who are the beneficiaries at the community level. This guarantees that funds are allocated to the intended use and promotes community ownership, both of which are critical for a project's effective execution and sustainability, both of which have a major impact on the project's performance. The implementation of community water projects is significantly impacted by the involvement of stakeholders, particularly the community, in M&E mobilization and resource allocation, according to a study conducted by Mwangi and Mutiso (2018) on the impact of stakeholder involvement on the performance of mining projects in Taita Taveta County, Kenya. A moderate link was found by Mwangi and Mutiso (2018) between the success of mining projects and the engagement of stakeholders in the mobilization of M&E resources. The research suggested that in order to improve the execution and sustainability of community-based initiatives by ensuring that the resources are directed towards the intended purpose, stakeholders should be included in the M&E mobilization and allocation of project resources.

Ochieng and Sakwa (2018) examined the impact of stakeholders' engagement in resource mobilization and allocation on the effectiveness of community-based initiatives sponsored by donors in Kisumu County. The findings indicated that engaging stakeholders in monitoring and evaluation efforts and the allocation of resources, particularly at the community level, enhances project performance by ensuring that resources are effectively utilized and directed towards their intended objectives. Consequently, this factor significantly influences the effective execution of community water initiatives financed by donors in the informal settlement regions of Kisumu County. The success of a wastewater project in Honduras can be linked to the community's strong sense of ownership, which was fostered by their active involvement in making financial contributions and receiving equipment from the government. The surrounding town made a

significant financial contribution to another bridge project in Honduras, which similarly profited from the availability of local labor. The project's effectiveness was shown to be correlated with the community's robust sense of ownership, as they actively participated in the mobilization and allocation of resources for monitoring and evaluation (M&E). As stated by Kelly (2017), these types of contributions promote a sense of ownership that enhances project performance and sustainability.

One of the biggest obstacles to project success at the community level is always a limited budget. While projects may often make up for a lack of technical capability by outsourcing and/or training, they are unable to make up for a financial shortfall. Financial resources are needed for project implementation, and the cost of such resources might vary greatly based on the project implementers' level of ambition (Harris, 2018). Community-based development initiatives must include several stakeholders in M&E mobilization and allocation of important resources, such as money and people's time, in order to be implemented successfully and sustainably. Key stakeholders, particularly the community, must determine early on in the project design process if the activity is worthwhile in light of the anticipated costs and results. As part of upfront preparation, the activity must consequently have at least an approximate budget.

2.3.2 Participatory Monitoring and Evaluation Capacity Building and Project Performance

The ability to foster community independence so that the same community can take over the project after it ends is referred to as capacity development. Monitoring and assessing stakeholders' ability to compete with other market participants is essential to the efficacy of organizational growth (Dada, 2017). According to Mgoba & Kabotete (2020), the involvement of stakeholders in M&E capacity development initiatives is essential to enable various stakeholders—from individuals to project team members—to collaborate in order to ensure the project's successful completion.

Stakeholder involvement in M&E capacity development initiatives plays a major role in developing intellectually capable people, particularly for the workforce of the future, which is becoming more and more competitive. Different worker capacity results, however, suggest that there is little benefit to include stakeholders in M&E capacity development initiatives. The number

of non-governmental organizations (NGOs) working to address community-level issues has increased in response to the growing problems that communities face today. In order for these organizations to effectively fulfill and continue their objectives, there is a growing need for strategies to collaboratively enhance their capacity development via stakeholder involvement in M&E capacity building initiatives (Asantewaa & Acheampong, 2021).

In order to implement the PM&E capacity development approach, one must first determine what resources are available. The purpose of this is to determine the stakeholders' current capability, which may include financial, social, and human resources. Understanding where to get resources and how to deploy them is part of financial resources. It could also include being aware of current avenues for obtaining financial assistance. On the other side, human resources relate to people's skill development and motivation, both individually and in groups. A social resource is a framework of mutual trust and involvement. Humans are an organization's most important component (Kanyangi & Okello, 2018).

In a study on participatory empowerment and the boundaries of change in the Philippines, Langran (2018) found that engaging stakeholders in M&E capacity building initiatives resulted in a general empowerment of the stakeholders, which will improve the implementation of projects successfully because the stakeholders will be better equipped to localize their issues and find local solutions for local problems as a result of being able to localize their problems. By participating in M&E capacity building activities, stakeholders aim to improve the ability of individuals, organizations, or project implementing agencies to solve complex problems and carry out essential tasks during the project execution process, thereby enabling the project to achieve its intended objectives. More companies have started actively seeking for candidates with capacity building skills and expertise as the value of stakeholder involvement in M&E capacity building initiatives becomes more widely recognized. Having individuals with great leadership skills is crucial for an organization to accomplish its long-term goals of making a significant impact on the world. Equally significant are the strategies employed by these individuals to leverage their leadership abilities in order to progress project objectives (Temali 2018).

In their investigation into the barriers to successfully implementing construction projects in South Africa, Mbachu & Nkando (2017) found that construction projects are intricate and necessitate a multifaceted management strategy that includes stakeholders in M&E capacity building initiatives. In order to achieve sustainability, the project's implementing institutions and management must possess the necessary authority, expertise, and funding to improve project performance. The research cannot be applied to Kenya since it focused only on building projects in South Africa, which has a completely different political and economic environment.

Good management methods, according to McDade (2018), will allow the project to make use of available local resources as well as have the ability to function without them. Beyond only abilities, good management is able to get technical and expert knowledge that will improve the project's completion. To enhance the effective implementation of projects, it is advisable to establish institutions that possess the necessary competencies. This can be achieved by including stakeholders in activities aimed at developing monitoring and evaluation (M&E) capability. Throughout the project implementation phase, good management promotes beneficiary engagement in capacity development activities. As a result, the stakeholders become more committed, trustworthy, and motivated to see the project through to completion even when outside funding ends. Building participant capacity is an essential component of every project's effective execution.

An overview of NGOs and their remarkable ability to impact local communities, megacities, and global challenges is provided by Naftal's (2019) study, which examined the factors influencing the implementation of M&E projects in NGOs. The study also found that when stakeholders come together to act collectively by participating in M&E capacity building activities, they are a powerful force for change that improves project performance. In a different research, Hubert & Mulyungi (2018) investigated the impact of planning for M&E on project performance in Rwanda and found that for any project activity to be effective, stakeholders must participate in M&E capacity development activities. The main goal of stakeholders' involvement in M&E capacity development initiatives is to improve the skills that each stakeholder has access to in order to improve project performance. Such a procedure might be informal, including on-the-job training, or formal, involving the official implementation of an established training program—possibly in a

different setting. The research could not be applied to Kenyan educational initiatives since it was restricted to M&E planning on project performance in Rwanda, which has a totally distinct environment.

A research on the effects of M&E on development initiatives and economic growth in Kenya was conducted by Mugo and Oleche (2019). One of the independent variables was the stakeholders' involvement in M&E capacity development initiatives, which was gauged by how long it took to train the participants. Enhancing the participants' abilities was the goal of the training. The dependent variable chosen was the M&E implementation status. The study's conclusions showed a statistically significant positive correlation between participants' involvement in M&E capacity building activities and project performance. This is because stakeholder empowerment results from their participation in M&E capacity building activities, as people learn best through experience. The longer and more comprehensive the training, the higher the likelihood of the program being implemented effectively.

2.3.3 Participatory Monitoring and Evaluation Technical Expertise and Project Performance

Tan and Kankanhalli (2019) examined the correlation between the execution of community-based development initiatives and proficiency in technical M&E abilities. To obtain the majority of the primary data, the researcher employed questionnaires. The study's findings revealed a significant and favorable relationship between the effectiveness of information systems development projects and the level of expertise in monitoring and evaluation (M&E) demonstrated by stakeholders. In their study, Alshammari, Yahya, and Haron (2019) examined the impact of a project manager's technical proficiency on the execution of intricate projects within the construction sector in Kuwait. It was discovered that the competence of a project manager, which encompasses coordination, efficient communication, establishing strong connections with the project team, successful planning and training, and risk mitigation, are among the most crucial aspects influencing the successful completion of a project.

Sunindijo (2017) conducted a study on the influence of a project manager's technical proficiency on the execution of a project. The research mostly utilized questionnaires to collect primary data

from 107 project managers. The investigation's findings revealed a positive correlation between interpersonal control and the successful completion of the project. In a subset of construction firms in Mombasa County, Kenya, Nyaga (2019) conducted a subsequent study on the impact of technical project management skills on the effective completion of building projects. The study's target audience consisted of employees working in the construction industries in Mombasa. It employed a descriptive design technique. Questionnaires were the primary instrument employed in the research to collect data. The study revealed that although stakeholders are engaged in monitoring and evaluating the available technical expertise, the lack of adequate managerial skills hampers the successful implementation of projects.

The technical help method is based on the idea that communities' primary impediment is a lack of technical expertise and information to solve their issues, and that by providing such assistance, the community's quality of life would improve. According to conflict method proponents, a community's primary issue is its inability to overcome itself; if members unite behind this issue, the community will triumph (Crawford & Bryce, 2018). Due to the increased hurdles in today's technology-enabled projects, technical skill in technology is crucial for project monitoring and control. Being an expert in M&E, a project can play a major role in supporting project team in delivering project results. It is difficult to dissociate technology use from project implementation, and the absence of such relation induces project implementation (Crawford & Bryce, 2018).

One of the biggest challenges in choosing M&E methods is having competent project teams. Since M&E is a relatively new technology in the area of project management, it has difficulties with implementation matrices and durable outcomes. A significant need exists for qualified M&E specialists, M&E system capacity development, technical assistance, and project management course harmonization. The project's human resources should be assigned a title that corresponds to their skill level and have a clear job description. If they are found to be inadequate, training requirements for the required skills should be determined. When staff members are assigned to projects where they are expected to function independently in the field, stakeholders must be actively and often involved in overseeing and assessing on-site supervision.

When executing projects on a daily basis, field staff need the reassurance of managerial support and essential direction (Gorgens et al., 2019). The real organizational goals on the employee to get better, either as a person or as a service provider to the company, are one of the larger parts of growing the skills and capacities of the workers. An enhanced level of employee productivity is the result of the organization's receptiveness to the opportunity and the heightened expectations that follow. The factors influencing the efficacy of M&E of Constituency development initiatives in Changamwe Constituency were examined by Musomba and Kilika (2019). Their findings demonstrated that the successful implementation of Constituency development projects is positively correlated with stakeholder participation in monitoring technical capacity for conducting evaluations and being motivated to contribute to management decisions.

In his research, Ahsan and Gunawan (2018) state that the achievement of independence occurs when individuals work independently of those designated to oversee the project development intervention's strategy and execution. This demonstrates that training is a crucial component intended to influence how stakeholders participate in the M&E technical team's development initiatives. Uitto (2017) highlights that for a project to perform better, stakeholders must be involved in monitoring and evaluating the needs for human capital training. As such, stakeholders must ensure that the project team has the technical know-how required to guarantee high-quality work.

In order to ensure that management chooses people with the appropriate abilities and that these people regularly improve their skills further, it is essential that stakeholders with technical experience in M&E be involved. The involvement of stakeholders with technical competence in M&E is crucial as it guarantees the proper monitoring and meticulous execution of the training needs assessment by the human capital management team. The team is motivated to have base data for the retention, development, and improvement of human skills when stakeholders with technical competence in M&E are involved (Nabris, 2017).

Engaging stakeholders who possess technical monitoring and evaluation (M&E) expertise enhances the existing M&E training and is crucial for enhancing staff capacity development. This involvement enables improved system interaction and management. Since technical officers

require training in evaluation basics, involving stakeholders in the technical team's monitoring and evaluation efforts broadens the range of M&E capabilities that may be utilized, which is essential for achieving a successful M&E practice. It is crucial for project evaluation specialists to have the required monitoring and evaluation (M&E) abilities. Therefore, it is necessary to have a dedicated and enough number of team members specifically for conducting project evaluations. The engagement of stakeholders in the evaluation technical team is essential for achieving this objective. According to Mugambi and Kanda (2017), it is crucial to have a budget and a project team with professional qualifications while implementing the M&E system.

Excluding stakeholders from the M&E process of the technical team, when assigning responsibilities, would result in an uneven distribution of monitoring and evaluation professionals. This will make it more challenging for them to concentrate on project-related monitoring and evaluation tasks. Subsequently, they encounter a pressing time constraint as they attempt to supervise the entire process and vigorously advocate its utilization, leading to insufficient monitoring and evaluation (Gorgens, Nkwazi, and Govindaraj, 2019).

By involving stakeholders in the M&E process of the technical team, a fair division of workload is guaranteed. Qualified individuals are assigned to be responsible for the monitoring and evaluation system, leading to the achievement of high-quality project results. Consequently, the team will develop a stronger dedication to pursuing the expected priorities and objectives. Senior project managers play a vital role in guiding staff members who have less technical knowledge. They must possess sufficient comprehension skills to rely on the data provided by the stakeholders in the M&E technical team. According to Jennifer and McConville (2017), having a broad range of expertise and a mindset that is open to different cultures is crucial for effectively managing results and dealing with cultural diversity inside firms.

2.3.4 Stakeholders' Engagement in Monitoring and Evaluation Decision Making and Project Performance

In order to achieve substantial advancement for the general population, an effective participatory governance model requires a collaborative partnership between the government, the community, and other influential stakeholders. One benefit of the participatory management approach is that it

provides the community with a collective platform to engage in decision-making processes regarding matters that affect them. Enabling local individuals to actively participate in monitoring and evaluation decision-making processes enhances their sense of control and ownership, as stated by Mbui and Wanjohi (2018). According to Cooper & Turner (2020), the participation of stakeholders in the decision-making process for monitoring and evaluation (M&E) is crucial for successfully carrying out a project. This involvement ensures that the needs and desires of the stakeholders are addressed. This aligns with their research on the function of the project manager in the development and execution of projects.

A research on managing stakeholder participation in decision-making in Dutch municipal councils was conducted by Edelenbos and Klijn (2019). The study's conclusions showed that more diverse perspectives throughout the M&E decision-making process produced a range of suggestions that would have improved the project implementation process and ultimately improved project performance. It creates a connection of mutual benefit by allowing the project implementers to see developing trends and obstacles that are affecting the project's performance now or in the future. Concerns and comments from stakeholders, especially the community, may be a valuable source of information that improves project design and outcomes and aids in identifying and containing external risks to the project's effective execution.

According to a study conducted by Lelegwe (2019), when stakeholders, particularly the local community, are given the opportunity to participate in the M&E decision-making process, they will be able to assume responsibility for the project by realizing that its success or failure depends on their commitment, for example in relation to time, physical capital, and financial capital. Purdy (2017) asserts that community engagement and participation in M&E decision-making processes are essential for the effective implementation of community development initiatives. Since participation as an end guarantees that people are intimately engaged in the project and can take control of choices that influence their lives, they stress participation as both a means and an end. Furthermore, active engagement of the community, particularly in the first stages, promotes the seamless dissemination of participation decisions, thereby expediting social learning and enhancing the probability of considering the needs and priorities of local populations.

According to Jelili and Oyeniya (2020), involving stakeholders, especially the community, in making key decisions with regard to M&E, improves decision-making. This involvement allows the local people to take charge of the development projects happening in their community. It also enables them to monitor and balance the participation process, leading to successful implementation of the projects and ultimately enhancing project performance. The study conducted by Aneesh and Haridharan (2017) in South India examined the factors that contribute to the success of project management in construction projects. The study concluded that effective communication among stakeholders during the decision-making process regarding monitoring and evaluation is crucial for conducting a comprehensive evaluation of existing relationships. This encompasses a comprehensive examination of qualifications and any requisite modifications that project managers may need to implement while executing their project management responsibilities in order to enhance the project's efficacy.

The involvement of stakeholders in the M&E decision-making process, for example at the community level, fosters a proactive two-way dialogue between the project team and the beneficiaries, thereby positively impacting the project's performance. This dialogue offers a forum for the exchange of ideas and proposals, which puts the project team in a better position to modify the project goals to better meet the needs of the beneficiaries (Menoka, 2017). In a separate investigation conducted by Jaafar & Yusof (2019), the researchers examined the level of stakeholder engagement during the project execution phase. The study showed that stakeholders' commitment and active involvement in project implementation activities are enhanced when they are selectively recruited and encouraged to contribute to the decision-making process related to monitoring and evaluation. This, in turn, leads to an improvement in the overall performance of the project.

In order to determine the relationship between stakeholder engagement in decision-making processes and their effect on project performance, Nobeoka and Cusumano (2019) conducted research in the US and Japan. The findings indicated that the involvement of stakeholders, specifically community people, in monitoring and evaluating decision-making processes has a direct impact on the effectiveness of the project. This influence is observed in various aspects such as project goals during the planning phase, allocation of resources, and specification of tasks.

Understanding the community's place and roles in planning, developing milestones, creating a scope statement, assigning the planning team, establishing key deliverables, creating the work breakdown schedule, estimating the resource needs for the project activities, developing schedules, estimating the required time and cost for project implementation activities, and risk planning are all made possible by community participation in M&E decision-making processes (Rosario, 2017).

Magassouba et al. (2019) conducted a study to examine the impact of stakeholders' involvement on development project performance in Guinea. The findings of the study indicate that the effective involvement of stakeholders in the M&E decision-making process is crucial for translating stakeholder requirements into project goals. This, in turn, lays the groundwork for efficient strategy development, which is essential for the successful implementation of the project and improves project performance. The impact of community participation on project success in Africa was examined by Kinyata and Abiodun (2020), who found that stakeholder involvement in the M&E decision-making process is crucial to improving project performance. This is because it guarantees that stakeholders' opinions are heard, which raises trust in interactions and creates an environment that is conducive to improved project implementation.

Mkutano and Sang's (2018) study investigated the impact of involving stakeholders in monitoring and evaluating project decisions on the performance of NGOs projects in Nairobi County. The study found that when stakeholders are fairly and deliberately included in the decision-making process, it increases the likelihood of their full support for the outcome, even if it differs from their initial preferences. This fair involvement of stakeholders plays a crucial role in improving project performance by ensuring that stakeholders have an equitable opportunity to express their opinions. In order to accomplish this, the participation process should facilitate transparency and inclusive participation, ensuring equitable chances for interaction from various stakeholder groups and perspectives within the community.

According to a study by Muthaura & Omwenga (2017) looking into the variables affecting project implementation in Kenyan community-based organizations, all stakeholders' active participation in the M&E decision-making process has a positive contribution to the success of the project. This is due to the fact that active participation guarantees that all parties concerned have a chance to

meaningfully and actively participate in a debate process whereby their contributions affect the final decision process and significantly improve its execution. Four distinct components of active participant engagement—active participation, early involvement, encouraging participating stakeholders, and permitting stakeholder input in the final decision.

2.4 Research Gap

References have been made to several literary works that explore theory, research, and practices. Extensive research has been conducted on the influence of PM&E approaches on project performance. The deficiencies, supported by several scholars, lie in the fact that most existing theories on the effects of PM&E practices on project performance in developed nations and counties fail to sufficiently consider the unique social, political, and economic circumstances of Kilifi County.

Table 1: Summary of Research Gaps

Variable	Author (Year)	Title of Study	Methodology Used	Findings	Research Gap	Focus of Current Study
M&E Capacity Building	Mburu, P. K. (2018)	Improving the skills of stakeholders to monitor and evaluate project management and efficacy of fish farming activities in Nyeri.	The study adopted mixed method design	Capacity building of stakeholders in PM&E improves the effectiveness of fish farming initiatives. The study proposes that enhancing the skills and engagement of individuals and organizations involved in M&E at every stage of the project's lifespan leads to improved project performance.	The primary study variables in the study were stakeholder involvement throughout the project life cycle; capacity building was considered a mediating variable and, as such, was not sufficiently investigated.	M&E capacity building was one of the main research variables in this study.
Stakeholder involvement in resource mobilization and allocation	Ochieng' et al., 2018	The impact of stakeholders' participation in resource mobilization on the performance of donor-funded water projects in Kisumu County.	A descriptive survey design	Project performance is improved through stakeholder engagement in M&E resource mobilization and allocation, particularly at the community level, as this guarantees that the resources are not idle and are used for their intended purpose.	The study excluded the aspect of M&E resource mobilization and allocation even though it concentrated on stakeholder involvement in	This study focused on resource mobilization and allocation for M&E

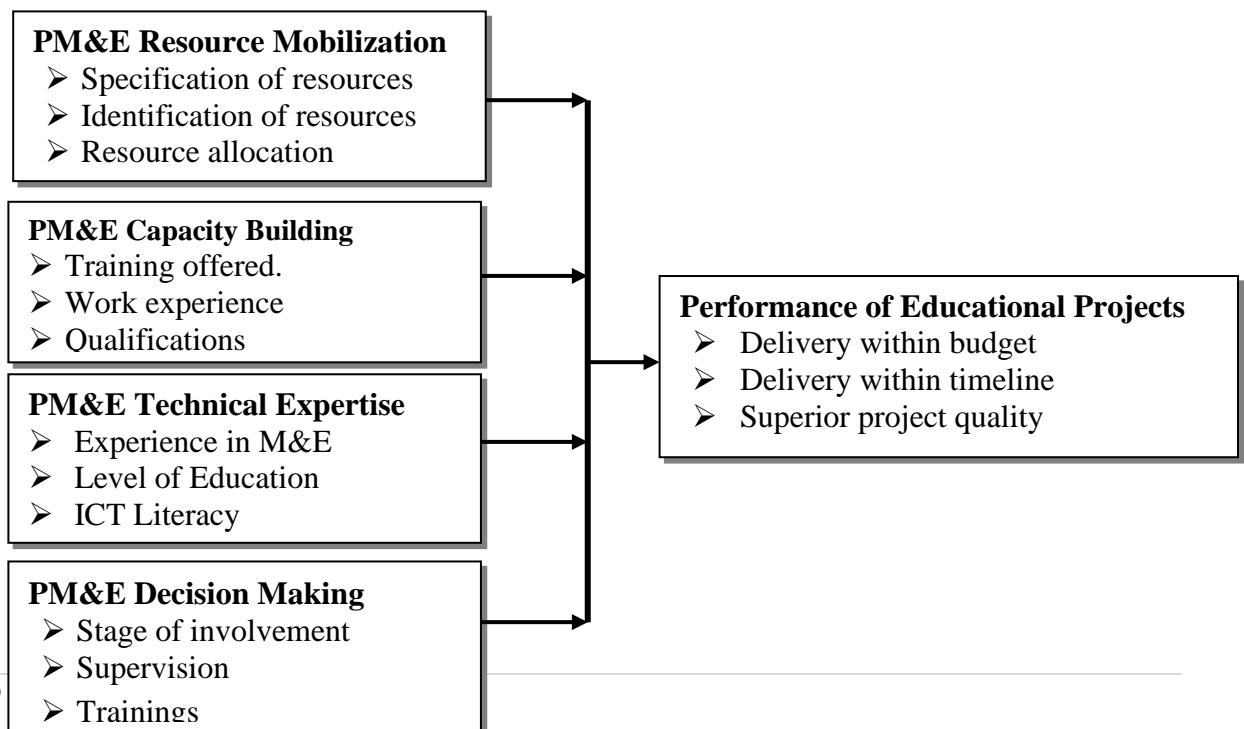
					resource mobilization.	
Monitoring and Evaluation Capacity Building	Mgoba, S. A., & Kabote, S. J. (2020).	The impact of participatory M&E on the success of community water projects in Tanzania.	Exploratory research design.	The involvement of stakeholders in M&E capacity building initiatives is essential for facilitating collaboration among various stakeholders, including individuals and project team members, to ensure the project is executed successfully.	The study used Exploratory research design which cannot provide conclusive answers to the research questions and more the report is not generalizable as it relies on self-reporting	
Monitoring and Evaluation technical expertise	Nyaga, K. G. (2019).	The impact of project management expertise on completion of building projects in Mombasa County	Descriptive research design	According to the study, projects are hindered by a lack of planning skills, which are necessary for successful planning for project success. Additionally, because project planning is complex and unpredictable, different skill sets are needed for successful project implementation and management.	The study concentrated on project management abilities and said nothing about how technical M&E expertise affected project performance.	The technical proficiency of M&E and its impact on performance education initiatives were the main topics of this study.
Monitoring and Evaluation technical expertise	Musomba, K.S., & Kilika, S. (2019)	Factors Influencing the Effectiveness of M&E of Constituency Development Fund Projects in Changamwe Constituency	A descriptive survey research design	The study found that a number of factors, such as a lack of training for M&E personnel and an unclear institutional framework for carrying out M&E activities, affect effective M&E. The secret to increasing performance is providing the various M&E committees with the necessary training to give them the necessary skills.	Despite the study's M&E focus, PM&E practices were not taken into account.	The study project's main focus was on PM&E procedures and how they affect project performance.
Stakeholders Involvement in M&E	Legeve, S. (2019).	Impact of community involvement on Samburu County Community	The study adopted mixed method design	Research has demonstrated that when the local community is specifically granted the chance to engage in the oversight and assessment of the decision-	While the study specifically examined Participation, it did not specifically examine PM&E.	Effectiveness of PM&E practices on educational project performance

decision making		Ownership of Water Projects.		making procedure, they are capable of assuming accountability for the project by recognizing that its outcome hinges on their active participation.		was the main focus for this research project
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2.5 Conceptual Framework

Recognizing that the success of educational programs relies on multiple interconnected factors, it is crucial to emphasize the importance of PM&E methods as a key driver. Based on this research, for the desired outcomes of project execution to be achieved, the project implementing agency's management must involve a diverse range of stakeholders in the decision-making process for M&E, as well as in capacity development, technical expertise, and resource mobilization and allocation. The diagram below depicts the relationship between various factors that influence the performance of educational projects. These factors include stakeholder participation in decision-making, capacity development, technical competence, and the mobilization and allocation of resources for monitoring and evaluation (M&E). The performance of educational projects is considered the dependent variable in this context. Below, a proposal for the formulation of the notion has been presented.

Figure 1: Study's Conceptual Framework



Source: Author's Conceptualization (2023)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This section discusses the procedural methodology used in the study endeavor. The text detailed the methodologies employed in conducting the study. This section presents the research strategy, target population, sampling procedure, sample size, research instruments, data gathering procedure, and data analysis procedures. This section provides detailed explanation of the research methodologies used to perform the research study in order to achieve the study objectives.

3.2 Research Design

This study established the present state of the target population with regard to the research variables by analyzing data obtained from members of the population using a descriptive survey approach. In order to create a profile of the variables, Creswell & Creswell (2017) felt that a descriptive survey approach was acceptable. With particular reference to the ECDE project in Kilifi County, Kenya. This study adopted a descriptive survey research approach to examine the link between PM&E practices and the success of educational projects in Kenya. This because it allowed respondents to provide the researcher with a description of the participation behaviors, the descriptive survey approach was the most suited for this study. Descriptive study aimed to examine a phenomenon that was taking place at a certain location and time. Furthermore, since a descriptive design approach allows for the use of a mixed research methodology to estimate the causal relationship between study variables, it was the most suitable choice for this particular study. This approach worked well because it made it possible to specify the what, how, and where of a phenomenon. It included a thorough examination of scenarios involving problem-solving in matters that were important to the study topics.

3.3 Target Population

The ECDE projects under consideration for this study are 40 ECDE projects tendered and implemented in the 2021-2022 financial year by the County government of Kilifi. Each of these projects were implemented and managed by a team consisting of a project Managers, Project Engineers, M & E officers, ECDE coordinators, project accountants and a project management committee. Therefore, the total target population comprised of four hundred and eighty (480). The

list of employees was obtained from the Human Resource Department head office, Kilifi County (Kilifi County Handbook, 2022).

Table 2: Target Population

Category	Target Population	Percentage (%)
Project managers	40	8.33%
Project Engineers	40	8.33%
Project M&E Officers	40	8.33%
Project Accountants	40	8.33%
ECDE coordinators	40	8.33%
Project Management Committee members	280	58.33%
Total	480	100%

Source: Field Study, (2023)

3.4 Sampling Procedure

The study adopted stratified sampling as well as basic random sampling procedures. The first and primary people who laid the groundwork for stratification were the project managers at different management levels. In this instance, the population was organized into a number of non-homogenous units, necessitating comparisons across several sub-groups. Simple random picking from the strata offered each respondent an equal chance of being chosen for data collection. The technique of choosing a sample size for a research from the complete population such that the population includes components typical of the traits present in the full population group is known as simple random sampling (Orodho & Kombo, 2012).

Because the stratified random sampling approach could accommodate the needs of several departments in Kilifi County, this research used it in conjunction with the simple random sampling methodology as the sample process. There were 144 respondents in the sample size used for this investigation. According to Kothar and Garg (2015), a sample of 10%–30% may be obtained from each stratum as a genuine representation of the complete population under investigation, hence a sample of 30% was selected from each stratum (category).

Table 3: Sample Size

Category	Target Population	Sample Size	Percentage (%)
Project managers	40	30% of 40 =12	8.33%
Project Engineers	40	30% of 40 =12	8.33%
Project M&E Officers	40	30% of 40 =12	8.33%
Project Accountants	40	30% of 40 =12	8.33%
ECDE coordinators	40	30% of 40 =12	8.33%
Project Management Committee members	280	30% of 280=84	58.33%
Total	480	144	100%

Source: Field Study, (2023)

3.5 Data Collection Instruments

Primary and secondary sources of data were taken into consideration in this study. The primary data was collected using a combination of an oral interview guide and well-designed questionnaires that included both suggestive and open-ended questions. This is because, they provide more comparability in the responses, questionnaires were used as the research instrument for this study because they allow for greater consistency in the way questions are posed. According to Orodho (2014), respondents are more at ease while completing out surveys when they are given in their typical setting. Additionally, he contends that when respondents are asked not to provide sensitive information like their identity, they are less likely to fear being victimized and are thus free to provide information that is seen to be more trustworthy.

To guarantee that comprehensive and relevant data on the study's topic is gathered, desk research was conducted in addition to the questionnaires. According to Orodho (2014), surveys are very private, particularly when they don't ask respondents for their identities. This allows data collection from respondents without worrying about their identity being discovered or that they would be harmed. In addition, Kothar and Garg (2015) observe that surveys are unbiased and that it is straightforward to reach out to respondents who are challenging to engage with. The questionnaire was selected as the preferred method for gathering data because it was assumed that the intended audience has literacy skills and the ability to read, understand, and respond to the questions

effortlessly. The questions were formulated in a manner that effectively fulfilled each research objective. The surveys comprised succinct, unambiguous, and easily comprehensible questions that were carefully customized. As indicated in the study's objective section, its mission was to collect data on the specific areas of focus.

3.5.1 Instrument Piloting

The testing of the data gathering tool was carried out to not only discover any problems, but also to pinpoint areas that require change. In this study, 30 subjects were selected randomly from the population for pilot testing. The questionnaires were administered for them to respond and the results of this piloting exercise were used to reconstruct questions that seemed to be ambiguous with an overall goal improving the quality of the instrument.

3.5.2 Instruments Validity

Validity refers to the degree to which a research instrument accurately assesses what it is designed to measure and operates as intended (Cherry, 2015). To ensure that the questionnaire encompassed inquiries regarding project performance and monitoring and evaluation (M&E), the study supervisor and the researcher scrutinized its content. This ensured the content validity of the study. This made sure that the questions and the project performance and monitoring and evaluation topic area matched. Construct validity was guaranteed by the operationalization of the study's variables and their theoretical foundation, while face validity was secured by piloting and receiving feedback from the pilot group.

3.5.3 Instrument Reliability

Gathering methods and tools provide consistent, reliable outcomes and it is defined as reliability (Cherry, 2015). Pre-testing throughout the piloting process was done to make sure the instruments were reliable in producing consistent, standardized data that could be used to the whole population. After the pilot test, the research instrument was standardized to make sure it yields consistent and standard data.

3.6 Data Collection Procedure

The investigator needed research assistants to assist with distributing and collecting the surveys. Prior to authorizing the research assistants to distribute questionnaires to the selected respondents in a random manner, the researcher provided the respondents with an introductory letter that had been approved by the university to ensure the respondents' familiarity with the study. Refusing to provide their identities on the surveys encouraged the respondents to be involved freely in the study, resulting in the provision of accurate and trustworthy data free from prejudice. The respondents were given the surveys in person so they could ask questions and clarify anything they didn't understand. To provide the respondent(s) enough time to complete the questionnaires, they were given the task of leaving them to be finished and collected at the scheduled time.

Following the questionnaires' removal, the researcher called the respondents to confirm that they had received the surveys. This was done in addition to emphasizing the importance of their participation and identifying any respondents who might require assistance completing the questionnaires. This technique facilitated the acquisition of pertinent and trustworthy data, hence augmenting the rate of response.

3.7 Techniques for Analyzing Data

Prior to undergoing statistical package for the social sciences analysis, the data was meticulously examined and assessed for comprehensibility (SPSS). Descriptive statistics facilitated the interpretation of the variable data through narration. According to Mugenda (2013), the utilization of descriptive statistics enables the meaningful description of scores or measurements through the use of indices or statistics. The Statistical Packages for the Social Sciences (SPSS) were utilized to conduct descriptive and inferential analyses on quantitative data. The respondents were instructed to indicate their ideas on a scale of 1 to 5, with 1 representing Strongly Agree, 2 representing Agree, and 3 representing Neutral. They were asked to choose the statement that most accurately expressed their views on the subject being investigated. 5 corresponds to Strongly Disagree, whereas 4 corresponds to Disagree. Descriptive statistics encompassed Std. Dev s, means, frequencies, and percentages.

Content analysis was utilized to examine qualitative data that was presented in a narrative format and pertained to the themes of the study. The study employed regression analysis to ascertain the correlation between the efficacy of Early Childhood Development and Education (ECDE) initiatives in Kilifi County, Kenya, and the implementation of PM&E methods. The shown tables contained the findings. Additionally, it enhanced the comprehensibility of the information for other scholars, enabling swift understanding.

3.8 Ethical Considerations

In order to get permission, participants in this research were told about the nature and goal of the investigation. The respondents' identities and biographical details were all kept private, and the data was solely utilized for this research. Furthermore, the participants in the research had the option to voluntarily select to participate. Any interested person or organization would be allowed to utilize copies of the study findings.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATIONS AND DISCUSSIONS

4.1 Introduction

This section presents results of data analysis and interpretation of findings. The section specifically presents the analysis of the response rate, demographic information, descriptive statistics and inferential statistics.

4.2 Analysis of Response Rate

This provides the response rate of all questionnaires issues and justification of why that response rate is adequate for data analysis. The results on the response rate have been presented in Table 5;

Table 4: Response Rate

Strata	Sample	Response	Response rate (%)
Project managers	12	10	83
Project Engineers	12	11	92
Project M&E Officers	12	9	75
Project Accountants	12	7	58
ECDE coordinators	12	10	83
Project Management Committee members	84	79	94
Total	144	126	88

Source: Field Study (2023)

Of the 144 individuals comprising the target group, 126 questionnaires were returned and completed. The response percentage for this survey is 88%, with 18 responses (12%) not returned. Subsequent data collection revealed that some surveys were not returned and, consequently, were not included. The study and findings shown below were derived from 126 responses. The Project Management Committee members exhibited the highest response rate (94%) in terms of distribution, followed by the Project Engineers' response (92%) and the response from the Project Managers and ECDE Coordinators (83%) respectively. Based on the information provided in table 5, the penultimate response was received from project M&E personnel, who had a response rate of 75%, and project accountants, who had a response rate of 58%. A response rate of this magnitude is deemed exceptional for statistical analysis.

4.3 Demographic Information of the Respondents.

The demographic disposition of the respondents involved in this project was analyzed on the basis of gender, age bracket, education level and tenure of service. The analysis of respondents' biographical data is presented in the subsequent sections

4.3.1 Gender dynamics

To help the researcher draw conclusions about how closely the responses matched the gender characteristics, the respondents were asked to indicate their gender.

Table 5: Gender of the Respondents

Population Category	Frequency	Percentage (%)
Male	84	67
Female	42	33
Total	126	100

Source: Field Study (2023)

The results in table 6 shows that the respondents were disproportionally distributed across gender. There were more male respondents than male with 67% being male and 33% being female. This is consistent with the fact that there are generally more men in employment than women and indicates a fair balance where neither gender has occupied all the positions. It might also have an implication that more men were willing to take part in the research than women.

4.3.1 Age characteristics

Characteristics of the respondents are described as given in the table

Table 6: Age Bracket of the Respondents

Age (Years)	Frequency	Percentage (%)
18 - 20	14	11%
21 - 30	22	17%
31 - 40	31	25%
41 - 50	24	19%
51 - 60	19	15%
over 60	16	13%
Total	126	100%

Source: Field Study (2023)

The findings showed that the majority of respondents—25%—were between the ages of 31 and 40. This was followed by a sizable portion—19%—who were between the ages of 41 and 50, and

those who were over 60—represented 13%. The majority of the respondents, as indicated by their age composition, were older individuals, so in addition to their wealth of life experience, they were able to recognize the significance of the research.

4.3.2 Distribution of Respondents by their Level of Education

In order to assess the respondents' ability to complete the questionnaires and determine whether they are knowledgeable about their responsibilities, the researcher asked the respondents to indicate their level of education.

Table 7: Educational Background of the Respondents

Age bracket	Frequency	Percentage (%)
Secondary	0	0%
Certificate	10	8%
Diploma	44	35%
Degree	58	46%
Masters	14	11%
Total	126	100%

Source: Field Study (2023)

According to table 8, the majority of the respondents represented by 46% had attained degree level while a significant number had also attained diploma level represented by 35%. This implies that majority of the respondents had adequate skills to respond to the questions in the questionnaires without any problem. It also indicated that competent and knowledgeable projects officials were targeted in data collection process in order to provide the necessary information on the effect of PM&E practices on performance of educational projects.

4.3.3 Period of Employment

To ascertain the correlation between the respondents' level of expertise in monitoring and evaluating educational projects in Kilifi County, the researcher inquired about the duration of the respondents' involvement in monitoring and evaluating the county's ECDE project. This was crucial as it would ascertain the worth of the data provided by the responder regarding the methods for overseeing and assessing the efficiency of educational programs in Kenya, specifically the ECDE effort in Kilifi County. The participants were queried regarding the duration of their engagement in monitoring and evaluating Kilifi County's educational project. The findings were condensed and presented in a table for analysis.

Table 8: Period of Employment of the Respondents

Period of Employment	Frequency	Percentage (%)
Less than 2 Years	14	11%
2 – 5 Years	48	38%
6 – 10 Years	44	35%
Above 10 Years	20	16%
Total	126	100%

Source: Field Study (2023)

Table 9 shows that 11% of respondents have been participating in Kilifi County educational project monitoring and evaluation activities for less than two years. Thirty-eight percent of respondents had been active in project monitoring and evaluation efforts for two to five years, compared to thirty-five percent for those who had been working for ten to six years. Fifteen percent of the respondents reported having been active in PM&E activities for more than ten years. It can be concluded from this that most of the targeted respondents have been engaged in project monitoring and evaluation activities for a duration of two to ten years. Since the majority of respondents have been active in project monitoring and evaluation activities for a period of between two and ten years, this suggests that the majority of them are well-experienced and competent in the subjects relevant to the topic at hand.

4.3.4 Allocation and Mobilization of Participatory M&E Resources on Project Performance

The researchers aimed to investigate the effect of PM&E resource allocation on the effectiveness of ECDE projects in Kilifi County. Their objective was to provide guidance to the project implementing agencies regarding the significance of resource allocation in the implementation of ECDE construction projects. The data were summarized and presented in Table 10.

Table 9: Participatory M&E Resource Mobilization and Allocation on Project Performance

Response	Mean	Std. Dev
A4. Stakeholders' involvement in monitoring and evaluation of resource mobilization and allocation process ensure effective and efficient completion of projects	3.60	.634
B4. Stakeholders' involvement in M&E of resource mobilization and allocation process ensures mobilization and allocation of appropriate resources that guarantee successful execution of project without delays	3.63	.434
C4. Stakeholders involvement in M&E of mobilization and allocation of resources ensures that communities contribute cash or other resources in kind towards projects execution process	3.86	.852

D4. Stakeholders' involvement in monitoring and evaluation of resource mobilization and allocation process instills a sense of ownership which enhances project performance	3.84	.656
E4. Stakeholders' involvement in monitoring and evaluation of resource mobilization and allocation process greatly contributes towards the identification, acquisition and proper management of the available resources required for the successful completion of the project	3.88	.942
Overall Score	3.76	.704

Source: Field Study (2023)

The purpose of Table 10 is to analyze if the allocation of resources for PM&E has a relationship on the performance of ECDE programs in Kilifi County. Item A4 was derived from the analysis presented in Table 4.5 and aimed to determine if community participation in the decision-making process aligned with community needs. The results indicated that 16 respondents, equivalent to 13% of the total, expressed a favorable opinion. Additionally, 34 respondents, accounting for 27%, strongly agreed, while 46 respondents, representing 36%, agreed. Furthermore, 30 respondents, constituting 24%, expressed indifference. The average score was 3.60, while the measure of the spread of scores around the average was 0.634. The findings indicate that most respondents perceive that the performance of ECDE in Kilifi County is influenced by the mobilization and allocation of resources for participatory monitoring and evaluation.

Out of the respondents, 30 (24%) strongly agreed, 56 (44%) agreed, 26 (21%) had a neutral opinion, and 14 (11%) disagreed with the analysis of item B4. This item aimed to assess whether stakeholders' involvement in M&E of the resource mobilization and allocation process ensures the mobilization and allocation of suitable resources that guarantee the successful execution of the project without any delays. The Std. Dev was 0.434 and the mean was 3.63. Based on the findings, most responders appeared to concur with the assumption.

In response to the question of whether stakeholder participation in resource mobilization and allocation guarantees that communities will contribute financially or in-kind to the project execution process, 34 respondents (27%) strongly agreed, 54 respondents (43%) agreed, 20 respondents (16%) had a neutral opinion, and 18 respondents (14% disagreed) regarding item C4. The Std. Dev was .852 and the mean was 3.86. The results showed that most respondents appeared to concur with the statement.

In order to determine whether or not a sense of ownership is instilled by stakeholders' involvement in the M&E of the resource mobilization and allocation process, item D4 analysis was conducted. The results showed that while 18 respondents (14%) disagreed, 60 respondents (48%) agreed, 26 respondents (21%) had a neutral opinion, and 22 respondents (17%) strongly agreed. The Std. Dev was 0.656 and the mean was 3.84. Based on the findings, most responders appeared to concur with the assumption.

Item E4: 38 (30%) of the respondents strongly agreed, 42 (33%) agreed, 26 (21%) had a neutral opinion, and 20 (16%) disagreed. The purpose of item E4 analysis was to determine whether or not stakeholders' involvement in M&E of resource mobilization and allocation process greatly contributes towards the identification, acquisition, and proper management of the available resources required for the successful completion of the project. The Std. Dev was 0.704 and the mean was 3.88. The research analysis indicates that the allocation of resources for PM&E has an impact on the effectiveness of ECDE programs in Kilifi County.

4.3.5 Participatory M&E Capacity Building and Project Functionality

The study aimed to examine the impact of enhancing PM&E skills on the performance of an ECDE project in Kilifi County. The results of the analysis are presented in Table 11 below.

Table 10: Participatory Monitoring and Evaluation Capacity Building and Project Performance

Response	Mean	Std. Dev
A4. Involvement of stakeholders in M&E of capacity building activities assist in identification of the required technical team with the right skills concerning M&E	3.77	.989
B4. The participation of stakeholders in M&E of capacity building activities is crucial for enhancing the understanding and proficiency necessary for the successful implementation of the project.	3.64	.845
C4. Participating in M&E of capacity building activities allows a variety of stakeholders, ranging from private citizens to government officials, to collaborate on solving shared issues that impact project performance.	3.59	.884
D4. Involvement of stakeholders in M&E of capacity building activities is critical in producing individuals who are intellectually competent	2.94	.946
E4. Involvement of stakeholders in M&E of capacity building activities ensure that the project team is able to solve complex problems during project execution	3.78	.844
Overall Score	3.54	.902

Source: Field Study (2023)

The objective of the study conducted by Table 11 was to assess the impact of PM&E, as well as capacity development, on the success of the ECDE project in Kilifi County. The analysis of item A4 revealed that 33% of the respondents strongly agreed, 38% agreed, 16% had a neutral opinion, and 13% disagreed with the idea that involving stakeholders in capacity building activities for M&E would aid in identifying the required technical team with the necessary M&E skills. The Std. Dev was 0.989 and the mean was 3.77. Based on the findings, most responders appeared to concur with the assumption.

Upon analyzing item B4, which pertains to the involvement of stakeholders in monitoring and evaluation of capacity building efforts, it was evident that 34 respondents (or 27%) strongly agreed, 48 respondents (or 38%) agreed, 30 respondents (or 24%) had a neutral opinion, and 14 respondents (or 11%) disagreed. The query inquired about the necessity of involving stakeholders in the monitoring and evaluation (M&E) process of capacity building initiatives. The average score was 3.64 and the measure of variability was 0.845. The findings indicated that the majority of participants agreed with the statement.

Item C4's analysis was undertaken to assess the potential for collaboration among various stakeholders, including individuals and government officials, in addressing shared problems that affect project performance. The findings indicated that 30% of the participants strongly agreed, 40% agreed, 14% had a neutral attitude, and 16% disapproved. The mean was 3.59, with a Std. Dev of 0.884. Based on the findings, most of the respondents appeared to concur with the assumption.

The examination of item D4, which inquired about the significance of involving stakeholders in monitoring and evaluation of capacity building activities for the production of intellectually competent individuals, revealed that 32 respondents (or 25%) expressed strong agreement, 40 respondents (or 32%) expressed agreement, 36 respondents (or 29%) held a neutral opinion, and 18 respondents (or 14%) expressed disagreement. The Std. Dev was 0.946 and the mean was 2.94. Based on the findings, most responders appeared to concur with the assumption.

The examination of item E4, which inquired about the assurance of stakeholders' involvement in M&E of capacity building activities to ensure the project team's proficiency in solving intricate problems during project execution, revealed that 34 respondents (or 27%) strongly agreed, 52 respondents (or 41%) agreed, 24 respondents (or 19%) had a neutral opinion, and 16 respondents (or 13%) disagreed. The Std. Dev was 0.844 and the mean was 3.78. The study's research indicates that enhancing the ability for PM&E has a significant impact on the success of the ECDE initiative in Kilifi County.

4.3.6 The influence of participatory monitoring and evaluation technical expertise on project performance

The researchers sought to know the influence of PM&E technical expertise on performance of ECDE project in Kilifi County. The analyses of the findings were summarized in table 12 as follows;

Table 11: Participatory monitoring and evaluation technical expertise on project performance

Response	Mean	Std. Dev
A4. The participation of stakeholders in monitoring and evaluating the training needs of human capital is crucial for enhancing project performance.	3.65	.876
B4. The participation of stakeholders in monitoring and evaluation of technical competence guarantees that the project team possesses the requisite technical knowledge to achieve a project of superior quality.	3.53	.904
C4The participation of stakeholders in monitoring and evaluating technical competence is crucial to ensure that management effectively selects and develops the necessary skills to build capacity.	3.24	.943
D4. The participation of stakeholders in monitoring and evaluating technical expertise is crucial for ensuring the accurate and careful execution of the training needs assessment.	3.43	.994
E4. The participation of stakeholders in monitoring and evaluating technical expertise enhances the existing M&E skills.	3.57	.884
Overall Score	3.49	.920

Source: Field Study (2023)

The analysis in table 12 examines whether the presence of PM&E technical competence affects the performance of the ECDE project in Kilifi County. The analysis of item A4 aimed to determine the importance of stakeholder involvement in M&E human capital training needs for enhancing project performance. The findings showed that 38 respondents (30%) strongly agreed, 42 respondents (33%) agreed, 26 respondents (21%) had a neutral opinion, and 20 respondents (16%)

disagreed. The average score was 3.65, with a Std. Dev of 0.876. The discovery indicated that a significant proportion of the participants concurred with the assertion.

Item B4 aimed to determine if stakeholders' participation in M&E of technical expertise ensures that the project team possesses the requisite technical knowledge to ensure a high-quality project. The findings revealed that 30 respondents (24%) strongly agreed, 48 respondents (38%) agreed, 36 respondents (29%) had a neutral opinion, while 12 respondents (9%) disagreed. The average score was 3.53, with a Std. Dev of 0.904. The discovery indicated that a significant proportion of the participants concurred with the assertion.

The analysis of item C4 aimed to determine whether stakeholder involvement in M&E technical expertise is crucial for management to selectively appoint the appropriate skills and enhance capacities through ongoing skill development. The findings revealed that 43 (34%) respondents strongly agreed, 38 (30%) agreed, 35 (28%) had a neutral opinion, and 10 (8%) disagreed. The average score was 3.24, with a Std. Dev of 0.943. The discovery indicated that a significant proportion of the participants concurred with the assertion.

The analysis of item D4, which aimed to assess the role of stakeholder involvement in M&E technical expertise, found that 43 respondents (34%) strongly agreed, 46 (36%) agreed, 21 (17%) had a neutral opinion, and 16 (13%) disagreed. The Std. Dev was 0.994 and the mean was 3.43. Based on the results, most participants appeared to concur with the assertion.

The analysis of item E4, which aimed to determine if stakeholder involvement in M&E technical expertise contributes to existing M&E skills, showed that 21 (17%) of the respondents strongly agreed, 59 (47%) agreed, 27 (21%) had a neutral opinion, and 19 (15%) of the respondents disagreed. The average score was 3.57, with a Std. Dev of 884. Based on the analysis conducted, it can be inferred that the expertise in PM&E has a significant impact on the performance of the ECDE project in Kilifi County.

4.3.7 Stakeholders Involvement in Decision Making and Projects Performance

The researchers aimed to determine the impact of stakeholder participation in decision-making on the performance of an ECDE project in Kilifi County. The objective was to provide guidance to

the implementing agency regarding the significance of involving stakeholders in the decision-making process during the implementation of the project. The findings were condensed and presented in table 13, providing a summary of the analyses.

Table 12: Stakeholders Involvement in Decision Making and Projects Performance

Response	Mean	Std. Dev
A4. Stakeholders' involvement in M&E of project decision making process helps in reflecting the community needs and stimulate people's interest in the implementation of the project	3.69	.866
B4. It provides all stakeholders an equal voice given that fair decision making increases the probability that stakeholders will fully support the outcome of a process even if they had hoped for a different outcome	3.56	.914
C4. The information that is produced during the decision-making process gives local stakeholders the confidence to assume more responsibility for their environment and welfare in connection with the project.	3.25	.944
D4. Increased stakeholder participation in M&E leads to greater involvement of diverse stakeholders in decision making, resulting in a wider range of ideas and perhaps improving the implementation process.	3.41	.981
E4. It ensures that the opinion of the stakeholders is heard and by so doing, the level of trust in the interactions increases thus providing a fertile ground for enhanced project implementation process	3.55	.882
Overall Score	3.49	.920

Source: Field Study (2023)

Based on the analysis of the possible influence of stakeholder involvement in decision-making on the ECDE project's success in Kilifi County in Table 12. Examining item A4, which asked whether including stakeholders in project decision-making monitoring and evaluation (M&E) helps reflect community needs, revealed that 32 (26%) strongly agreed, 51 (40%) agreed, 25 (20%) had a neutral opinion, and 18 (14%), disagreed. The mean was 3.69, with a Std. Dev of .866. The results showed that most respondents appeared to concur with the statement.

Item B4's study aimed to ascertain whether stakeholder involvement provides them with an equitable opportunity to express their opinions, as fair decision-making enhances the probability of obtaining full stakeholder support for the conclusion of a process. The survey revealed that 26 respondents (21%) expressed strong agreement, 58 (46%) expressed agreement, 28 (22%) had a moderate opinion, and 14 (11%) expressed disagreement. The mean was 3.56, with a Std. Dev of 0.914. Based on the findings, most responders appeared to concur with the assumption.

Out of the total of 58 respondents, representing 46% of the sample, agreed with item C4. On the other hand, 27 respondents, accounting for 22% of the sample, had a neutral opinion. Additionally, 18 respondents, making up 14% of the sample, disagreed with item C4. The item in question asked whether the information generated by the decision-making process enables local stakeholders to take responsibility for their well-being in relation to the project. Out all the participants, 23 individuals (18%) expressed strong agreement. The average score was 3.25, while the Std. Dev was 0.944. The findings indicated that the majority of participants agreed with the statement.

The evaluation of item D4, which investigated the correlation between enhanced stakeholder involvement in M&E and the generation of diverse ideas and potential enhancements in the implementation process, produced a range of viewpoints and suggestions for decision-making. Out of the participants, 41 individuals (33%) expressed strong agreement, 38 individuals (30%) expressed agreement, 27 individuals (21%) had a neutral opinion, and 20 individuals (16%) expressed disagreement. The Std. Dev was 0.981 and the mean was 3.41. Based on the results, most of the participants appeared to concur with the statement.

The purpose of item E4 study was to determine if include stakeholders in decision-making guarantees that their opinions are acknowledged. If so, confidence in interactions rises, creating a favorable environment for improved project execution. showed that the respondents, 41 (33%) strongly agreed, 43 (34%) agreed, 28 (22%) had a neutral attitude, and 14 (11%) disapproved. With a Std. Dev of 882, the mean was 3.55. Based on the aforementioned research analysis, it can be inferred that the performance of Kilifi County's ECDE project is impacted by the engagement of stakeholders in decision-making.

4.4 Regression Analysis

A regression analysis was conducted and a linear regression was fitted on the data and the output is as in the table below in order to establish the relationship between PM&E practices and performance of ECDE projects in Kilifi County.

Table 13: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error				Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
(Constant)	3.472	.478		7.259	.000	2.489	4.455					
Participatory M&E resource allocation	-.273	.122	-.319	2.235	.032	-.524	-.022	.179	-.401	-.221	.481	2.077
Participatory capacity building	.545	.093	.817	5.866	.004	.354	.735	.657	.755	.581	.504	1.982
Participatory M&E technical expertise	-.256	.090	-.467	2.863	.006	-.441	-.072	.080	-.490	-.283	.369	2.713
Stakeholders involvement in decision making	-.346	.101	-.514	3.427	.002	-.553	-.138	.069	-.558	-.339	.435	2.297

a. Dependent Variable: performance of educational projects

Resulting model

$$Y = 3.472 - 0.273X_1 + 0.545X_2 - 0.256X_3 - 0.346X_4$$

From the table above, the P values of all variables (Participatory M&E resource allocation = 0.032, Participatory capacity building = 0.004, Participatory M&E technical expertise = 0.006 & Stakeholders involvement in decision making = 0.002) are less than 5% making them statistically significant. This means that participatory M&E resource allocation, participatory capacity building, participatory M&E technical expertise and stakeholders' involvement in decision making have a significant influence on performance of ECDE projects in Kilifi County.

Table 14: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.863 ^a	.745	.696	2.587	1.745	15.218	4	82.000	

- a. Predictors: (Constant), participatory M&E resource allocation, participatory capacity building, participatory M&E technical expertise and stakeholders' involvement in decision making

From the table above, the coefficient of correlation (R) is 0.863. This means that there is a strong and positive relationship between PM&E practices and performance of ECDE projects in Kilifi County. The coefficient of determination (R Square) is 74.5%. This means that 74.5% of the changes in the sustainability achieved by ECDE projects are attributed to the level of PM&E practices.

Table 15: Analysis of Variance (ANOVA)

Model	Sum of Squares	Df	Mean Square	F	Sig
Regression	5.093	4	1.019	15.218	.000 ^b
1 Residual	1.740	82	.067		
Total	6.833	86			

The result table 16 shows that, at 0.05 significance level, the calculated value of F is 15.218 while the critical value is 1.019 meaning that the study model is fit and viable. This is evident as the P value is 0.000 which is less than 5%. This implies that PM&E practices have an influence on performance of ECDE projects in Kilifi County.

4.5 Discussion of the Findings

4.5.1 Participatory M&E Resource Mobilization and Allocation on Project Performance

The respondents acknowledged that resource allocation for PM&E affects how well Kilifi County's ECDE programs operate. Most respondents concurred that involving stakeholders in the M&E of the process of mobilizing and allocating resources ensures the acquisition and allocation of appropriate resources, which in turn ensures the timely and efficient execution of projects. The findings align with Mburu's (2018) assertion that involving stakeholders in M&E the mobilization and allocation of resources enhances the effectiveness and efficiency of project implementation. This involvement ensures that resources are allocated according to their intended purposes, leading to a significant improvement in project performance.

The respondents agreed with this statement when it came to the finding regarding whether or not stakeholders' involvement in M&E of resource mobilization and allocation ensures that communities contribute cash or other resources in kind towards projects execution process. This was indicated by a mean of 3.86 and Std. Dev of 0.852, which showed a slight difference. The results were consistent with Boadu & Ile (2018), who claim that involving the stakeholders in the M&E of both monetary and in-kind contributions is essential to ensuring that the resources are allocated to the intended purpose, which is essential to improving project performance.

Regarding the question of whether or not a feeling of ownership is engendered by stakeholders' participation in the monitoring and assessment of the resource mobilization and allocation process, the respondents expressed agreement with the statement. The results corroborate Kelly's (2017) observation that the community's strong sense of ownership over the project was a result of their active participation in the cash contribution. Kelly noted that the Honduran wastewater project, which benefited from beneficiary cash contributions and government equipment provision, was successful because of this.

The majority of respondents agreed that the identification, acquisition, and appropriate management of the available resources required for the project's successful completion are significantly aided by stakeholders' participation in the M&E of the resource mobilization and allocation process. The results are consistent with Mburu's (2018) assertion that, in the event that the necessary resources are not available, the contractor must include all relevant parties in order to identify and distribute the available resources correctly.

4.5.2 Participatory Monitoring and Evaluation Capacity Building and Project Performance

The participants concurred that the effectiveness of ECDE projects in Kilifi County is enhanced when stakeholders are actively involved in the M&E of capacity building initiatives. The respondents confirmed that involving stakeholders in M&E of capacity building projects helps in identifying the technical team with the required M&E capabilities. The results align with the findings of Mugo and Oleche (2019), who argue that stakeholder involvement in monitoring and assessing capacity building efforts leads to stakeholder empowerment, as individuals learn most effectively through firsthand experience

Regarding whether or not stakeholder participation in M&E of capacity development activities is essential to enhancing the knowledge and management skills needed for the project's successful completion, the respondents also agreed with this statement. These results were consistent with Mgoba and Kabothe's (2020) assertion that a critical factor in developing intellectually competent people—and particularly in preparing an increasingly competitive workforce is stakeholder participation in the M&E of capacity building initiatives.

Regarding whether or not diverse stakeholders, ranging from people to government personnel, have the opportunity to collaborate in order to tackle shared issues that impact project performance, the respondents agreed with the statement. These results are consistent with those of Langran (2018), who found that stakeholder M&E of capacity building activities aims to guarantee that people, organizations, or project implementing agencies are better equipped to handle complex problems and carry out essential tasks during the project execution process.

The respondents acknowledged that stakeholders' participation in M&E of capacity building programs is crucial for developing intellectually competent individuals. The project findings corroborated those of Mgoba and Kabothe (2020), indicating that stakeholder engagement in overseeing and evaluating capacity-building initiatives plays a crucial role in fostering intellectual competence, especially given the increasing competitiveness of the workforce.

The respondents also concurred with the statement that involving stakeholders in M&E of capacity development activities ensures that the project team is equipped to address complex difficulties during project implementation. The findings of this study corroborated Langran's (2018) assertion that engaging stakeholders in the supervision and evaluation of capacity-building endeavors leads to a widespread empowerment of these stakeholders. This empowerment enables them to address their specific concerns and, consequently, enhances their ability to tackle intricate problems and offer tailored solutions to local issues.

4.5.3 The influence of participatory M&E technical expertise on project performance

The respondents agreed that the effectiveness of Kilifi County's ECDE programs is influenced by participative M&E technical skills. The majority of respondents agreed that the project team's

possession of the technical know-how required to guarantee a high-quality project is ensured by stakeholders' engagement in the monitoring and evaluation of technical knowledge. These results were in line with Uitto's (2017) assertion that stakeholders need to be included in making sure the project team has the technical know-how required to ensure a high-quality project.

Moreover, most participants concurred with the notion that the involvement of stakeholders in monitoring and evaluating technical expertise is essential for ensuring that the management selects individuals with the appropriate skills and regularly improves their capacity through ongoing skill development. The findings align with Mugambi & Kanda's (2017) claim that the management might enhance the M&E practical training by involving stakeholders in M&E activities of the technical team.

The majority of responders also stated that the correct monitoring and meticulous execution of the training needs assessment is ensured by the stakeholders' engagement in monitoring and assessing technical skills. These results are consistent with those of Nabris (2017), who claims that the stakeholders' involvement in the technical team's monitoring and evaluation is crucial in ensuring that the team in charge of human capital management accurately monitors and diligently carries out the assessment of training needs.

4.5.4 Stakeholders Involvement in Decision Making and Projects Performance

The participants reached a consensus that the level of involvement in decision-making had a direct impact on the effectiveness of ECDE in Kilifi County. Most respondents concurred that involving stakeholders in the M&E of project decision-making processes facilitates the representation of community needs. The findings were consistent with Menoka's (2017) claim that involving stakeholders in M&E of project decision making provides a platform for the reciprocal exchange of ideas and suggestions. Due to their participation, the project team will have an improved ability to adapt the project objectives in order to more effectively fulfill the requirements of the beneficiaries.

In addition, as fair decision-making increases the probability of stakeholders fully accepting the outcome of a process, most respondents also concurred with the notion that involving stakeholders allows them an equitable opportunity to express their opinions. This aligns with the findings of

Mkutano & Sang (2018), who emphasize the need of granting all stakeholders an equitable opportunity to participate in project decision-making processes through M&E in order to enhance project performance. Impartial decision-making also increases the probability that stakeholders will fully endorse the conclusion of the process, even if they had desired a different outcome.

The respondents agreed that the information offered by the decision-making process instills trust in local stakeholders to undertake greater responsibility for their environment and well-being in relation to the project. The findings align with Jaafar & Yusof's (2019) claim that deliberately choosing stakeholders and motivating their involvement in M&E the decision-making process increases their feeling of ownership and engagement in project implementation. These factors positively influence the project's performance.

The respondents accepted the proposition that stakeholder engagement in M&E leads to a wider variety of input in decision-making, perhaps enhancing the implementation process. The results align with the research conducted by Edelenbos and Klijn (2019), which demonstrated that involving multiple stakeholders in the monitoring and evaluation of decision-making leads to a diverse range of ideas that can enhance project implementation and improve project performance. It establishes a mutually beneficial link by enabling project implementers to see emerging trends and impediments that currently or potentially impact the project's performance.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This section gives the summary, conclusion and recommendations of the research findings where by a summary, conclusion and recommendations of the study are briefly discussed. The chapter starts by the findings of the study, conclusion, and recommendation on the way forward as well as giving suggestions for further study in areas not covered by the researchers.

5.2 Summary of the Findings

The research project was aimed at investigating the effect of participatory monitoring and evaluation practices on performance of educational project in Kenya with specific reference to ECDE project in Kilifi County.

5.2.1 Participatory M&E Resource Mobilization and Allocation on Project Performance

In relation to the analysis of how the distribution of resources for PM&E impacts the efficacy of ECDE projects in Kilifi County. To assess the alignment between community participation in the decision-making and the community's demands, we conducted an analysis of item A4. The findings indicated that 34 (27%) of the participants expressed strong agreement, 46 (36%) expressed agreement, 30 (24%) held a moderate stance, and 16 (13%) expressed disagreement. The Std. Dev was 0.634, but the mean was 3.60. The findings indicated that a majority of participants held the belief that community involvement in decision-making has a significant influence on the success of a project.

Out of the respondents, 30 (24%) strongly agreed, 56 (44%) agreed, 26 (21%) had a neutral opinion, and 14 (11%) disagreed with the analysis of item B4. This analysis aimed to determine if stakeholders' involvement in M&E of the resource mobilization and allocation process ensures the mobilization and allocation of appropriate resources that guarantee the successful execution of the project without delays. The Std. Dev was 0.434 and the mean was 3.63. Based on the results, the

majority of participants believed that the mobilization and allocation of resources for participatory M&E had a significant influence on the performance of the project.

The objective of conducting a C4 analysis was to ascertain the extent to which stakeholders' participation in M&E activities guarantees the provision of community contributions in the form of financial resources or in-kind resources for project implementation. The survey results indicate that 27% of the respondents strongly agreed, 43% agreed, 16% had a neutral attitude, and 14% disapproved. The mean was 3.86 and the Std. Dev was 0.852. Based on the results, most participants appeared to hold the view that the involvement of stakeholders in the mobilization and allocation of resources impact on the success of projects.

The analysis of item D4 investigated the impact of stakeholders' engagement in monitoring and assessing the resource mobilization and allocation process on project performance. Out of the respondents, 22 (17%) strongly agreed, 60 (48%) agreed, 26 (21%) had a neutral opinion, and 18 (14%) disagreed. The Std. Dev was 0.656 and the mean was 3.84. Based on the results, most participants appeared to hold the belief that the involvement of stakeholders in the allocation and delivery of resources has an impact on the achievement of project objectives.

After evaluating item E4, which sought to investigate the impact of stakeholder participation in monitoring and assessing the resource mobilization and allocation process on the identification, acquisition, and effective management of the necessary resources for the project's successful completion, it was found that 38 respondents (30%) strongly agreed, 42 (33%) agreed, 26 (21%) had a neutral opinion, and 20 (16%) disagreed. The Std. Dev was 0.704 and the mean was 3.88.

5.2.2 Participatory Monitoring and Evaluation Capacity Building and Project Performance

In connection to the analysis of the correlation between project success and the enhancement of PM&E capacity for the ECDE projects in Kilifi County. Regarding Item A4, which inquired about the impact of involving stakeholders in the M&E of capacity building efforts on identifying the requisite technical team with the essential M&E capabilities, the survey results indicate that 42 respondents (33%) strongly agreed, 48 (38%) agreed, 20 (16%) expressed a neutral opinion, and 16 (13%) disagreed. The Std. Dev was 0.989 and the mean was 3.77. The findings indicated that

the majority of participants concurred that the enhancement of PM&E capabilities has a significant influence on project success.

The analysis of item B4 indicates that stakeholder involvement in M&E of capacity building activities is considered important for enhancing the knowledge and management skills required for successful project execution. Out of the total respondents, 34 individuals (27%) strongly agreed, 48 individuals (38%) agreed, 30 individuals (24%) had a neutral opinion, and 14 individuals (11%) disagreed. The Std. Dev was 0.845 and the mean was 3.64. The findings indicated that the majority of participants concurred that the enhancement of PM&E capabilities has a significant influence on the success of projects.

Item C4's study was undertaken to assess the extent to which various stakeholders, including individuals and government officials, have the chance to engage in addressing common issues that impact project performance. The findings indicated that 30% of the participants strongly agreed, 40% agreed, 14% had a neutral attitude, and 16% disapproved. The mean was 3.59, with a Std. Dev of 0.884. The findings indicated that the majority of participants concurred that the enhancement of participatory monitoring and evaluation (M&E) capabilities has an influence on the success of projects.

Regarding Item D4, which inquired about the significance of stakeholder involvement in M&E of capacity building initiatives for generating intellectually competent individuals, 32 respondents (25%) expressed strong agreement, 40 (32%) expressed agreement, 36 (29%) held a moderate opinion, and 18 (14%) expressed disagreement. The Std. Dev was 0.946 and the mean was 2.94. Based on the findings, most respondents appeared to have the belief that the development of participatory M&E capacity has an impact on project performance.

Analysis of item E4, which asked whether including stakeholders in M&E of capacity building activities ensures that the project team can handle challenging issues while executing the project, showed that 34 respondents (27%) strongly agreed, 52 respondents (41%) agreed, 24 respondents (19%) had a neutral opinion, and 16 respondents (13%) disagreed. The Std. Dev was .844 and the mean was 3.78.

5.2.3 The impact of participatory monitoring and evaluation technical knowledge on the success of a project

In relation to the analysis of the influence of technical expertise in PM&E on the achievement of the ECDE project in Kilifi County. Regarding Item A4, which inquired about the importance of stakeholder participation in monitoring and analyzing the necessity for human capital training to improve project performance, 38 respondents (30%) strongly agreed, 42 (33%) agreed, 26 (21%) had a neutral attitude, and 20 (16%) disagreed. The Std. Dev was 0.876 and the mean was 3.65. The findings indicated that the majority of participants held the belief that proficiency in PM&E has an impact on the effectiveness of ECDE projects in Kilifi County.

The study conducted in item B4 explored whether the inclusion of stakeholders in the M&E of technical competence ensures that the project team possesses the required technical skills, thereby ensuring a high-quality project. The data analysis revealed that 30 individuals (24%) expressed strong agreement, 48 individuals (38%) expressed agreement, 36 individuals (29%) had a neutral opinion, and 12 individuals (9%) expressed disagreement. The Std. Dev was 0.904, whilst the mean was 3.53. The findings indicated that the majority of participants held the belief that technical proficiency influences performance through the means of participatory monitoring and assessment.

The objective of analyzing item C4 was to ascertain the significance of stakeholders' involvement in M&E technical skills, in order to enhance management's capability to select the most suitable candidates and consistently enhance capacity through skill development. The survey results revealed that 43 individuals (34%) expressed strong agreement, 38 individuals (30%) expressed agreement, 35 individuals (28%) had a neutral opinion, and 10 individuals (8%) disagreed with the statement. The mean was 3.24, with a Std. Dev of 0.943. The findings indicated that the majority of participants held the belief that technical proficiency influences performance through participatory monitoring and assessment.

The analysis of item D4, which assessed the importance of stakeholders' involvement in M&E technical expertise, revealed that 43 (34%) of the respondents strongly agreed, 46 (36%) agreed, 21 (17%) had a neutral opinion, and 16 (13%) disagreed. This information ensures accurate and

diligent monitoring of the training needs assessment. The Std. Dev was 0.994 and the mean was 3.43. The findings indicated that the majority of participants held the belief that technical proficiency influences performance through participatory monitoring and assessment.

The examination of item E4, which inquired about the stakeholders' assessment and appraisal of the technical proficiency that contributed to the existing M&E abilities, revealed that 19 respondents (15%) expressed disagreement, 59 respondents (47%) expressed agreement, and 21 respondents (17%) significantly expressed agreement. The mean was 3.57, with a Std. Dev of 884.

5.2.4 The role of stakeholders in decision making and its impact on project performance

Considering the inquiry into the potential influence of stakeholder involvement in decision-making on the performance of Kilifi County's ECDE initiatives. Item A4 was studied to assess the extent to which stakeholders' participation in the M&E of project decision-making processes contributes to the reflection of community requirements. The findings indicated that 32 respondents (26%) expressed strong agreement, 51 (40%) expressed agreement, 25 (20%) had a moderate stance, and 18 (14%) expressed disagreement. The Std. Dev was 0.866 and the mean was 3.69. The findings indicated that the majority of participants held the belief that the involvement of stakeholders in the decision-making process has an impact on the effectiveness of a project.

Given that fair decision-making increases the likelihood that stakeholders will fully support the outcome of a process, item B4's analysis attempted to determine whether or not stakeholder involvement gives them an equal voice. It found that 26 (21%) of the respondents strongly agreed, 58 (46%) agreed, 28 (22%) had a neutral opinion, and 14 (11%) disagreed. With a Std. Dev of .914, the mean was 3.56. The results suggested that most respondents believed that stakeholders' input into decision-making affects how well a project works.

The objective of conducting the C4 analysis was to assess if the local stakeholders felt sufficiently empowered to take on greater responsibility for their well-being with regard to the project, using the information collected during the decision-making process. Based on the research findings, 58 individuals (46%) expressed agreement, 27 individuals (22%) took a neutral stance, and 18 individuals (14%) expressed disagreement. Out all the participants, 23 individuals (18%) expressed strong agreement. The Std. Dev was 0.944 and the mean was 3.25. The findings

indicated that the majority of participants held the belief that the involvement of stakeholders in the decision-making process has an influence on the effectiveness of a project.

The evaluation of item D4, which investigated the impact of enhanced stakeholder involvement in M&E on generating diverse ideas and perhaps enhancing the implementation process, resulted in a range of perspectives and suggestions for decision-making. Out of the participants, 41 individuals (33%) expressed strong agreement, 38 individuals (30%) expressed agreement, 27 individuals (21%) had a neutral opinion, and 20 individuals (16%) expressed disagreement. The Std. Dev was 0.981 and the mean was 3.41. The findings indicated that the majority of participants held the belief that the involvement of stakeholders in the decision-making process has an impact on the effectiveness of a project.

The purpose of item E4 study was to determine if include stakeholders in decision-making guarantees that their opinions are acknowledged. If so, confidence in interactions rises, creating a favorable environment for improved project execution. showed that of the respondents, 41 (33%) strongly agreed, 43 (34%) agreed, 28 (22%) had a neutral attitude, and 14 (11%) disapproved. With a Std. Dev of 882, the mean was 3.55.

5.3 Conclusion

5.3.1 Participatory M&E Resource Mobilization and Allocation on Project Performance

Based on the analysis of the impact of PM&E resource allocation on the performance of ECDE projects in Kilifi County, the researcher concluded that PM&E resource allocation does indeed influence the performance of these projects in Kilifi County. This conclusion was drawn as the majority of the respondents agreed with this notion. Hence, it is important to recognize that involving stakeholders in the monitoring and assessment of resource mobilization fosters a strong sense of ownership among them, which significantly enhances project performance.

5.3.2 Enhancing the ability to monitor and evaluate projects through active involvement and improving project performance

The researcher's conclusion is that PM&E capacity building influences the performance of ECDE projects in Kilifi County based on the analysis of how it affects those projects' performance. This conclusion was supported by the majority of respondents. As a result, it should be understood that

the participation of stakeholders in M&E of capacity building activities is essential to enhancing the knowledge and management skills needed for the project to be executed successfully and that this participation allows various stakeholders—from private citizens to government officials—to collaborate in order to address shared issues that impact project performance.

5.3.3 The influence of participatory M&E technical expertise on project performance

Since the majority of respondents agreed, the researcher's conclusion is that PM&E technical expertise influences the performance of ECDE projects in Kilifi County based on her analysis of the impact of these tools on the performance of these initiatives. Thus, it should be understood that the involvement of stakeholders in the M&E of the technical expertise guarantees that the project team has the technical expertise required for them to guarantee a high-quality project. Additionally, the involvement of stakeholders in the M&E of the technical expertise plays a critical role in ensuring that the management appoints the right skills and that they enhance the capacities by regularly developing the skill.

5.3.4 Stakeholders Involvement in Decision Making and Projects Performance

The researcher conducted an analysis to determine the impact of stakeholders' participation in decision-making on the performance of ECDE projects in Kilifi County. The findings, supported by a majority of respondents, concluded that stakeholders' involvement in decision-making significantly influences the performance of these projects. Hence, it is important to acknowledge that involving stakeholders in the M&E of project decision making process helps to accurately represent community requirements, generate enthusiasm among individuals regarding the project's execution, and ensure that all stakeholders have an opportunity to express their opinions. The reason for this is that fair decision making enhances the probability that stakeholders would wholeheartedly endorse the conclusion of the process, even if it differs from their initial expectations.

5.4 Study Recommendations

The primary objective of the investigation was to gather information on the impact of PM&E practices on the performance of ECDE projects in Kilifi County. This information will be used to advise the project implementing agency on the importance of involving all key stakeholders throughout the project life cycle and encourage a proactive approach. The investigator determined that the implementation of PM&E procedures had a favorable influence on the performance of the

educational project in Kilifi County. Nevertheless, for these activities to provide a significant and beneficial impact, other suggestions have been proposed, drawing upon the discoveries of the investigation;

- i) It is crucial to provide the community's beneficiaries with the chance to engage at every phase of the project cycle, as their involvement significantly enhances the project's performance. It is imperative to engage community members in the entirety of the project's lifespan, rather than limiting their involvement to specific phases. This is based on the notion that each participant can fulfill a distinct role at every level.
- ii) The project financiers and other implementing agencies should ensure that their protocols are flexible enough to accommodate the participation and feedback of all stakeholders, especially the beneficiaries and other individuals affected by the initiative. Typically, the project manager informs the audience about their progress but does not provide a platform for significant modifications, therefore preventing recipients from expressing their opinions. They fail to recognize the benefits that community engagement brings to the project's success, perceiving it instead as a laborious and expensive process.
- iii) It is important to inform the community's people, especially, about the beneficiaries of the project, so that they are encouraged to actively participate in the later stages of its execution. Community mobilization should commence from the inception of the project. Regular support and assessment from pertinent institutions during different stages of project development are crucial and strongly recommended to guarantee project success.

5.5 Recommendations for Further Studies

This study explicitly investigated the impact of PM&E techniques on the effectiveness of educational projects in Kenya, with a particular focus on ECDE Projects in Kilifi County. In order to recommend potential solutions to this issue, the researcher suggests that further research be done on the impact of PM&E practices on the performance of educational projects among these target groups in other counties. This would assist the researcher in highlighting relevant concerns and other facets of the subject from a different geographic location.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Dear respondents,

I am a student at the University of Nairobi pursuing a Master Degree in Project Planning and Management. I am carrying out a study on PM&E practices and performance of ECDE projects in Kilifi County, Kenya. Am glad to inform you that you have been selected to be one of the respondents in order to undertake the research.

The information that you provide in this questionnaire is for academic reasons and will be treated with utmost confidentiality whereby your name will be mentioned neither on the questionnaire nor in the report. All personal data will remain confidential and will not be referred to in the study. Therefore, you are encouraged to feel free in taking part and answer the questionnaire as faithfully as possible. Your response and cooperation will highly be appreciated.

Thank you in advance

Yours Faithfully,

Asline Mbogo

APPENDIX II: QUESTIONNAIRE

This questionnaire has been designed to align with the study's aims. The questions pertain to the practices and performance of projects in PME. Please carefully review the questions and provide honest responses by marking [√] in the appropriate brackets or by providing a written response in the area provided after each question. Please refrain from including your name in this questionnaire.

SECTION A: DEMOGRAPHIC INFORMATION OF THE RESPONDENTS

1. Gender

i) Male ii) Female

2. What is your age bracket?

i) Less than 20 years iv) 41 – 50 Years
ii) 21 - 30 years v) 51 – 60 Years
iii) 31 - 40 years vi) Above 60 Years

3. What is your highest Level of education?

i) University Level iv) Primary Level
ii) College Level v) other(s) Specify.....
iii) Secondary Level

4. Kindly indicate your category/position (tick the appropriate box)

i) Project Manager iv) ECDE Teacher
ii) Project Engineer v) M&E officer
iii) Project Accountant vi) Project Management Committee member

5. How many years have you worked/engaged with Kilifi County?

i) 1-5 years
ii) 6 -10 years
iii) 11 -15 years
iv) 16- 20 Years
v) Above 20 years

SECTION B: PARTICIPATORY MONITORING AND EVALUATION PRACTICES AND PERFORMANCE OF EDUCATIONAL PROJECTS

7. a) In your own opinion, would you agree to the fact that of stakeholders’ involvement in M&E resource allocation process affects the performance of educational projects?

YES [] NO []

b) The following statements relate to the effects of stakeholders’ involvement M&E of resource mobilization and allocation process on the performance of educational projects. Kindly indicate to what extent do you agree with each one of them with respect to performance of ECDE projects in Kilifi County?

Use a scale of 1-5 below;

Where 1=Strongly Agree, 2= Agree, 3= Neutral 4=Disagree, 5= Strongly Disagree

PM&E Resource Mobilization and Allocation On Project Performance	1	2	3	4	5
Stakeholders’ involvement in M&E of resource mobilization and allocation process ensure effective and efficient completion of projects					
Stakeholders’ involvement in M&E of resource mobilization and allocation process ensures mobilization and allocation of appropriate resources that guarantee successful execution of project without delays					
Stakeholders involvement in M&E of mobilization and allocation ensures that communities contribute cash or other resources in kind towards projects execution process					
Stakeholders’ involvement in M&E of resource mobilization and allocation process instills a sense of ownership which enhances project performance					
Stakeholders’ involvement in M&E of resource mobilization and allocation process greatly contributes towards the identification, acquisition and proper management of the available resources needed for the successful completion of the project.					

c) Briefly, summarize your analysis on the effect of stakeholders’ involvement in M&E of resource mobilization and allocation process in respect to performance of ECDE projects in Kilifi County

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8. a) Do you believe that Technical Expertise in M&E is an effective instrument for improving the quality of project planning and management, and that it has an impact on the success of ECDE projects?

YES [] NO []

b) The above assertions pertain to the impacts linked to the engagement of stakeholders in M&E capacity building activities on project performance. Please specify your level of agreement on the performance of ECDE projects in Kilifi County.

Use a scale of 1-5 below;

Where 1=Strongly Agree, 2= Agree, 3= Neutral 4=Disagree, 5= Strongly Disagree

PM&E Capacity Building and Project Performance	1	2	3	4	5
The participation of stakeholders in M&E of capacity building activities helps to identify the necessary technical team with the appropriate abilities in M&E, which is essential for improving the quality of project planning and management.					
The participation of stakeholders in M&E of capacity building activities is crucial for enhancing the understanding and proficiency necessary for the successful implementation of the project.					
The participation of stakeholders in the M&E of capacity building activities provides an opportunity for various stakeholders, ranging from people to government officials, to collaborate in addressing shared challenges throughout the duration of the project.					
Involvement of stakeholders in M&E of capacity building activities is critical in producing individuals who are intellectually competent.					
Involvement of stakeholders in M&E of capacity building activities ensure that the project team is able to solve complex problems during project execution					

c) Briefly, summarize your analysis on the effect of stakeholders' involvement in M&E of capacity building activities in respect to performance of ECDE projects in Kilifi County

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9. a) Do you believe that the participation of stakeholders in M&E the technical team has an impact on the performance of educational projects, according to your personal viewpoint?

YES [] NO []

b) The following statements relate to the effects of involvement of stakeholders' in M&E the technical team on performance of educational projects. Kindly indicate to what extent you agree with each one of them with respect to performance of ECDE projects in Kilifi County?

Use a scale of 1-5 below;

Where 1=Strongly Agree, 2= Agree, 3= Neutral 4=Disagree, 5= Strongly Disagree

PM&E Technical Expertise and Project Performance	1	2	3	4	5
The participation of stakeholders in M&E the training needs of human capital is crucial for enhancing project performance.					
The participation of stakeholders in monitoring and evaluation of technical competence guarantees that the project team possesses the requisite technical knowledge to ensure the delivery of a high-quality project.					
Involvement of the stakeholders in M&E the technical expertise plays a critical role in ensuring that the management selectively appoint the right skills and that enhance the capacities by further developing the skill on a regular basis					
Involvement of the stakeholders in M&E technical expertise plays a critical role by ensuring that the training needs assessment is accurately monitored and executed diligently by the team responsible for the human capital management					
The participation of stakeholders in monitoring and assessing technical expertise enhances the existing M&E abilities, which are crucial for an effective monitoring and evaluation process, considering that the staff need training in evaluation fundamentals.					

c) Briefly, summarize your analysis on the effect of stakeholders’ involvement in M&E of the technical team in respect to performance of ECDE projects in Kilifi County

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10. a) In your own opinion, would you agree to the fact that of stakeholders’ involvement in M&E of project decision making process affects the performance of educational projects?

YES [] NO []

b) The following statements relate to the effects of stakeholders’ involvement in M&E of project decision making process on performance of educational projects. Kindly indicate to what extent you agree with each one of them with respect to performance of ECDE projects in Kilifi County?

Use a scale of 1-5 below;

Where 1=Strongly Agree, 2= Agree, 3= Neutral 4=Disagree, 5= Strongly Disagree

PM&E Decision Making on Project Performance	1	2	3	4	5
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Stakeholders' involvement in M&E of project decision making process helps in reflecting the community needs and stimulate people's interest in the implementation of the project					
It provides all stakeholders an equal voice given that fair decision making increases the probability that stakeholders will fully support the outcome of a process even if they had hoped for a different outcome					
The flow of information generated through decision making process gives confidence to the local stakeholders to take a greater degree of accountability for their environment and welfare in relation to the project					
Increased stakeholder participation in M&E leads to greater input from a diverse range of stakeholders in decision making, resulting in a wider range of ideas and perhaps improving the implementation process.					
It ensures that the opinion of the stakeholders is heard and by so doing, the level of trust in the interactions increases thus providing a fertile ground for enhanced project implementation process					

c) Briefly, summarize your analysis on the effect of stakeholders' involvement in M&E of project decision making process in respect to performance of ECDE projects in Kilifi County

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THANK YOU FOR YOUR TIME